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# YOUTH *Matters*

the future of information advice and guidance  
services for young people

**a national conference**  
October 2005

compiled by Bill Law

*The* Career-learning NETWORK

2005

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The green paper - *Youth Matters* - points a way forward for IAG, its location in Connexions services, and its links with personal-social-and-health education, education for citizenship, work-related learning and financial education. The uses of electronic media, mentoring and consultation with young people will continue importantly to feature. But developing links with youth-, social- and health-services - all working through local-authority children's trusts – can greatly increase its scope for action.

This conference brings together people from policy making, local authorities, schools-and-colleges, Connexions services and research. They examine:

- how children's trusts work with schools-and-colleges and Connexions;
- how to develop effective strategic partnerships;
- the impact of devolved commissioning;
- the place of quality standards;
- the involvement of parents and young people;
- how to meet the learning needs of all young people.

The speakers:

Sylvia Thomson - National Association for Careers and Guidance Teachers  
 Ann Shreeve - National Evaluation of Children's Trusts  
 Les Lawrence - Children and Young People Board, Local Government Association  
 Steve Stewart - Coventry and Warwickshire Connexions  
 Jon Richards - Education Services Group  
 Rachel Harrington - British Youth Council

The workshops:

**Peer Support for Young People**  
**Meeting the Needs of Disable Students**  
**The Role of ICT in Delivering Advice and Guidance Services**  
**Work Experience Placements for Young People**  
**Guidance and Early Years - a Case Study**  
**Work-based Learning**  
**Health Advice for Young People**  
**Reaching those who have Difficulty in Accessing Education and the Labour Market**  
**Including Careers Education in the Curriculum - Best Practice**

This is an account of the conference. It is useful for considering responses to the green paper and as an aid to future planning. It comprises direct quotations from the conference. The quotations are organised into four sets of issues:

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## 1. WHO IS INVOLVED?

young people; local authorities;  
children's trusts; Connexions;  
schools-and-colleges; volunteers.

- representing young people - The British Youth Council and local groups;
- local authorities - what they can do;
- evolving children's trusts? - research evidence;
- changing Connexions - dealing with change
- schools-and-colleges - are they ready?
- mentors and other volunteers - schemes, people and relationships.

### *young people*

'...Young people want to feel valued and to know that their views are heard. This is the role of the British Youth Council. It represent 450 local and 150 national youth organisations:

"young people should be involved at a local level to allow them to be represented and to make their voices heard. Young people must have the right to scrutinise service providers to ensure they get a fair deal."

*British Youth Council Manifesto*

"Real service improvement is only attainable through involving children and young people and listening to their views."

*Every Child Matters...'*

'...The tasks of local youth councils are to map services, identify gaps, and look for organisations to help...'

'...We need a mandate. A local council is not just a nice-to-have. It is an independent group who are free to scrutinise what they are offered. We need a drive for involvement...'

'...There are myths and misconceptions. One is that councils are for articulate and well-off young people. Actually most local councils were first formed to respond to specific local need...'

'...Youth councils could commission services - if they were properly resourced and fully independent...'

### *local authorities*

'...Local authorities have the scale and capacity to draw together the needed range of services...'

'...Local government is small enough to understand local needs for formal and informal learning, housing, transport and among vulnerable children...'

'...Local government also has a democratic mandate. It is based on people's response to what we have done and what we show they can expect from us...'

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The National Health Service is going through parallel developments. It is moving regional organisations from providing to commissioning roles...'

'...The statutory duty on local authorities will become one to ensure that the service is sufficient, rather actually to provide the service...'

'...Local government must articulate its role – to liaise, to disseminate and to champion...'

### *children's trusts*

Pathfinder children's trusts projects were set up in 2003 - before the Children's Act of 2004. The pathfinders involved all local-authority and social-services people and Connexions....'

'...An investigation looked at a sample of eight pathfinders. Some were already seeking to expand services beyond health-service contacts. But the 2004 Act changed operations for everybody...'

'...The Act provides the legislative basis for children's trusts:

"A children's services authority in England and any of their relevant partners may for the purposes of this arrangement under this section provide: staff, goods, services, accommodation or other resources; establish and maintain a pooled fund...".'

'...There was an expansion of representation in children's trusts. Local-authority education-, social- and other services were included. The health department and Connexions were also included. Represented less centrally were voluntary and community services. Groups under-represented were general practitioners, the police authority, youth officers, young people, parents, employers and the private sector...'

'... There were variations in procedures between different children's trusts'...

'... There are two kinds of basis for cooperation: (1) multi-agency teams involving networks of professionals; and (2) potentially lead professionals or key workers acting as filtering "gatekeepers"...

'...Personal advisers were brought into these multi-agency teams...'

'...The government target is that most local authorities will have a children's trust by 2006, and all by 2008...'

### *Connexions*

'...Everything changes. I have been privatised, transmuted, commissioned and may shortly be decommissioned. We are going through the biggest restructuring of local authorities since 1974...'

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'...A stock response to change is "we must modernise!" And we don't always know why modernisation is such a good idea. It is easy to get derailed from what really matters...'

'...We've moved on in terms of how we keep in touch with people. We have stopped sending letters to people we know are poor readers. We know how to use mobiles and texting. We make more use of websites. Opportunities should be available so that people can book them for themselves – like a holiday...'

'...We are going to need to skill-up our advisers. That does not mean that we will be diluting the profession...'

### *schools and colleges*

'...In schools we want to make young people discerning users of services. Schools need to be persuaded to spend money on this – rather than having the car park resurfaced...'

'...Schools have not been fully engaged....'

'...Schools and teacher will have a bigger role...'

'...Schools are under conflicting pressures...'

'...The move is to put the initiative back into schools. Connexions has been desperately trying to get some rigour and vigour in what schools do about careers education...'

'...Schools could opt out – almost overnight. Who is then accountable for quality? Opted-out schools would not give the full range of IAG. We need to have confidence that effective services are being used – such as those provided by the Connections company...'

### *voluntary mentoring and supporting*

'...The elements are:

- > **peer education** - somebody who has learned helps somebody who is learning;
- > **buddying** - being with people when they are dealing with some new or difficult experience;
- > **mentoring** - about some activity that the young person wants to do better;
- > **circle of friends** - where a small group are primed and prepared to act when things start to get out of hand;
- > **sharing group** - where people can talk about a shared experience or need;
- > **friendship** - where visits are made and lives are shared...'

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'...One mentoring scheme is called "Get Off The Bench" - football clubs help us. The outcome is around 93% positive – around 50% carrying on with something to do with football. It can also lead to work with diet or drugs. The young people spend time on the premises, eating meals, catching sight of professional footballers. They are treated well. We have no problems with graffiti or fights - there is no Everton-Liverpool aggro... "Change the record" uses the same concept in a recording studio. The youngsters design a sleeve and work up a performance to produce a CD. A studio seconds a member of staff to the project. The young people need something recordable – and that needs compromise between the rappers, the heavy-metals and the hip-hoppers. They get a reality feedback on how well they are doing the job. Some have gone on to write about music, some to managing a group... The "Get Into" programme works with food outlets. We are able to set up partnerships linking the football team, a sports-goods distributor and a shopping mall. Young people get help on how to retail... We need to be able to reach the chief executive in the cooperating organisations. We can take on 20 young people and move them forward for around £9.5K, if the club charges for its input. Of that, we find £3.5K ourselves. We do this by going for "free money" - from trusts, the rich and premier league clubs with a conscience. We are offering experience of how to do this kind of work...'

'...The young people tell their friends. And so no amount of advertising will do better than what they tell each other...'

'...Our mentors are aged 25-35. They are not peers. Peer mentoring is too high risk...'

'...*Youth Matters* sticks to a traditional model for volunteering. But there are other forms of active participation in any community. This include peer supporting...'

'...Peer supporting can be useful at critical moments – like at a time of bereavement. The evidence is that young people value a space where nobody is afraid to say "my dad is dead"...'

'...For young people with a record, there could be a link to restorative justice here. Everybody then has to face up to the "why-did-you-do-this?" question...'

'...None of this means that you don't need a professional...'

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## 2. TO DO WHAT

accessible, credible & congenial;  
wealth creation; quality-of-life;  
proven expertise; practicalities; new-  
and-local thinking.

- **accessibility** – not just the ‘what?’ but the ‘how?’ of helping;
- **wealth** – helping to make the nation and its people better off;
- **quality of life** – the other ‘goods’ that people work to gain;
- **proven expertise** – valuing what we have been doing;
- **practicalities** – the ‘what?’ of helping means thinking about what is needed;
- **new-and-local thinking** – but do we need to think again?

### *offering an accessible, credible and congenial service*

‘...It would be nice if we didn’t have to use formal structures - if we just helped each other...’

‘...Young people are more likely to use services that recognise them as people. There is already a useful way of ensuring this – youth councils...’

‘...You can get their attention with sport, music and fashion. We build our mentoring scheme around these three areas...’

‘...Young people don’t want gimmicks. The opportunity card? – get real! We do not want to be part of a public-relations ploy. Young people are consumers. But the card is a smoke screen. There should be an entitlement. The card is insulting. It feels like a Christmas morning carrot-and-stick: good boys and girls get a reward, the bad ones get a lump of coal...’

‘...There is a general valuing of learning from informal sources – particularly from the internet and from peers. They would rather discuss their lives in a peer-led forum...’

‘...The range of conversations young people seek is huge – going from “moving out” to “coming out”. For these conversations young people seek points of contact in informal settings...’

‘...Young people need most to know how to access services. A school might be the last place on earth that they would go...’

‘...Young people value somebody who shares their experience...’

‘...The hard-to-reach are more inclined to trust volunteers. They avoid contact with any kind of institutional establishment - especially if they have been in prison. They want people who want to help, not people who are doing it because it is their job...’

Mentoring works well when there is something that helps mentors get closer through a shared experiences of life – often a (bad) experience of first-time learning...’

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...Initial findings from the British Youth Council's on-line survey asked?" –

- > **where do you go for IAG services?** - 68% said internet;
- > **where is the ideal place for IAG services?** - 60% said internet, 47% said school, 46% said Connexions;
- > **where do you go for health and sex advice, etc?** - 64% said friends, 44%, said internet;
- > **where is the ideal place for advice on this issues?** - 55% said friends, 48% said internet, 41% said local youth groups, forums or clubs...'

### *to contribute to national and personal wealth*

'...Research on the hard-to-reach suggests that they want what the rest of us want – a house, a car, holidays and to be loved. It shows also that they are held back by their own barriers – probably too many barriers...'

'...The only debate is not whether China will overtake America, but how soon. China already produced 50% of the world's manufactured goods. So, how does the UK maintain it's position in the wealth-creation league. This is serious. Our pensions are at stake...'

### *to help with improved quality-of-life*

'...We know accountants who have retrained as plumbers. That's where they earn more money, get greater flexibility and find a better quality-of-life. So much for the academic route! ...'

'...Sixty-five percent of Canadian workers are dissatisfied with their employment...'

### *to draw on proven expertise*

'...Young people see Connections as a very focussed careers advisory service - for example on what A-levels are needed...'

'...Don't fix what works!' We feel we need to change things. It's like pulling up plants to check on their roots...'

'...In the past we have used the term "holistic" to explain why young people don't access career guidance. Is that where we are going again? If it is, some grammar schools will wonder whether they need us...'

'...Ofsted leaves you feeling "done"! Their "okay" means that you can really feel okay. In the joint area review they start with the statistics. But it is in the case studies that you really drill down. And their focus tends to be on the targeted rather than on the universal. It's a strange thing to ask for more inspection; but we actually do need more on the universal...'

'...Schools are usually ready to let 14-19 year olds go on such schemes...We are working with the young people that nobody else will work with...'

'...But schools have another focus'. The most important thing in schools is getting GCSEs grades A to C...'

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'...Could it be that young people are being badgered by too many sources of help? There is a danger of young people switching off unless they have one steady contact...'

'...Young people don't like all this freedom and flexibility...'

'...There is also a place for the expertise that can help young people find out what they don't know...'

### *to offer practical help with real needs*

'... Young people have to believe that it is worth their time and effort. They need a spark of energy – a feeling that this is worth doing...'

' Why don't we ensure that they have the information that they need by asking "when?" and "how?" – instead of assuming we know the answers. Listen to users, and they will shape you...'

'...Tell me this, what do young people most need: 12 GCSEs, or to be ready for their lives? Schools say "parents want the GCSEs". But parents want them because we tell them they need them....'

'...When we started using electronic data bases, we found parent-involvement rose hugely. All we needed to do was to give parents access to the same information that we give to their sons and daughters...'

'...We need local authorities to stand by the principle "the right thing to do". Local authorities have a young person focus...'

'...If it does not have integrity, young people will not use it...'

'...Our mentors are people who have done well - and want to give something back...'

### *new thinking with local relevance*

'...Young people are used to dealing with lots of different points-of-view and of badgering. Think of advertising!...'

'...I need to balance my books, and to retain enough of a margin to invest in new ground-breaking work - and to work with commissioners who simply can't pay...'

'...So why do we need change? Government has recognised the need to devolve to a local level. *Youth Matters* is part of this general trend. Government sees itself supporting and facilitating locally-developed action...'

'...Informal provision is not so much target driven. It is able to involve young people in more personalised approaches. It reduces underachievement among youngsters who sense that their needs are being addressed...'

'...You have to tailor this kind of help to the what is going to work in a particular place...'

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### 3. THE CHALLENGES

logistics; working across boundaries; avoiding denial; moving on, maximising resources, facing up to dangers.

- **logistics** – budgets and procedures that don't easily mix;
- **boundaries** – staying inside familiar territory;
- **denial** – do we mislead ourselves?
- **moving on** – ready for change
- **resources** – not new, but maximised;
- **dangers** – in using voluntary help, and in not doing so.

#### *challenging logistics*

'...The kinds of changes now being urged are easy to ask for; they are not so easy to bring about in institutional and professional contexts. Aligning what we do across different services and various agencies needs a lot of cooperation. Some authorities put youth work in education, some in leisure, some in health. Often the provider is from the voluntary sector. Often the service is under-funded and isolated from the rest of the council...'

'...Managing this complexity was harder in local authorities where their location did not correspond – was not co-terminus - with that of their partners...'

'...How can we make a decision when all our budgetary years are different. With that kind of complexity it is hard to think creatively...'

'...The first to lose funding is often the Youth Service, It is not an electorally sensitive service...'

#### *crossing boundaries*

'...Remodelling the workforce is an issue. If we don't value and support the workforce we will not be able to offer a quality service. But there are a lot of cultural differences and defended boundaries to deal with...'

'...It is a problem getting providers to cooperate. Federations and consortiums are difficult in a competitive culture. There is some paranoia. There is also some distrust of any development - people suspect ulterior motives. There is not always any evidence to support the suspicion...'

'...Multi-agency team coordinators cut across school boundaries and affect the school's autonomy...'

'...A danger is that services will retreat into activities that are only within their remit. The early atmosphere of commitment may be overridden as difficulties emerge...'

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'...Service delivery has become complex. There are many different agendas and they are not always aligned to local needs. There is also complexity of funding. People want to protect their own budgets...'

'...We need to change the whole culture of teacher recruitment. We need people who see this work as part of their role to support young people. It is not part of initial teacher-training that they should do this...'

### *avoiding denial*

'...It's like bullying – bullying is never "our problem". Never, that is, until you ask the parents. Schools can assume that problems are not something that young people can have during the school day. We need to be rigorous in challenging these kinds of attitudes...'

'...The phrase in *Youth Matters* "where schools and colleges believe" [that provision is up-to-standard] is not good enough...'

'...We should oppose the ability of schools to drop out. "Choice" is the big word for government. But all providers should meet standards and have business plan - for an up-to-standard service and re-modelling their workforce...'

### *moving on*

'...There are complex and time-consuming relationships built up - for making plans, allocating resources and so on. One participant observed, "We've got to do things smarter, otherwise we are going to different meetings with the same people. We've got to streamline this"...'

'...The recurring emphasis on academic output is a problem. Vocational education is not a second best. It should have parity. We should form the curriculum around the interests and motivations of young people. If you lose a child's interest and respect at 14, he or she could be disaffected by 16...'

'...As a headteacher I need to be tough. But in the 1960s and 70s I learned to listen. Young people need to live more disciplined lives. League tables made us do that. We need economic survivors. Will courses in media studies, however much they may be wanted by young people, actually serve that purpose? ...'

'...We don't talk with young people enough about the consequences of their actions...'

### *gaining trust*

'...Directors of services need to understand each other....'

'...The prerequisite for the development of single directorates is trust...'

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'.. Setting up procedures was time consuming and expensive, but essential. At first a lot is based on trust. As one participant says, "It's about building trust – which means having the right people, in the right place, at the right time"..."'

### *establishing procedures*

'...But there is a need for agreed procedures...'

'...There is no evidence of workforce and market development in some cases. This is a big hole!...'

### *linking management and front-line*

'...There is some anxiety about the future. Some professionals feel vulnerable. They are having to deal with new managers, new roles and new ways of working out the progress of their own careers. There are also some significant misconceptions on the front line about what role changes actually mean. We all need to understand the expertise of other agencies...'

'...As one person put it, "The best analogy is of a tunnel which can be entered from both ends. There is some good work at the delivery end; but at the management end people might have no clue at all"..."'

'...I'm a councillor and it is good to hear experience of people doing this work on the front line. It should be statutory requirement for all councillors...'

### *maximising resources*

'...Funding needs improving, but we need to ensure it's well spent. It will need rigorous and robust arrangements...'

'...*Youth Matters* will not mean more resources. A capital sums of £40M over two years, spread over all authorities, is very little. There may be other capital funding, but no increased revenue. A local authority will not be free to divert the money elsewhere...'

'...It is hard to pull down figures to show what children's trusts could have at their disposal...'

'...We got a promise that Connexions would be properly funded. But it wasn't. We have to ask where is the squeeze in this...'

'...Where will support come from to help schools develop their own services? This is what careers services and Connexions companies have done in the past. It has included funding. Where will the requirement to provide that service go...'

'...Are we trying to shoe-horn young people, before they reach the age of 18 into learning for the rest of their lives?...'

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...There are already statutory duties to provide careers education, citizenship, and so on. More money will not necessarily be the answer to delivering them. We need to know how to spend that money better...'

'...The cost of not doing anything is hard to work out. There are too many agencies; so – for example - the actual cost of crime is spread out over a number of areas of work. Better coordination will allow us to see how that is so and how well-spent our budgets are. It will also give us better informed arguments to ask government for increased funding...'

### *acknowledging dangers*

'...A trouble is that young people get used to sitting at home watching day-time tv. They need a route to engagement in society. Schemes don't always manage this – so that the young people just hop from scheme to scheme. For this group the completion rate on Merseyside is around 10%...'

'...Some young people think the scheme is a kind of *Pop Idol* for footballers. It isn't. We have to think about whether we are misleading them...'

'...And the more we "brand" help, maybe the less we are calling on a genuine helping motivation to do it...'

'...It is argued that informal help comes better from people of their own age. I wonder if we are ducking our responsibilities by arguing that...'

'...When it comes to voluntary help we certainly need to be mindful about the reliability of help...'

'...There are issues in voluntary help. What about confidentiality? And getting crushes? And maintaining boundaries? And making safe spaces?... Voluntary helpers need to know what they are taking on – how far they can go and how far they let the young person go... They need also to be able to know when they feel that they are getting out of their depth...'

'...Not all mentors are brilliant with young people... They tend to do things that professionals would not do – like taking them places in their own cars...'

'...Setting up can be fraught. There are sometimes a lot of last-minute faxes about insurers and liabilities. As organisers we need to take on the responsibility ourselves...'

'...We are working with the young people that nobody else will work with...'

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#### 4. MAKING IT WORK

local circumstances; existing links;  
new links; evolving procedures;  
planning; flexible delivery;  
appropriate dissemination; listening  
to young people; involving them;  
appreciating what they can use.

- local circumstances - urban and rural;
- existing links - where people already know each other;
- new links - building understanding and trust;
- evolving procedures - clear lines of procedure;
- planning - not panic;
- dissemination - based on what people need to know;
- listening to young people - ground-level understanding;
- involving them - being helped by helping others;
- appreciating what they can use - working out how things work

#### *different approaches in different areas*

'...In large urban and unitary authorities all of this can be easier. In the shires the work may already be taken on by town and parish councils. In rural areas access to informal provision can be very difficult...'

#### *using existing links*

'...Education services are most active where the children had deprivation and health difficulties which involved both the health department and social services...'

#### *making new links*

'...Working together will achieve more than working separately...'

'...Competition between learning institutions has been detrimental. Colleges are beginning to recognise this. They are becoming more specialised, and therefore able to get into cooperation with each other. It means that each college is viable in its own terms. It removes duplication. It also improves quality all round...'

'...People feel that better outcomes for children are being achieved and the planning is more joined-up. We found this was the case for around 90% of the people...'

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## *evolving new procedures*

'...When it comes to commissioning, children's trusts are developing expertise in joint needs-assessment, planning, joint commissioning services and formalised inter-agency procedures. There are legally drawn-up agreements for financial, budgetary and dispute-settlement matters...'

'...Two-or more local authorities can use flexibility now available for jointly commissioning services. There is DfES guidance on this...'

## *planning not panic*

'...Thinking about preparation: I have an actor friend - often "resting". He got a call from his agent, "Can you be at The Strand Theatre by 2 o'clock? All you have to do is say this line - 'Hark! Is that a canon I hear?'" My friend said "yes!" and started practising - "Hark! Is that a canon I hear?", "Hark! Is *that* a canon I hear?". "Hark! Is that a *canon* I hear?" "Hark! Is that a canon *I* hear?". He got to the theatre by 2 o'clock; suited-up in full armour and made his entrance. The cue was an explosion, and he said, "What the bloody hell was that?"...'

'...If we plan properly and prepare thoroughly, we'll be okay...'

'...The savings will come from the coordination of services. We know how many young people there are. And we know who are the professionals. We can make the money go further...'

'...This is not a cheap or safe option. But you need to be clear about what you are trying to do. It needs a lot of planning with the people involved...'

## *flexible thinking on delivery*

'...All of this means changes for front-line workers. There is a new type of child-care professional - able to identify, treat or refer problems earlier and with greater emphasis on prevention...'

'...A fundamental drive is towards generic skills. But actually we need a team of specialist each with different skills...'

'...Getting donated resources means that we don't have to go for hard outcomes - we can afford to experiment and take risks. We learn a lot from this. It is the only way to learn how to minimise risk...'

## *disseminating what people need to know*

'...We all read the young people's version of government reports. We should write everything as though we're writing it for young people. Then parents would also be able to read it...'

'...We need a really good article for the *Daily Mail* - for parents to read...'

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## *listening to young people*

'...We had a chance to develop a centre for young people. So we got focussed - ticked all the boxes and showed how we could meet the targets. Then we asked the young people. They said "make it safe". We said, "what do you mean?". They said, "we don't want to be hassled about drugs and stuff". We said, "how can we do that?". They said, "tv cameras". We said "won't that violate your civil rights?". They said, we'll tell you where to put the cameras"...'

## *involving young people*

'...The best way to help a young person in personal-and-social development is to bring them into a role as peer supporter...'

'...Being a peer supporter brings young people in from the margins. So we call on who-most-need-help to offer help to others...'

'...Being a peer supported increases the motivation of young people to want to try to do something worthwhile...'

## *appreciating what young people will use*

'...Young people on schemes like these get a chance to see what young people don't often get a chance to see. They meet with and talk with more people. They say they find out things that nobody else ever told them...'

'...The idea of offering football coaching is useful because it involves talking time...'

'...But how personally "sorted" do you need to be in order to help other people. The better question might be about how well people can manage the contact...'

'...There needs to be a link between the supporter and the young person - on the basis of age and circumstances...'

'...In peer education a small age-difference can be an advantage...'

'...Some mentors are helpfully disclosing - "When I went prison I was really scared!". Young people display bravado, but the experience of fear resonates with them...'

'...Eight-out-of-ten young people get jobs because - after this scheme - they have something to put on their application-form, and they can go to their interview knowing what they are going to talk about...'

'...If you're not worth buying then you shouldn't be bought...'

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Bill Law wrote down at the time as much as he could of what was said. The quotations are as accurate as the limitations of his handwriting-speed and acuity can get them. There is occasional paraphrasing, to take account of context. The whole is as impartial as Bill's self-awareness will allow. But these are direct and spontaneous quotes. They are engaging, but no claims are made for representativeness, completeness or validity.

Nonetheless, they raise critical issues for IAG in the world that *Youth Matters* points to. Other help is available in this series:

- *Integrated Information Advice and Guidance*
- *Youth in the Community*
- *New Start for Connections*

All are available, free of charge at [www.hihohiho.com](http://www.hihohiho.com).

You'll find them helpful in making your response to what *policy* intends for your work. But, whatever government does, the issues will persist. And so you will also find them useful in working out what *you* are going to do about policy.

Bill Law  
The Career-learning Café  
October 2005