

# Youth Transition Experiences

Youth Guarantee Pathways and Profiles Project  
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The Youth Guarantee Pathways and Profiles Project (YGPP) gathered the experiences and perspectives of young people in government-funded Youth Guarantee Fees Free training programmes and their education providers.

The project explored the value of Youth Guarantee Fees Free for young people and whether it contributes to sustainable outcomes. As the project developed it became apparent that Youth Guarantee Fees Free is just one of the many experiences which influence young peoples' transitions and pathways to and from education and employment.

It had a significant positive impact on the lives of most participants during their engagement with the programme; however, its ongoing impact varies according to the wider context of each individual transition that a young person makes.



## Key Findings

Most young people's transitions are non-linear

Young people experienced multiple transitions; Youth Guarantee was just one of many transition experiences

Transitions are complex and context dependent

Consistency of support is very important

Skills, more than qualifications help young people stay and progress in employment and education

Identity development is a significant part of transitions

## Impact

Young people's experience of Youth Guarantee and their view of their education provider was overwhelmingly positive. This research shows perceptions and needs changed as participants moved on in their lives and provides useful insights for educators and policy makers.

### **Policy not well aligned**

Project findings indicate that transition is an iterative process informed by development and identity. This is at odds with policy that takes a linear view of transition, in which the educational intervention sets young people on the 'right' path for the future. Future policy could consider the value of holistic and ongoing support, the importance of skills, meeting individual student needs and focus on longer positive outcomes, such as identity and control, rather than immediate outputs, such as qualifications.

### **Transitions are not simple or predictable**

This research has found that our participants' transition experiences are not linear, and in many cases involve young people trying out multiple pathways as they search for a route that matches their current needs and ideas about their identity.

### **Findings can guide programmes**

The core concepts and themes that emerged from this work may assist educators to improve their impact for learners. For example, the core concept of "Value of Skills" may encourage educators in their focus on their learners development in multiple areas. The theme of "Learning and Achievement", which was important while young people were in Youth Guarantee, grew into "Self-Development" which was valued by participants in the years after their Youth Guarantee experience.



# Summary of Main Themes and Participant Feedback

## Self-Development

Growth  
Different and new contexts  
Active self and skill development  
Identity development  
Reconcile current and future selves

*"We did unit standards on time management, and we had to apply those when, like doing our assessments, to make sure that they're in at the correct time and completed.... (It helps at work) like if we get like a whole lotta orders in, we have to stay calm otherwise our cooking's just terrible and everything gets burnt, so I've learnt to keep calm cos when I do get a lot of orders myself and I do start to stress out, I noticed that my work wasn't at as a high standard as if I was to just stay calm and do it as I could."*

## Control

Search for suitable pathways  
Independence and self-responsibility  
Regain direction  
Access opportunities  
Agency and stability

*"I'm more confident to ask for help now, I'm trying to use as much of the facilities or opportunities that they um, are providing, to get through because I know now what's the GPA that's expected of me to get into Nursing."*

## Fit

Matching  
Belonging  
Alignment between identity and activity

*"My friend, she applied first, before me, and then she told me about it. ...The people I've talked to in the Level 3 course, they said it's quite hard, so I actually prefer to do the Level 2 first, because then I know what I'm expecting, and actually get to know whether I want to do it or not"*

## Networks and Support

A base for fit, confidence, motivation  
Sources of information  
Access to opportunities  
Value of these become clearer to participants

*"Yeah, yeah my older sister, (I) go over Biology, oh Human Anatomy notes with her and watching the lectures together and explaining it to each other, so that's been a great support. She taught me how to like, apply on line and all that, because she did it before. She just said it's good to like, apply for different stuff and then see which one you get accepted for, and then later on you can just like, decline their offer if you get accepted into the one you do want."*

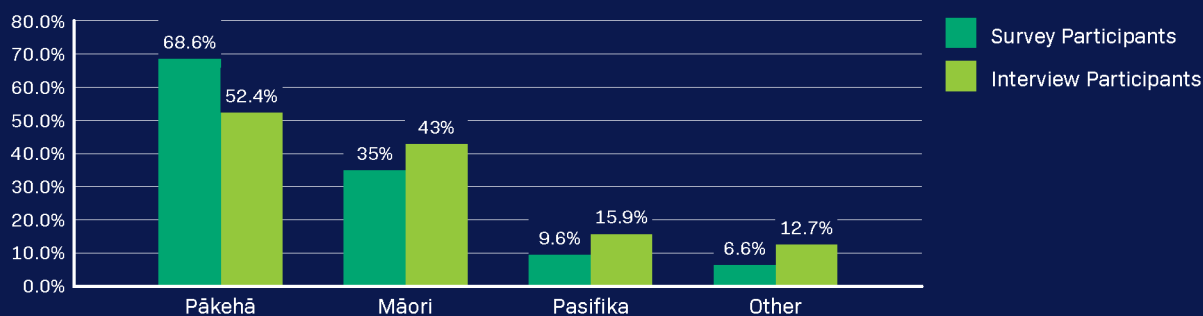
## Stability and Direction

A driver  
A framework – guide, inform search  
Stability to search for direction  
Purpose

*"I'm happy to start at the bottom. And work my way up. But I don't want to get stuck into something that I'm going to do over and over and over and not learn anything. If that makes sense. I want to achieve high and I'm kinda picky. I just, I guess I don't want to be stuck in a job where I'm earning shit money and not going anywhere."*

# Demographics

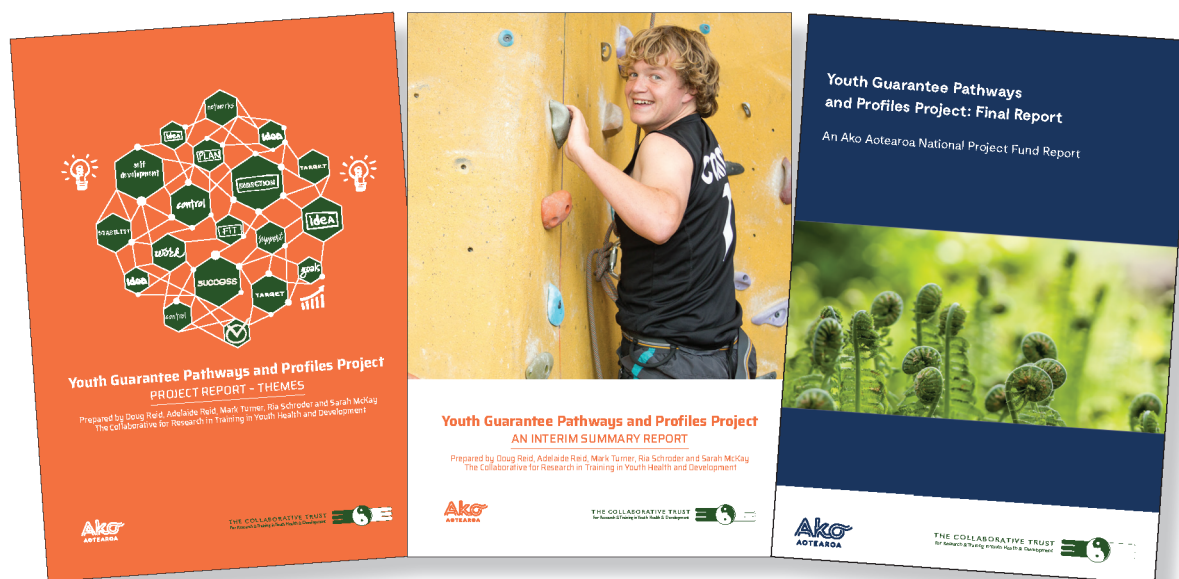
Ethnicity of project participants



# Research Process

| Participation | Survey | Interview | Focus Group | Staff Perspectives |
|---------------|--------|-----------|-------------|--------------------|
| People        | 437    | 63        | 4           | 22                 |

# Outputs



The project has resulted in a range of outputs, which include:

- An Interim Summary Report and Project Themes Report
- The Final Report

These are all available for free download from the Ako Aotearoa website at: <https://ako.ac.nz/knowledge-centre/youth-guarantee-pathways-and-profiles-project/>