

NOT JUST ANY JOB, **GOOD** JOBS!

YOUTH VOICES FROM ACROSS THE UK

A report for the Health Foundation's
'Young People's Future Health Inquiry'



‘Not just any job, good jobs!’: Youth voices from across the UK

**Foreword from Jo Bibby, Director of Health at the
Health Foundation**

Before the life changing events of the Covid-19 pandemic, the Health Foundation's Young people's future health inquiry identified that the needs of young people aged between 12-24 are often overlooked by policymakers. The last 18 months have meant that young people are now at the top of the policy agenda. Whilst largely unaffected by the virus itself, the containment measures have touched upon all aspects of young people's lives, from missing education, being isolated from wider support networks through to greater risk of losing their jobs.

The government was quick to respond to the scale of need, putting in place employment schemes that buffered young people against the worst of the economic downturn and helping unemployed young people find new roles. The size and speed of the response demonstrated that, with impetus, the government can create meaningful changes in the labour market and improve young people's employment prospects.

As the country now looks towards the future, policymakers must now ask what lessons can be learned from the pandemic – and, crucially - how can we create a fairer, more equitable labour market for current and future generations of young people?

This report by the Institute of Employment Studies comes at a critical juncture for the UK. The government faces significant challenges ahead, supporting people to recover from the multiple and varied blows dealt by the pandemic, alongside ambitions to address long-standing regional divides across the country. Delivering a better deal at work for young people should be at the top of this agenda, and this report sets out how employers and the government can work together to achieve this.

The Young people's future health inquiry was set up to identify what young people need most to make a smooth transition into adulthood and secure the building blocks for a healthy future – a home, a job and a friend. Listening to young people from across the UK, we found that achieving this rested on four key assets: appropriate skills and education, emotional support, social connections, and a financial and practical safety net.

The importance of these assets are reflected throughout this report, as young people share stories of feeling unknowledgeable about the world of work and unsure of who to turn to for guidance, or that they lack skills needed to secure the jobs they want.

Young people's voices have been at the heart of the Inquiry since its inception, and I am pleased that this continues to be a priority in the Inquiry's next phase. It's essential that we continue to put young people's voices at the forefront of the debate, and this report successfully amplifies different voices from across the UK, representing a multitude of experiences and perspectives, and ideas on what can be done to create change.

A handwritten signature in blue ink that reads 'Jo Bibby'.

Institute for Employment Studies

IES is an independent, apolitical, international centre of research and consultancy in public employment policy and HR management. It works closely with employers in all sectors, government departments, agencies, professional bodies and associations. IES is a focus of knowledge and practical experience in employment and training policy, the operation of labour markets, and HR planning and development. IES is a not-for-profit organisation.

The Health Foundation

The Health Foundation is an independent charity committed to bringing about better health and health care for people in the UK. Their aim is a healthier population, supported by high quality health care that can be equitably accessed. From giving grants to those working at the front line to carrying out research and policy analysis, they shine a light on how to make successful change happen. The Health Foundation use what they know works on the ground to inform effective policymaking and vice versa. They believe good health and health care are key to a flourishing society. Through sharing what they learn, collaborating with others and building people's skills and knowledge, they aim to make a difference and contribute to a healthier population.

The young people's future health inquiry

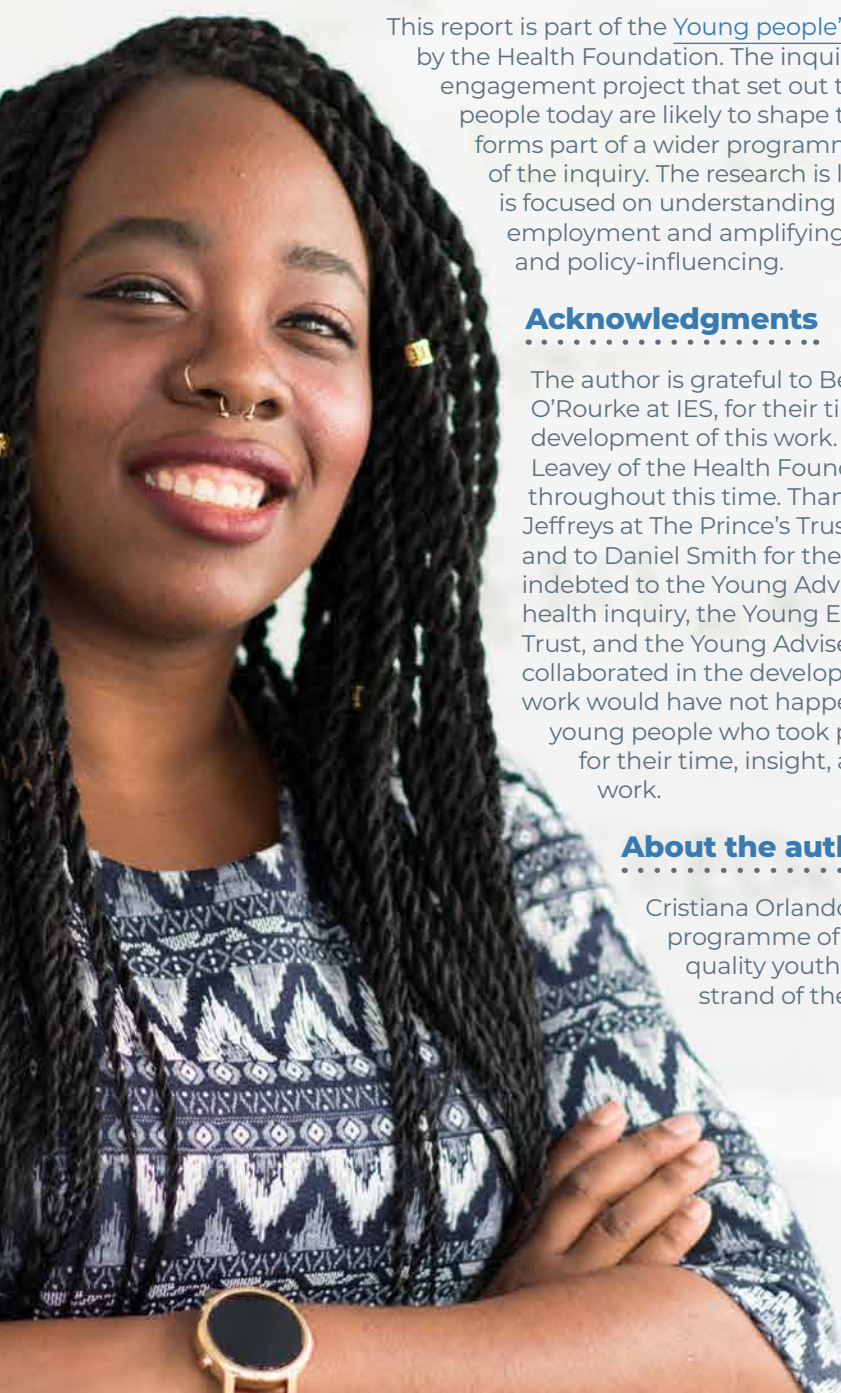
This report is part of the [Young people's future health inquiry](#) which is funded by the Health Foundation. The inquiry is a first-of-its-kind research and engagement project that set out to consider how the experiences of young people today are likely to shape their future health outcomes. This report forms part of a wider programme of policy research in the [action phase](#) of the inquiry. The research is led by IES across the four UK nations and is focused on understanding how to improve access to good youth employment and amplifying the voices of young people in research and policy-influencing.

Acknowledgments

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About the author

Cristiana Orlando is a Research Fellow at IES, leading the programme of research on improving access to good quality youth employment as part of the employment strand of the Young people's future health inquiry.

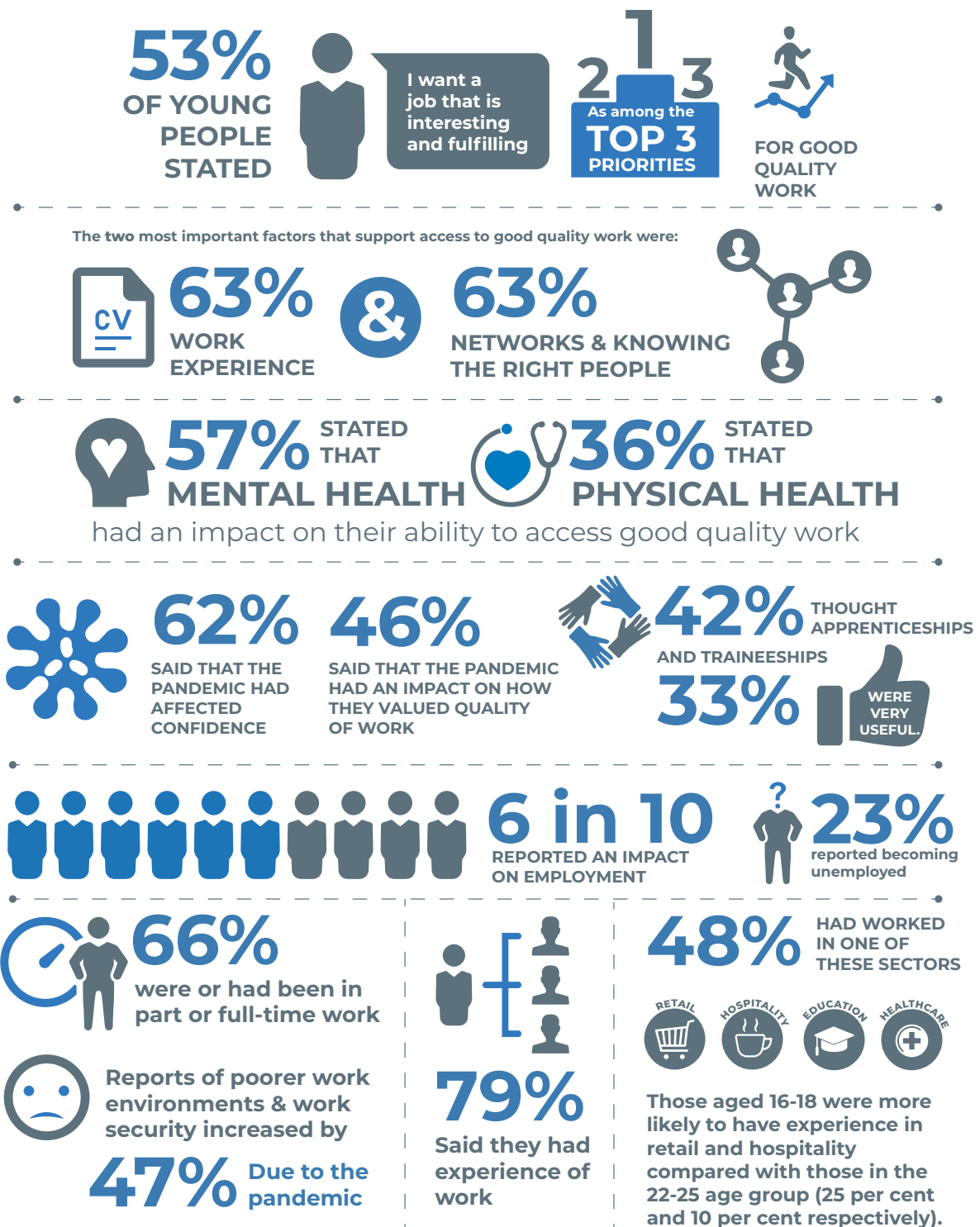


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Executive Summary

Young people have been among the hardest hit groups in the Covid-19 crisis, losing out on education and work, with strong negative impacts on their mental health, aspirations and prospects. As we emerge from the pandemic, it is essential that recovery has good and fair work for young people at its heart. We have a responsibility towards young people, to empower them to access work which supports healthy and fulfilling lives, and to help them move out of work which has a negative impact on their health and wellbeing. Young people have a right to good quality work and they demand it. It is the duty of those supporting them, from government, to education, employers, and support services to provide it. This report includes the voices of 1,345 young people across the four UK nations. Insight and recommendations are based on what young people told us they want and need in order to access better quality opportunities.



Key findings

Young people's priorities for good quality work are expanding, but they are not reflected in the reality of the work they do

- **Young people value work which is stimulating, looks after their wellbeing, and allows them to grow.** They want work that is interesting and fulfilling, secure and fairly rewarded, with clear career prospects, in an inclusive and diverse work environment where they feel respected, and where good mental health is supported.
- **Prioritising the quality of work is viewed as a 'privilege' by young people.** For those who prioritise quality, there is a perception that they are in a privileged position to do this due to financial security, which enables them to be selective. Those who feel like they cannot prioritise quality often decide to take any job that provides an income. This is also tied to lack of opportunities in some local areas and lack of opportunities for younger age groups (16-18).
- **Young people do not believe the work available to them is of good quality.** Place, and particularly deprivation level, lack of experience and employer attitudes (often perceived as not valuing younger employees), compound to make young people feel that opportunities available to them are poor quality. For those still in education, a common issue is the low quality of work experience, often not related to their interests or not teaching them new skills.

Key enablers that support young people's access to good work also act as barriers

- **Young people say that previous work experience and knowing the right people are key to accessing good quality work.** The most important factors in accessing good quality work, according to young people, are previous work experience, networks and knowing the right people, having the right qualifications and skills, availability of jobs in their local area, and confidence.
- **Place, deprivation, lack of support, lack of experience and employer attitudes are key barriers to accessing good quality work.** Structural inequalities are traditional causal factors that young people report, but beyond these, they perceive a mismatch between the preparation for work they receive and the requirements of the world of work. Young people do not believe an even playing field exists, as competition in the job market is fierce, qualification requirements have become more stringent, and employers have unrealistic expectations of the extent of experience they can bring, while also treating them as easily replaceable resources.

- **Mental and physical health are important influencers in young people's ability to access good quality work.** Mental health has an impact on ability to access good quality work for over one in five young people, and physical health for over one in three. Disabled young people, males and non-binary people, and those from white ethnic backgrounds report the strongest impact compared to those in other groups.

Young people value support provided through vocational training over other kinds and feel let down by the quality of support they receive

- **Young people say that apprenticeships and traineeships provide the most useful support to access good quality work.** There is no strong majority of young people that find any of the support offered to them most useful. However, a large minority think vocational routes such as apprenticeships and traineeships are very useful. There is little awareness of Kickstart and Youth Hubs among the general young people population, but awareness of these is higher among young people who are in touch with the benefit system.
- **There is awareness of trade unions, but few young people are part of one.** Over one in four young people feel that support from a trade union is very or somewhat useful. However, only a small minority of young people consulted are or have been part of a union. Reasons for this relate to age, lack of representation of young people in union membership, and joining costs.
- **Young people feel let down by the quality of careers support they receive.** Issues include careers advisers pushing students towards certain educational paths (particularly university), or industry sectors, and providing generic advice without sharing the full range of options or tailoring support to the interests students express.
- **Good practice includes mentorship and employability programmes, school-employer engagement, and tailored careers support.** Common to young people's accounts of things that work well are feeling that those supporting them invest time in understanding their needs and ensure they access good quality opportunities aligned to their aspirations.



Key findings (continued)

There is a discrepancy between young people's aspirations for work and the reality of their working conditions

- **Feeling valued, supported, and that the employer cares about wellbeing is key to whether young people have good experiences of work.** Young people who have experience in industries such as food and hospitality or in small businesses are more likely to report negative experiences of work, including not feeling supported, and that their time and labour is not valued (particularly those on minimum wage). Young people in professional jobs or in bigger businesses report more positive experiences, linked to diversity in their tasks, and feeling supported, that their wellbeing matters, and that employers invest in them.
- **Young people struggle with their wellbeing in the workplace.** The majority of young people in work often or sometimes experience stress, anxiety, low mood, feeling overworked, a lack of motivation and confidence, concerns about income, problems with sleep, and not feeling valued. A notable minority sometimes or often experience discrimination, bullying, or harassment.
- **There is little awareness about rights and responsibilities at work and young people do not feel comfortable speaking up about issues.** There is a general lack of understanding and confidence around rights and responsibilities at work, and around navigating things like contracts, policies, and relationships with employers. Young people are not sure where to look for information on these aspects of work and feel that employers take advantage of their lack of knowledge. They also lack confidence to speak up about issues at work, as they feel at a disadvantage due to their age and to workplace hierarchies.



The pandemic may have a lasting impact on young people's perception of good quality work

- **Young people feel less confident when trying to access good quality work and they value the quality of work less following the pandemic.** Just under two-thirds of young people feel the pandemic had a negative effect on their confidence to look for and secure good work, and just under half feel it negatively affected how they value the quality of work. Males and young people from white ethnic backgrounds are more likely to report a negative effect compared to those in other groups.
- **The pandemic affected young people's learning and negatively affected their prospects and aspirations.** This is tied to disruptions in learning, perceived increased competition for jobs, particularly in lower-skilled sectors which are seen to attract larger pools of candidates, and lack of access to work experience. There is a discrepancy in young people's outlooks. Those in higher education are more likely to be interested in professional sectors and feel more positive. Those in school or college are more likely to be looking for work experience or part-time work, and feel less confident about their prospects.
- **The pandemic has affected young people's choices and priorities for education and work.** Despite the mixed impact of the pandemic on young people's outlooks, many report positive impacts on their priorities for work, including prioritising having good work-life balance and placing more value on being paid and treated fairly. The pandemic also affected many young people's choices to stay in education, either for fear of delaying their learning or to avoid facing the risk of unemployment during lockdowns and instead gain qualifications which would give them a head start once they entered work.
- **The majority of young people in work have seen a change to their employment as a result of the pandemic.** During the pandemic the majority of young people either became unemployed, changed jobs, or saw their hours decrease or increase. Where young people report unemployment, rates are highest among those aged 22-25, those from white ethnic backgrounds, male respondents, and disabled young people.
- **Many aspects of the quality of work have worsened after the pandemic; some have improved.** There are many more young people reporting poor conditions after the pandemic compared to before the pandemic in respect of the work environment, job security, number of hours, impact on mental and physical health, and work-life balance. There is a small increase in those reporting good conditions following the pandemic around feeling valued, making good use of skills, having opportunities to progress, and pay.



Looking ahead

Creating good quality training and work opportunities needs to be prioritised

With regard to work experience, training and jobs, young people from all backgrounds and in all sectors of work have a right to good quality work. Good quality opportunities for young people need to become the normality not the exception, and young people must no longer perceive good quality work to be a privilege.

There are four areas for action to support this:

- **Strengthening employment regulation.** Central government should do this both through better enforcement of existing regulation to ensure employers comply, reviewing 'one-sided flexibility' in insecure forms of work, and accelerating the introduction of the Employment Bill.
- **Investing in good quality jobs.** Central, devolved and local governments should collaborate to seize the opportunities provided by the Levelling Up and Net Zero agendas, and by new growth industries, to create plenty of jobs for all young people that provide a good quality guarantee. This should build on the recommendations in the '[A better future](#)' paper.
- **Supporting a culture shift among employers.** Central, devolved and local government should collaborate to increase investment in business support and use existing evidence (Anderton and Bevan 2014) to create better quality work, with a focus on low-skilled and low-wage sectors.
- **Making quality core to partnership approaches.** Youth employment services, education providers, and wider support services working in partnership should ensure partnerships of all forms and sizes build quality into all aspects of their support journeys, using best practice guidelines (Orlando 2021).

Young people deserve better support to enter the world of work

Young people should not feel that the journey from education to good quality work is a matter of knowing the right people or having extensive experience. All young people should have the right to high quality, individualised support, tailored to their needs and aspirations, and to accessible information.

There are five areas for action to support this:

- **Improving the quality of careers guidance and support.** Moving beyond the requirement to provide careers guidance, central and devolved governments should collaborate with national careers services and education providers to invest in the provision of high quality support, which is tailored and person-centred, and in good quality work experience.
- **Investing in enhanced forms of support.** Central and devolved governments should collaborate with local governments and education providers to invest in widened provision of mentoring schemes and employability programmes. These should be open and advertised to all young people, to ensure equal opportunities for learning, training, and work experience.
- **Extending eligibility for the DWP Youth Offer.** Central government should extend access to DWP Youth Hubs, employability programmes, and job search support, to all young people, and ensure information on the Offer is broadcast widely and accessibly. As called for in the '[A better future](#)' paper, this should also include an extended Kickstart offer for disadvantaged young people.
- **Repurposing and promoting national careers service offers.** National careers services should repurpose current online information advice and guidance (IAG), with a stronger focus on providing youth-friendly and easy-to-navigate information on all post-16 options, as well as national job search portals advertising opportunities, including employment, training and work experience, tailored to young people. The repurposed IAG should be promoted widely, in collaboration with education providers, youth employment and wider support services.
- **Building systematic education-business engagement.** National and local careers and employment services should increase investment in employer engagement and partnerships. This includes developing guidelines to improve school-business links, educating employers on young people's assets and potential, supporting employers to improve capacity and resources to engage with education, and ensuring opportunities for exposure to the world of work throughout all stages of education.





Strengthened focus on the 16-18 age group is essential

Young people in this age group face challenges both in accessing good quality work and good quality support, and particularly those aged 17 and 18 still show a relatively high propensity to leave education without securing a high-quality destination. Achieving good qualifications in this phase of education is important to future education and work transitions. The challenges contributing to this need to be addressed, namely improving the focus on the quality of support and of opportunities that these young people access.

There are three areas for action to support this:

- **Developing an enhanced 16-18 support offer.** Education providers, careers services and youth employment support services should collaborate to improve provision of wrap-around, individualised support, focused on all aspects of the post-16 transition, including access to good quality work experience to support young people's choices, and building coherent pathways from education to work for early school leavers.
- **Improving access to vocational routes.** Education providers should provide equal opportunities to all learners to explore pathways other than university, providing better information on apprenticeships and other vocational options, and actively promoting uptake of apprentices and trainees among employers.
- **Increasing young people's awareness of their rights and responsibilities.** Education providers, youth employment support services, and national careers services should collaborate to develop youth-friendly universal guidance and resources. This should include information on rights and responsibilities at work and resources to build young people's confidence to speak up about issues at work.

Investment in place-based approaches needs to be scaled up

Local areas are best placed to understand the socio-economic, labour market, educational, and partnership context in the places where young people live, and can provide tailored and individualised support as a result. To truly reflect the Levelling Up ambition, local areas need to play a key role in developing strategies for better access to good quality youth employment.

There are three areas for action to support this:

- **Supporting local businesses to employ young people.** Building on the 'A better future' recommendations, local government and business partnerships should be supported by central and devolved governments to invest in the development of high quality local talent pipelines, strengthening the focus on young people in social and economic development strategies, and enhancing links between local employers and education providers.
- **Supporting young people to enter local businesses.** Local government, education providers and business partnerships should collaborate to ensure training and support is aligned to local sector needs. This includes providing accessible information and guidance to young people on local labour markets, skills needs, and careers options, and developing streamlined pathways into local industries.
- **Investing in local transport and digital infrastructure.** Central and devolved governments should support local governments to develop inclusive and sustainable transport and digital skills strategies, ensuring they work for all young people and provide equal access to opportunities.





Mental health support needs to be developed further

Mental health support is a key aspect both in helping young people access good quality work and helping them thrive once they enter work. It is imperative that those supporting young people, from schools to employers, are equipped with the knowledge, tools and resources to help them look after their mental health.

There are four areas for action to support this:

- **Supporting young people to build confidence and resilience.** Education providers, youth, employment, and wider support services should collaborate to provide young people with tailored confidence-building and mental health support and resources around work.
- **Supporting employers to develop mental health literacy.** Central and devolved governments, in collaboration with mental health organisations, should develop universal guidelines on supporting young employees' mental health, embedding these in policy, alongside health and safety procedures.
- **Developing robust support pathways.** Education providers, employment and wider support services should collaborate to ensure young people never feel abandoned and can always access support tailored to their needs, including mental health, at every stage of the journey to employment, through strong partnership work.
- **Normalising mental health.** Central and devolved governments should collaborate with youth mental health organisations and employer engagement services to develop resources and guidelines to support a large-scale culture shift towards the de-stigmatisation of mental health and the creation of safe spaces to talk about mental health in the workplace.



Stakeholders need to make better use of key resources

Beyond the five areas of action outlined, it is essential that all those involved in improving access to good quality work for young people make use of the key resources that can support them in these efforts.

These include chiefly:

- **Youth voice and participation.** Young people are experts by experience and the end users of any policy or measure aimed at their development and benefit. They know what they want and what they need, and deserve to have an active voice in any process that affects them. Any discussion, strategy, or solution around improving access to good quality youth employment is at best incomplete and at worst misguided if young people are not part of the conversation. It is key that going forward any plan on this issue, on a small or large scale, whether in policy, education, or within employment, ensures that young people are part of the design, development and implementation process.
- **Building on research and evidence.** The conversation about improving access to good quality work for young people is not new, but it has certainly gained momentum in recent years and particularly following the pandemic, and a wealth of new evidence and resources have been developed.

These include:

- » The recent Youth Employment Group's recommendations for levelling up and building an opportunity guarantee for young people (YEG, Levelling up for young people: Building an Opportunity Guarantee 2021).
- » The IES and IPPR work on the prospects for future employment growth and how good quality youth employment and participation can be increased (Williams, et al. 2021).
- » The IES work on supporting employers to provide progression in work (Lucy and Bajorek 2019).
- » The IES work on best practice for developing good quality youth employment partnerships (Orlando 2021).
- » These resources provide practical, evidence-based tools, guidance and recommendations which can be built on by policymakers and stakeholders across all sectors working on youth employment.

Glossary

- **Central government:** is the UK-wide government, with policy-making and legislative powers for the whole of the UK.
- **Devolved government:** refers to the governments in Wales, Scotland and Northern Ireland, which have their own national Parliament (Wales and Scotland) and national Assembly (Northern Ireland) and have autonomy over a range of policy areas.
- **DWP Youth Offer:** is central government's approach to tackle youth unemployment following the pandemic. It is offered to young people under 25 who are in receipt of benefits. It is made up of three key parts including a 13-week intensive Youth Employment Programme, over 100 Youth Hubs across local areas providing a single gateway to support available for young people locally, and Youth Employability Coaches, providing intensive jobs search support to young people accessing.
- **Education providers:** include school, colleges, universities and further and alternative education and training providers.
- **Kickstart:** is an employment scheme created in response to the youth unemployment crisis created by the pandemic, which provides funding to employers to create six-month paid work placements for under 25s in receipt of benefits.
- **Local government:** includes the range of authorities responsible for developing and providing services (eg housing, transport, education) to people in defined areas following central and devolved government guidelines. The structure of local government varies in each of the four nations.
- **National careers services:** include the range of government agencies that are responsible for providing careers guidance, information and advice in each of the four nations (eg Careers Enterprise Company, Skills Development Scotland, Careers Wales).
- **Sector Based Work Academies:** is a six-week work placement for young people in receipt of out of work benefits providing pre-employment training, a work experience placement, and a guaranteed job interview.
- **Wider support services:** include services whose primary remit is not employment support, but to collaborate with employment services and education providers to support young people into positive destinations.
- **Youth employment services:** include both public and other employment services for young people. Public services include the government employment services, such as Jobcentres. Other services include programmes and support provided through the voluntary and community sector (VCS) or private sector providers.

Introduction

Background: the road to recovery

Since the start of the pandemic, the impact of the crisis on young people and on youth employment has been at the forefront of research and policy development. Young people have been among the hardest hit groups in this crisis, losing out on education and work, with strong negative impacts on their mental health, aspirations and prospects (Hicks, Raidos and McGarry 2020) (L&W 2021) (Wilson and Papoutsaki 2021) (Youth Employment UK 2021).

From government to the voluntary and community sector, to strategic groups such as the Youth Employment Group, efforts have concentrated on stemming and reversing these impacts (Plan for Jobs 2020) (YEG 2020) (YEG 2021). We are now seeing a strong recovery in the economy and the labour market, including for young people. Unemployment for 16-24 year olds decreased to 12.2 per cent in June-August 2021, compared with 14.3 per cent a year before, slightly dropping below pre-pandemic levels (ONS 2021). Nonetheless, the crisis has led to lower participation of young people in the labour market overall. The rate of economically inactive young people has increased by 6 per cent from pre-crisis levels, due to higher participation in education; and long-term youth unemployment, while levelling off, is still higher than it was before the pandemic (IES 2021).

Most importantly, the rate of young people in insecure work, including those on temporary and zero-hour contracts, is higher than before the pandemic (ONS 2021), suggesting that the trend in poor quality work we were seeing before the crisis is continuing (Papoutsaki, et al. 2019). We also know that young people are not feeling confident that they will be able to access good quality work in their local areas (Youth Employment UK 2021). With demand returning, alongside dealing with the scars from the pandemic, it is crucial that these long-standing challenges are addressed. If not, both the economy and employers will suffer and, most importantly, young people will keep losing out.

Priorities around levelling up, the net zero transition, and investing in the future of work, are becoming increasingly core to current policy development. As IES's A Better Future research highlights, this provides unprecedented opportunities to invest in good quality job creation for young people (Williams, et al. 2021). It is essential that we tap into this potential and ensure that fair and good youth employment is at the heart of current and future policy.

The purpose of this research: the Young People's Future Health Inquiry

This report is part of a three-year research project for the Health Foundation's Young People's Future Health Inquiry, focused on understanding how to develop effective approaches in policy and practice which will improve access to good quality youth employment and achieve systemic change across the four UK nations. The inquiry is a wide-ranging, multi-year programme aimed at influencing the policy agenda to recognise that young people's experiences between the ages of 12 and 25 have crucial consequences for their future health outcomes. Work, and specifically the quality of work, is a key wider determinant of young people's health and wellbeing, both in the short- and long-term (Papoutsaki, et al. 2019).

This is the first of a series of reports looking at good quality work from young people's perspectives. It sets out what good quality work and support means to them, the enablers and barriers they encounter, the quality of their experiences in work, and the impact of the pandemic. The aim is to understand how young people's perceptions and experiences of work are evolving, and how this can inform policy and practice around good quality youth employment. The findings from the research are drawn together to present some initial proposals on what can work to improve access to better quality employment for all young people across the UK.

Good quality work: definitions and context

Measuring job quality and coming up with a unified definition for what constitutes good quality work has been puzzling researchers and policymakers for some time. To date, research has found no consistency with how job quality is measured (Newton, et al. 2020), and there are concerns that reducing 'quality' to a number of set variables may miss important and less standardisable indicators.

Despite this, generally accepted definitions and measures for the quality of work exist, most notably those developed in The Taylor Review of Modern Working Practices (2017), and by institutes such as the International Labour Organisation (ILO) and the Chartered Institute of Personnel and Development (CIPD). All these definitions share common variables, describing good quality work as work which provides a good and fair income, job security and stability, opportunities to train and progress, good work-life balance; and which gives employees voice and collective representation. Interestingly, only the CIPD definition includes fulfilment amongst the key variables for good quality work, and only in the measure that decent work should provide 'ideally a sense of fulfilment'. It is notable that factors such as variety, autonomy, control, ownership and task discretion (Anderton and Bevan 2014), do not appear among the key variables in these definitions.

In recent years there has been a focus on what defines good quality work specifically in the context of youth employment, in tools such as the Good Youth Employment Charter (Youth Employment UK 2014 and 2020). The Charter was developed in collaboration with young people.

It defines good youth employment as work that:

- Provides opportunities for young people to gain skills and experiences;
- Raises their aspirations for work;
- Offers fair opportunities and adequate reward in accordance with the highest industry standards;
- Recruits young people based on their ability and potential;
- Recognises their talent despite limited experience;
- Champions diversity and inclusion, promotes development through training;
- and listens to young people, actively providing opportunities for their voice to be heard.

Recent research has also asked young people what they want from good quality work (Williams, et al. 2021), with the aim of capturing young people's own views and narratives around good quality work. This study found that young people's top priorities for good quality work are decent pay, a secure and stable contract, good work environment, flexibility, and purpose. However, we know that access to this type of work has been steadily declining in the UK, with progressive increases in low-paid and insecure work, as well as under-employment and occupational downgrading (Papoutsaki, et al. 2019).

Methodology

Research approach

The research reported here uses a youth-centred approach. This means the design and materials were developed through involving young people as experts by experience, putting their voice front and centre, and striving to make involvement relevant, accessible, and empowering for them. To achieve this, the research materials were developed through consultation with young people, through collaborative workshops with young advisers from Leaders Unlocked and young campaigners from the Equality Trust.

The research was conducted using mixed methods, through a large-scale online survey of 1,275 young people and interviews and focus groups with 70 more young people. The survey took place in two waves, in April and September 2021, with two different groups of young people, to capture the diversity in young people's views at two points in time and account for the rapidly evolving context of the pandemic. The interviews and focus groups took place between July and September 2021.

Who took part in the research

Core to the research was the inclusion of the voices and experiences of young people from the four UK nations, and from under-represented groups. The research captured the views of young people across England, Wales, Scotland and Northern Ireland. The sampling strategy aimed to ensure inclusion and representation from across the population, particularly from minority ethnic groups, disabled young people and those with health conditions, and young people who are not working nor studying. The sociodemographic breakdown for participants in the survey is presented in Table 1.1 below.

Table 1.1: Socio-demographic make-up of survey as percentage of participants

AGE		GENDER		NATION	
16-18	21%	Male	50%	England	40%
19-21	39%	Female	48%	Scotland	21%
22-25	40%	Non-binary	1%	Wales	20%
		Other	1%	N.Ireland	18%

ETHNICITY	
White ethnic group	78%
Minority ethnic group	20%
Other ethnic group	1%

DISABILITY	
No	74%
Yes	26%

EMPLOYMENT STATUS	
College, further education, or training	30%
Higher education	31%
Not working nor studying	20%
Only in employment	19%

Source: IES two-wave survey of young people, 2021

A note on terminology

This research focuses on 'young people', defined as those aged 16-25. We recognise that the term 'young people' does not reflect the full range of characteristics and lived experiences that fall under this umbrella term, and that factors such as age, education, employment status, and place, among many others, intersect to determine very diverse experiences. We analyse in particular the experiences of young people who may face additional disadvantage as a result of factors such as gender, ethnicity, disability, and educational level, but recognise this list is not exhaustive and that these issues often interact in creating disadvantage. When talking about disability, the report uses the social model of disability and refers to 'disabled young people', recognising that people are disabled because of societal factors (eg. inappropriate processes, prejudice, discrimination) rather than by their impairments.

A last note on terminology concerns how we talk about ethnicity. The research included representation from young people across a wide range of ethnicities, including Black, African, Caribbean, Indian, Pakistani, Bangladeshi, Chinese, and mixed ethnic groups. However, given the range of groups, samples for each were small and did not allow for comparisons among different minority ethnic groups. To allow for comparative analysis, we clustered both minority ethnic and white ethnic groups into two groups. When talking about the experiences of young people from the groups above, we use the term 'minority ethnic background' in line with recent guidance on inclusive language from academic and research institutions. When talking about the experience of White British, White Irish, and other white young people we use the term 'white ethnic background'.

Structure of the report

The report provides a summary output integrating the findings from the survey and fieldwork conducted with young people and providing preliminary recommendations. It will be followed by an in-depth report providing detailed analysis of the survey findings, and a consultation analysis of young people's requests for policy, employers, and education.

The remainder of this report is structured as follows:

- **Chapter 1 – *Young people's views of good work*:** explores how young people define and view good quality work, and what their priorities for work are.
- **Chapter 2 – *Factors influencing access to good work*:** explores young people's views on enablers and barriers to accessing good quality work based on their experiences.
- **Chapter 3 – *Young people's access to support*:** explores the type of support young people consider most useful for accessing good quality work, and their views on the support they currently access.
- **Chapter 4 – *Young people's experiences of work*:** explores the type of work young people do and their perceptions of quality of work in their experiences.
- **Chapter 5 – *The impact of the pandemic*:** explores the impact of Covid-19 on young people's perceptions and experiences of work.
- **Chapter 6 – *Looking ahead*:** explores the conclusions from the research and provides recommendations.



01

YOUNG PEOPLE'S VIEWS OF GOOD WORK

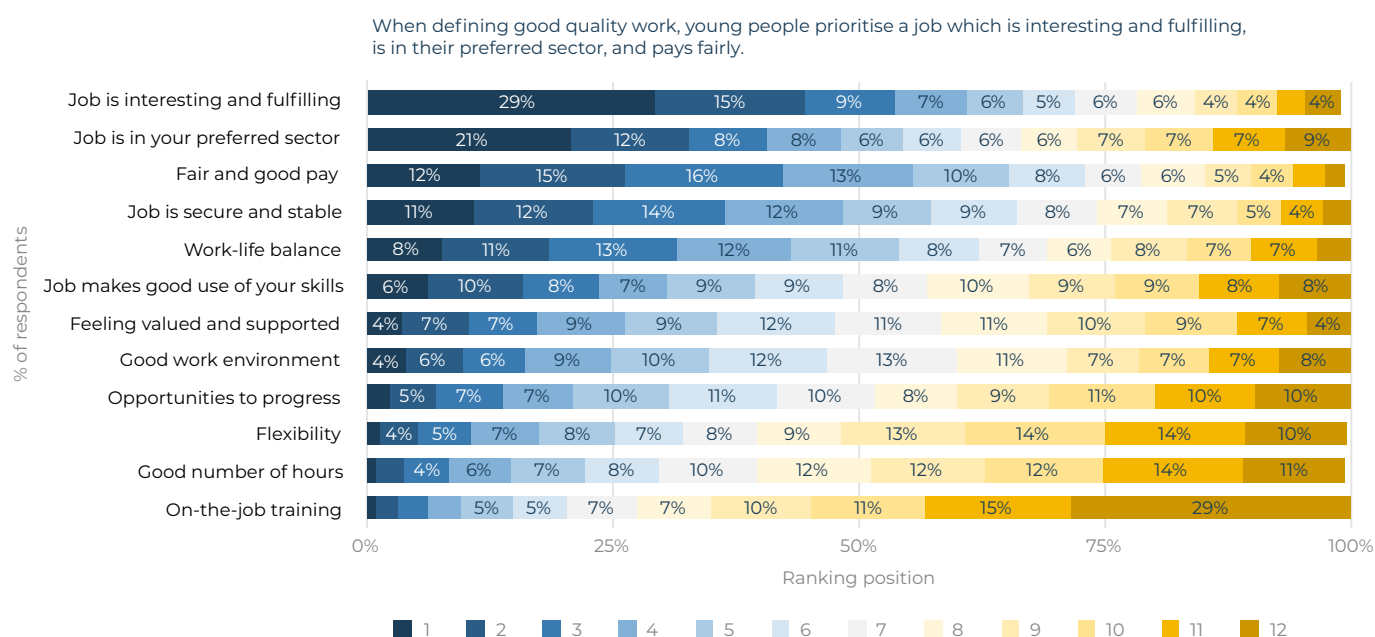
The first theme we explored with young people is how they define and view good quality work, to understand how their views compare to our existing understanding of good work. This section outlines the findings from the survey, interviews and focus groups, in terms of how they relate to young people's priorities for good quality work, and whether these priorities are reflected in the opportunities available to them.

1.1 Defining 'good quality' work

Young people value work which is stimulating, looks after their wellbeing, and allows them to grow

We asked young people in the survey to rank twelve dimensions of the quality of work, from most important to least important. Respondents could also choose an 'other' option to include any aspect which was not part of those in the list. For over half of young people (53 per cent) a job that is interesting and fulfilling was among their top three priorities for good quality work. Interestingly, only around one in ten respondents said fair and good pay (12 per cent) and security and stability (11 per cent) were the first thing they looked for in good quality work, although both aspects still ranked among the top three priorities for over one third of young people. On-the-job training ranked the lowest, with over a quarter of respondents placing it last (29 per cent), and over half overall placing it among their bottom three priorities (55 per cent). It is important to note that the ranking does not necessarily indicate that young people do not value certain factors, or value them less, just that when asked to rank these factors they chose certain aspects of work over others.

Figure 1: Ranking of good quality work factors



Source: IES two-wave survey of young people, 2021

In interviews and focus groups, young people further expanded on what good quality work meant to them. They talked about wanting work which felt enjoyable and meaningful, with clear career prospects and opportunities to progress, in an inclusive and diverse work environment where they felt respected, supported and safe. Feeling trusted and being given responsibility, doing stimulating tasks, having variety and creativity in the role, and developing transferable skills also came across strongly in the consultation. Beyond these aspects, young people placed a focus on health, sharing the view that being in a workplace where good mental health was supported, alongside a good work-life balance, and being given flexibility (eg around choosing shift patterns or moving shifts, and mixed home/office working) were key considerations for good quality work.

1.2 Perceptions of good quality work

Prioritising the quality of work is viewed as a privilege by young people

We asked young people whether quality of work was a priority for them when looking for jobs or work experience, and their views were mixed. For those who prioritised quality, there was a largely shared feeling that they were in a privileged position to do this due to financial security, either through their current job or family, which allowed them to be selective of the work they did. Young people who felt like they could not prioritise quality spoke about choosing to take any job as long as it provided an income, explaining that they had to prioritise financial stability over quality. Notably, a number of young people said they would take any job because of the lack of opportunities available to people their age, particularly for those in the 16-18 age group, or lack of jobs in their local area.



If I needed to, a job's a job. I am in a very privileged position where I find my work meaningful and aligned with my values
– age 24, Scotland



I was in a desperate position where I really needed work (...) I went into that job with the mindset that I just need to take it regardless of the quality of the job – age 21, Wales

The work available to young people is not seen to be of good quality

Generally, young people in interviews and focus groups did not feel the jobs and work experience available to them were good quality. Reasons ranged from living in deprived areas where jobs were mostly low-paid and low-quality, to a lack of experience which prevented access even to entry-level positions, and employers taking advantage of their age through poorly regulated work and a general lack of respect for their time and needs. Young people mentioned the perceived lack of an even playing field for those wanting to work in smaller or less popular sectors. For those who were still in education, a common issue was the low quality of work experience, often not related to young people's interests or not giving them an opportunity to learn new skills.



The work experience wasn't as good as I wished it was – the way they told me the job was going to be wasn't the way I had to work (...) I'd just be there and do the small things they would give me
– age 16, England



Summary

Young people's priorities for good quality work are expanding. In research and literature on the quality of work, the primary focus is traditionally placed on dimensions such as pay and security. Although these factors are still key, they are no longer the most important. Alongside and above these, young people want work which is fulfilling and aligned to their career aspirations, that provides a good work-life balance, and where they feel valued. In summary, while financial security is an essential condition, to be defined as 'good quality', work needs to be enjoyable, balanced, and actively support young people to thrive and lead healthy lives. However, many young people do not have access to this type of work. Good quality work is viewed as scarce, and prioritising quality is seen to be a privilege only for the few, while considerations of income and quality are sometimes seen to be mutually exclusive. Place and deprivation, employer attitudes, and poor quality support converge to make young people feel that the reality of the world of work does not reflect their aspirations for good and decent work.



02 FACTORS INFLUENCING ACCESS TO GOOD WORK

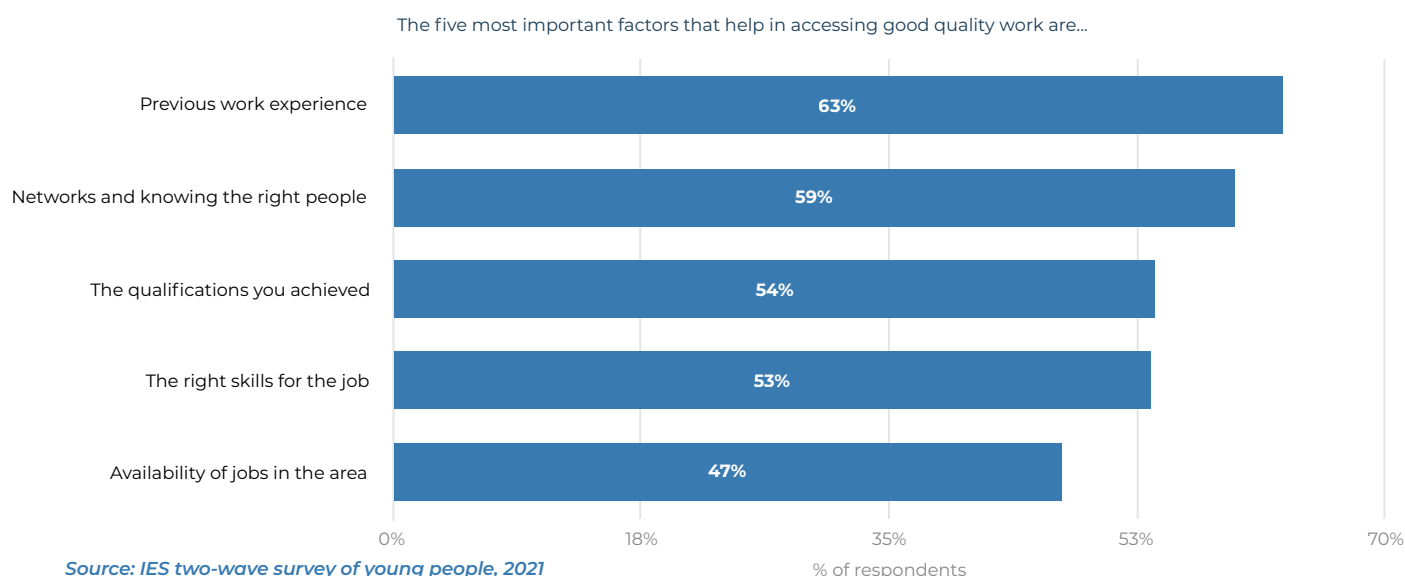
The second theme we explored with young people looked at factors influencing access to good quality work based on their experiences of being a young person. This includes enabling factors, as well as factors that act as barriers. This section outlines the findings from the survey, interviews and focus groups relating to young people's views of these influencers.

2.1 Enablers for good quality work

Previous work experience and knowing the right people are key to accessing good quality work

We asked young people in the survey to select what they viewed as the five most important factors that support them to access good quality work. Top of the list came previous work experience (63 per cent), and networks and knowing the right people (59 per cent), followed by having the right qualifications and skills, and availability of jobs in the local area, selected by around half of young people. Beyond these, a notable proportion of respondents included among their top five factors having transferable skills (36 per cent), confidence (36 per cent), and a good education (ie good school and teachers) (33 per cent).

Figure 2: Most important factors supporting access to good work



The importance of having access to networks and knowing the right people, both within education, and family and friendship circles, came across very strongly in interviews and focus groups as well, with the majority of young people mentioning this as a key factor. Confidence, living in large urban centres, and having access to transport were also key elements young people talked about. Alongside these, access to remote work, which had grown during the pandemic, was viewed as a further enabler, opening up opportunities which young people would have not otherwise accessed due to location, health, or caring responsibilities, among other factors.

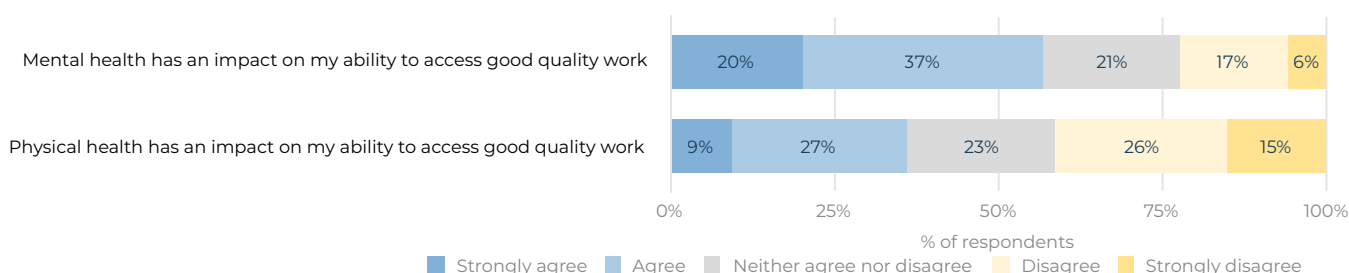
2.2 Barriers to good quality work

Mental and physical health are important influencers in young people's ability to access good quality work

We also asked young people whether they felt mental and physical health had an impact on their ability to access good quality work. Over half strongly agreed or agreed that mental health had an impact on their ability to access good quality work (57 per cent), and over a third said so for physical health (36 per cent).

Figure 3: Impact of health on ability to access good quality work

Mental health has an impact on ability to access good quality work for the majority of young people (57%) and physical health has this impact for over a third (36%)



For **disabled young people** the rate of those strongly agreeing or agreeing was higher, for both mental health (77 per cent compared with 50 per cent of those without a disability) and physical health (56 per cent compared with 30 per cent). Similarly, for **gender**, the rate was higher for male respondents: 61 per cent compared with 51 per cent of females for mental health, and 47 per cent compared with 26 per cent for physical health. For respondents identifying as non-binary the rate was 81 per cent for both mental and physical health. In terms of **ethnicity**, respondents from white ethnic backgrounds also reported higher rates for both mental health (59 per cent compared with 48 per cent of respondents from minority ethnic backgrounds) and physical health (37 per cent and 30 per cent).

Interviews and focus groups confirmed the views from the survey, with young people expressing that health conditions as well as disabilities were barriers both in terms of confidence and motivation, and in terms of employer attitudes. Young people shared the feeling that some employers discriminated, in many cases in subtle ways, against disabled applicants or those with a long-term health condition.



Health conditions can be a big barrier, a lot of employers are not supportive of that. They say they don't discriminate, but they do
– age 21, Northern Ireland

Place, deprivation, lack of support, lack of experience and employer attitudes are key barriers to accessing good quality work

During interviews and focus groups, young people shared their views on the main barriers they and their peers encountered in trying to access good quality work. Young people shared a wide range of views, which can be summarised under the six themes below.

- **Place:** including living in a poorer area, with predominantly low-quality jobs or poorer quality education, or in a rural area with a scarcity of professional jobs or jobs generally accessible to young people. In both cases the cost of transport or poor transport infrastructure were seen as barriers tied to place. However, urban areas were also seen as creating barriers, such as increased costs of living and greater competition due to a larger population.
- **Socio-economic background:** including coming from a wealthier or more deprived background, and the extent to which young people have access to the economic, cultural and social capital which enables them to access better educational and employment opportunities. A lack of connections was seen as a major barrier. Deprivation and low social mobility were mentioned as factors trapping young people in cycles of low-paid work which prevent them from progressing to better work.
- **Lack of adequate support:** including a perceived lack of support in schools, but also in higher education in some cases, to prepare young people for the world of work, and a feeling that the skills learned in educational settings are not those needed to secure employment. Young people demanded better support to help set realistic expectations, develop employability skills, and job-search savviness.
- **Competition and lack of experience:** including increased competition in a job market where opportunities are perceived to be scarce and where qualification requirements have become more stringent, alongside feelings that entry level jobs increasingly require years of experience, trapping young people in a vicious cycle where lack of experience prevents them from accessing any experience.
- **Employer attitudes:** related to the issue above, young people reported feeling frustration at employers' unrealistic demands and expectations of extensive experience. Young people identified this as being due to a lack of willingness, resources, or capacity to invest in and train them. Many also perceived employers as viewing young people as expendable or cheap labour. This was linked to a perception that employers would more easily take advantage of them and get away with it.
- **Balancing work with other needs:** including struggling to find jobs which allow young people to balance work and studies, particularly in terms of providing the right amount of hours and shifts that fit with study timetables, and which can accommodate needs around caring responsibilities or location (ie jobs which don't require travelling too far).

Summary

Key enablers that support young people to access good work also act as barriers. There are four key factors that young people view as enabling access to good quality work – having previous experience of work, knowing the right people, living in the right place, and having the right qualifications and skills. These are the same aspects that are lacking in many young people's experiences and act as a barriers to access. Structural inequalities, ties to place, deprivation, and socio-economic background are traditional causal factors. Beyond these, there is a widely perceived mismatch between the support and preparation for work young people receive and the requirements of the world of work and of employers. An even playing field is seen to be lacking and access to good work is increasingly becoming 'about who you know' rather than equal merit and opportunities, in young people's eyes. As a result, young people are feeling increasingly overwhelmed and left to their own means when it comes to navigating the world of work. Within this challenging context, health, and particularly mental health, has come to play a key role in determining their ability to access good quality work.



03

YOUNG PEOPLE'S ACCESS TO SUPPORT

The third theme we explored with young people was the type of support they consider most useful for accessing good quality work, and their views on the support that is available to them. This section outlines the findings from the survey, interviews and focus groups relating to young people's views of the type and quality of support.

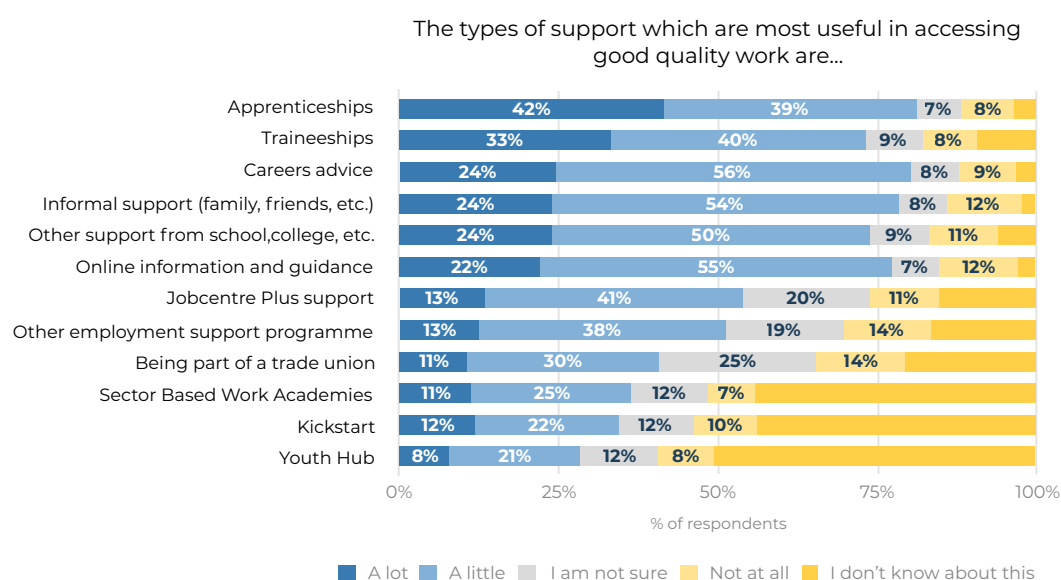
3.1 Type of support

Apprenticeships and traineeships are viewed as providing the most useful support for accessing good quality work

We asked young people in the survey what they viewed as the most useful types of support in helping them access good quality work. The options young people were shown were tailored to the nation they were answering from (eg Sector Based Work Academies was an answer option only shown to respondents in England and Scotland).

No strong majority emerged around support that young people found most useful, but over a third thought support accessed through vocational routes such as apprenticeships (42 per cent) and traineeships (33 per cent) was very useful. In terms of support young people felt to be 'a little' useful, online information and guidance came first (56 per cent), followed by informal support (55 per cent), and careers advice (54 per cent).

Figure 5 – Support most useful to accessing good quality work



Source: IES two-wave survey of young people, 2021

Around half of respondents had not heard of the new employment measures introduced through the Plan for Jobs, including Kickstart (45 per cent) and Youth Hubs (51 per cent). However, when looking at responses by young people who are not working nor studying (of which 97 per cent were aged 19-25), the rate of those not knowing about either initiative dropped to 18 per cent respectively. This is likely explained by these measures being only available to young people receiving benefits, and young people who are not working or studying and aged over 18 are more likely to be in receipt of benefits than those who are in education or employment. However, the findings from the research highlight that young people who are not in receipt of benefits face just as many challenges in finding work, and particularly good quality work, and need better support and facilitated routes to employment given the lack of consistent access to public employment services.

There is also a disparity in gender when it comes to knowledge of Kickstart and Youth Hubs, with 36 per cent of male respondents not knowing about Kickstart and 19 per cent not knowing about Youth Hubs, compared respectively with 54 per cent and 31 per cent of female respondents. Similarly, while 45 per cent of males found Kickstart a little or a lot useful, this was true only for 27 per cent of females. Rates were even lower for Youth Hubs, with 21 per cent of males finding these a little or a lot useful compared with only seven per cent of females. This was reflected when looking at gender differences among young people who are not working nor studying, with male respondents over three times more likely to feel the measures helped a little or a lot compared with female respondents.

There is awareness of trade unions, but few young people are part of one

From the survey it emerged that over one-tenth of young people felt that support from a trade union was very useful (11 per cent) and just under one-third felt it was a little useful (30 per cent) for accessing better quality work. Young people in college or further education and those who were not working nor studying were more likely to say trade unions were a little or a lot useful for accessing good quality work (46 and 48 per cent respectively), compared with young people who were in higher education or only in employment (34 per cent and 36 per cent respectively).

During interviews we asked young people to share their perceptions of trade unions, and while a majority were aware of their existence and function, only a small minority were part of one. Young people who were part of a union usually worked for large employers, such as large retailers, who were already affiliated to a union and proactively shared information about it with new employees. The reasons young people gave for their lack of participation in trade unions related to age, feeling like there was a lack of representation of young people in union membership, and finances, as young people felt their income didn't allow them to spend money on an 'extra' like union membership.



Less common at this age to be part of a union – we can't afford membership rates – age 21, Wales



[Large retailer], I knew they couldn't treat me badly they're massive and have a union – age 20, Scotland

3.2 Quality of support

Young people feel let down by the quality of careers support

In interviews and focus groups, we asked young people what types of support they accessed when looking for work. The most common sources included family and friends with experience in their sector of interest, autonomous research using online resources (eg My World of Work, Indeed, Prospects), support from tutors, supervisors, and lecturers, mentoring programmes, and guidance from careers services.

When discussing support from careers services, almost all young people reported having had negative or disappointing experiences. For those in school or college, issues included careers advisers pushing students towards certain educational paths, particularly university, or industry sectors, without sharing the full range of options or tailoring support to the interests students expressed. For those at university, common issues included generic advice which was not tailored to the industry the young people wanted to go into, and a lack of range and diversity at careers fairs.



I can't remember there being a single workshop that was "if you don't want to go to university, these are your options. (...)" They never mentioned an apprenticeship, I had to do the first year of my degree and waste it before discovering apprenticeships – age 20, Wales

Generally, young people felt careers services were often under-resourced, with a single adviser for a large number of students or short sessions which felt rushed and could not address the specific needs of students. They felt that opportunities were not broadcast adequately, with most shared through email newsletters which not all students read or accessed, and that there was not enough proactive effort to reach out to students.



We keep getting emails that say work experience opportunities but it's all STEM stuff, but nothing else. There's not a good route to ask for work experience – age 17, England

Young people feel overwhelmed when looking for information, advice and support around work

Young people also reported feeling generally overwhelmed and disoriented when looking for guidance and support around work and when looking for work itself. This was due to feeling like there was an expectation for them to know how to navigate things like job searches, looking for resources without guidance, feeling confused and not finding a clear path providing accessible information around their options, and lacking confidence and motivation as a result. Many young people shared the feeling that they were expected to 'just go out and find work', which felt overwhelming as they often did not know where to start or lacked the contacts that could offer them support, and this made them feel 'thrown at the deep end'.



People do tend to just go online and google. It's overwhelming and confusing, you don't have one source you can trust that's going to provide everything to you
– age 20, Scotland

Good practice includes mentorship and employability programmes, school-employer engagement, and tailored careers support

Despite the negatives, there were also elements of good practice. Young people who reported positive experiences of support mentioned, for example, taking part in mentoring programmes where they received one-to-one support from a mentor who studied or worked in their preferred field, or accessing tailored support from careers advisers either through emails or dedicated in-person meetings.



Before I had this mentor not sure about my career path (...) Gives me so much more confidence in thinking about my future. (...) they told me about apprenticeship degree and explained the route – age 17, England

Others talked about having opportunities to meet with employers within an educational setting, to talk about their businesses and who could give them the opportunity to try mock interviews, which gave them real life experience of applying key employability skills. Others talked about the positive impact of employability programmes accessed through third sector organisations.



There's good community training projects like Cyrenians to help people gain experience and put them on real work experience with the chance of gaining employment
– age 20, Wales

Common to these accounts of things that work well is a person-centred approach, where young people feel that those supporting them invest time in understanding their needs, support them to navigate challenges or doubts, ensure they access good quality opportunities, and help them identify the best pathways for their aspirations.



Summary

Support provided through work-based learning is valued over traditional careers support.

The majority of young people do not find any support option they know of, or access, to be very useful in supporting them into good quality work, which suggests that support provision currently available may not be attuned to young people's needs and aspirations. However, support provided through vocational routes, such as apprenticeships and traineeships, is considered most useful by a large minority. This highlights that young people value work-based learning and the opportunity to develop technical and employability skills early on, and prefer it over other types of support. This preference is aligned with young people's perceptions that they are required to enter work with practical experience and technical skills in order to be able to succeed in the labour market and access good quality opportunities. However, there is little awareness of new employment support measures such as Kickstart and Youth Hubs, which in part may be explained by the fact that a large proportion of young people in this research are in education, and information on these schemes, targeted to unemployed young people, does not reach them. At the other end of the spectrum, careers support is seen to be lacking by young people at all stages of education, being under-resourced and out of touch with both their needs and those of employers. Quality support pathways, which use dedicated resources and person-centred approaches, are key to young people's journeys towards good quality work, but many do not have access to such pathways.



04 YOUNG PEOPLE'S EXPERIENCES OF WORK

The fourth theme we explored with young people concerned the type of work they do and their perceptions of quality of work in their experiences, including the impact of work on their health and any issues they encounter in the workplace. This section outlines the findings from the survey, interviews and focus groups on young people's experiences of work.

4.1 Type and quality of experiences

Young people tend to do part- or full-time work in retail, hospitality, education, or healthcare

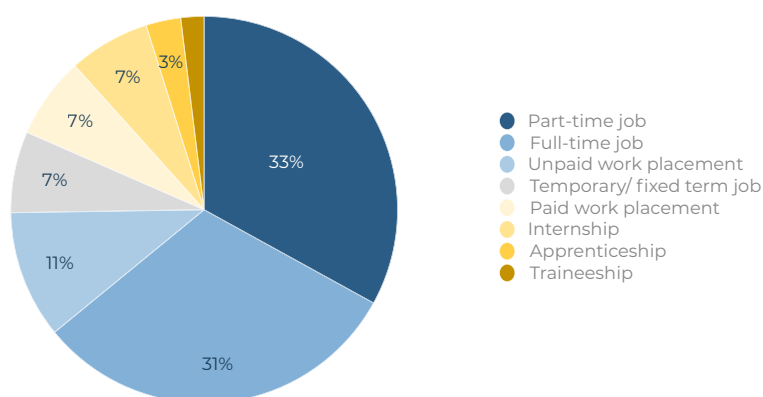
Out of the young people who took part in the survey, the vast majority said they had experience of work (79 per cent). Of these, just under half had undertaken one to two periods of work experiences (47 per cent), just under one-third had been involved in two to four periods of work experience (32 per cent), and around one-fifth had four or more examples of work experience (21 per cent). We also asked young people what their most recent experience of work had been. Two-thirds of respondents were or had been in part- or full-time work (66 per cent), and just under one-fifth were or had been in a paid or unpaid work placement (18 per cent).

When looking at the sectors young people had taken up work experience or secured jobs in, around half had worked in either retail, hospitality, education, or healthcare (48 per cent). This was followed by IT, accountancy and finance, the third sector, engineering and manufacturing, and creative industries (approximately four to five per cent in each sector). Other industries where young people had worked included business and consulting, marketing and advertising, the public sector, leisure and tourism, media, sales, property and construction, and science and pharmaceuticals (approximately two to three per cent in each sector). Fewer than one per cent of young people worked in transport and logistics or social care.

There were clear differences in terms of **age, gender, and disability** when it came to the sector young people worked in. Those aged 16-18 were more likely to have experience in retail and hospitality compared with those in the 22-25 age group (25 per cent and 10 per cent respectively). Similarly, female respondents were more likely to work in healthcare compared with male respondents (11 per cent and 6 per cent), while male respondents were more likely to work in IT (nine per cent compared with two per cent females). Disabled young people were less likely to work in hospitality (six per cent compared with 13 per cent of those without a disability), and more likely to work in IT (9 per cent compared with four per cent) or the third sector (seven per cent compared with three per cent).

Figure 6 Type of work experience, rate of respondents.

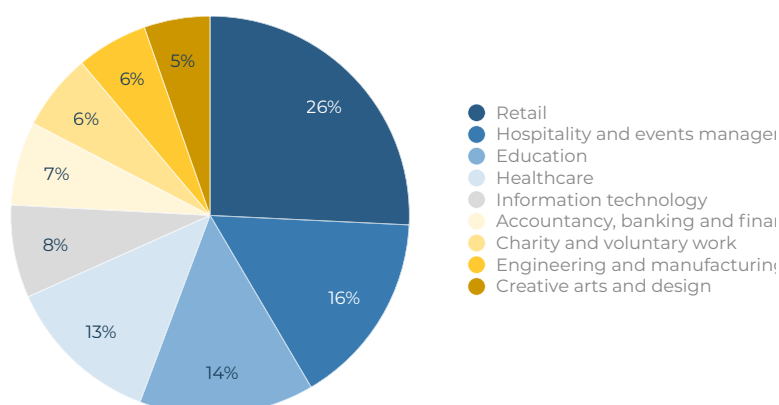
Two-thirds of young people with experience of work had most recently been in a part-time (34%) or full-time (32%) job



Source: IES two-wave survey of young people, 2021

Figure 7 Top nine employment industries, rate of respondents.

The majority of jobs or work experience were in one of nine main sectors (69%). Over a third were in retail, hospitality, or education (39%)



Source: IES two-wave survey of young people, 2021

Feeling valued, supported, and that the employer cares about wellbeing is key to whether young people have good experiences of work

During interviews and focus groups, we asked young people to share their experiences of being in work and what they thought of the quality of this work. Young people with experience in industries such as food and hospitality or in small businesses were more likely to report negative views. Many said that they did not feel supported and often felt thrown into challenging tasks with little training, that they felt like their time and labour were not valued (particularly those on the minimum wage), that they felt overworked, and that their rights as workers were not observed (eg lack of breaks).



I found out later that instead of giving me a break they just let me finish early. I was there 10 months and they still treated me as if I was new. I was paid £4.55, the minimum wage for my age (...) the atmosphere would always make me feel out of place – age 17, Wales

Young people in professional jobs, such as those requiring a degree, or in bigger businesses, that have formal structures in place and where employee development and wellbeing was a focus, tended to report more positive experiences. They talked about diversity in their work tasks, being given insight into different aspects of the industry, enjoying what they were doing as it aligned with their interests, feeling supported and that their wellbeing mattered, and that employers invested in them actively and cared about them.

Since I started the [apprenticeship] my assessor from SVQ and my team leader support me regularly, and trainers showing me job from start to finish and a year on they're still there for me – age 19, Scotland

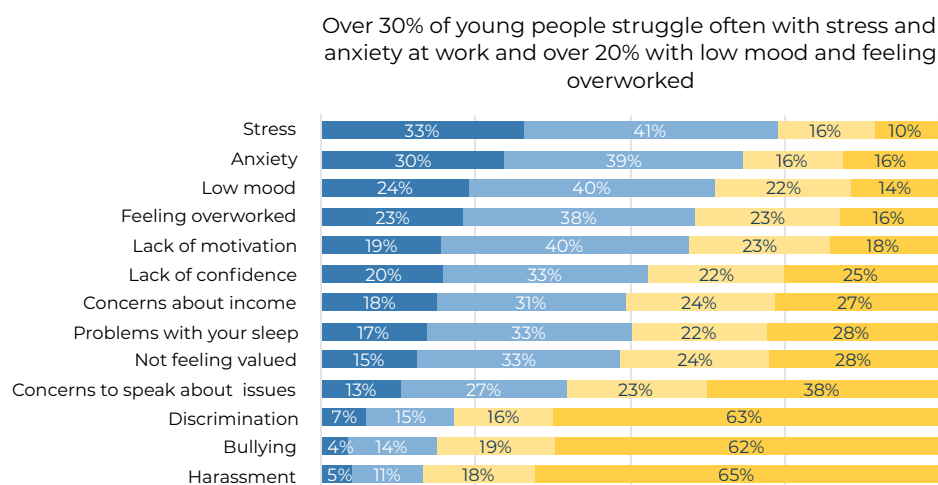


4.2 Health, wellbeing, and rights at work

Young people struggle with their wellbeing in the workplace

We asked young people who took part in the survey whether they experienced issues at work, ranging from stress to bullying and harassment. The majority of respondents said they sometimes or often experienced stress, anxiety, low mood, feeling overworked, a lack of motivation and confidence, concerns about income, problems with sleep, and not feeling valued. While the majority of young people reported never having experienced discrimination, bullying, or harassment, a notable minority said they had experienced these sometimes or often (discrimination 22 per cent, bullying 18 per cent, and harassment 16 per cent respectively).

Figure 8 Issues experienced by young people in the workplace



Source: IES two-wave survey of young people, 2021

There were also **gender** differences, with male respondents more likely to say they experienced discrimination sometimes or often compared with female respondents (28 per cent and 16 per cent respectively), while female respondents were more likely to say they experienced anxiety (76 per cent compared with 58 per cent of males) and a lack of confidence (59 per cent compared with 46 per cent). Similarly, **disabled** young people were more likely to have experienced discrimination sometimes or often (31 per cent compared with 18 per cent for those without a disability), harassment (24 per cent compared with 14 per cent), and concerns over speaking up about their issues (54 per cent compared with 35 per cent).

During interviews and focus groups, young people expanded on their experiences of the impact of work on health. Many talked about the detrimental effects that low quality work, where they felt overworked and undervalued, had on their mental and physical health due to exhaustion, low mood, and impacts on motivation and confidence. Those working as freelancers shared the stress they felt as a result of the instability of their job and given they were competing against older professionals with more experience than them. Young people who were balancing work and studies talked about the stress of reconciling demands from their job and college or university, and the struggle of finding employers who would agree to the flexibility they needed.

There were really heavy expectations on you to achieve targets which many times were unachievable. Definitely felt as well that I could never have a break, that was most detrimental to my mental health (...) when I woke up I used to feel like "oh I really don't want to go to work anymore" – age 21, Wales



There is little awareness about rights and responsibilities at work and young people do not feel comfortable speaking up about issues

During interviews we also asked young people whether they felt they had a good level of awareness of their rights and responsibilities at work and whether they felt comfortable speaking up about issues they experienced in the workplace. We asked this question as awareness about rights and confidence to speak up can support young people to better understand and navigate the quality of work and issues related to quality.



With my first job, there was no contract and technically they were breaking workers' code (...) but because it was my first job didn't know these things – age 17, Northern Ireland

Young people reported a general lack of understanding and confidence around rights and responsibilities at work, and around navigating things like contracts, policies, and relationships with employers and managers. Some mentioned they would read contracts, ask co-workers about the workplace culture, look up the employer on databases such as Glassdoor, or ask services like Citizens Advice for support to get an understanding of their rights in the workplace, but none felt particularly confident or knowledgeable about these issues or how to go about them. Young people felt that employers would often take advantage of their age, and their lack of knowledge and experience, to get away with malpractice.

Not many young people are aware of the actual procedures and places to go to if you feel like you're being taken advantage of – age 18, England



Those who reported stronger awareness and confidence often relied on advice from parents, family and friends, or had strong structures and processes in the workplace such as the presence of a trade union or an established HR system, which would provide them with accessible information and guidance. Furthermore, young people did not feel confident speaking up about issues at work, as they felt at a disadvantage due to their age and due to the dynamics of workplace hierarchies, saying that they would often not report issues for fear of the impact it would have on their work.



I am on a Zero Hour Contract if I reported something I'd get no shifts – when people have spoken up, they got their shifts cut. I would never say anything, when I quit I'll probably report – age 17, Wales

Summary

There is a discrepancy between young people's aspirations for work and the reality of their working conditions. Most young people tend to work in retail, hospitality, education and healthcare, doing part- or full-time jobs. There is a stark difference in experience between young people in professional jobs and those in non-professional jobs, with the latter more likely to report negative experiences of work, including feeling undervalued, treated unfairly or with little respect, feeling stressed and feeling overworked. These accounts reflect the common trend of poor working conditions in lower-skilled jobs, and strengthen the misconception that good quality work is only achievable in higher-skilled jobs. However, young people report that good experiences of work are those where they feel stimulated, valued, and supported. These factors are not sector-specific, they are instead about work culture and environment and can be developed by businesses across all industries. The majority of young people in work also report struggling with their mental health and wellbeing in the workplace, particularly around stress, anxiety, and low mood. Alongside this, there is little awareness among young people about their rights and responsibilities at work, and a general reluctance to speak up about issues for fear of negative consequences, as they are strongly aware that their age and lack of experience puts them at a disadvantage. These challenges highlight a discrepancy between what young people aspire to in work and the reality of their working conditions.



05 THE IMPACT OF THE PANDEMIC

The fifth theme we explore in the research looks at the impact of Covid-19 on young people's perceptions and experiences of work on their confidence and values for work, on the quality of their work, and on their prospects. This section outlines the findings from the survey, interviews and focus group on young people's experiences of the pandemic.

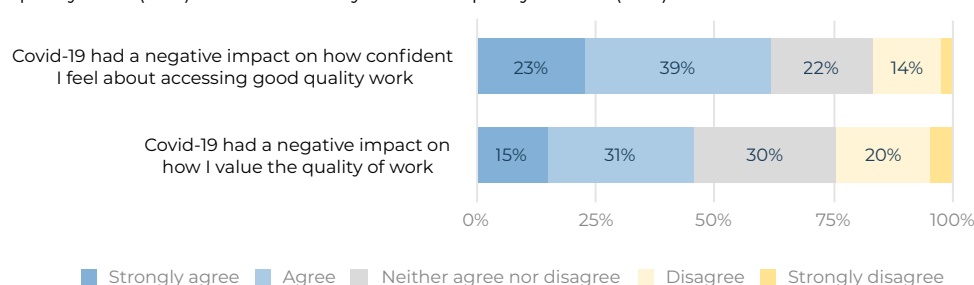
5.1 Impact on prospects and aspirations

Young people feel less confident about accessing good quality work and value the quality of work less following the pandemic

Young people in the survey were asked whether, following the pandemic, they felt less confident they would be able to access good quality work and whether they valued the quality of work less as a result of the crisis. Just under two-thirds of young people agreed or strongly agreed that the pandemic had a negative effect on their confidence (62 per cent), and just under half agreed or strongly agreed that it had an impact on how they valued the quality of work (46 per cent). Around one-fifth of young people showed neither agreement nor disagreement when asked about effects on their confidence (22 per cent), and three in 10 were similarly neutral when asked about how they valued the quality of work (30 per cent). This may suggest that there is a notable proportion of young people who feel uncertain about their prospects for accessing good quality work following the pandemic.

Figure 9 Impact of the pandemic on perceptions of good quality work

The pandemic had a negative impact on young people's confidence about accessing good quality work (62%) and on how they value the quality of work (46%)



Source: IES two-wave survey of young people, 2021

When analysing views by respondents' **gender**, we found that male respondents were more likely to agree or strongly agree that the pandemic had a negative effect on their confidence (67 per cent compared with 56 per cent of female respondents) and on how they value quality of work (54 per cent compared with 36 per cent). Similarly, for **ethnicity**, young people from white ethnic backgrounds reported a stronger negative effect on confidence (64 per cent compared with 52 per cent of those from minority ethnic backgrounds), and on how they value quality of work (47 per cent compared with 37 per cent). **Disabled** respondents were instead a lot less likely to report a negative effect on either confidence or how they value the quality of work compared with those without a disability (18 per cent compared with 44 per cent without for confidence, and 14 per cent with compared with 30 per cent without for valuing good quality work).

In interviews we asked young people to expand on the impact of the pandemic on their confidence and mental health in relation to their work prospects and aspirations. They talked about increased stress and a sense of urgency to secure work as soon as possible, for example, whilst in college or university rather than waiting until later. Negative impacts on confidence also resulted from disruptions to studies and achieving lower grades, which affected young people's perceptions of their self-worth and the opportunities they could aspire to. Social anxiety was also a concern, including challenges in learning or re-adapting to socialising in the workplace following the isolation of lockdowns.

People are viewing themselves as less than they are. Even in small ways, when writing a CV if you view yourself as less than you are, you won't be able to write a good CV – age 17, England



The pandemic affected young people's learning and negatively affected their prospects and aspirations

Many young people felt that the pandemic had a dampening effect on their aspirations and prospects. Among those in higher education, concerns included increased competition from the larger pool of graduates, having missed out on practical learning, and entering the labour market with less preparation. For those in school and college, concerns included the lack of work experience, which was felt to be key to support further study choices. There was also a general feeling that jobs in lower skilled sectors were becoming more competitive as they attracted a larger number of candidates, particularly those who had lost their jobs as a result of the pandemic

My course is normally very hands-on but due to covid I could not do any lab work (...) I missed out on lots of hands-on experience (...) that matters for getting work
– age 21, Scotland



In particular, there was a discrepancy in young people's outlooks depending on whether they were in higher education or in school or college. Those in higher education were more likely to be interested in professional sectors and to feel more positive about their prospects in the labour market, and that there were similar or more opportunities in their selected fields compared with before the pandemic (eg policing, nursing, teaching, IT, accountancy). Those in the 16-18 age group were more likely to be looking for work experience or part-time work alongside their studies, and felt less confident and more apprehensive about their prospects as a result of challenges in securing these. In particular, young people in school felt that accessing work early on, even if in sectors they were not planning a career in, was key to demonstrating the transferable skills that would help them secure opportunities in education or work at later stages.



Jobs are becoming increasingly competitive, especially low-level jobs because you fall out of a career, see opportunities disappearing and you go for something worse
– age 18, England

The pandemic supported young people to reconsider their priorities for work

Despite the mixed impact of the pandemic on young people's outlooks, many also talked about positive impacts on their priorities for work. This included prioritising having a good work-life balance, placing more value on being paid and treated fairly, appreciating the importance of feeling supported by employers, prioritising stability and security in a career, and considering career changes (eg to jobs with more flexibility to work remotely).

Made me realise something I'd want to prioritise going forward, not put my life on back seat and make my job everything. I would be looking for a much more balanced life
– age 22, Scotland



The pandemic has affected young people's choices about staying in education

We asked young people in interviews whether the pandemic had affected their choices about whether they stay in or leave education. The majority of those who had been faced with the choice had decided to stay in education, either for fear of delaying their learning and finding themselves at a greater disadvantage in a post-Covid-19 labour market, or to avoid facing the risk of unemployment and instead gain qualifications which would give them a head start once they entered work after the pandemic had peaked. However, some young people who had considered returning to education decided to stay in work as they feared that the lack of in-person learning would affect their experience.

Then Covid hit and I realised there's absolutely no chance now (to find a job), so I was thinking of uni but hadn't decided and suddenly I decided to go
– age 19, Scotland



I was strongly considering doing a PGCE, then reconsidered because of Covid – I knew people in that year doing it and they found the lack of face-to-face interaction with the kids hard – age 23, Wales

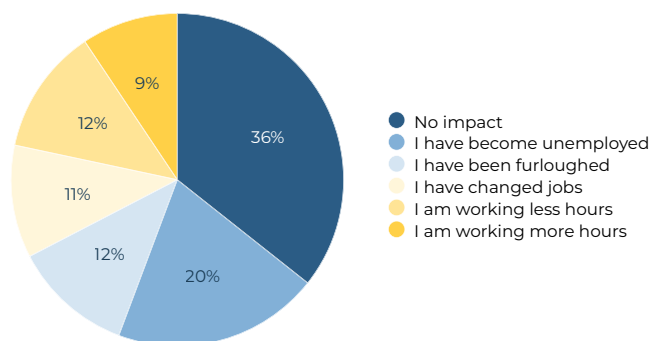
5.2 Impact on employment

The majority of young people in work have seen a change to their employment as a result of the pandemic

We asked respondents in the survey who had been in work just before the pandemic (n = 553) whether it had had an impact on their employment. Young people were asked to select all the options relevant to their situation (eg becoming unemployed and then changing jobs), meaning the total rate of responses exceeded 100 per cent. Over four in ten reported no impact (41 per cent), and just under one-quarter reported becoming unemployed (23 per cent). Over one in ten changed jobs (13 per cent), saw their hours decrease (14 per cent), or increase (11 per cent).

Figure 10 Impact of the pandemic on young people's work

When asked about the impact of the pandemic on their work, young people reported...



Source: IES two-wave survey of young people, 2021

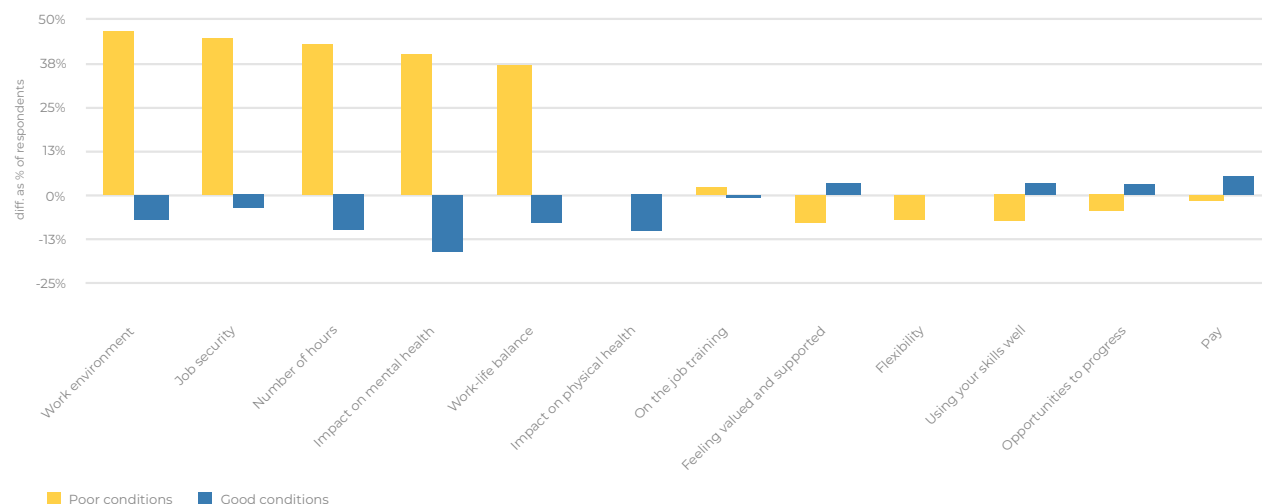
Where young people reported they had become unemployed, rates were highest among those aged 22-25, those from white ethnic backgrounds, male respondents, and those who said they were disabled. In particular, a much larger proportion of disabled young people had become unemployed compared with those who were not (42 per cent and 17 per cent), and of male respondents compared with female respondents (33 per cent and 16 per cent).

Many aspects of the quality of work have worsened after the pandemic

Young people in the survey who had stayed in employment after the pandemic, whether in the same or a different job, were asked to rate the quality of their working conditions before and after the pandemic across a range of dimensions of the quality of work.

Figure 11 – Difference in the quality of working conditions between before the pandemic and after it

The number of young people reporting poor conditions across key aspects of the quality of work has increased following the pandemic



Source: IES two-wave survey of young people, 2021

There were many more respondents (approximately +35 to +45 per cent) reporting poor conditions after the pandemic compared with before it, across work environment, job security, number of hours, impact on mental and physical health, and work-life balance. There was on the other hand a small increase in respondents (approximately +3 to +5 per cent) reporting good conditions following the pandemic compared with those reporting good conditions before it, around feeling valued, making good use of skills, having opportunities to progress, and pay.

Some aspects of quality have improved as a result of remote work

In interviews, young people talked about other positive impacts on work and quality that resulted from the pandemic. These were mostly related to the increased potential to work remotely and the flexibility this provided. Young people mentioned positive impacts on health due to the lack of commute or being able to manage their health conditions better by being able to work from home. Many also talked about improved access to opportunities which would have otherwise not been accessible due to their location.

I like there is absolutely no pressure to go into a workplace, because I have a chronic health condition – age 24, Wales



However, there were also concerns about the downsides to remote work, including the lack of exposure and on-the-job learning that come with being physically present in the workplace, as well as isolation and reduced opportunities to socialise and network with colleagues.



Summary

The pandemic may have a lasting detrimental impact on young people's perception of good quality work. Young people feel less confident in accessing good quality work and value the quality of work less following the pandemic. This is tied to an increased sense of urgency over securing work, linked to a perception of increased competition for jobs and decreased stability and security as a result of the crisis. Though the labour market is showing a strong recovery, helping young people build back their confidence and change their perceptions of work after lockdown will take time and dedicated and adequate support. Disruptions to studies have affected young people's self-esteem and motivation, negatively affecting their ambitions for study and work. Young people have also seen changes to their employment, with many becoming unemployed or working less hours, and the majority reporting worsened conditions across most aspects of the quality of work.



06 LOOKING AHEAD

This section explores the conclusions from the research and provides recommendations to improve access to good quality work for young people.

Looking ahead: improving access to good quality work for young people

6.1 Placing urgent focus on the quality of work

Both in definitions and experiences of good quality work, young people talk of work which, in addition to providing financial stability and adequate and equal reward, is fulfilling and stimulating, provides a good work-life balance, and makes them feel valued, respected and supported. This highlights that what young people value in work is starting to shift from traditional definitions of good work which focus more strongly on income, stability, progression and flexibility. However, access to this type of work is seen to be a privilege and having good working conditions alongside a secure income is often not an option, particularly for young people in low-skilled work.

In many young people's experiences, particularly in lower skilled sectors, poor quality work is the norm and they are not given the right to and choice of good quality work. The pandemic has had a further impact on this trend. As findings from the survey show, many young people have become unemployed or underemployed and the quality of working conditions has worsened. Alongside this, progress on the new Employment Bill, announced in 2019 with the aim of introducing better employment protection and rights enforcement, has stalled and it is not clear when work will resume. This risks accelerating pre-pandemic trends, with negative impacts for young people's quality of life and health.

Creating good quality training and work opportunities needs to be prioritised. With regard to work experience, training and jobs, young people from all backgrounds and in all sectors of work have a right to good quality work. Good quality opportunities for young people need to become the normality not the exception, and young people must no longer perceive good quality work to be a privilege.

There are four areas for action to support this:

- **Strengthening employment regulation.** Central government should do this both through better enforcement of existing regulation to ensure employers comply, reviewing 'one-sided flexibility' in insecure forms of work, and accelerating the introduction of the Employment Bill.
- **Investing in good quality jobs.** Central, devolved and local governments should collaborate to seize the opportunities provided by the Levelling Up and Net Zero agendas, and by new growth industries, to create plenty of jobs for all young people that provide a good quality guarantee. This should build on the recommendations in the 'A better future' paper.
- **Supporting a culture shift among employers.** Central, devolved and local government should collaborate to increase investment in business support and use existing evidence (Anderton and Bevan 2014) to create better quality work, with a focus on low-skilled and low-wage sectors.
- **Making quality core to partnership approaches.** Youth employment services, education providers, and wider support services working in partnership should ensure partnerships of all forms and sizes build quality into all aspects of their support journeys, using best practice guidelines (Orlando 2021)

6.2 Rethinking journeys from education to work

Young people face a double whammy when it comes to accessing good quality work. On one hand, they find employer attitudes pose challenges - through unrealistic expectations of the extent of experience and skill they can bring when entering work, or through bad employment practices, such as offering poor work terms and conditions which can include not meeting statutory requirements on pay, hours and breaks. On the other hand, young people say the support on offer to them is often not aligned to their needs and aspirations, does not provide them with information and guidance on the full range of post-16 options, does not help them develop the skills they need to look for and enter employment, and does not facilitate access to good quality work experience.

As a result, young people feel left to their own devices to navigate what they perceive to be an increasingly competitive labour market, in which they are faced with many closed doors and with very few tools and resources. They find existing information hard to navigate as there are multiple sources of varying quality, and they are not aware of the range of support available to them outside of education, internet, or their family and friends. Young people are left feeling that access to good quality opportunities can only be achieved through knowing the right people or having extensive previous experience, rather than through their own merit and accessing the right support.

Young people deserve better support to enter the world of work. Young people should not feel that the journey from education to good quality work is a matter of knowing the right people or having extensive experience. All young people should have the right to high quality, individualised support, tailored to their needs and aspirations, and to accessible information.

There are five areas for action to support this:

- **Improving the quality of careers guidance and support.** Moving beyond the requirement to provide careers guidance, central and devolved governments should collaborate with national careers services and education providers to invest in the provision of high-quality support, which is tailored and person-centred, and in good quality work experience.
- **Investing in enhanced forms of support.** Central and devolved governments should collaborate with local governments and education providers to invest in widened provision of mentoring schemes and employability programmes. These should be open and advertised to all young people, to ensure equal opportunities for learning, training, and work experience.
- **Extending eligibility for the DWP Youth Offer.** Central government should extend access to DWP Youth Hubs, employability programmes, and job search support, to all young people, and ensure information on the Offer is broadcast widely and accessibly. As called for in the 'A better future' paper, this should also include an extended Kickstart offer for disadvantaged young people.
- **Repurposing and promoting national careers service offers.** National careers services should repurpose current online information advice and guidance (IAG), with a stronger focus on providing youth-friendly and easy-to-navigate information on all post-16 options, as well as national job search portals advertising opportunities, including employment, training and work experience, tailored to young people. The repurposed IAG should be promoted widely, in collaboration with education providers, youth employment and wider support services.
- **Building systematic education-business engagement.** National and local careers and employment services should increase investment in employer engagement and partnerships. This includes developing guidelines to improve school-business links, educating employers on young people's assets and potential, supporting employers to improve capacity and resources to engage with education, and ensuring opportunities for exposure to the world of work throughout all stages of education.

6.3 Increasing support for the 16-18 age group

Young people in this age group often cannot access many jobs due to age restrictions or lack of experience, and report receiving inadequate careers support, and doing poor quality work experience. For those who work, their jobs are mostly of the lowest quality, they report being taken advantage of by employers, not knowing their rights and responsibilities, and struggling to balance work and studies due to a lack of jobs that fit around their needs. Additionally, the rate of young people who are not working nor studying jumps from four per cent for those aged 16-17, to 11 per cent for those aged 18-20 (ONS, 2021), indicating the higher drop-out rate among 17- and 18-year-olds.

Young people in this age group feel concerned that they are not being given the right opportunities while in compulsory education to pursue their future educational and career aspirations, and that if they do not start working at an early age they will enter the labour market at a major disadvantage. They would like to know more about how they can develop employability and work-relevant skills early on, but feel pushed towards routes they are not interested in, particularly higher education, and many end up dropping out of education as a result of making choices not suited to them. Young people aged 16-18 are becoming increasingly interested in vocational pathways, as they view them as a facilitated route into their industry of choice and a way to develop the technical and transferable skills employers want, but report that the information and guidance they are provided around these is poor or even not provided at all.

Strengthened focus on the 16-18 age group. Young people in this age group face challenges both in accessing good quality work and good quality support, and particularly those aged 17 and 18 still show a relatively high propensity to leave education without securing a high-quality destination. Achieving good qualifications in this phase of education is important to future education and work transitions. The challenges contributing to this need to be addressed, namely improving the focus on the quality of support and of opportunities that these young people access.

There are three areas of action to support this:

- **Developing an enhanced 16-18 support offer.** Education providers, careers services and youth employment support services should collaborate to improve provision of wrap-around, individualised support, focused on all aspects of the post-16 transition, including access to good quality work experience to support young people's choices, and building coherent pathways from education to work for early school leavers.
- **Improving access to vocational routes.** Education providers should provide equal opportunities to all learners to explore pathways other than university, providing better information on apprenticeships and other vocational options, and actively promoting uptake of apprentices and trainees among employers.
- **Increasing young people's awareness of their rights and responsibilities.** Education providers, youth employment support services, and national careers services should collaborate to develop youth-friendly universal guidance and resources. This should include information on rights and responsibilities at work and resources to build young people's confidence to speak up about issues at work.

6.4 Responding to local need with local approaches

Place plays a major role in young people's ability to access good quality work. Young people in the research talked about the challenge of availability of opportunities in their local areas, tied to issues of deprivation and rurality. They call for local area regeneration and skills and employment plans that effectively address challenges of social mobility in ways that are tailored to local needs.

Having access to affordable, accessible and well-connected local transport plays a key role in enabling access to opportunities in and around the places where young people live. However, young people also increasingly value remote working, which they view as levelling the playing field and opening up many previously unavailable opportunities. Therefore, alongside transport, improving digital inclusion, including access to adequate digital skills, connectivity, and equipment in the places where young people live, is also essential.

Investment in place-based approaches needs to be scaled up. Local areas are best placed to understand the socio-economic, labour market, educational, and partnership context in the places where young people live, and can provide tailored and individualised support as a result. They should therefore play a key role in developing strategies for better access to good quality youth employment.

There are three areas of action to support this:

- **Supporting local businesses to employ young people.** Building on the 'A better future' recommendations, local government and business partnerships should be supported by central and devolved governments to invest in the development of high-quality local talent pipelines, strengthening the focus on young people in social and economic development strategies, and enhancing links between local employers and education providers.
- **Supporting young people to enter local businesses.** Local government, education providers and business partnerships should collaborate to ensure training and support is aligned to local sector needs. This includes providing accessible information and guidance to young people on local labour markets, skills needs, and careers options, and developing streamlined pathways into local industries.
- **Investing in local transport and digital infrastructure.** Central and devolved governments should support local governments to develop inclusive and sustainable transport and digital skills strategies, ensuring they work for all young people and provide equal access to opportunities.

6.5 Improving mental health support and literacy

Mental health is a key challenge both in relation to young people's confidence and ability to access good quality work, and their experiences of being in work. Young people feel discouraged by the world of work they currently encounter. This affects their confidence and motivation, and produces an increased sense of stress and anxiety about work. We know that there is an increasing trend of young people struggling with their mental health (Young Minds 2021), and when combined with a lack of confidence and stress around securing work this results in barriers that prevent young people from pursuing opportunities that reflect their aspirations. When looking at the mental health of young people who are in work, we see an equally bleak picture. The majority of young people struggle with anxiety, stress, low mood, confidence and motivation in the workplace, among many other issues, and feel that employers generally do not understand mental health.

The pandemic has further affected young people's mental health and confidence, both in relation to work and in general. For those looking to access good quality work, the pandemic has dented their confidence and made them rethink how they value the quality of work. This is tied to fears of not securing work as a result of increased competition, less stable and secure jobs, and disadvantage created by disrupted and lost learning. For young people in work, the majority report an increase in poor working conditions which affect their mental health. Although the labour market is recovering at speed, young people's confidence, perceptions, and experiences of work are not improving to the same degree.

Mental health support needs to be developed further. Mental health support is a key aspect both in helping young people access good quality work and helping them thrive once they enter work. It is imperative that those supporting young people, from schools to employers, are equipped with the knowledge, tools and resources to help them look after their mental health.

There are four areas of action to support this:

- **Supporting young people to build confidence and resilience.** Education providers, youth, employment, and wider support services should collaborate to provide young people with tailored confidence-building and mental health support and resources around work.
- **Supporting employers to develop mental health literacy.** Central and devolved governments, in collaboration with mental health organisations, should develop universal guidelines on supporting young employees' mental health, embedding these in policy, alongside health and safety procedures.
- **Developing robust support pathways.** Education providers, employment and wider support services should collaborate to ensure young people never feel abandoned and can always access support tailored to their needs, including mental health, at every stage of the journey to employment, through strong partnership work.
- **Normalising mental health.** Central and devolved governments should collaborate with youth mental health organisations and employer engagement services to develop resources and guidelines to support a large-scale culture shift towards the de-stigmatisation of mental health and the creation of safe spaces to talk about mental health in the workplace.

6.6 Making use of key resources

Beyond the five areas of action outlined above, it is essential that all those involved in improving access to good quality work for young people make use of the key resources that can support them in these efforts. These include:

- Youth voice and participation. Young people are experts by experience and the end users of any policy or measure aimed at their development and benefit. They know what they want and what they need, and deserve to have an active voice in any process that affects them. Any discussion, strategy, or solution around improving access to good quality youth employment is at best incomplete and at worst misguided if young people are not part of the conversation. It is key that going forward any plan on this issue, on a small or large scale, whether in policy, education, or within employment, ensures that young people are part of the design, development and implementation process.
- Building on research and evidence. The conversation about improving access to good quality work for young people is not new, but it has certainly gained momentum in recent years and particularly following the pandemic, and a wealth of new evidence and resources have been developed. These include:
 - » The recent Youth Employment Group's recommendations for levelling up and building an opportunity guarantee for young people (YEG, Levelling up for young people: Building an Opportunity Guarantee 2021).
 - » The IES and IPPR paper 'A better future', on the prospects for future employment growth and how good quality youth employment and participation can be increased (Williams, et al. 2021).
 - » The IES work on supporting employers to provide progression in work (Lucy and Bajorek 2019).
 - » The IES work on best practice for developing good quality youth employment partnerships (Orlando 2021).

These resources provide practical, evidence-based tools, guidance and recommendations which can be built on by policymakers and stakeholders across all sectors working on youth employment.

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