

# ADOLESCENT TRANSITIONS FROM SCHOOL TO EMPLOYMENT

AN ANNOTATED BIBLIOGRAPHY

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Labour Market Dynamics Research Programme

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## 1. BACKGROUND

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The Labour Market Dynamics (LMD) Research Programme was first funded in 1995 by the Foundation for Science, Research and Technology (FRST) to examine the strategies of households and families in responding to the labour market changes of the 1980s and 1990s. The research focussed on three regional labour markets: Waitakere, Hawkes Bay and South Waikato. More recently, the LMD has concentrated on non-standard work and the changing nature of employment relationships.

In 2003, the LMD team received a further grant from FRST to look at sustainable employment. This research will examine the effect that the increasing variability of pathways into employment has on individuals and communities as well as the responses from employers. One major objective will be to explore the way in which individuals understand and negotiate access to employment, including such questions as the contribution of training and education to various employment options and outcomes, the acquisition of skills, mobility and search techniques, social networks and the planning and aspirations of individuals. The second objective concerns the strategies and expectations of employers in organising labour supply in a changing labour market. Recruiting and retaining workers will become increasingly important, especially with labour shortages and growing expectations about the skills and attitudes of employees. The research undertaken here responds to the changing nature of the world of work and focuses first on labour market supply side issues and explores the various pathways into paid work for four New Zealand cohorts aged between 15 and 34 years (15-19 years, 20-24 years, 25-29 years, 30-34 years). Secondly, it investigates demand side considerations by examining the needs and responses of employers. This working paper provides an annotated bibliography of one aspect of this research programme, namely adolescent transitions from school to employment.

## 2. INTRODUCTION

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Paid employment remains a key determinant in the life chances of individuals and the well-being of households and communities. The Department of Labour's briefing to the incoming government in September 2002 highlighted the need for a range of initiatives to improve labour force participation, reduce unemployment, create inclusive communities, ensure the successful transition of young people from school to work and sustain the employment of parents in order to achieve economic and social objectives (Maharey, 2002).<sup>1</sup> However, in recent times, pathways into employment have become increasingly diverse, with significant cohort, ethnic and regional differences. Moreover, since the 1980s, traditional conceptions of the nature of paid work and life-time careers have altered. Typically, the transition to employment has been seen in terms of a linear progression from school to work and the pursuit of a career via standard work. Briefly, the features of standard work include full-time hours, a regular working week, access to non-wage benefits, having the status of an employee, and being located in particular places (Burgess and Watts, 1999).<sup>2</sup> More recently, however, paid work has become more precarious and uncertain (Firkin et al., 2003<sup>3</sup>; McLaren et al., 2004<sup>4</sup>), with access to employment reflecting a number of factors including: individual and household decisions about training and education investments; local, regional and national labour supply and demand characteristics; and national and international policies concerning employment and economic development.

The growing concern about the transition from school to work and the engagement of young people in education, training and employment is reflected in New Zealand initiatives like: "The Destinations and Tracking Pilot" (BRC, 2002)<sup>5</sup> funded by Careers Services and Skill New Zealand and the Ministry of Education's scoping study to address gaps in the understanding of the pathways that school leavers take into work or other avenues.<sup>6</sup> One of the primary aims of this research is to bring into focus the extent and nature of some of the risks associated with the changing labour market in New Zealand – particularly for younger people aged between 15 and 34. Internationally, social exclusion caused by labour market marginalisation is becoming a major social issue. This is increasingly so for young people who are not finding it easy to make the transition to the full-time labour force. According to the latest Census (2001), 56,406 young people in New Zealand between the ages of 15 and 24 were unemployed out of a total of 139,908 unemployed in all age groups (see Table 1). As risks are distributed unevenly across the life course because of issues like family instability, unemployment and insecure employment relationships influencing youth and prime-age adults in particular, pathways into employment are important elements in employment outcomes. This distribution of risks across

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1 Maharey, S. (2002), Challenges of Growing Economy Highlighted in Employment Briefing Paper. Retrieved from [www.beehive.govt.nz](http://www.beehive.govt.nz), 12 September, 2002.

2 Burgess, J. and Watts, M. (1999), Labour Market Reform. The End of the Standard Employment Model and Workforce Polarisation in Australia. Paper presented at the 21st Conference of the International Working Party on Labour Market Segmentation Bremen, September 9th to 11th September.

3 Firkin, P., McLaren, E., Spoonley, P., de Bruin, A., Dupuis, A., Perera, H. and Inkson, K. (2004), At the Margins: Contingency, Precariousness and Non-Standard Work, Research Report No. 1, Labour Market Dynamics Research Programme, Albany and Palmerston North: Massey University.

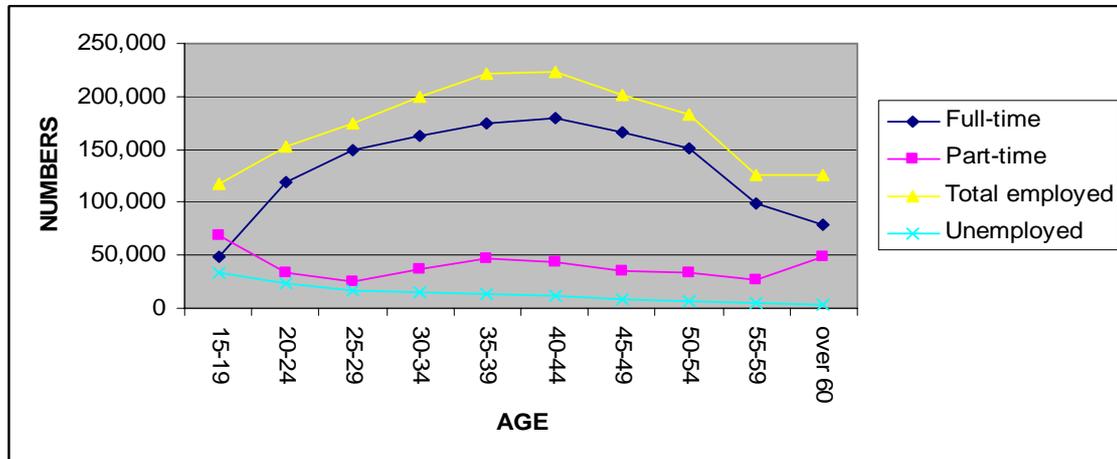
4 McLaren, E., Firkin, P., Spoonley, P., A., Dupuis, A., de Bruin, and Inkson, K. (2003), Non-Standard Work: Alternative Working Arrangements amongst Knowledge Workers in Hawkes Bay and Auckland: An Expanded Analysis Across Two Regions, Research Report No. 4, Labour Market Dynamics Research Programme, Albany and Palmerston North: Massey University.

5 BRC Marketing and Social Research (2002), The Destinations & Tracking Pilot, An Evaluation, retrieved from [www.careers.govt.nz](http://www.careers.govt.nz).

6 Skill New Zealand (August 2002), Brief to the Incoming Minister of Education, Skills Development for Work, Wellington.

the employment life-cycle has important implications for social policy as well as employers, education and training providers and labour market regulation (CEDA, 2002)<sup>7</sup>.

**Table 1: Work and Labour Force Status by Age Group (for the Census Usually Resident Population Count) Ages 15 and Over**



In addition to the high unemployment rates for young adults, companies surveyed by the Department of Labour (2004)<sup>8</sup> found the recruitment of suitable staff more problematic now than at almost any time in the last 25 years. In December 2003, 50 percent of the businesses surveyed had difficulty finding skilled staff, 27 percent unskilled staff and 20 percent suggested that labour was the main factor constraining the expansion of their businesses.

Given the incontrovertible evidence that skills shortages exist in all industries in New Zealand, together with the high youth unemployment rates, the key question we are investigating concerns pathways that produce employment success for different groups and communities on a sustainable basis and the better alignment between the demand and supply of skills. We begin this research with an annotated bibliography of the literature on adolescent transitions from school to employment to better understand individual trajectories and the extent to which employment experiences are cumulative, how far choices are constrained and how individuals manage employment over time.

<sup>7</sup> Committee for Economic Development of Australia (CEDA) (2002), Future Directions in Australian Social Policy, retrieved from [www.ceda.com.au](http://www.ceda.com.au).

<sup>8</sup> Labour Market Policy Group (2004) Skills in the Labour Market – February 2004, Shortages – December 2003, Wellington: Department of Labour.

### 3. ANNOTATED BIBLIOGRAPHY

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Allatt P. and Yeandle S. (1992), *Youth Unemployment and the Family*, London and New York : Routledge.

Examining the relationship between parents and young adults in the home, the research looks at the impact of the economy on the immediacies of family life. Unique in perspective, Allatt and Yeandle reveal the 'importance of the family in times of stress and its role in the mediation of social change'. Allatt and Yeandle develop this by examining how the notion of 'social order' parallels the routines of family and the means by which people rationalise their lives. Grounded by its contemporary ethnographic research, Allatt and Yeandle explain the reality of unemployment and the immediate impact it has on the people's lives.

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Alon S., Donahoe D. and Tienda M. (2001), 'The effects of early work experiences on young women's labour force attachment', *Social Forces*, March, 79(3), pp.1005-1034.

The article by Alon, Donahoe and Tienda looks at how early occupational experiences can impact on an individual's career in later life. Developing a conceptual model, this study attempted to examine the complexity of female adolescent employment. The research identified three characteristics; the level of experience, the timing of the appointment to a position and the volatility of the experience that directly affected female career performance. In addition, the authors include a discussion of the potential policy implications of their research.

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Andrews M.J, Bradley S. and Stott D., (2003), 'Matching the demand for and supply of training in the school-to-work transition', *Economic Journal*, 112(478), pp.201-219.

The empirical study models training preferences from school with training destinations in order to examine skill formation in the youth labour market. The piece also looks at the duration of the individual's first unemployment experience and the role played by gender in vocation destination. The findings demonstrate a degree of correlation between gender and occupation and the need for occupational training. According to the authors, successful transition, for the most part, was simply a function of examination performance and socio-economic background.

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Ashton D.N and Sung J. (1992), 'The Determinants of Labour Market Transitions: An Exploration of Contrasting Approaches', *Work, Employment and Society*, March, 6(1), pp.1-21

This quantitative analysis by Ashton and Sung contrasts two explanations of job movement within the labour market: the *status attainment model* and the *structured career approach*. These approaches are contrasted in an effort to examine their respective exploratory power in terms of job movements in the labour market. The *status attainment* model is principally concerned with why some individuals realise high status jobs and others do not. It also explains how an individual's level of achievement can be analysed through a range of variables. The *segmented labour market model* or *structured career model* identifies and explains the regularities of work histories, and stresses the importance of structural forces in the workplace. This approach is based on the premise that labour movement through the workplace is shaped by structural variables as opposed to individual initiative. The article advocates the strength of

the segmented/structured approach, and illustrates how structured variables central to this argument are found to play a more significant role in the direction of labour movement than other variables. Ashton and Sung present a rigorous appraisal of the literature, offering insightful observations about the variables that cause job transition and their holistic impact on the labour market.

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Autio S. and Palovaara J. 'Individual pathways and life management' *Nuora* [www.minedu.fi/nuora/ml130\\_98.html](http://www.minedu.fi/nuora/ml130_98.html) (03.09.03), Nuorioasiain neuvottelukunta – Nuora, pp.1-9.

The dissertation constitutes part of a youth development project based in Finland. 'Project Advance' is designed to assist adolescents with their life management and long term career orientation. The two articles, by Autio and Palovaara, discuss certain aspects of the project. The former examines adolescent goal structures and ways in which adolescents can realise their aspirations through the 'individual pathway model'. The latter analyses the results of a transnational study of young peoples' future orientation, looking at the way individual adolescents connect with his or her own future. Together, the two articles comprise an interesting insight into the developmental tasks and aspirations of 'Project Advance'.

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Barklamb S. (2001), 'Meeting the youth employment challenge: A guide for employers', *International Labour Office*, Geneva, International Labour Organisation, pp.1-75.

This sizeable paper, principally authored by Scott Barklamb, briefly defines the global challenge that youth employment has become, and articulates why youth employment is so significant and why it has become truly global. The volume outlines a series of measures and actions that employers and organisations can take in order to promote and disseminate the concept of 'youth employment'. Structured into five themes, these measures all address the wider challenge of youth unemployment. The paper provides good, concise definitions and offers comprehensive solutions and answers to the problem of adolescent unemployment.

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Blake S. (2001), 'Intensive programme develops employment skills of Rangatahi', *Turanganui a Kiwa pipiwharauoa*, June, 9(6), p.4

Blake's work quickly looks at the WINZ-inspired employment and training support programme for unemployed Maori youth which is supported by the Rangatahi Health Centre.

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Blustein D.L 'A match made in heaven? Career development theories and the school-to-work transition', *Career Development Quarterly*, 47(4), pp.348-352.

The editorial briefly appraises the contributions made by Krumboltz and Worthington 1999; Lent, Hackett and Brown 1999; Savickas 1999, and Swanson and Fouad 1999. Together, their research comprise an examination of career development theories and their application to the school-to-work transition. The summary also stresses the need for individual experiences of work bound adolescents to be included in further conceptual development, understanding and transition initiatives.

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Blustein D.L, Chaves A.P Diemer, M.A Gallagher, L.A Marshall, K.G Sirin S. and Bhati K.S (2002), 'Voices of the forgotten half: The role of social class in the school-to-work transition', *Journal of Counselling Psychology*, 49(3), pp. 311-323.

The article looks at the impact of socio-economic variables on the school-to-work transition of adolescents. Interviews were conducted with ten male and ten female respondents in an effort to examine the linkages of social class and the school-to-work transition. The research demonstrated that those belonging to a higher socio-economic group experienced greater job-orientated satisfaction, work flexibility and a more positive self concept as compared to those in lower socio-economic groups.

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The Boston Consulting Group (2001), *Pathways to employment: Preventing and reducing long-term unemployment*, January, Business Council of Australia.

The paper is a collaborative effort that attempts to outline the basic composition of the long-term unemployment problem, offering straightforward yet effective strategies to help tackle the issues. Stressing the need for government leadership in addressing long-term unemployment, the paper also identifies a series of key prerequisites that it consider significant to any government initiatives.

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The Boston Consulting Group (2002), *Pathways to work: Preventing and reducing long-term unemployment*, Pre-Budget Briefing, Business Council of Australia, pp1-11.

Examining the occupational implications of the federal budget, this paper focuses on the problem of long-term unemployment in Australia. This collaborative effort looks at the problems of long-term unemployment and the prevention of unemployment through sustained economic growth.

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Boyd S. Chalmers A. (2000), *Beyond School: Final Year School Students' Experiences of the Transition to Tertiary Study or Employment*, New Zealand Council for Educational Research Ministry of Education, [www.nzcer.org.nz/publications/reports/transition.htm](http://www.nzcer.org.nz/publications/reports/transition.htm) (28.08.02).

The report presented by Boyd outlines the tentative conclusions from a two-stage study that looked at the decision-making concerns of adolescents from five schools. This report also offers an insight into the motivations, perceptions and career decisions of final year school students.

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Bratberg E. and Nilsen O.A (2000), 'Transition from school to work and the early labour market experience', *Oxford Bulletin of Economics and Statistics*, Volume 62, pp.909-+.

The article concentrates on the transition process and estimates the duration of post-school unemployment, employment and wages. Bratberg and Nilsen's research indicates that adolescents with better education obtained jobs more easily and remained in their jobs for a longer period, than those with lower qualifications. Apprentices were found to experience shorter periods of unemployment and remain in the same field for longer than those with

comparative edification. Females experienced shorter periods of unemployment, lower wages and were more likely to remain in their first position longer. Finally, Bratberg and Nilsen note that the relationship between unemployment duration and the accepted wage affected the work positively. However, the estimated covariance terms suggested unobserved variables to be operating contrary to this.

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Brown D. (2000), 'Theory and the school-to-work transition: Are the recommendations suitable for cultural minorities?', *Career Development Quarterly*, 48(4), pp.370-375.

The June 1999 special issue of *The Career Development Quarterly* attempted to offer a conceptually grounded working understanding of the school-to-work transition process. Brown suggests that ultimately, the existing literature failed to take into account the cultural considerations of minorities. In his work, he offers a series of suggestions designed to reflect the concerns and needs of cultural minorities.

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Brynnner J. and Parsons S. (2003), 'Social exclusion and the transition from school to work: The case of young people not in education, employment or training (NEET)' *Journal of Vocational Behaviour*, 60(2), pp.289-309.

Brynnner and Parsons examine the notion of 'identity capital' in an effort to better understand social exclusion and the transition from adolescence to adult life. Recognising the concepts significance in relation to entry to the labour market, Brynnner and Parsons' comment on how, through training, this 'identity capital' can be acquired at a cost. This cost at worst acts as a barrier to entry to the labour market for the more disadvantaged, and at best, a disincentive to acquire the requisite skills for more rewarding employment. The article, taking longitudinal data from the 1970s, looks at how adolescents not in education, employment or training (NEET) compare to adolescents with earlier levels of educational achievement and circumstances. Moreover, it looks at how their status impairs the acquisition of 'identity capital'. The research indicates that poor educational performance can often lead to adolescent difficulties. Other significant antecedent variables identified in the research included inner city living for boys and a lack of parental concern for educating girls. The research found that the impact of NEET on adolescent males is often expressed through their poor labour market performance. For females, such as teenage mothers, the impact is often psychological. Brynnner and Parsons suggest that through targeted counselling many of the barriers to adolescent transition can be reversed. Finally, the article offers a sound appraisal of issues pertaining to social exclusion and life transition.

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Chalmers A. and Kumekawa E. (2000), 'Decision-making by secondary school students on tertiary study and other destinations: results of a 1999 study' Paper given at *NZARE Conference*, Hamilton, December 2000.

Reporting the provisional results of a two year investigation into the intended destinations of high school graduates, the New Zealand Council for Educational Research examined the work and study aspirations of 470 high school students. The follow-up interviews attempted to determine actual student destinations, identify what information was available to students, investigate how this information was used, and examine the dynamics that underwrite student

attitudes and career decisions. The tentative report offered a valuable insight into each of these areas, although until completed, the report's potential utility remains limited.

Crowson R.L Wong K.K and Aypay A. (2000), 'The quiet reform in American education: Policy issue and conceptual challenges in the school-to-work transition', *Educational Policy*, 14(2) Corwin Press Inc. A Sage Publications Co. pp.241-258.

This study looks at the often unnoticed phenomenon that is the '*school-to-work revolution*', a revolution principally driven by the need for job preparation through secondary education. The dynamic revolution, a solution to the ongoing historical dualism of academic and vocational training, is argued to be placed at risk by the juxtaposition of low quality vocational education with the unresolved variables of social mobility and political control. Addressing the need for further scholarly debate, the article asserts that the growing interest in matters relevant to economic development presents an opportunity for policy makers to encourage job preparation through education.

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Dewilde C. (2003), 'A life-course perspective on social exclusion and poverty', *British Journal of Sociology*, March, 54(1) pp.109-128.

This article examines the possibility of reconceptualising the traditional research approaches to the relationship between poverty and life cycle on the basis of different sociological perspectives on the life course which can be found in available literature. Conceptually sound, the *life course model* builds on the strengths of traditional approaches, and allows for the development of a general framework that can be used to study social exclusion and poverty. Three sociological approaches: the *North American life course model*, the *continental institutional approach* and a combined approach are taken, and from these a generic framework of analysis is developed. Focussed on theory, the article ultimately fails to examine in any real depth the relationship between social exclusion and poverty.

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Entwisle D.R, Alexander K.L and Olson L.S. (2000), 'Early work histories of urban youth', *American Sociological Review*, April, 65(2), pp.279-297.

Adopting a life course structure, this article looks at adolescent employment from the ages of 13 to 18 in order to describe the school-to-work transition, the interrelationship of school and work, the importance of sociodemographics and the ways in which early experiences of work can impact on later ones. The article is structured around these tenets and offers a broad understanding of the transition process.

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Ferrall C. (1997), 'Unemployment insurance eligibility and the school-to-work transition in Canada and the United States', *Journal of Business and Economic Statistics*, 15(2), pp.115-129.

Ferrall examines the relationship between unemployment insurance and school leavers in both the United States and Canada. Unemployment insurance dividends are derived from previous earnings, and the article contends that these dividends create opposing incentives for those unemployed people who do not receive a benefit. The interplay of the opposing incentives and the ascendancy of one over the other was found to differ across the different demographics of both countries. Ferrall concludes by examining how changes in unemployment insurance policy have different impacts on different individuals in different countries.

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Gangl M. (2002), 'Changing labour markets and early careers outcomes: Labour market entry in Europe over the past decade' *Sage*, March, 16(1), pp.67-90.

Drawing on research data from 12 European countries, the author's empirical analysis examines the causal dynamics behind the recent changes in labour market entrant outcomes. The article outlines how these variables, specifically economic change, growing adolescent numbers, escalating education thresholds and structural changes in labour demands, have complicated the transition-to-work for many adolescents. The research indicated that both economic and sociodemographic variables had had a detrimental effect on entrant outcomes. However, the impact of these causal variables was not found to be uniform. The less qualified cohort were more susceptible to cyclical economic change, whereas the more qualified tertiary leavers were found to be vulnerable to changing trends of occupational attainment. The research also indicated that continually revised qualification schedules made the transition-to-work more difficult, particularly for the less qualified. The study is succinct, and details (with accuracy) the changing reality that is youth transition.

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Gaston N. (2001), 'Youth employment and joblessness in advanced countries' (Review) *Economic Record*, June, 77(237), pp.218-223.

The literature appraisal examines a body of contemporary labour market research. The research used in the appraisal adopts the generic hypothesis that the youth labour market has deteriorated into crisis. For the purposes of this work, crisis was defined as falling wages for American youth and greater unemployment for European youth. The papers themselves are defined by their perspective. The first perspective concentrates on 'what went wrong' and why it went wrong. The second standpoint looks at how adolescent workers around the world have reacted to the 'deterioration of their labour market'. The final perspective concerns the efficacy of policies directed towards the crisis. Gaston, while acknowledging the merit and durability of some of these articles, questions the premise of the crisis itself, pointing out that 'anyone who wants a job' could have one. Gaston develops this by observing that the 'tilt' of the 'age-earning profile', while greater than before, reflects the reality and not 'the crisis' of an adult employee's experience and utility, over an adolescent employee's lack of experience and limited human capital. Gaston continues his criticism by questioning the utility of case specific research, commenting that it fails to clarify what dynamics affect youth labour market outcomes. The appraisal closes by posing a series of unanswered questions that demonstrate the limitations of the volume.

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Gilbert L. Kamionka T. and Lacroix G. (2001), 'The effects of government employment schemes for young disadvantaged men in Quebec', *Economique et Statistique*, May, No. 345, pp.55-84.

This article examines the experience of Quebec's young unemployed and disadvantaged males. Drawing on their experiences, this piece appraises government initiatives to resolve their relatively poor performance in Canada's labour market. Tracking their progress over time and adopting a transitional model, researchers mapped their employment status. The results surprisingly demonstrated that disadvantaged males who participated in welfare programs were less inclined to secure employment than those males who did not. The research offers valuable case material and insight into the effectiveness of employment strategies.

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Goede M.P.M, Klaver P.M Ophem, J.A.C Verhaar C.H.A and Vries A. (1996), *Youth: Unemployment, Identity and Policy*, Aldershot: Avebery.

This contribution proffers a comprehensive account of the many difficulties that face youth during what is normally an unstable and formative transition period. Focusing on a number of these transitions, Goede, Klaver, Ophem, Verhaar and Vries identify and explain the implications of a range of personal variables and their impact on the experience of unemployment. The book concludes by examining the efficacy of work-targeted initiatives designed to resolve unemployment.

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Goodwin J. and O'Connor H. (2003), 'She want to be like her mum?: Girls' transitions to work in the 1960's', *Centre For Labour Market Studies*, University of Leicester Working Papers 36 pp.1-32.

The working paper by Goodwin and O'Connor re-examines forty year old research data in an effort to better understand the school-to-work transition. 851 of the original interview transcripts were recovered, 260 of those were from girls and taking this as its foundation this unique study plots the experiences of those girls during the transition to work. The research indicated that gender further complicated this traditionally challenging time, with many girls having to contend with the societal pressures and conservatism of the 1960s. Although expected to seek employment, they were also made aware that their employment was, in many ways, less significant than their male counterparts. Ultimately marriage and motherhood would preclude them from any long-term career. The study's female perspective on the school-to-work transition is refreshing and is complemented by the historical context of the recovered data.

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Harre L. *Statement of Intent of the Ministry of Youth Affairs* (June 2003), [www.youthaffairs.govt.nz/cfm?i=12](http://www.youthaffairs.govt.nz/cfm?i=12) (30.08.02), pp.1-21.

The 'Statement of Intent' identifies the objectives and goals of the Ministry, outlining the rationale behind their youth development strategies. Although generic in approach, the paper examines some of the problems facing youth today and details how government initiatives will facilitate the development of young people in New Zealand.

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Hartnagel T.F (1998), 'Labour-market problems in the transition from school to work', *Canadian Review of Sociology and Anthropology*, 35(4), pp.435-459.

Stressing the importance of the transition cycle, Hartnagel examines how labour market instability and unemployment can act as catalysts for criminal tendencies. By employing *social control* and *strain theories*, Hartnagel develops a set of hypotheses designed to investigate the interaction of labour market experiences with attitudes to crime. The presence and influence of delinquent peers is also tested in a multivariate analysis which controls for prior delinquency. Drawing data from a longitudinal panel that studied youth from three Canadian cities for four years, the research indicated support for *strain theory* hypotheses and emphasised the influence of delinquent peers during this period of transition.

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Hawkins B. (2003), 'Basic Training', *The Evening Post*, 18.05.03, p.26

The article offers a concise insight into an army-led motivational course, the *limited service volunteer course* or LSV. It uses, as its case study, the experiences of two people who had completed the course, and in particular, the effects the course had on them.

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Heckhausen J. (2002), 'The Transition from School to Work; Societal Opportunities and Individual Agency', *Journal of Vocational Behaviour*, Vol. 60, pp.173-177.

The article is based on the 2000 Biennial Conference of the European Association for Research on Adolescence (EARA), and pays special attention to the transition from school to employment. The research endeavours to bring together a range of different approaches in an effort to better understand the socioeconomic, historical, psychological and sociological outcomes of adolescent-adult development. The article's longitudinal approach to adolescent development allows an understanding of the processes that link social ecologies to individuals' decisions, actions and ultimately their life-course outcomes. These linkages are based on comparisons across historical time and/or socioeconomic and national settings. These comparisons define the 'role of sociostructural conditions and institutionalised pathways through education into vocation'. The article offers a comprehensive explanation of the variables that underwrite and impact, adolescent development, more specifically how these variables amplify interindividual socioeconomic differences reinforcing socioeconomic inequality.

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Herr EI (1999), 'Theoretical perspectives on the school-to-work transition: Reactions and recommendations', *Career Development Quarterly*, 47(4), pp.359-364.

The conceptual study explores the efficacy of extant theories and their application to the process of the school-to-work transition. Herr raises two significant questions: why career theories are not developed to specifically account for the school-to-work process and whether the career theories advocated in this article are complete in their explanation of the school-to-work transition.

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Heinz W.R. (2002), 'Transition discontinuities and the biographical shaping of early work careers', *Journal of Vocational Behaviour*, April, 60(2), pp.220-240.

The recent restructuring and deregulation of the German labour market has produced changes that have impacted on the school-to-work transition. This study looks at the significance of the dual system of apprenticeship training, and the ways in which these structural changes may ultimately bring its practice to an end. The research, derived from a quantitative and qualitative longitudinal study, looks at adolescents from two regions of Germany, in an effort to investigate the utility of apprenticeship training. The dual system, not limiting itself to occupational training, also develops an individual's awareness of labour market contingencies. Heinz's analysis, by way of a conceptual framework of self-socialisation that linked individual agency with social contexts across the life course in terms of biography-environment fit, demonstrated the continuing importance of the dual system. Heinz asserts that, through apprenticeships, despite structural changes, individuals acquired a range of imperative skills and orientations for managing career discontinuity.

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Heinz W.R. (2000), 'Youth transitions and employment in Germany', *International Social Science Journal*, June, 52(2), pp.161-+.

During the 1990s, the pressures of globalisation and labour market deregulation have affected the stability of school-to-work transition process. Heinz examines these changes and looks at how they have impacted on the German 'dual system' of Vocation Educational and Training (VET). The apprenticeship system, providing both standardised occupational qualifications and worker awareness of labour market contingencies, efficiently supplies Germany's labour force. Despite recent changes that have damaged the integrity of the apprenticeship system, adolescent unemployment remains low and the 'high-skills route for transition' remains an integral part of the German adolescent experience. Stressing the durability of the German model, Heinz closes by advocating the need for further research into the structural analysis of institutional regulation, transition pathways and individual agency.

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Higgins J. (1997), 'No longer a burning issue? Employment assistance policy and the closure of the unemployment debated in New Zealand', *Australian and New Zealand Journal of Sociology*, August, 33(2), pp.137-152.

Borrowing from Nancy Fraser's work, Higgins asserts that the employment assistance policy of the 1970s and 1980s was instrumental in the development of oppositional groups who promoted the debate surrounding the needs of unemployed people. The article goes on to consider how the policy shift of 1985, which reinterpreted the needs of the unemployed, directly affected the closure of this debate.

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Higgins J. (1995), 'The Task Force on Employment: an experience of déjà vu?', *New Zealand Political Review*, February/March, 4(1), pp.5-6.

This article compares the utility and relative futility of the 1985 Employment Promotion Conference with the 1994 Employment Taskforce in shaping employment policy.

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Higgins J. (2002), 'Young people and transition policies in New Zealand', *Social Policy Journal of New Zealand*, June, Vol 18, pp.44-61.

Higgins' work argues that the effectiveness of any given youth transition policy is contingent on the adequacy of its conception of youth transitions. Offering an overview of New Zealand transition policy, Higgins identifies the '*extended linear model*' as central to any understanding of transition policy. Appraising the efficacy of the New Zealand transition policy model, the article advocates new approaches to traditional conceptions of transition.

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Higgins J. (2001), 'Young workers in a deindustrialising economy: the case of Christchurch, 1976 - 1996', *New Zealand Geographer*, April, 57(1), pp.36-48.

Rejecting the universalist rhetoric of the 'knowledge economy', and concentrating on the 'specificity of local labour markets', the article examines the employment destinations of young adults in Christchurch. Examining the results of a study conducted over a thirty year period, the commentary identifies how the labour market has changed, specifically in relation to work opportunities and access to full-time work.

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Hodkinson P., Sparkes A.C and Hodkinson H. (1996), *Triumphs and Tears: Young People, Markets and the Transition from School to Work*, London: David Fulton Publishers.

Emphasising the importance of the transition from school to work, this book outlines the context of that transition by following a group of 10 adolescents on their journey to employment. Concentrating on their career decisions and choices, the book explores the context of policy and social theory, and examines both the immediate implications for the group and the wider implications of these policies and theories in post-Thatcherite Britain. Re-narrating their stories, the book questions the assumptions on which existing education and training schemes are based, and offers a sound re-examination of the career decision making process.

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Hopkinson L. (2001), 'Change in the wind: change in the wind for school leavers', *The Press*, 17 November 2001, Supp. pp.1-2.

The newspaper supplement appraises the 'Employment Scholarship Trust', a Christchurch pilot program that offers school leavers the opportunity to secure positions through local employers and the Christchurch Polytechnic in the labour market.

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Hutchinson V. (2002), 'The spirit of youth' *Youth in Local Government Conference*, Rotorua 21-23 May, 2002 pp.1-14.

This paper was the keynote speech at a conference held in Rotorua (2002) to address the longstanding problem of youth unemployment. The speech addressed a range of issues, including the short and long-term goals of a youth employment drive. Although interesting, the piece is altogether too vague to address the specific process of the school-to-work transition.

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Johnson M.K (2001), 'Changes in job values during the transition to adulthood', *Work and Occupations*, 28(3), pp.315-345.

This panel study by Johnson looks at whether adolescent job values can change during the transition-to-adulthood. The role that gender can play in value structures is also explored, specifically whether gender differences in job values persist beyond adolescence. The research found that job value structures did change during the process of transition and that whilst gender differences in job values lessened, they were still apparent. The nature of the change was found to be uniform, with both male and female job values changing in response to occupational reward and not in response to their family roles. The gender based appraisal of value structures during the adolescent transition is both unique and perceptive.

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Kerr M. (2002), *Effective Youth Transitions: Pathways to Independence*, Summer, Skill New Zealand, pp.1-8.

The pamphlet offers a contemporary look at some of the issues facing youth during the transition process. Promoting solutions through education and training, the newsletter offers assistance to contemporary youth.

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Kitutu. J.M.M. (2002), *School-to-Work Transition Among Youth: An Analysis of Experiences After Completing High School in the United States of America and Germany*, University of Pittsburgh, pp.1-25.

This dissertation looks at the dynamics that underwrite the uncertainty of school-to-work transition. The doctoral thesis considers the nature and quantifiable outcomes of the transition-to-work process by looking at a series of specific educational and occupational variables. Kitutu compares the transition-to-work process and some of the outcome variables of Pittsburgh and Essen, and examines their different approaches to job attainment, adolescent career aspirations, and the factors that facilitate effective transition. This comparative study proffers a comprehensive understanding of the transition-to-work process, providing valuable insight that can be used by local leaders in both the educational and employment sectors to help develop adolescent potential.

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Konietzka D. (1998), 'Long-term tendencies of change in the transition from school to work', *Soziale Welt-Zeitschrift Fur: Sozial Wissenschaftliche Forschung Und Praxis*, 49(2), 107-+.

Briefly outlining the tenets of individualisation and destandardisation of life course patterns, Konietzka examines how the school-to-work transition has changed in the former Federal Republic of Germany. Focusing on the structural changes of transition over the last four decades, the vocational experiences of individuals from six West German birth groups are empirically investigated for a range of cohort specific variables. The study concludes by offering an insight into their findings and the implications for further research.

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Kuhn T. and Witzel A. (2000), 'School-to-work transition, career development and family planning-methodological challenges and guidelines of a qualitative longitudinal panel study', *Forum: Qualitative Social Research*, 1(2), pp.1-9.

Concentrating on the German labour market, this qualitative panel study offers a perceptive awareness of the school-to-work transition of adolescents during their formative work years. The study's methodology integrates both quantitative and qualitative data, and adopts an interdisciplinary approach to reflect the nature and depth of their research. Conceptually sound, the strength of their 'result-orientated combination' of methodologies links different sociological and social psychological levels of theorising social processes. This integrated examination of the transition process allows for a comprehensive macro-, meso- and micro-level analysis of the school-to-work evolution.

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Lent R.W, Hackett G. and Brown S.D. (1999), 'A social cognitive view of school-to-work transition' *Career Development Quarterly*, 47(4), pp.297-311.

The study, through *social cognitive career theory*, looks at the school-to-work transition process as a series of six developmentally linked themes. These themes, which include the formation of self-efficacy and outcome beliefs, interest development, interest-goal linkages, the translation of goals into actions, performance skills, the negotiation of transition supports and barriers, are targeted and developed to promote career evolution. The *social cognitive career theory* does not place emphasis on the period immediately adjacent to transition, but adopts a more holistic understanding of the transition process. Lent, Hackett and Brown assert that across time, education allows for the development of qualities or capital that adolescents can employ to successfully negotiate the transition to employment.

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Lent R.W and Worthington R.L. (1999), 'Applying career development theories to the school-to-work transition process', *Career Development Quarterly*, 47(4), pp.291-296.

This special edition of *The Career Development Quarterly* concentrates on the notion of transition, and specifically examines how career development theories can be used to study and facilitate the school-to-work transition. Three discussants gauge the utility of prominent career development theories namely person-environment, social learning, developmental and social cognitive, in an effort to formulate a template from which conclusions about transition can be drawn.

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Lent R.W and Worthington R.L. (2000), 'On school-to-work transition, career development theories, and cultural validity', *Career Development Quarterly*, 48(4), pp.376-384.

This article offers a response to Brown's 2000 critique of their June 1999 special issue of *The Career Development Quarterly* which offered an understanding of the school-to-work transition.

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Lewis T. Stone, J. Shipley W. and Madzar S. (1998), 'The transition from school to work - An examination of the literature', *Youth and Society*, 29(3), pp.259-292.

Examining the capacity of the United States to adopt a structured school-to-work transition program, the article looks at the difficulties facing the youth labour market in North America. Lewis, Stone, Shipley and Madzar explore whether the democratic principles of schooling are secondary to the need to guarantee the economic imperatives of federal government.

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Lindley R.M. (1996), 'The school-to-work transition in the United Kingdom', *International Labour Review*, 135(2) pp.159-180.

Examining the transition from school to employment, Lindley's article questions the British government's policy response to youth unemployment. Lindley contends that policy since the mid-eighties has focused on training and the need for education instead of a generic approach designed to address environmental variables. The author suggests that rather than focusing on subsidising post-compulsory education, more emphasis should be accorded to economic, social and physical considerations that address 'hard-core youth unemployment'.

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Loughlin O. and Barling J. (2001), 'Young workers' work values, attitudes and behaviours', *Journal of Occupational and Organisational Psychology*, 74(4), pp.543-559.

The article looks at what variables influence adolescent values and goal structures, particularly those that shape young peoples' work experience, future work relationships and behaviours. Loughlin and Barking assert that vocational socialisation begins much earlier than traditionally thought, first beginning during childhood, rather than through paid employment. The second 'critical' juncture begins when adolescents acquire and hold their first part-time job. Taken together, these experiences greatly shape an individual's vocational expectations, attitude towards employment and the likelihood of a successful transition and continuing career. Loughlin and Barking, in their closing remarks, stress the importance of today's youth and emphasise how likeminded research better equips tomorrow's workforce, allowing organisational psychologists to understand and facilitate vocational success.

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McVicar D. and Anyadike-Danes M. (2002), 'Predicting successful and unsuccessful transitions from school to work by using sequence methods', *Journal Of The Royal Statistical Society Series A-Statistical In Society*, Volume 165, pp.317-334.

This article attempts to classify who will and who will not make a successful transition from school to the adult labour market. 712 adolescent individuals are profiled and classified using a range of static socioeconomic variables. Successful transitions, that is, those with jobs, and unsuccessful transitions, those without jobs, are profiled in an effort to identify those most likely to succeed. This research allows an insight into both school-to-work transition and the efficacy of wider government policy on youth employment.

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MacDonald R. (2002), *Youth, the 'underclass' and social exclusion*, London and New York: Routledge.

Born out of the Youth 2000 Conference held at the University of Teeside, the book adopts the particularly contentious idea that young people constitute a significant proportion of a new and dangerous underclass. Developing this argument, the book details the notion of a structurally and culturally distinct group, the anti-establishment and welfare dependent 'dangerous youth' who are said to 'typify this new dangerous class'. However, ultimately (the book asserts) underclass theories are 'partial' and 'politically malevolent', and as such, a new appraisal of the young and their exclusion is suggested.

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Marshall V.W Heinz W.R Kruger H. and Verma A. (2001), *Restructuring and the Life Course*, Toronto London: University of Toronto Press.

The volume of work comprises research from 50 social scientists from seven countries and attempts to develop a cross-cultural life course paradigm that examines changes in the organisation of work and the impact of these changes on the life course. Universal tenets of concepts and methods are extracted from national research projects in an effort to fashion a temporally structured life course framework. Supported by a wealth of research, the book offers a comprehensive understanding of the life course model, and develops a generic framework or context from which cross cultural comparisons can be made.

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Ministry of Education (2001), *Review of Training Opportunities and Youth Training: Issues Paper*, Ministry of Education, [www.minedu.govt.nz/web/document/document\\_page.cfm?id=6544](http://www.minedu.govt.nz/web/document/document_page.cfm?id=6544) (28.08.02), pp.1-33.

Submitted by the review team to the Minister, this document examines the efficacy and future role of government education and training programmes for youth. Identifying a range of key themes and issues, the paper also offers a set of principles as a suggested framework from which other programmes can be developed and reviewed.

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Mobley C. (2002), 'Community colleges and the school-to-work transition: A multilevel analysis', *Sociological Inquiry*, 72(2), pp.256-284.

The research focuses on the role of community colleges and their impact on student success. The multilevel analysis embraced by Mobley attempts to understand the race, gender and socio-economic status gaps in student outcomes and how these are affected by state involvement. Mobley's research demonstrates the utility of the multilevel approach in understanding the school to work transition.

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New Zealand Council for Educational Research (2000), *Evaluation of the Secondary Tertiary Alignment Resource (STAR)*, Ministry of Education, [www.nzcer.org/research/transition.htm](http://www.nzcer.org/research/transition.htm) (28.08.02).

The evaluation by the New Zealand Council for Educational Research for the Ministry of Education offers an insight into how secondary schools have used Secondary Tertiary

Alignment Resources (STAR). The government-driven initiative was designed to help adolescents in their transition from school-to-work or tertiary education. This appraisal looks at these initiatives, detailing their objectives and outlining their limitations.

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Nurmi J.E and Salmela-Aro K. (2002), 'Goal reconstruction and depressive symptoms in a lifespan context: The transition from school to work', *Journal of Personality*, 70(3), pp.385 - 420.

This article examines the role of goal construction during the transition from school to work and the impact that it can have on mood, particularly how one's ability to realise one's goals is contingent on his or her own ability to adequately cope with the transition period itself. 250 adolescent respondents were studied at three stages during the transition process, with each completing a personal project analysis and a work status questionnaire. The results demonstrated that their capacity to negotiate the transition process impacted on their goal reconstruction, and moreover, their outcomes shaped their current and future aspirations. The research also showed how the link between personal goals and depression was moderated by a 'person's life situation' following the transition. Work targeted goals reduced mood depression only when they had found employment.

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Povey D. and Milner V. (2003), 'Working toward honourable employment', *Otago Daily Times*, 18.03.03, p.13.

The article discusses the welfare system in New Zealand, advocates reform, and suggests the need to create incentives, rather than blaming beneficiaries for their situation. Suggesting a range of reforms, the article looks at 'Youth Grow', an Otago based youth employment program.

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Reitzle M. and Silbereisen R.K. (2000), 'The timing of adolescents' school-to-work transition in the course of social change: The example of German unification', *Swiss Journal of Psychology*, 59(4), pp.240-255.

Reitzle and Silbereisen, using the reunification of Germany as their case study, examine the impact of social change on the individualisation of the school-to-work transition. Through retrospective transition data from Eastern and Western adolescents from vocationally-orientated schools in 1991 and 1996, Reitzle and Silbereisen present 3 reports that analyse and measure the timing of key events and their impact on the transition process. The studies examined the notion of linkages between various properties of institutional and economic macro-contexts, and the ages of adolescents at key transitions into employment. Acknowledging the limitations of their research Reitzle and Silbereisen advocate the need for further research into the impact of socioeconomic and sociodemographic variables on the linkages of transitional pathways and patterns.

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Riphahn R.T. (2002), 'Residential location and youth unemployment: the economic geography of school-to-work transitions', *Journal Of Population Economics*, 15(1), pp.115-135.

The result of international attention on youth unemployment, this study examines the post secondary transition of school leavers. Riphahn uses multinomial logit models to profile German male and female school leavers. These models control for individual, parent and household variables relevant to the youth's region and labour market. The research indicates that immigrant youth have low participation rates in higher education, with youth unemployment correlated to wider regional and metropolitan unemployment. Scholarships or academic benefit policy initiatives were shown to positively affect academic enrolment and male transition to military service reflected wider defence policy considerations.

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Ritchie J. (2000), 'New Deal for Young People: Participants perspectives', *Policy Studies*, December, 21(4) pp.301-312.

New Deal for Young People (NDYP), a program to help orient young people away from welfare and into employment, was launched in 12 pathfinder areas in January 1998 throughout the United Kingdom. Examining certain aspects of the NDYP, it considers the diversity of the participants themselves, and from their perspective, looks at their departure patterns into employment. The article identifies the durability of these routes, and concludes by examining the ways in which 'employability' can be encouraged and strengthened by the program.

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Ryan P. (2001), 'The school-to-work transition: A cross national perspective', *Journal of Economic Literature*, March, 39 (1), pp.34-93.

The article by Ryan looks at the process of school-to-work transition in a number of different economies. Ryan develops this by identifying a range of adolescent problems and difficulties, examining their implications on the school-to-work transition.

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Savickas M.L. (1999), 'The transition from school to work: A developmental perspective', *Career Development Quarterly*, 47(4) American Counselling Association pp.326-336.

The article advocates the use of career development theories to conceptualise and understand the school-to-work transition. Briefly outlining the context of developmental theories, Savickas stresses their significance in career education. For Savickas, the developmental approach ultimately purports to heighten awareness and offer students choices when joining the labour market.

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Schoon I. and Parsons S. (2002), 'Teenage aspirations for future careers and occupational outcomes', *Journal of Vocational Behaviour*, Volume 60, pp.262-288.

This comprehensive study of over 17,000 individuals looks at the formation and realisation of adolescent career aspirations in a sociohistorical context. Schoon and Parsons, through two analytical models, a *mediating model* and a *contextual systems model*, examine how socio-economic variables affect teenage goal structures and teenage attainment. The research demonstrated the significance of unambiguous goal structures and education in the facilitation

of adolescent development. The research also asserts that education can often mediate the impact of socio-economic variables, and allow teenagers to realise their aspirations. *The contextual model*, itself an extension of *the mediating model*, allows for a more meticulous analysis of distal and proximal contexts. In short, the durability and insight offered by this article allows powerful observations to be made about the dynamics that underwrite adolescent aspirations and occupational achievement.

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Shanahan M.J. (2000), 'Pathways to adulthood in changing societies: Variability and mechanisms in the life course perspective', *Annual Review of Sociology*, Volume 26, pp.667-692.

The article by Shanahan is structured around two central premise, the first looks at the increasing variability of the transition to adult roles through historical time, and the second examines the notion of developmental processes as they pertain to transition behaviours. The author develops this by examining how the relationship of individual agency and social structure can affect the form or shape of life pathways. The article suggests an innovative approach that the author develops in later works.

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Shanahan M.J. (2002), 'Integrating the life course and life-span: Formulating research questions with dual points of entry', *Journal of Vocational Behaviour*, 63(3), pp.398-406.

Briefly outlining the similarities and differences of life-span psychology and life course sociology, Shanahan emphasizes their different emphases in the analysis of human behaviour. When life-span psychologists examine human behaviour, they concentrate on the cognitive, emotional or motivational variables of the individual. In contrast, life-course sociologists look at their social contexts or role. Shanahan asserts that interdisciplinary research would allow an analysis to comprise both psychological functions and social contexts, and allow the relationship-person context interaction to be more fully considered. This approach has obvious utility when looking at human development, specifically the transition to adulthood.

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Smits R. (2003), 'An inter-agency focus on pathways from school', *Social Policy Evaluation and Research Bulletin*, July, Ministry Social Development, pp.1-12.

Project Manager Robyn Smits heads an inter-agency group that is assessing the utility of using a longitudinal approach in an effort to profile and examine young people as they enter the work force. The research would allow a basic understanding of the transition route as well as providing an insight into the causal variables of the process.

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Strandh M. (2000), 'Different exit routes from unemployment and their impact on mental well-being: The role of the economic situation and the predictability of the life course', *Work, Employment and Society*, 14(3), pp.459-479.

This article focuses on a more convoluted conception of the labour market, examining the commonly researched relationship between unemployment and mental well-being, and investigating the impact of different exit routes from unemployment to mental well-being. Through a longitudinal study of 3500 unemployed Swedes, the research asserts that the

mental consequence of exiting unemployment is directly related to how the new status resolves the economic difficulties and uncertainty of unemployment.

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Strathdee R. (2001), 'Changes in social capital and school-to-work transitions', *Work Employment and Society*, 15(2), pp.311-326.

The research, grounded by semi-structured interviews, narrates the changing significance of social capital, more specifically through social networks across two generations of school leavers. The transition of eleven poorly qualified adolescent males who left school in the late 1990s are compared to their fathers' transition in earlier years. The results suggest that the value attached to social networks for school leavers has, over time, markedly declined. Strathdee argues that this decline has translated into heightened risk and uncertainty during the transition process.

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Swanson J.L and Fouad N.A. (1999), 'Applying theories of person-environment fit to the transition from school to work', *Career Development Quarterly*, 47(4), pp.337-347.

Describing the utility of theories of person-environment fit to offer an explanation of the school-to-work transition, Swanson and Fouad review the basic tenets and applications of the model. This article, a revision of a paper presented to the American Psychological Association in 1997, offers a working understanding of the transition process.

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Tannock S. (2001), *Youth at Work: The Unionized Fast-food and Grocery Workplace*, Philadelphia: Temple University Press.

'Youth at Work' offers an insight into the reality of youth employment. Although principally driven by its observations of the fast-food and grocery industries, the research has wider implications for all 'stopgap' workers, their employers and the unions that preside across them. Exploring the working conditions and experiences of service sector youth workers in North America, Tannock examines the significance of 'stopgap' work and its relationship to unionisation. Developing this argument, Tannock identifies a generic resistance to industry reform and the failure of unions to represent their younger members. Despite this failure, Tannock remarks that a union-driven reform process of both unions and industry could offer solutions to many of the problems facing younger employees. Grounded by its ethnographic field research, Tannock offers a sound examination of both theory and case material, provoking thought and contemporary debate about 'Youth at Work'.

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Timcke D. (1999), 'Do casual workers find permanent full-time employment? Evidence from the Australian Youth Survey', *Economic Society of Australia*, December, 75(231), pp.333-365.

The article, drawing on data from the Australian youth survey, profiles the casually employed and traces their transition from casual employment to full-time employment, identifying those variables that most affected the transition process. The article develops this by taking these profiles and discerning how certain variables affected an individual's short/long term employment status or experience of transition. Ultimately, over the longer term, previously

significant variables that had affected the short term outcome were found to be unimportant with long-term transition dictated by personal choices, work experience and the acquisition of educational qualifications.

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Woolf P. (2002), 'The Youth of Today', *Employment Today*, June/July 2002, 76 p.41

Woolf details a transition program designed to help troubled young people. The program, which is educational in its approach, is designed to deal with criminal tendencies and is being considered for adoption/review by the Warehouse in New Zealand.

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Worth S. (2002), 'Education and employability: school leavers' attitudes to the prospect of non-standard work', *Journal of Education and Work*, 15(2), pp. 163-180.

Little is known about the way in which labour market change affects the aspirations of young people in terms of employment and education. This article addresses the lack of empirical research in terms of people's attitudes towards prospects in the modern labour market. Worth found that participants were generally committed to finding traditional forms of standard employment in spite of their acknowledgement that employment flexibility was growing. As many young people have long-established expectations of the labour market, more emphasis should be placed on careers education to address issues of flexibility and to better prepare school leavers for non-standard employment relationships.