**Education Select Committee**

**Inquiry into Careers Guidance for Young People**

***Formal Response from the National Careers Council***

***3rd September 2012***

1.1 The National Careers Council welcomes the opportunity to feed into this formal Inquiry. We believe investing in the skills of people is an intrinsic part of securing growth and prosperity for the UK.

1.2 The government’s vision for a better quality of information, advice and guidance on learning and work is set out in the document [The Right Advice at the Right Time (PDF, 2.2 Mb)](http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/n/12-677-national-careers-service-right-advice-right-time.pdf) , published on the 5 April 2012.

1.3 The National Careers Council was established in May 2012 to provide advice to government on a strategic vision for the [National Careers Service](http://www.bis.gov.uk/policies/further-education-skills/national-careers-service-for-england) and allied career support services as key economic drivers of business growth and opportunities in learning and work. The Council will **champion a fresh vision for careers services** drawing on leading-edge developments to ensure **high quality provision**. The Council is chaired by Dr Deirdre Hughes, OBE, with ten members and three associate experts ([members' biographies](http://www.bis.gov.uk/policies/further-education-skills/national-careers-council/national-careers-council-members)), drawn from education, industry and the careers sector.

**Understanding the impact of transformation in careers guidance provision**

* Differing forms of public, private and voluntary/community sector alliances are on the increase.
* A major challenge is how best to harness resources, including new social partnerships, to help minimise mismatch between individuals’ learning and work opportunities.
* Barriers on the supply and demand side are arguably linked not only to mismatch or shortfall in both technical and non-technical (generic or soft) skills, but also to rapid expansion in education and qualification systems across Europe and changing labour markets.
* School-to-work transitions are more difficult in countries where the dominant transition model is ‘study first, then work’ (OECD, 2010a)[[1]](#footnote-1).
* The Council has identified **four key components** **that can strengthen localities and stimulate growth:**
* careers services allied to meet people’s needs and closely aligned to the labour market;
* employer engagement, dynamic and locally structured to facilitate entry and re-entry into the labour market;[[2]](#footnote-2)
* systematic and coherent tracking to identify support to those dropping out of the system;
* high quality careers interventions delivered by suitably trained career development professionals meeting required quality standards, for those working with both young people and adults.

**The purpose, nature, quality and impartiality of careers guidance provided by schools and colleges, including schools with sixth forms and academies and how well-prepared schools are to fulfil their new duty.**

* 1. There has arguably never been **a time when the need for good quality careers provision** has been greater. This is particularly so with the fast pace of technological and labour market change, the advent of new career sectors and qualifications and the considerable personal and financial investment decisions that individuals and their families face in choosing own their pathways to success. Effective careers services perform a pivotal role in **stimulating demand for further education and skills**. The shift to **freedom and flexibility for learning providers, in line with local determinism**, means that the **intelligent choices of learners** equipped with the full range of careers information, advice and guidance at their disposal have become of paramount importance.
  2. **There have been many policy reviews** carried out within the last decade by OECD, the World Bank, the European Commission and its agencies, and other organisations.[[3]](#footnote-3) A recent review of legislation on career guidance in member states[[4]](#footnote-4) highlight different **policy levers adopted by governments** **to strengthen national, regional and local arrangements for careers provision**: Key findings are summarised in the Appendix. Whilst these are context specific, they do highlight potential options for Government to benchmark existing arrangements and future possibilities.

* 1. The **environment** in which careers education, careers information, advice and guidance now operates in schools, colleges, higher education institutions and other community settings is both dynamic and uncertain. The **future direction of travel**, key responsibilities and performance measures that demonstrate both relevance and impact need to be more explicit. The Council is in the process of **‘joining the dots’** in existing policies in order to identify key strengths and areas of overlap so that careers provision can be strongly promoted, and resources for careers provision can be pooled and strengthened, where necessary.[[5]](#footnote-5)
  2. We are investigating **high performing systems** **on an EU and international basis to benchmark excellence and innovation in careers provision[[6]](#footnote-6)**. We have defined ‘high performing’ within a multi-dimensional framework, i.e. in terms of either *one or a combination* of the following: school performance; advancements in the use of ICT; utilisation of effective tracking systems and connectivity to the labour market; and/or featuring some form of outsourcing contract arrangements.
  3. Having **a future vision for the National Careers Service and wider careers support market is necessary** as this offers a point of continuity amidst the flux of economic changes[[7]](#footnote-7). The National Careers Service is first and foremost a ‘local service’, delivered by advisers who are deeply rooted in their local communities and understand local job markets and career prospects. Its relationship with schools, colleges, higher education and other community based organisations is currently being reviewed by the Council to establish key strengths and areas for improvement.
  4. Eviden**ce suggests[[8]](#footnote-8) that good-quality careers guidance interventions in schools have a positive impac**t on **decision-making processes, reduce course switching, drop-out rates, and contribute towards successful transitions** within statutory and further education. Findings from the OECD[[9]](#footnote-9) and other studies[[10]](#footnote-10) highlight **career education programmes that develop career management skills (including career adaptability and resilience) in many schools are lacking**. The Council is gathering intelligence on this issue and will be report in May 2013 on how schools and colleges have adapted to the new arrangements emerging from the Education Act and new Statutory Guidance[[11]](#footnote-11). So far, many schools are indicating how ill-prepared they are, as they are increasingly faced with a weight of **marketing material from prospective providers**. Headteacher bodies[[12]](#footnote-12) have expressed concern in this regard. The impact of the Statutory Guidance needs to be monitored closely.
  5. For schools and colleges, the OECD promotes a **partnership model** and highlights the limitations of an exclusively school/college-based model of careers education, information, advice and guidance (CEIAG) delivery. Strong careers service **leadership and vision** are two essential components required. **School and college students need access to independent and impartial** careers provision. Evidence shows that ‘where careers guidance is wholly school-based, links with the labour market can be weak’, and too linked to the self-interest of particular institutions[[13]](#footnote-13). Teachers’ experience of the wider work environment can be limited and their formal or informal advice to students may be biased towards general education and university pathways’[[14]](#footnote-14). There are many instances of schools with **sixth forms restricting access to balanced information and advice on alternative choices**[[15]](#footnote-15).

2.8 There is a clear need for impartial well informed **careers support** from outside careers services working closely with schools and local businesses as part of an integrated career learning curriculum. In this regard, a key objective for the **Council is to identify strategic models of good and interesting policies and practices that can act as ‘benchmarks for excellence’.**

2.9 Schools and colleges highly value the involvement of **employers**. Major and smaller employers want to be involved as active partners to help young people to contribute fully to the wider economy[[16]](#footnote-16), through preparing them with accurate careers information, mentoring, work experience, interview skills and the development of confidence, responsibilities, communication, and relationships. Many **employers** are keen to directly support more **vulnerable young people who have few opportunities, such as those in care or otherwise** without family links to open access to potential learning and work opportunities. This requires a ‘careers brokerage service’ from trained and qualified **career development professionals** working within a **quality assured market place**.

2.10 The Council has identified three strong approaches, including the **matrix standard**, the national **Quality in Careers Standard for CEIAG**, and **Level 6 qualifications for career development professionals** in line with the recommendations of the Careers Profession Taskforce (2010) and Careers Profession Alliance (2011). All three are supported by Government to assure quality careers provision. We will be monitoring the arrangements as they unfold. We also welcome a recent development by UKCES to strategically **position** **‘Investors in People’** **alongside service standards for careers providers.**

**The extent of face to face guidance offered to young people**

3.1A survey of careers providers in 41 local authorities (LAs)[[17]](#footnote-17) showed there to be a total of 455,055 **individual face to face interviews with young people in compulsory education**, excluding face to face group work in schools. A simple extrapolation of this figure would exceed 1 million face to face interviews nationally in any one academic year. This was at a time when careers services were provided direct to schools through Connexions grant funding to local authorities. Where schools are negotiating contracts for careers guidance services from September 2012, many are requiring a lower level of provision, with **some schools not yet having made any commitments,** and where contracts have been agreed the range and depth of provision is tending to fall substantially short of that provided previously, due mainly to **the removal of previous funding resources**.

3.2 **Local authorities retain responsibilities to support the participation of vulnerable young people under 19 in education or training**, particularly if at risk of disengagement[[18]](#footnote-18). Young people aged 13+ can be referred to the NCS helpline and website and could be signposted by NCS walk-in facilities to the most appropriate form of support. However, **funding for 1:1 support for contractors to work with this age group is missing, and many local services have closed due to funding withdrawal**. The Council’s ongoing dialogue withthe **Local Government Association (LGA)** and **LEPs** should be helpful in identifying existing and new careers policies and practices: we would welcome clearer guidance to local authorities to clarify these duties.

3.3 A key priority of **the National Careers Service** is to provide IAG to unemployed people aged 18+ to help them achieve employment and learning outcomes. **Co-location arrangements** in a wide range of community settings are beginning to emerge, including Jobcentre Plus offices and further education colleges. **The Skills Funding Agency, DBIS and DWP are currently reviewing the available intelligence on progress being made, to feed into the Council’s work.**

3.4 The recent review of the UK’s technological readiness indicates how the Government is examining ways of ensuring that the most disadvantaged young people are not left behind because they lack the technical facilities they need in their homes. There is equal concern about adults who are disadvantaged because they lack crucial digital life and work skills. We believe there is a real danger that **disadvantaged individuals, with a particular need for career guidance support, will be excluded if service delivery comes too depend on access to ICT** before national policies address the twin issues of digital infrastructure and digital user skills.

**At what age careers guidance should be provided**

4.1 Young people’s educational intentions are fixed surprisingly early and what they say at the age of 11 is highly predictive of their actual behaviour at 16[[19]](#footnote-19). Research[[20]](#footnote-20) indicates that **children aged 9-13 begin the progressive elimination of least-favoured career and learning alternatives**. By this stage, children/young people begin to dismiss a large range of occupations for being the wrong ‘sex-type’, at unacceptably low or high levels, or beyond their capabilities. Although this eases the burden of choice, it also forecloses the potentialities of individuals by limiting their experience and educational choices. Accordingly, career-related learning should start in primary school.

4.2 With the evolution of UTCs, Studio Schools and academies there is a need for young people to have access to independent advice **earlier than age 14** to help them navigate their options. It is important to **blend the knowledge of teaching staff and guidance professionals** in order to understand what motivates individual students, with their preferred learning styles, and to overcome any issues that hinder their progress. This will have significant **workforce development implications**, not only for careers professionals but also those working in schools, colleges and HEI settings.

**The role of local authorities (LAs) in careers guidance for young people**

5.1 Under the new arrangements, LAs retain their duty to assist young people’s participation in education or training. LAs are also expected to have arrangements in place to ensure that 16 and 17 year olds have received an offer of a suitable place in post 16 education or training and that they are assisted to take up a place. This will become increasingly important as the **participation age is raised from 2013**. LAs and Local Enterprise Partnerships (LEPs) have a crucial role to perform to ensure coherent quality careers provision across the age of transition from age 13 to age 19 in respect of young people. Effective careers provision is at its best where there is **strategic planning** between LAs, LEPs, schools, colleges, universities and careers providers.

5.2 The expectation that schools will publish destinations data for all pupils from Year 11 will have to be managed in conjunction with the services provided or commissioned by LAs. The **level of cooperation** will **impact on the validity and range of destinations data**. Tracking those young people who become NEET or are not active, or who enter employment, is a resource intensive but vital process.

5.3 Reducing unemployment and maintaining relatively low levels ultimately rests on having **sufficient jobs available** and people with the right skills, knowledge and behaviours to fill them. We believe there is a **need to strengthen localities to stimulate growth**.

5.4 The **value of qualifications and skills acquisition** has not always been matched by **labour market realities**. Removing barriers to employment presents major policy challenges. For example, a number of countries have recognised that for migrants and minorities, language difficulties restrict entry and progression in education and/or training. Language support measures have been identified in a number of countries as important means of addressing this issue[[21]](#footnote-21). **The National Careers Service offers significant potential to reach into communities and make an impact**. Urgent central investment in the **marketing and promotion of the telephone helpline service** is required to increase access and usage, from both young people and adults, including parents.

**The link between careers guidance and the choices young people make on leaving school**

6.1 **Many sector skills** areas have developed highly active programmes of employer-engagement (such as STEM), and many large employers have dynamic joint programmes. There is however considerable room for enabling and supporting structures and central leadership – particularly locally organised through **local enterprise partnerships (LEPs)** or similar bodies. The National Careers Council is currently in dialogue with LEPs, through the UK Commission for Employment & Skills, and with the CBI and Federation of Small Businesses on this particular issue.

6.2 **Labour market information and intelligence**, when used in interesting and creative ways, is of benefit to young people and adults to help them make choices which are economically sensible. The Council plans to host a special ‘invitational event’ in November 2012 to engage more fully with employers to find potential solutions for **strengthening the connectivity between the National Careers Service and employers, as well as noting the implications for the wider careers support market**, including quality assurance and workforce development strategic priorities. This complements the ongoing work of DBIS and the UKCES ‘LMI for All’ project. Our work should set out what is needed to **create the conditions for strong employer led partnerships that inform and make an impact on high quality careers provision.**

**The overall coherence of careers guidance offered to young people**

7.1 The Council believes that the **National Careers Service** provides a potential framework for addressing this. We are aware of at least 3 regions considering new frameworks for careers guidance for young people to overcome fragmentation and maximise economies of scale. We are particularly concerned about the **lack of cohesion at a local level**, especially for young people with special educational needs (SEN), those with learning difficulties and disabilities (LDD) and those not in education, employment or training (NEET). Council has been given a unique opportunity to inform and provide advice to Government and Ministers, and to engage with other interested parties (including the Careers Sector Strategic Alliance), on **solution-focussed approaches that assure quality careers provision for young people and adults**. Helping individuals to make a success of their lives in challenging times and to feel suitably equipped to make decisions on future work and learning opportunities requires good quality information and support networks. The Council’s task is to consider **how careers provision can become more accessible, and to find ways of ensuring individuals can better understand the labour market, the qualifications and the experiences that employers’ value.** We are looking at high performing systems, within and outside England, that offer fresh ideas and new thinking.

**Recommendations from the National Careers Council to the Education Select Committee**

**Take steps to ensure all young people have access to high quality careers provision at a national and local level with more accurate information available on learning and work opportunities.**

1. Promote **leadership, vision and ‘benchmarks for excellence’ in careers work at a national and local level,** supported by the National Careers Council and UK Commission for Employment & Skills.
2. Reinforce thepivotal role of **career learning and employer engagement** in stimulating demand for further / higher education and skills, supported by reliable and accessible **labour market intelligence[[22]](#footnote-22) and information** within a **quality-assured market place.**
3. Emphasise the need for **quality assurance and workforce development strategic priorities** to be set within schools, academies, UTCs, Studio Schools, colleges, universities, local authorities and job centres to drive up delivery and standards in careers work.
4. Support central investment in **marketing the NCS and communicating effectively** to increase access and usage, from young people and adults, including parents and teachers.
5. Ensure close monitoring of the **Statutory Guidance** and **Local Authorities responsibilities** that impact on young people and parents’ access to careers provision at a local level.

**Consider inviting the National Careers Council to build upon the main findings from this Inquiry and to incorporate these, where appropriate, within the Council’s report to Government in May 2013.**

Dr Deirdre Hughes, OBE

Chair

On behalf of the National Careers Council 3rd September 2012

*Appendix 1*

**Extract from:**

Hughes, D. (2012) *Improving Lifelong Career Guidance and ICT Support project: Legislation on Career Guidance in EU member states,* commissioned by the Croatian Public Employment Service and Tribal Education Ltd, February 2012

A Summary Table 1 is available in the full report which provides an overview of current legislation on career guidance in each of the 27 EU member states[[23]](#footnote-23).

**SUMMARY**

The policy landscape is moving fast, as illustrated in the responses received from national experts, whereby government departments are, in many cases, downsizing and/or merging: this has resulted in the size, shape and nomenclature of government departments changing. New management and delivery arrangements, legislation, decrees and regulation are unfolding at a rapid pace, for example, in **Hungary, Ireland and Greece**. The necessity for clarity on existing legislation on career guidance becomes even more crucial as new players become involved in career guidance policy formation. In the absence of this, there is a real danger that careers provision and entitlements may not be fully understood, misinterpreted, or indeed, lost in the quagmire of renewal and policy proliferation.

Some EU countries do not have formal legislation regarding career guidance, for example, **Cyprus** and **Malta.** Instead, systems are in place to bring key stakeholders together to formulate plans and priorities. In many cases, member states have put in place National Strategic Plans designed to strengthen communication, co-operation and co-ordination between agencies, for example, **Austria,** **Northern Ireland and Germany**.

Differing EU member states have designed and implemented alternative forms of legislation some which are best described as being broadly generic rather than specific to career guidance, for example, **Czech Republic** and **Netherlands.** In contrast, countries such as **Finland, Denmark,** **Italy,** **Poland, Estonia, Latvia, Slovak Republic** and **Germany** have detailed and specific legislation that has been recently updated or is in the process of being reviewed. In countries such as **Sweden** and **Spain** legislation on career guidance exists but this is left mainly to communities and regions to self-regulate. Across the EU, a move from centralised to decentralised governance structures provides more fragmented provision across the relevant countries.

The division of Ministries with separate responsibilities for Education, Vocational Education and Training, Higher Education and Employment Acts and regulations can often impede the ongoing development of all-age career guidance provision. The formation of a National Lifelong Guidance Forum, underpinned by legislation and direct inter-ministerial support can help to address this ongoing challenge, as reported in **Denmark,** **Luxembourg** and **Estonia.** In **France** an Information and Guidance Delegate reports to the Prime Minister, and is appointed by the Council of Ministers. In **Portugal** the Directorate-General of Vocational Training, under the scope of the Ministry of Education, is responsible for a National System for the Recognition, Validation and Certification of Competences providing strategic leadership on adult guidance. These examples indicate the critical importance of having a clear sense of vision and leadership in career guidance provision, where key roles and responsibilities are made explicit. It is in this context that a National Lifelong Guidance Forum can perform a significant role in influencing Ministers and other interested parties on priorities that will enhance current and future lifelong guidance policy developments. This involves having a shared sense of purpose and focus among key stakeholders in areas where separate and/or joint action can be achieved, ideally linked to cost benefit savings.

There are some notable examples whereby Governments have decided to legislate and / or regulate career guidance policies. For example, in **Denmark**, a National Dialogue Forum is firmly embedded within a clear legislative directive which outlines specific responsibilities and priorities and in **Greece** a National System for Quality Assurance of Life Long Learning (P3)” incorporates principles and quality indicators for Career Guidance underpinned by legislation. However, this is an exception rather than common practice across the EU. Some other alternative examples of good and interesting policies and practices can be found in EU member states such as **Estonia,** **Finland, France, Germany, Hungary, Latvia** and **Poland.**

Legislative arrangements in place that guarantee a right of access to vocational / career guidance provision are prevalent in **French-speaking Belgium,** **Finland, France, Germany, Lithuania, Norway** and **Slovenia.**

In some countries, there is a growing trend towards a new duty upon teachers in schools to deliver career education linked to policy goals for greater freedoms and autonomy, as illustrated in the examples provided by **Greece**, **Ireland,** **England** and **Scotland.** Also, the extent to which curriculum content and contact time with students is supported by formal legislation and /or statutory and non-statutory regulation varies considerably across EU member states. For example, **Austria, Hungary, Latvia** and **Poland** provide some interesting examples. In **Wales**, regulatory frameworks for careers and the world of work exist but are often weakened by failure of schools to adhere to the recommended requirements.

The professional competence and qualifications of careers counsellors have been given specific attention within legislation in countries such as **Poland, Iceland** and **Finland.** In some cases,regulation by professional bodies is a preferred approach often linked to quality standards and licence or professional register developments such as in the **UK** and **Germany.** Furthermore, the critical importance of multi-professional and inter-disciplinary approaches for professional development has become a major imperative across EU member states.

Government requirements for more individuals to take opportunities and responsibility for their own learning and work by using financial incentives or vouchers for participation have attracted interest in some countries, for example, **Flemish-speaking Belgium.** New policies rather than state legislation that support the active engagement of employers and greater utilisation of career information centres, labour market intelligence and ICT systems are also prevalent in many EU member states.

Legislation on career guidance targeted on marginalised or particular groups appears to be embedded within a wide variety of Acts. In the case of **Poland,** specific attention is given to vocational guidance for professional soldiers or former professional soldiers. A common theme across much of the legislation is that those most vulnerable or ‘at risk’ are highlighted as a priority. For example, in **Lithuania** the law on handicapped social integration (2008) addresses vocational guidance, counselling and assessment of skills as a part of professional rehabilitation services.

In many cases, higher education legislation does not have an explicit statement on guidance but student entitlement for individual study plans is included, for example, in **Finland** and **France.** **Germany** provides an interesting example of close co-operation between higher education institutions and the **Public Employment Service**. As an alternative, regulation through quality assurance arrangements led by Government-funded agencies and professional bodies appear quite common, for example in the **UK**.

1. Organisation for Economic Co-operation and Development (2010). *Learning for Jobs.* Paris: OECD. [↑](#footnote-ref-1)
2. Linkages to the National Careers Service and the wider careers support market are currently being examined by the Council in this regard. [↑](#footnote-ref-2)
3. Watts, A.G. (2008). *Lessons learned from national reviews: implications for the United States*. Paper presented at a National Career Development Association Symposium, Washington, DC, USA. [↑](#footnote-ref-3)
4. Hughes, D. (2012). *Improving Lifelong Career Guidance and ICT Support project: Legislation on Career Guidance in EU member states,* EU-funded project managed by the Croatian Public Employment Service and Tribal Education Ltd, February 2012 [↑](#footnote-ref-4)
5. For example, the current arrangements for delivery of the Youth Contract to 16-17 year olds which, according to recent findings by the Recruitment and Employment Confederation (2012) indicate four out of five bosses (78 percent) say they are either unaware or won’t be making use of the government’s Youth Contract scheme, needs to be linked to employer and business support needs. <http://www.rec.uk.com/press/news/2180> [↑](#footnote-ref-5)
6. Economic benefits of investment in careers services are often contested; however, there is growing interest across the EU and internationally on ‘careers’ as a policy lever being given greater attention by Governments. [↑](#footnote-ref-6)
7. This is a key priority that the National Careers Council plans to address; where appropriate, we will point to relevant key findings from the Education and Select Committee. [↑](#footnote-ref-7)
8. Bowes, L., Smith, D. & Morgan, S., (2005). *Reviewing the Evidence-base for Careers Work in Schools: A systematic review of research literature into the impact of career education and guidance during Key Stage 3 and Key Stage 4 on young people’s transitions*. Derby: Centre for Guidance Studies. [↑](#footnote-ref-8)
9. OECD (2004). *Career Guidance and Public Policy: Bridging the Gap*. Paris: OECD. [↑](#footnote-ref-9)
10. Sweet, R. et al. (2010)*Making Career Development Core Business*, Victorian Departments of Education and Early Childhood Development and Department of Business and Innovation, Melbourne, Australia. [↑](#footnote-ref-10)
11. Department for Education (2012). *The Education Act 2011: the Duty to Secure Independent and Impartial Careers Guidance for Young People in Schools: Statutory Guidance for Head Teachers, School Staff, Governing Bodies and Local Authorities.* London: DfE. [↑](#footnote-ref-11)
12. ASCL (2011) *Careers Education, Information, Advice and Guidance (CEIAG): A briefing paper with ACEG, Careers England and ICG.* Leicester. [↑](#footnote-ref-12)
13. OECD (2004). *Career Guidance and Public Policy: Bridging the Gap*. Paris: OECD. [↑](#footnote-ref-13)
14. Hughes, D. (2010). *Social Mobility of Young People and adults in England: the contribution of and impact of high quality careers services.* Careers England. [↑](#footnote-ref-14)
15. The Association of Colleges research considered that the quality of advice given at schools without sixth forms was ‘poor’ in 14% of cases, but that the advice available in schools with sixth forms was ‘poor,’ ‘limited’ or ‘non-existent’ in 51% of cases. [↑](#footnote-ref-15)
16. For example, the Education and Employers Taskforce ‘Speakers for Schools’ and the ‘Inspiring Futures’ initiative. [↑](#footnote-ref-16)
17. (NCN) National Connexions Network survey 2010. [↑](#footnote-ref-17)
18. Vulnerable young people fare worse than their peers in terms of the rates of participation in education, employment and training (EET) post 16; e.g. against a national NEET rate of 5.9%, those with special educational needs of 11.6%; for Care Leavers of 57%; and teenage mothers of 29%. [↑](#footnote-ref-18)
19. Croll, P. & Moses, D. (2005). *The Formation and Transmission of Educational Values and Orientations: Final Report.* Reading: University of Reading, ESRC R000239963 [↑](#footnote-ref-19)
20. Gottfredson, L.S. (2002). Gottfredson’s theory of circumscription, compromise, and self creation. In Brown, D. (Ed.), *Career choice and development* (4th ed., pp 85–148). San Francisco: Jossey-Bass. [↑](#footnote-ref-20)
21. GHK (2012). *Recent Policy Developments Related to Those Not in Employment, Education and Training (NEETs)*. Dublin: European Foundation for the Improvement of Living and Working Conditions. Retrieved 26 May 2012 from: <http://www.eurofound.europa.eu/pubdocs/2011/72/en/2/EF1172EN.pdf> [↑](#footnote-ref-21)
22. This includes tracking and reporting on young people and adults’ learning and career destinations. [↑](#footnote-ref-22)
23. Iceland and Norway are included since they too contributed to the overview of findings. [↑](#footnote-ref-23)