

Evidence & Impact: the ‘black box’ of causality

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Overview

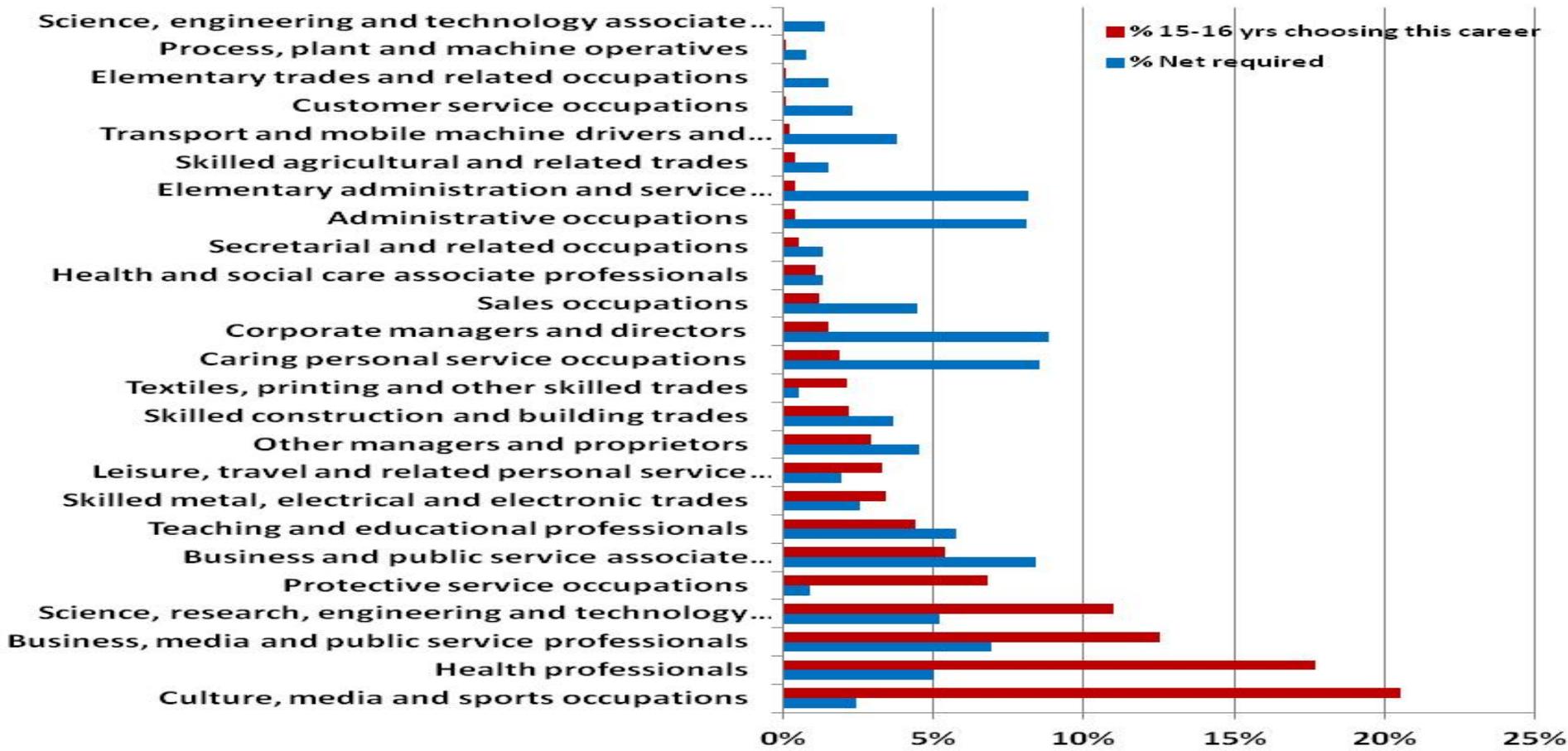
- Why focus on evidence & impact?
- What are key issues?
- Do certain types of interventions make a positive difference?
 - ✓ International literature review (unpublished)
 - ✓ European perspectives
 - ✓ Individual perspectives
- Where next?

Why focus on impact?



<http://www.educationandemployers.org/news/help-us-to-redrawthebalance/>

...against teenage aspirations



Learn/Earn

- Typical English student faces debts of over £44,000 at graduation
- English students now face some of the highest tuition fees in the world, and the highest average debts at graduation
- **Ministerial Taskforce:** “Help businesses to create two million new jobs to achieve full employment; support three million new apprenticeships; make sure that all young people are either earning or learning”

Key themes

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**Citizenship,
democracy and
participation**



**Employment and
digitalisation**



**Life skills for
individuals**



**Migration and demographic
change**



**Social cohesion, equity
and equality**



**Sustainability – information
& innovative spaces**

Policy Driver Themes

- Funding of public services
- Co-partnerships between government, employers, third sector organisations
- Role of the state?
- Evidence
- Who pays?
- Value-Added
 - Effectiveness
 - Sustainability
 - Simplicity



*Preparing ... for a future we
cannot clearly describe.....*



Task ahead



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- Keep people switched on to learning
- Encourage them not to close down opportunities too early
- Broaden horizons and challenge inaccurate assumptions
- Create relevant experiences and exposure to the world of work, career adaptability and resilience

Literature

- *“Careers-focused school and/or college mediated provision, including career guidance and work-related learning, designed to improve students’ education, employment and/or social outcomes.”*
- **CAREER UNCERTAINTY**
- **CAREER MISALIGNMENT**
- **EXPOSURE TO THE WORLD OF WORK**
- **INDEPENDENT AND IMPARTIAL CAREER GUIDANCE**

Quasi-experimental & experimental approaches

- What intervention research has been carried out since the year 1996 aimed at improving careers education?
- What is the strength of evidence of this research?
- Where are the research gaps that need to be addressed?

Outcomes

- **Educational outcomes**, e.g. attainment level, participation in education and/or training, sustainable progression
- **Economic and employment outcomes**, e.g. earnings, employee retention, likelihood of finding work and/or congruence with the work environment, transition from education to work, social mobility, reductions in those not engaged in education, employment or training (NEET)
- **Social outcomes**, e.g. cultural capital, community engagement, confidence, resilience, self-esteem, improved non-cognitive skills and/or mental health well-being, those not engaging in criminal activity

Evidence and Impact

Use of national longitudinal datasets

Tracking individuals in learning and work e.g.

Revenue & Customs

Randomised Control Trials (RCTs)

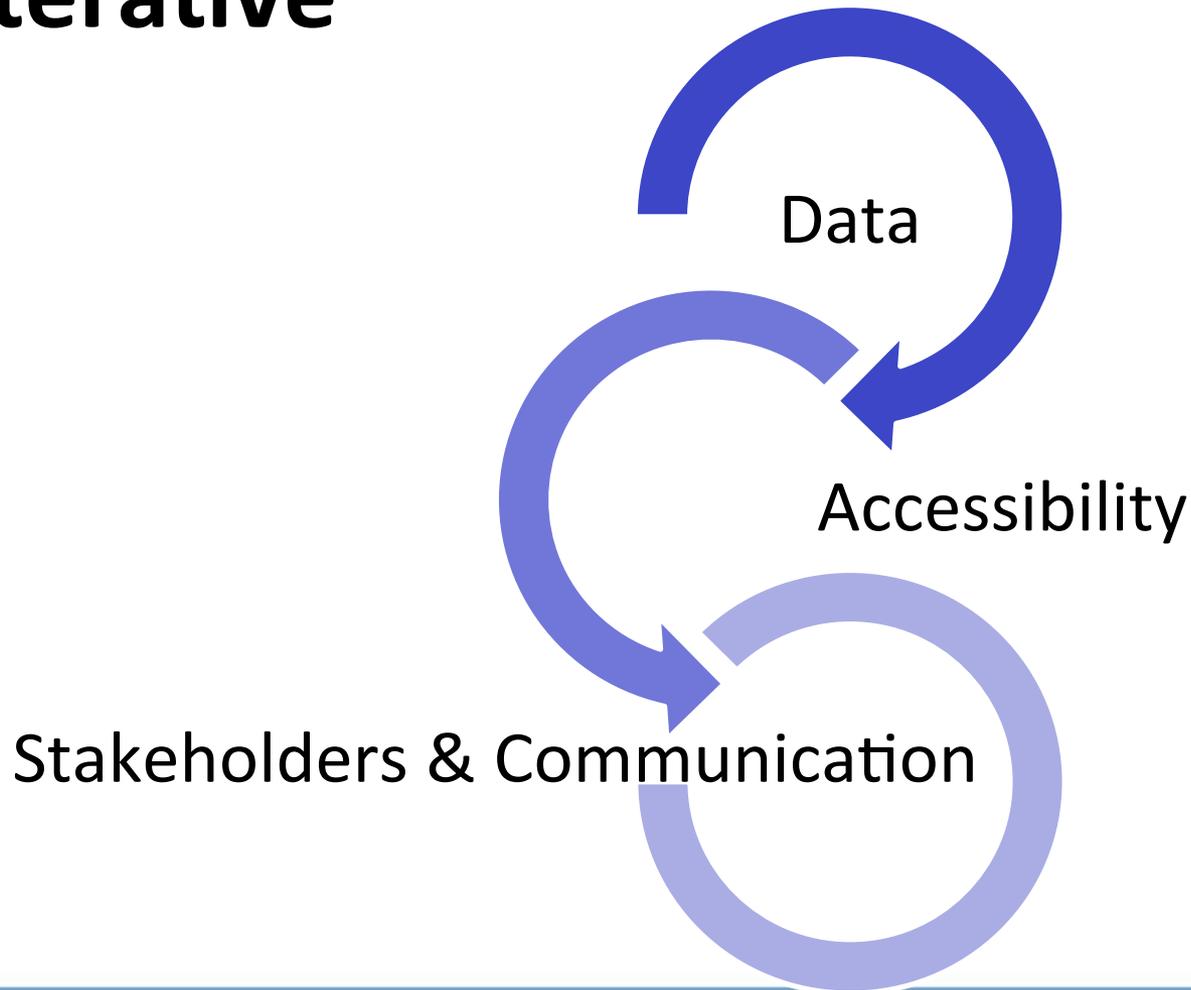
Inventory Tools

Pre- and post-treatments

Quantitative & Qualitative



Development process: Dynamic and Iterative



Where are the gaps?

- ▶ Tracking career trajectories
- ▶ Use of ICT and LMI, particularly in the classroom
- ▶ Personalised provision for certain groups
- ▶ Understanding career guidance 'meaning making'
- ▶ Optimal delivery of careers-focused mediated provision



For more information...

University of Warwick, IER - <http://www2.warwick.ac.uk/fac/soc/ier/people/dhughes/>

Education Endowment Foundation (EEF) - <https://educationendowmentfoundation.org.uk/evidence/publications/>

EmployID - <https://employid.eu/associate-partner-network/how-to-participate>

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