

Careers Service work with young people with priority needs: Examples of current practice

1. Introduction

- 1.1 The government's Connexions strategy (2000) requires careers services to work within a new multi-agency framework that places particular emphasis on finding new ways of supporting all young people, particularly those who are 'at risk' or in need of extra assistance. In December 1999, the Careers Services National Association (CSNA) Careers Education and Guidance Reference Group, supported by the Department for Education and Employment (DfEE), commissioned a survey to review careers service approaches related to working with disaffected young people.
- 1.2 The rationale underpinning the project was to highlight a range of good and interesting practices in order to demonstrate the breadth and scope of various approaches used to re-engage young people. This report provides an overview of the wide range of work being undertaken by careers services with disaffected young people. It aims to inform future developments relating to the Connexions strategy (DfEE, 2000). It provides an overview of potential activities and developments that have been proven to work effectively within the context of social inclusion. Case-study materials, drawn from careers service organisations in England, provide Personal Advisers with practical and innovative approaches that can be applied and utilised in their work. This will be particularly relevant in the development of the Personal Adviser role and in supporting the work of Learning Mentors within schools.
- 1.3 The main aim is to provide a sample of materials that reflect a rich and diverse range of careers service activity. The report can be used to:
 - obtain a general overview of interesting and innovative careers service development work;
 - stimulate ideas and identify practices that may be relevant for development in other areas;
 - locate information and key contacts for specific projects.

2. Methodology

- 2.1 The study was undertaken by CareerPath (Northants) working in association with the Centre for Guidance Studies (University of Derby). It focused on obtaining examples from careers services of good and interesting practice on their work with young people. The information provides a brief overview of the potential target groups, description of activities, and in some cases, specific information on funding and resource requirements.
- 2.2 A proforma (Appendix 1) was designed by CareerPath (Northants), which formed the basis for a postal survey of all 66 careers services in England. This was undertaken in January 2000: 32 (48%) of careers services responded (Appendix 2).

In February 2000, the Centre for Guidance Studies (CeGS), University of Derby analysed the responses and developed a conceptual framework to highlight the main focus of careers service work and key strands of activity. A total of 115 case studies were collated and these reflect a rich and diverse range of activity. It should be noted that careers services were not asked to provide an overview of their strategic policy relating to work with young people. The emphasis was placed on providing practical examples and, where possible, copies of relevant materials.

2.3 Within this report, a selection of materials drawn from the overall findings are presented. The criteria for selection is based on diversity in relation to location, multi-agency working links and evidence of creativity.

2.4 In addition to the examples detailed in the report, Appendix 3 provides a brief overview of all 115 case studies and key contacts to obtain further information. *[The Centre for Guidance Studies, University of Derby could potentially provide a central contact point for enquirers if they wish to access the case study materials. This matter is currently being discussed by CSNA & DFEE]* or alternatively, the materials can be accessed via the:

- Careers Services National Association (CSNA) website: <http://www.careers-uk.com>
- Centre for Guidance Studies (CeGS) website: <http://www.derby.ac.uk/cegs/>
- Department for Education and Employment (DfEE) website: <http://www.dfes.gov.uk/>

3. Target areas

3.1 From the findings, the case studies provided examples of activities undertaken in the following areas:

- work in primary schools;
- work in secondary schools, including activities primarily aimed at Key Stage 3 & 4 students;
- work with post-16 students within both an institutional and community context.

3.2 Around 3% (3) focused on work in primary schools, with 15% (17) specifically related to Key Stage 3 activities. Approximately 75% (86) of the case studies related to work with Year 10 and Year 11 pupils, and 7% (9) related to work with post 16 clients. The results are hardly surprising given that careers services have traditionally developed both individual and group interventions to help support young people who have been identified 'at risk' by schools. Within the questionnaire, respondents were asked to indicate the Key Stage / Year/ Number of students involved in their work. This strongly influenced the responses:

"I'm assuming you mean activities rather than programmes like New Start / COOL 14-16 with multi-agency and school participation".

3.3 As a result, very few examples of New Start or Learning Gateway activities were provided. This means that the case studies presented are a partial rather than comprehensive sample from the full range of activities undertaken by careers service organisations.

4. Disapplication from the National Curriculum

4.1 Respondents were asked to indicate whether students were disappplied from any National Curriculum subjects. The findings show that many students were disappplied from National Curriculum subjects in order to allow time for learning support activities. Subject areas such as modern languages, physical education and technology were frequently cited.

5. Activity areas

5.1 The main aims of the majority of activities relating to careers work with disaffected young people are to:

- reduce young people's social exclusion;
- encourage informal contacts and provide support mechanisms that will bolster young people to test out new and more positive forms of learning;
- ensure that intervention is meaningful and cost-effective.

5.2 Morgan & Hughes (1999), in their work on analysing developments within the New Start initiative, refer to three main strands in the delivery of services and provision:

- *a personal development strand* which includes basic skills courses, numeracy, literacy, language and confidence building;
- *an employability strand* including interview skills, presentation skills, job search, work experience, workplace visits and peer mentoring;
- *an education strand* which includes distance learning, vocational courses, Vocational Access Certificates, Youth Achievement Awards and C&G Profile certificates.

5.3 The key principles that underlie careers service activity in this area can be conceptualised in terms of tackling disaffection through *prevention*, *recovery* and *re-integration*.

- *Prevention measures* are aimed at stopping young people from becoming disaffected in the first place by identifying those most 'at risk' of dropping out and taking action that engages young people. In certain cases, activities focus on early identification strategies in an attempt to take a pro-active approach towards youth disaffection.
- *Recovery measures* are aimed at bringing young people back into learning in provision especially designed to meet their needs. In certain cases, careers service activity focuses on strong community and multi-agency-based activities to identify and respond to young people's needs.
- *Re-integration measures* aimed at developing approaches to support young people in the transition into mainstream learning or training provision. In certain cases, emphasis is placed on exposing young people to a wide range of new learning experiences by offering follow-through support and encouragement to help re-engage them in learning.

5.4 Many young people were identified as being 'at risk' for a variety of learning, educational or behavioural reasons. The following case studies are grouped according to the primary, secondary and post-16 phases. For each of these groupings, projects are further sub-divided using the above typology of prevention, recovery and re-integration measures. It should be noted that several of the projects are cross-phased; for example, art therapy can be used within primary and secondary schools. In many cases, the DOTS model (Law and Watts,1977) is applied and a wide range of samples are given which relate specifically to:

- decision-making;
- opportunity awareness;
- transition learning;
- self awareness.

6. Work in primary schools

6.1 Three examples of work in primary schools were received. These focused on the identification of pupils 'at risk', who then received additional learning support. The aim was to develop preventive measures and motivational strategies to support pupils from becoming disaffected and dropping out of secondary education. These projects demonstrate differing examples of work with primary pupils:

Case Study 1

Art Therapy

Career Connections at Birkenhead Careers Centre offers a flexible delivery programme based on an art therapy approach. This is used as a vehicle for exploring many facets of young people's experience and promotes co-operative behaviour to help pupils express themselves more fully. A range of activities are offered based around personal and wider school issues.

Case Study 2

Transition Teams

Leicestershire Careers & Guidance Services (LCGS) has developed a 'Moving On Up' programme whereby groups of students are supported by a facilitator to assist them with transition related projects. The aims of the programme is to:

- 1) help pupils cope effectively with the transition to secondary school;
- 2) raise their motivation, attendance and attainment;
- 3) help schools and their staff to develop processes and activities that will support pupils during transition;
- 4) develop models of working that can be adopted by other schools.

CCDU Training and Consultancy (Leeds University) developed this programme together with LCGS and Leicester City Local Education Authority.

Case Study 3

The Lincolnshire Approach

A programme for identifying and supporting 'at risk' pupils at Key Stage 2/3 has been developed by Lincolnshire Careers & Guidance Services (LCGS) Ltd. A profiling system is used to assist in the exchange of data and put mechanisms in place to provide effective referrals and support processes to aid pupil transition from primary into the secondary phase. This development project is due to be extended over the coming year to include breakfast clubs in schools and use of the Opening Doors resource pack (Law & McGowan, 1999). Primary school pupils are involved in self-awareness, problem-solving and decision-making activities. LCGS estimate the total cost of the project to be £20,000.

7. Work in schools with Year 7 and 8 pupils

7.1 Four examples of work with Year 7 & 8 were received. These highlight good and interesting practice. All of these projects are addressing pupils' personal development needs, particularly in relation to interpersonal skills, self-esteem, confidence, attitude and behaviour. The concept of developing opportunity awareness and early decision-making skills is clearly apparent. The following two case studies illustrate examples of innovative approaches:

Case Study 4

The Real Game

Two schools in Northamptonshire in association with CareerPath (Northants) are currently piloting 'The Real Game' with Year 8 students. At Studley High School, Northants, 120 Year 8 students participate in a structured programme over a 20-hour period. This is delivered by tutors with careers service input and support. This programme was originally developed and tested in Canada and is currently available nationally through the Department for Education and Employment (DfEE).

Case Study 5

Kicking With Both Feet

Search Careers in Wandsworth run a half-day conference for disaffected students who are obsessed with football as a main career aim. It is recognised that in many cases, this may be an unrealistic career goal; therefore students are encouraged to participate in a range of activities supported by professional footballers and staff from Fulham and Wimbledon Football Clubs. Additionally, 'Football in the Community', local colleges and training providers are involved in the event. The main types of activities built into the conference include self-awareness, role modeling, labour market information and learning the importance of having a back-up plan.

8. Work in schools with Year 9 pupils

- 8.1 Thirteen examples of work with Year 9 disaffected pupil were received. It was noted that many of the activities are also highly relevant and applicable to careers work with pupils in Year 10 & 11. All of the case studies address personal development and behaviour management issues. Two of the projects focus specifically on offending behaviour and tackle this issue through focused interventions delivered within a multi-agency approach.
- 8.2 Some projects focus on the development of basic skills. There is evidence that peer mentoring is being used to encourage young people to build trust and positive relationships. A range of external agencies were also identified as making a positive contribution to curriculum activities, including: Youth Offending Teams, Careers Service, Drug Awareness Teams, Social Services, Education Welfare Teams, the Youth Service and Employers.
- 8.3 A few examples show that careers services are actively involved in developing recovery measures linked to alternative accreditation for young people outside the National Curriculum e.g. Careers Skills Award and ASDAN qualification.¹ The following case studies illustrate examples of innovative approaches.

Case Study 6 **Peer Mentoring**

Tyneside Careers Service train peer mentors aged 16-20 year olds. These mentors work with year 9 pupils in a range of settings including assemblies, class sized groups and drop-in clinics. They cover issues such as drugs, alcohol, homelessness and sexual health, based on personal experiences. The learning outcomes revolve around giving pupils the opportunity to know more about themselves and the consequences of their actions. This project is funded from the DfEE Innovations and Disaffected Initiative and will be embedded in Tyneside Careers Service mainstream work from March 2000 onwards.

Case Study 7 **DICE Project**

Thames Valley Police, assisted by the careers service, youth service, local authority and Princes Trust, leads this project. It targets young people who have been involved in offending behaviour through a four-week project, delivered during the summer holidays, by the Princes Trust. The programme includes outward-bound activities involving problem solving, team building exercises, multi-agency sessions and the opportunity for a one-week work-experience placement.

¹ All externally accredited awards offered by schools must now be approved by the Quality and Curriculum Authority (QCA) within their framework of qualifications. Most of the careers and work-related award schemes used by schools and careers companies up to 2000 will no longer be permissible in future; seven awards have been approved for careers work, proposals for work-related awards are currently being assessed by the QCA. The list of approved awards will be published during 2000.

Case Study 8

Careers Skill Award

York and North Yorkshire Guidance Services offer an accredited Careers Skill Award, for students from Year 9 onwards, who are being educated outside school through the home tuition service. It involves practical tasks for completion, which form the basis of a careers education programme. There are eighteen tasks and pupils are required to complete ten of these in order to achieve the award. The tasks are fully recorded and a certificate is added to the students' record of achievement. Examples of tasks available are: preparing a CV; visiting a college; using a careers library; and going on work experience.

Case Study 9

The Step Project

CfBT have developed a project aimed at increasing motivation levels in young people from year 9 onwards. The project is designed to raise self and opportunity awareness and to increase motivation and the development of positive attitudes. Action planning and target setting are integral and jointly developed between the young person and the workers. The project involves the school careers adviser, link teacher, youth worker and an employer. Pupils are introduced to a wide range of activities; including group work sessions, outside leadership course, team building events, employer events and individualised activities relating to specific needs. Pupils are drawn from within the school and a flexible approach is used to identify the main target group within each school. The programme is tailored to match the needs of the school and the pupil group.

- 8.4 Many of the case studies indicate that careers services are working with young people within a multi-agency approach. In some cases, they are performing a facilitating or co-ordinating role whereby young people are encouraged to develop a better understanding of themselves through group interventions and highly individualised programmes.

9. Work in schools with Year 10 pupils

- 9.1 Forty-six examples of work with Year 10 disaffected pupil were received. Many of these extend into Year 11 activities. All of these projects are addressing pupils' personal development, using a variety of approaches. Such projects are providing opportunities and encouragement for peer education / training programmes by offering work experience and work sampling. Confidence building, teamwork and relationship building feature in many of these case studies. The following three case studies illustrate examples of innovative approaches:

Case Study 10

A Bridge to Success

Wakefield Careers Service run a two-year project, funded by DfEE, for students who are taking integrated studies as an alternative to two GCSE subjects. The project aims to encourage successful transition into learning or training for students with low academic achievement, numeracy and literacy needs and low motivation levels. The use of integrated studies allows students to sample a range of course at the local further education college in Year 10. In the following year, this is developed into a programme of work placements with local companies. The project involves school careers staff, careers service staff, college and local employers.

Case Study 11

Sutton New Start Project

Prospects Careers Services in Sutton have targeted students in four schools identified as being 'at risk of dropping out' and who are not involved with other agencies. The funding is provided by SOLOTEC via New Start funding. A Careers Adviser and Youth Worker devised ten sessions tailored for each school. This includes team building, self-awareness, career choices and two residential visits. The activities are designed to re-engage students so that they can maximise their opportunities in Year 11 and move towards a positive outcome.

Case Study 12

Moorlands Prison Initiative

Lifetime Careers have focused some of their activities on students with a history of disruptive behaviour in class and/or short-term exclusions. It is seen very much as a valuable part of social education. Young people attend a briefing session, followed by a visit to Moorlands Prison where they have the opportunity to talk with prison staff and have supervised talks with selected prisoners. Following the visit, a de-briefing session is held to review the learning outcomes from this experience. As a result of pupil feedback, prison staff were invited to the school to inform all Year 10 pupils on the day-to-day experience of prison life from both a staff and inmate perspective.

Case Study 13

Careers Explorer Transition Group Project

Essex Careers Service in association with the Careers & Business Partnership (CBP) are working with Deanes School, Essex, to provide additional support to pupils with special educational needs in a mainstream school. Students work with teaching staff and careers advisers to investigate a career area of their choice within a 15-week structured programme comprising two lessons each week. Site visits to work places and colleges are undertaken and reported through pupil project folders and displays at countywide events. A half-day launch was held at a local Youth Centre which included games, team building activities and icebreakers. A careers teacher, careers adviser SENCO and a facilitator who is a school governor have delivered this programme. Essex Careers & Business Partnership met the costs of the programme by providing a £200 grant.

Case Study 14

Career Aspirations of Higher Ability Pupils

Three schools in Essex, including Ockenden School, are working with the local careers service and Essex TEC to develop additional work within their existing PSE programme. A project aimed at more able pupils whose career aspirations do not match their ability, i.e. high achievers with low aspirations, has been designed to motivate and support such pupils in order to encourage them to maximise their potential. There are three key elements within the project; firstly, students are allocated to a mentor who is 'an adult from outside the school in a high powered job'. All mentors attend training sessions and are required to undergo police checks. They meet with pupils on a monthly basis. Parents also play an important role within the project and are actively encouraged to get involved in the programme. Secondly, pupils meet on a fortnightly basis with their Careers Adviser to address issues of self-esteem, personal development and career aspiration. Thirdly, work-experience placements are organised to enable pupils to experience work placements guided by their mentor or other high-level company executive.

Case Study 15

Work Words

Career Connections in Wirral are involved in promoting a new range of activities within a pupil referral unit setting. A group activity is designed to help pupils become familiar with terminology used in work, training and education. It offers an opportunity to discuss unfamiliar language such as 'shift work', 'day release' and 'NVQ'. A Block Buster style quiz with a grid containing relevant work words is used to develop understanding of work topics and work related terminology. This activity is from Stop Gap, published by Careers Education and Development.

Case Study 16

Compact Career Club 2000

Compact Career Club 2000 is an initiative aimed at students who are dropping out of full-time education or those who are keen to try out a new challenge. The programme offers students the opportunity to gain an ASDAN Youth Award accredited by the University of Bristol. CareerLink in West Lancashire is piloting the Compact Club in eight schools with 160 pupils. The majority of students are disaffected with poor motivation, low self-esteem and self-confidence. Under-achievement and poor attendance are also key factors. Students have to complete 15 challenges, with each challenge having a minimum of four hours' work. The challenges are divided into three categories: My Self, My World and My Future. Students have to complete three action plans, produce a portfolio of evidence and a summary of achievement. The Career Club 2000 is delivered in different ways in pilot schools with delivery times ranging from one hour to four hours per week. In all pilot schools, teaching staff deliver the programme with support from the school Careers Adviser, Youth Worker, SENCO and Education Welfare Officer. CareerLink manage the programme and organise network meetings, moderation meetings and deliver training for all Club 2000 advisers. Schools have allocated a budget of £500 for start-up costs.

10. Work in schools with Year 11 pupils

- 10.1 Thirty-four examples of work with Year 11 disaffected pupil were received. All of these projects are addressing pupils' personal development, careers education and guidance, learning and employability skills. In some cases, traditional examples of careers service work in classrooms, exploring options and using careers information, were described. Others cited examples of activities designed to prevent young people from dropping out of full time education at 16. In certain areas, the activities focus on exposing young people to a wide variety of new learning experiences, as well as offering encouragement to help re-engage the pupils in learning. The following six example illustrate a range of approaches:

Case Study 17

Three Steps Up

Hertfordshire Careers Services Ltd. have developed a three-day alternative programme for young people, who have been identified through a careers service diagnostic screening process, as being in need of more intensive tuition and support. They may be statemented or demotivated within school and many are poor or none attenders. Three Steps Up delivers a focused careers education programme, raises awareness of opportunities available and is specifically tailored to raising young people's self-esteem and confidence. A tutor pack provides a set of valuable resources such as quiz materials, questionnaires, card exercises, games and tasks.

Case Study 18

Preparation for Work Club

Tyneside Careers offer a 12-week programme, aimed at Year 11 pupils, who are disaffected or disengaged from learning. A range of group activities are undertaken by pupils to help build their confidence, self-esteem and personal development. Examples include completion of self-assessment sheets, experiential learning designed to improve communication skills, work experience placements, icebreakers games, dealing with moral dilemmas and evaluation exercises. This is a well-structured and systematic approach towards providing an alternative and effective motivational programme for disaffected pupils.

Case Study 19

Kickstart 1 & Kickstart 2

CareerPath (Northants) have developed a motivational programme for Year 11 pupils. The main learning outcome is to prepare young people for transition to employment, college or training. This programme is supported by SRB funding and is designed to provide an effective multi-agency approach towards helping young people with their career plans.

Case Study 20

The Path

Career Connections, Wirral designed a tool to help young people work through a process of crystallising their future plans and career goals. A variety of reading materials and videos, published by Inclusion Press, are available for purchase to help support the delivery of work sessions. Training for facilitators requires them to follow The Path programme before they begin to work with their clients. The main theme underpinning this approach is to offer clients an opportunity to explore self-awareness and to identify needs and potential goals. Examples of materials include use of: graphics, photographs, graffiti, magazine pictures, pastels and oils.

Case Study 21

The Way to Work programme

CfBT (Bedfordshire) devised a partnership initiative between the careers service, Bedfordshire Local Education Authority (LEA), Dunstable and Bedford Colleges. This comprises a 15-week x 2 hours programme, aimed primarily at disappplied or potentially excluded young people from Year 11. It aims to provide a programme of work-related learning based at a college (with work placements) for those students identified and nominated by local schools. The intention is to provide a bridge into local post-16 opportunities through a series of planned sessions, such as: team building, introduction to employer expectations, equal opportunities, work experience, interview skills, role plays and mock interviews, communications skills, quiz exercises and CV / job search skills. Guest speakers play an important role in the programme and are drawn from further education colleges, training providers and local employers. Students are given a personal careers assignment to be completed throughout the programme.

Case Study 22

Launch Pad

Staff from Maidenhead Careers Centre (CFBT, Thames) have developed a ten-week programme aimed at Year 11 students in a Pupil Referral Unit and recent leavers. This is designed to provide a careers education and guidance programme within the unit. The main components are: getting to know you and agreeing a plan; work experience/ job application forms; computer skills for CV writing; communication techniques for conflict situations; gaining respect; options post-16; Launch Pad week; work experience; review of self and confidence building; and follow -up work. The programme is prepared and delivered by the Careers Service, Youth Service and Education Business Partnership. Thames Valley Enterprise made a financial contribution (£600) to help support the development of the project.

11. Work in schools and colleges with post-16 clients

- 11.1 Eight respondents provided case-study information on activities relating to work with disaffected young people. Careers services continue to provide vital support and information to assist in the transitional phase from pre - to post-16.
- 11.2 In the examples provided as indicated in para. 3.3, the response rate for this area of work was significantly lower than expected. The reasons for this stems primarily from the way in which the questions were posed with respondents being asked to indicate activities relating to key stage and year group.

- 11.3 Many activities with post-16 clients are geared towards stimulating interest in learning both with disaffected young people and with higher-ability students who are at risk of dropping out of education and training.

Case Study 23

C ZONE

CFBT Thames have planned a one-week programme aimed at motivating young people in need of additional support to aid their transition from school to work, training or further education. C-Zone comprises classroom-based activities, visits and outward-bound trips. The former covers areas such as self-awareness and job hunting skills, as well as practical team building and problem-solving exercises. Visits and educational trips are organised to the Houses of Parliament and an Outward Bound Centre on the Isle of Wight. The programme is prepared and delivered by Careers Advisers with the support of other key organisations such as Youth Service, Youth Justice service and the Community Service. Thames Careers Guidance and Reading Borough Council (through the Training and Employment Advice Shop and Reading Youth and Community Service) jointly funded the project. The approximate costs were around £500.

Case Study 24

Rotary Club Initiative

Leeds Careers Guidance linked up with the local Rotary Club, who were keen to work with young people, as part of a strategy to raise motivation and aspirations in inner-city schools. They shared their local business network contacts and organised a programme of company presentations both within and outside of the local schools. An event was held on the same day as the Year 11 parents evening so that parents had an opportunity to visit exhibition stands and to meet with local employers. Pupils were fully involved in the planning and organisation of the event. The event is due to run for a third year in 2001. The Careers Adviser indicated that this type of activity works well within the context of pre-16 or post -16 work.

Case Study 25

Teamwork Skills programme

Career Connections in Wirral have developed a seven-week programme aimed at developing teamwork skills with trainees on a Youth Preparatory Training programme. Many of the young people have experienced personal problems and setbacks in their lives. The programme is designed to motivate and inspire young people to take more control and to develop sound decision-making skills. Careers Advisers, RAF staff and voluntary workers are all involved in the delivery of the programme. The project workers indicated that the some young people were initially hostile however, by the end of the programme they had grown in confidence and stature.

Case Study 26

Transition Teams Project / Careers Explorer

In Chelmsford, the local Careers and Business Partnership designed a curriculum programme for Year 12 and 13 pupils. The aim is support pupils' transition from school to the world of work, education or training. A set of aims and learning outcomes linked to graded outcome descriptors is used to assess pupils' state of readiness for career planning.

Case Study 27

Personal Learning Planning

Cambridgeshire Careers Guidance aims to work with schools and colleges to support them in developing quality careers education and guidance to meet the needs of individual pupils including those who are disengaged or in danger of becoming disengaged from learning. Both within and outside a post-16 setting, Personal Learning Planning recognises the role of the tutor as key worker, provides tutor training, promotes an integrated learning planning process, and adopts a holistic approach to young people's career planning and decision-making.

Case Study 28

Sheffield 5 Community Work

Within the Sheffield area, Careers Advisers were keen to undertake some extra outreach work and to test out new ways of working with disaffected young people in the community. They teamed up with the Youth Service and jointly toured the area using a Youth Service caravan to promote learning and to highlight the availability of 'drop-in centres' for information and support. Careers Advisers provided opportunity information and advocacy support to young people.

12. Funding and costs

12.1 The information provided by respondents gave a general overview of potential funding and associated costs. Many of the examples indicated that development work had taken place either through one or more of:

- DfEE or Government Office -funded programmes
- Targeted projects linked to New Start (Round 1) or SRB funding
- Sharing cost projects within a multi-agency arrangement
- Low-cost initiatives linked to 'payment in kind' arrangements.

12.2 In the majority of activities, the costs were approximately £500 - £1,000. However, there were some extreme cases which cost up to £20,000 to deliver over a one-year period. There were also a large number of activities in which the costs of delivery were absorbed by the careers service. This mainly related to staffing and accommodation costs. In the majority of cases, careers service organisations provided a broad overview of related costs; however, some respondents did not complete this section of the survey.

13. Training implications

13.1 From the range of case study information, the majority of respondents have indicated whether or not specific training is required. In a few cases, specific costs relating to training are indicated; however, in the majority of cases this information is not recorded in sufficient detail to draw any significant conclusions. In general, training for specific delivery of activities appears to be minimal.

14. Conclusion

- Careers service organisations have provided a rich and diverse range of case study materials. These reflect both creative and innovative approaches to careers services' work with disaffected young people. Practitioners and managers are encouraged to use the findings as a guide to practice and to extrapolate relevant information that may be appropriate for development in their respective areas.
- It should be noted that within the 115 case study examples there was no evidence of formal evaluation reports to indicate the success of the projects. However, the proforma did not specifically ask for this evidence. This may be an area for future research and / or development.

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