



# Inquiry into pathways from education to employment

Exploring the challenges and opportunities for young people in  
the transition from education to employment.

## Contents

Foreword	2
Executive Summary	3
Introduction	5
Education to Employment	5
Meeting and inquiry response overview	6
Inquiry responses	8
Conclusions and recommendations	10
Appendices: Submission Information & Written Evidence	11
Appendix I – Submission Information for Inquiry	11
Appendix II - Youth Employment UK CIC	14
Appendix III - Movement to Work	18
Appendix IV - Young Women's Trust	20
Appendix V - Dame Kelly Holmes Trust	23
Appendix VI - Careers England	26
Appendix VII - Chartered Institute of Personnel and Development	29
Appendix VIII - The Brokerage Citylink	36
Appendix IX - Rathbone Training	42
Appendix X – City Year UK	50
Appendix XI - ERSA	58
Appendix XII - British Chambers of Commerce	65
Appendix XIII - MyKindaFuture	70
Appendix XIV - Forum Talent Potential CIC	75
Appendix XV - Epcot Career Solutions Limited	78

This report is not an official publication of the House of Commons or the House of Lords. It has not been approved by either House or its committees. All-Party Parliamentary Groups are informal groups of Members of both Houses with a common interest in particular issues. The views expressed in this report are those of the group.

## Foreword

**Michael Tomlinson MP**  
**Chairman**  
**APPG on Youth Employment**



I was pleased to be able to welcome Damian Hinds, the Minister for Employment to our launch of this report on pathways from education to employment. He was kind enough to come to our APPG meeting to receive a copy of the report, tell our group what work his department is doing to improve opportunities for young people, and take some questions from our industry partners and young people.

The Minister highlighted some the work that the Department of Work and Pensions is doing to support disadvantaged young people to obtain work experience, as it is one of our report's key recommendations. The Minister considered that the best way to get opportunities for young people was at a local level with local employers making contact with schools. He also underlined the fact that it is harder to get work when you aren't in work so work experience is vitally important.

Questions were also asked about the need for better careers advice, another key recommendation of the report, talking about the launch and support of the Careers and Enterprise Company (CEC). The CEC is working with schools and a series of enterprise advisors to connect schools with local business. In addition to this, the Minister emphasised the work Job Centres are doing to build and maintain a network of advisors who can also be called in to schools to help with careers and employability skills. The Minister explained that it could be all too predictable that people without the careers support will become unemployed and by working with schools Job Centres can help earlier.

A point that I found to be particularly worthwhile was the suggestion that we need to make sure that youth employment programmes are effective in getting young people into work. Minister Hinds said that to ensure we are doing all we can to drive down youth unemployment, more regular review of the effectiveness of youth employment programmes are required and this can only be a good thing.

I would like to thank the Minister again for taking the time to come and hear from our APPG, and most importantly the young people themselves.



Michael Tomlinson MP

## Executive Summary

To be a country that works for everyone, youth unemployment must be addressed.

Consistent and engaging support for young people in school and as they transition through education and employment is key to reducing youth unemployment. This transition is still inconsistent for many young people across the UK. This report highlights the challenges that some young people face when trying to move from education into employment, what is working well and our recommendations.

This inquiry prompted a number of submissions and it is encouraging to see the interest and good work taking place. Several key themes were highlighted.

**Consistency and Quality Careers Advice:** A lack of a clear careers advice and guidance policy means that young people are not informed about all career routes. There is also a recognition of needing better support to understand local labour market needs and the job market in general.

**Work Experience:** With placements being challenging to access young people are struggling to get work experience, and employers are struggling to engage schools and young people directly.

**Networking and Mentoring:** there is a lack of guidance on soft skills, employability skills, and networking opportunities within some sections of the community creating a mismatch between employers and young people.

A big focus of the report has been around updating the information, provision and support offered by our schools from at least year 7 but it is recognised that there needs to be a tailored approach to young people's needs. Ensuring that good and consistent support is offered in schools but that some young people face complex and very individual challenges needing intensive support to help them move into employment. Young people also need to know where to access the right support if they become unemployed after leaving school.

The recommendations of this report are:

### **Clearer, better Careers advice**

- To redesign the careers education strategy so that all young people have access to good quality, impartial careers information, this should have with it clear measures and penalties if the provision is not met.
- Join up careers activity from government departments and government funded organisations such as Careers and Enterprise Company, National Careers Service, Inspiration Agenda, JCP School Support and the National Citizens Service.

- To ensure that young people with additional and complex needs have face to face qualified support at a local level to help them to progress.

### **Work Experience**

- To provide opportunities for disadvantaged young people for structured experiences of work and volunteering.

### **Networking & Mentoring**

- For government to work with businesses, young people and educators to review the skills and experiences young people need to develop so that they can move successfully into employment.
- Establishing an employability framework to understand the core skills and competencies employers are looking for.

## Introduction

The All-Party Parliamentary Group for Youth Employment was set up in 2014, the aim of the group is to promote youth employment in all its forms and the role of young people within the economy; to ensure young people's voices are heard; to highlight the need for quality opportunities; and to share best practice.

Youth unemployment in the UK has remained at stubbornly high levels since before 2005, at its peak in 2011, 1 million 16-24 year olds in the UK were NEET (not in education, employment or training). In the period since, the number of young people unemployed has reduced and as of December 2016, sits at 587,000, 13.1% of the proportion of the economically active population who are unemployed. 16.4% of unemployed 16-24 year olds had been unemployed for over 12 months. Youth unemployment figures remain higher than any other age range.

In 2016/17 the APPG set three areas of focus for the group:

1. Youth employment data
2. Education to employment
3. Supporting young people furthest away from the labour market

The series 2 inquiry set out to understand what the challenges are for young people moving from education into employment. Seeking to understand if these challenges are changing. Also, looking for evidence of local authorities/LEP's and/or organisations who are having a positive impact on this transitional point for young people.

### Education to Employment

As a group young people aged 16-24 are almost 3 times more likely to be unemployed than older groups and youth unemployment has been disproportionately high since before 2005. To understand the reasons behind these high numbers and to better understand what can be done to support more young people the APPG for Youth Employment set out to look at the transition of young people between education and employment.

The law requires all young people in England to continue in education or training until at least their 18th birthday, although in practice the vast majority of young people continue until the end of the academic year in which they turn 18" Department for Education.

The three primary ways for a young person to participate are:

- Full-time study in a school, college or with a training provider;
- Full-time work or volunteering (20 hours or more) combined with part-time education or training leading to relevant regulated qualifications; or
- An apprenticeship; traineeship or supported internship

## Meeting and inquiry response overview

### 1<sup>st</sup> Meeting

The first meeting of this series took place in January 2017 and Laura-Jane Rawlings, CEO of Youth Employment UK CIC presented to the group. Youth Employment UK works with young people aged 16-24, many of whom have experienced barriers when trying to move from education into employment.

Laura-Jane shared that youth unemployment is a complex issue and that there are a significant number of barriers that young people can experience to employment. Some of these highlighted were:

- Access to good education
- Access to opportunities
- Access to support
- Appropriate qualifications
- Aspirations and careers information
- Business recruitment behaviours
- Development of skills and experience needed for work
- Funding changes
- Local economic and transport
- Mental health, disabilities and dependency issues
- Social mobility
- Welfare

In her presentation, Laura-Jane argued that young people were not a homogenous group and although there was a need for national policies and approaches some young people need tailored and local support that can span months as multiple barriers are addressed.

Laura-Jane referred to some of the excellent work that is taking place to support young people such as the Big Lottery funded Talent Match Programme and MP's working hard in their constituency such as Chloe Smith MP. There is much good practice in place and a part of the challenge now to solve youth unemployment is identifying and scaling what works.

Youth Employment UK Ambassadors addressed the meeting and shared some of their own experiences on making the transition between education and employment:

"Teachers told me to only focus on study and not on the extra-curricular activities...extra-curricular activities are important and have helped me develop my confidence and run my own business" - Harvey Moreton

"Schools often give work experience based on what they have rather than what young people want to do....young people need guidance on how to turn their experiences in to the words employers are hoping to hear" – Patrick Cantellow

"Schools are very quick to put you in a box - She's going to university, she's not. It was my volunteering skills that gave me my transferable skills" - Nadia Zamouri

## 2<sup>nd</sup> Meeting

The 2<sup>nd</sup> meeting of the series received presentations from Tim Dibb a civil servant working at the Department for Work and Pensions (DWP) on the School Careers programme. A presentation was also given by Richard Beard the Youth Engagement Lead at Talent Match Black Country.

Tim Dibb presented the work of DWP which aims to support 1,000 schools with Work Coach support. The Work Coaches are DWP employees who have been trained to support schools and young people still in education. Work Coaches engage with schools to provide careers information, links to employers and talks to students about job hunting and the local labour market.

The programme has been so successful it has secured support from the Department beyond 2020.

Richard Beard talked about the work of Talent Match Black Country who have Big Lottery funding to work with young people who have been NEET for 12 months or more. The Black Country programme is the biggest of twenty-one programmes.

The young people who volunteer to join the Talent Match programme have very complex needs, ranging from homelessness, mental health, disabilities, offending and low level skills. Young people on the programme are paired with a support coach, given access to training, support and mentoring to help re-engage them with education, employment or training.

Young people have co-led the design and service support that is provided through Talent Match. As part of the funding grant all Talent Match programmes have a youth board or steering group and co-creation is at the heart of the programme.

Due to the complex nature of the barriers the young people on Talent Match have and their individual needs it can take up to 2 years for a young person move off of the programme and into a positive outcome.

## Inquiry responses

This inquiry has had 14 submissions, several from organisations who work directly with young people who are NEET. Many of the responses argue that poor quality careers education is one of the biggest barriers facing young people.

In their response The Dame Kelly Holmes Trust stated that their What Matters to You Survey in December 2015 found that by far the biggest challenge seen by young people was 'Not having enough/any work experience'. When asked what the top three things that young people need from employers to help get a job, 64% said work experience opportunities, the same number were interested in networking opportunities and 50% wanted clearer advice and guidance on available job opportunities.

Careers England presented the case for improved careers education, recording the history of the careers education policy. It found that despite clearer guidelines a 2015 survey of careers education and guidance in schools and links with employers undertaken in partnership with the Career Development Institute found that progress was still very slow. Survey results indicate that forty percent of the schools that responded said that careers advice was not provided by a careers adviser qualified to level 6, and 24% of schools used a member of staff - often someone who was not a teacher and not holding a careers qualification. A further smaller survey undertaken on behalf of the Careers and Enterprise Company found similar results.

In a survey of young people Youth Employment UK found that: 63% of respondents had not had any employers attend their school and 74% of respondents said that when they left secondary school they did not feel that they had the knowledge and skills needed for work

In their submission, Young Women's Trust put forward the case that young women are still experiencing greater barriers to employment, experiencing lower Apprenticeship wages and are less likely to find employment after training than their male peers.

Rathbone Training explored the rise in mental health challenges faced by young people with anxiety and depression being at an all-time high. For young people with this personal challenge moving from education to employment will require more support than a change in careers education policy.

The responses from the British Chamber of Commerce and the Chartered Institute of Personal Development explore how employers often look for experience and qualifications in their recruitment process and can overlook or inadvertently deter young people from opportunities by not developing "youth friendly employment practices".

Many of the organisations who submitted a response have developed their own services or programmes to support the young people they work with. Many of the services designed aim to overcome some of the barriers young people face and there is a lot of good examples of the success rates of the services/programmes.

Movement to Work and City Year identified that work experience or volunteering are proven methods to help young people develop the skills and experiences needed to move into employment.

The Brokerage Citylink and MyKindaFuture both described examples of good programmes that are supporting young people. Programmes that are closely linked to employers so that the design and delivery meets the employer need and offers real-world inspiration.

ERSA and Youth Employment UK called on a youth-led approach to designing services for young people with a focus on careers services in particular that would benefit from a co-creation approach.

Rathbone provided information on a project called Project 8, the project supported 16-18 year olds furthest away from employment. The project improved outcomes in English, resilience and employability. At the end of the pilot 89% of participants achieved employability qualifications. 78% have progressed onto positive destinations:

ERSA detailed a case study from the Prince's Trust in relation to their Team Programme – The Team programme is a 12 week programme for young people aged 16-25, offering participants the opportunity to take on a group community project with their 'team', allowing them to take ownership of the project and make a visible, positive difference to the places they live. The scheme also offers two weeks of work experience (guided by the participants' ambitions and interests), along with support in developing crucial English and maths skills. The programme helps young people leaving school to develop their confidence, team working and employability to then advance into employment. An independent evaluation of the programme in 2015 found that 75% of the 10,700 participants in 2014-15 progressed into employment, education, training or volunteering.

## Conclusions and recommendations

In order to be a country that works for everyone, youth unemployment must be addressed. As this report highlights the challenges that some young people face can be complex. What has been heard through the meetings and the inquiry submissions is that young people want to work and want the opportunities to be able to progress.

A recurring theme throughout this report is that the education system should do more to help prepare young people for the key transition and that careers education as part of that agenda must improve.

The key recommendations of this report are:

### **Clearer, better Careers advice**

- To redesign the careers education strategy so that all young people have access to good quality, impartial careers information, this should have with it clear measures and penalties if the provision is not met.
- Join up careers activity from government departments and government funded organisations such as Careers and Enterprise Company, National Careers Service, Inspiration Agenda, JCP School Support and the National Citizens Service.
- To ensure that young people with additional and complex needs have face to face qualified support at a local level to help them to progress.

### **Work Experience**

- To provide opportunities for disadvantaged young people for structured experiences of work and volunteering.

### **Networking & Mentoring**

- For government to work with businesses, young people and educators to review the skills and experiences young people need to develop so that they can move successfully into employment.
- Establishing an employability framework to understand the core skills and competencies employers are looking for.

## Appendices: Submission Information & Written Evidence

### Appendix I – Submission Information for Inquiry

#### Series 2 – Education into Employment

Deadline for submissions – 24<sup>th</sup> February 2017

##### Focus of the inquiry

This inquiry seeks to understand what the challenges are for young people moving from education into employment. It wants to understand if these challenges are changing. It also wants to evidence local authorities/LEP's and/or organisations who are having a positive impact on this transitional point for young people.

##### Scope of the inquiry

The APPG for Youth Employment welcomes submissions addressing some or all of the following points:

- What are the biggest challenges facing young people who are moving from education into employment? Please state if the information you provide is regional or national
- Thinking about that transition, over the last two years have you seen a difference in the types of challenges or change in the number of young people facing challenges?
- What do you believe is working well and having a positive impact on young people moving between education and employment regionally or nationally? Please provide some evidence of impact
- What can government do to further support young people making the transition between education and employment?

Submissions should be emailed to [ljr@yeuk.org.uk](mailto:ljr@yeuk.org.uk) by the 24<sup>th</sup> of February 2017 no later than 5pm.

##### Guidance on giving evidence to an All-Party Parliamentary Group

If you have difficulty making a submission online, wish to submit evidence in an alternative format such as an audio file, or would like to make a submission after the formal deadline for evidence, please contact the secretariat for the APPG for Youth Employment.

##### Guidelines

To successfully make a submission documents need to:

- Be less than 25 MB in size
- Be in Word (doc, docx, rtf, txt ooxml or odt format, not PDF)

- Contain as few logos or embedded pictures as possible
- Contain no macros
- Comprise a single document. If there are any annexes or appendices, these should be included in the same document.
- It also assists the APPG if those submitting evidence adhere to the following guidelines. Each submission should:
- State clearly who the submission is from, i.e. whether from yourself in a personal capacity or sent on behalf of an organisation, for example the submission could be headed 'Written evidence submitted by xxxxxx'
- Be concise – we recommend no more than 3,000 words in length, unless otherwise stated in the inquiry terms of reference
- Begin with an executive summary in bullet point form of the main points made in the submission
- Include a brief introduction about yourself/your organisation and your reason for submitting evidence
- Have numbered paragraphs
- Include any factual information you have to offer from which the APPG might be able to draw conclusions, or which could be put to other witnesses for their reactions
- Include any recommendations for action by the Government or others which you would like the APPG to consider.

#### Notes on making a submission

Those making a submission to a APPG inquiry should note the following:

- The APPG will publish most of the written evidence they receive (where it will be accessible to search engines).
- If you do not wish your submission to be published, you must clearly say so and explain your reasons for not wishing its disclosure. The APPG will take this into account in deciding whether to publish. If you wish to include private or confidential information in your submission to the APPG, please contact the secretariat of the APPG to discuss this.
- An APPG is not obliged to accept your submission as evidence, nor to publish any or all of the submission even if it has been accepted as evidence. This may occur where a submission is very long or contains material to which it is inappropriate to give to parliamentary candidates
- Material already published elsewhere should not form the basis of a submission, but may be referred to within a submission, in which case it should be clearly

referenced, preferably with a hyperlink.

- You should be careful not to comment on matters currently before a court of law, or matters in respect of which court proceedings are imminent. If you anticipate such issues arising, you should discuss with the secretariat of the APPG how this might affect your submission.
- Once submitted, no public use should be made of any submission prepared specifically for the APPG unless you have first obtained permission from the secretariat of the APPG. If you are given permission by the APPG to publish your evidence separately, you should be aware that you will be legally responsible for its content.
- APPG's do not normally investigate individual cases of complaint or allegations of maladministration.

## Appendix II Youth Employment UK CIC

### 1. About Youth Employment UK (YEUK)

Youth Employment UK (YEUK) is a national not-for-profit organisation that was set up in 2011 with three core aims:

- To provide young people with a platform to have a voice on the issues of youth employment and to provide support to help them progress into employment
- To create a community of organisations who are interested in youth employment and supporting young people, the community will share best practice and create more opportunities for young people
- To support policy developments and government departments to include the views all of stakeholders in the youth employment space

### 2. What are the biggest challenges facing young people who are moving from education into employment? Please state if the information you provide is regional or national

2.1 The challenges facing young people are complex and there is no single answer that can be provided. Youth Employment UK has been working with young people that have struggled to move into employment since 2012. The young people in our network have different needs and experience, some of the most common problems that we hear about are:

- Feel ill prepared for work, lacking skills and experience to enter the workplace
- Do not know about the range of careers or pathways available, very often young people tell us that they have not heard about apprenticeships being “pushed” towards academic pathways
- Additional barriers such as being a care leaver, young carer or learning needs have hindered their transition

2.2 To provide a youth voice into this inquiry Youth Employment UK ran a survey with its young members who are recent school leavers to identify the challenges that they have faced. The survey also asked what has worked well for them and what they would ask government to do to make it easier for young people to progress. The respondents were from all over England.

60% of respondents had a careers interview or careers support at school

70% of respondents felt this information was OK rather than Excellent or Poor

63% of respondents did not have any employers come to their school

74% of respondents said that when they left secondary school they did not feel that they had the knowledge and skills needed for work

In our survey there was a real sense of struggle after leaving education and adjusting to change

**The following table shows the percentage of young people who had received support on a range of pathways and skills**

<b>School Options (6th form, subjects to study etc)</b>	<b>73.53%</b>
<b>College Options</b>	<b>61.76%</b>
<b>University Options</b>	<b>58.82%</b>
<b>Apprenticeship Options</b>	<b>44.12%</b>
<b>Finding Employment</b>	<b>20.59%</b>
<b>Developing your skills for work</b>	<b>20.59%</b>
<b>Managing Money</b>	<b>2.94%</b>

**When asked about work experience during school the respondents reported that**

<b>Yes - The school provided a work experience placement for me</b>	<b>22.86%</b>
<b>Yes - I had to find my own work experience placement</b>	<b>62.86%</b>
<b>No - Work experience was not on offer</b>	<b>14.29%</b>
<b>I volunteered whilst I was at school</b>	<b>11.43%</b>
<b>I had a part-time job whilst I was at school</b>	<b>31.43%</b>

### **3. Thinking about that transition, over the last two years have you seen a difference in the types of challenges or change in the number of young people facing challenges?**

3.1 Youth Employment UK ran a survey in 2015 that focused on the careers education experiences young people received. In comparing these two survey responses it does not feel that young people feel any more equipped for work than they did in 2015.

3.2 Youth Employment UK has a growing concern that more young people are struggling to make the transition between education and employment. Many NEET young people are not claiming jobseeker support and therefore are not receiving any of the additional support provided to access work.

3.3 There has been a significant increase in the number of young people who are presenting with mental health challenges such as anxiety and depression. It is felt that there is not enough skilled provision to support these young people. As they progress through education

and begin to look for employment there may be a rise in the number of young people with additional complex needs.

**4. What do you believe is working well and having a positive impact on young people moving between education and employment regionally or nationally? Please provide some evidence of impact**

4.1 There are some excellent cases of schools who focus on developing all students to progress. PiXL Club has developed a Character Education Programme called the Edge that has been adopted by hundreds of schools across England. These schools are embedding skills such as Leadership, Organisation, Resilience, Initiative and Communication into their school life and rewarding students who demonstrate these skills.

St Lawrence Academy in Scunthorpe has a fantastic careers and character education programme. At a recent careers day every student benefitted from visits from over 80 colleges, training providers and employers.

Many schools invest in great quality careers education and skill development for their students. These schools should be nationally recognised for that commitment that goes beyond the curriculum and performance measures.

4.2 A number of Youth Employment UK organisation members provide support to young people through inspiration events and experiences. They also provide opportunities through traineeships and Apprenticeships so that young people can gain entry into employment. Organisation member Santander has invested heavily in their early talent programme, removing barriers to employment for a large number of young people and ensuring that there are a range of entry points for young people in their business.

4.3 Youth Employment UK itself created a free Young Professional Membership for all 16-24 year olds to access regardless of their education, employment or training status. Young people can apply to become a Young Professional and access a range of inspirational resources, signposting and opportunities. The Young Professional supports social mobility as it creates a level-playing field that all young people can access and benefit from. Organisation Members of Youth Employment UK (of which there are nearly 400) are encouraged to guarantee interviews for Young Professional members of Youth Employment UK. The Young Professional Membership has proven to build confidence, help young people understand the “employability and key skills” employers are looking for and provide opportunities for engagement.

4.4 To support employers to remove unintentional barriers that are created when recruiting or training young people, Youth Employment UK created a Youth Friendly Employment Framework. The Framework underpins the principles of Youth Friendly Employment that were created in 2012. Organisation members can access the Framework, best practice and share their learning to help encourage collaboration and support in the youth employment network. Organisation members such as Humanutopia have changed their recruitment and training packages to be more Youth Friendly and support more young people.

## **5. What can government do to further support young people making the transition between education and employment?**

5.1 The government must better understand young people and the challenges that they may face. They should do this by consulting more widely and creating forums to meet, innovate and create with young people. Designing services for young people without a real understanding of where young people are and what they need is not effective enough.

Youth Employment UK has worked with young people to provide a set of recommendations for a careers education strategy that are youth-led. These recommendations and access to the young participants and other youth-led forums are available from Youth Employment UK to government.

5.2 Government must look closely at what it wants England to look like over the next 10, 20 and 50 years. It needs to consider what role England should have in the world and look at the economic challenges and opportunities ahead of us. It needs to consider the way in which people want to live and work and needs to consider the way we use technology and access information, learning and support. Once this is mapped out the government should look closely at the social mobility, education and welfare strategy.

What is it that young people will need to thrive in England and the rest of the world in the future? Does the education, careers, health and welfare systems support this vision?

With a clear vision government, should develop the services to reflect this and ensure that there is cross-party support so that the core systems are not subject to five yearly overhauls.

5.3 Government should protect and increase investment in young people, schools have new funding pressures ahead of them and will not be able to prioritise spending on careers or work experience opportunities.

There is significant pressure on mental health services and more financial support is needed to ensure that all young people can access support when they need it.

Young people should not be penalised for taking Apprenticeships by having tax credit cut or not be able to afford an Apprenticeship because of travel or child care costs. Equally young people should be able to afford going to University without significant financial burden.

## Appendix III Movement to Work

### About Movement to Work

1. Movement to Work is a registered charity and collaboration of Britain's leading employers, backed by the Trade Union Congress and the UK Government. We are committed to providing high quality skills training and work experience placements to 16-24 year olds that are NEET (not in education, employment or training), particularly those from disadvantaged backgrounds. So far, our model has been working. We now have more than 250 employers on board – including FTSE 100 companies such as M&S and HSBC, SMEs, the Civil Service and the NHS - and more than 50,000 young people have taken part in Movement to Work placements.
2. We are different from other organisations working in the youth employment arena because where possible, **our placements lead to jobs**. So far, at least 50% of those young people completing their placements have secured jobs, apprenticeships or other positive outcomes through their experiences.
3. We are **employer-led** and self-sustaining. Our day-to-day activity is managed by a core team of secondees from our lead employers, reporting into a Steering Group that is chaired by Marc Bolland and is comprised of the CEOs of Accenture UK, BAE Systems, BT, Centrica and The Prince's Trust, together with the HR Director General from The Department of Work and Pensions and the Director of UnionLearn.
4. We are a **nationwide Movement**.
5. We **collaborate closely with the public, private and third sectors**.
6. This submission will evidence our experience of providing work placements for young people and the impact these work placements have had on enabling young people transition from education into employment. We will provide evidence on the challenges young people face in this transition; the positive interventions that facilitate a successful transition from education into employment; and the role of Government in supporting young people.

### Our Recommendations

#### **Challenges Facing Young People Moving from Education into Employment and Positive Interventions to Support Young People**

1. Many young people find it difficult to move from education into employment as they are **trapped in the cycle of 'no experience, no job; no job, no experience'**. As a result, some young people find themselves far removed from the labour market and find it increasingly difficult to move towards employability.
2. Providing young people with **work placements gives them the opportunity to develop the skills, experience and confidence** they need to move forward and start their careers.
3. Movement to Work placements provide a great opportunity for young people to get exposure to the workplace and define their career paths, making contacts and gaining 'on the job' experience.

4. Work placements are also a fantastic opportunity for young people who are not ready to go directly into an apprenticeship, and need more support and development. Movement to Work placements are facilitated by our expert delivery partners including the Jobcentre Plus, the Prince's Trust and Talent Match who provide young people with the support they need to be successful. As a result, many of our employers use our **work placements as a pre-apprenticeship option**, enabling young people to become 'work-ready' before they begin an apprenticeship.
5. It is well-known that engagement in the job market can promote emotional wellbeing, build resilience and protect good mental health. Our own anecdotal evidence, gathered from our experience as a charity in supporting thousands of young people move towards employment, confirms that **meaningful work experience can play a positively transformational effect**. This includes improved satisfaction, resilience, and wellbeing.

### **The Role of Government in Enabling Young People**

1. The **Youth Obligation** is being introduced by DWP in April 2017 and will include intensive support for 18-21 year olds who are expected to look for work whilst receiving benefits. **Movement to Work placements are an excellent option** in this initial period of 6 months, when a young person can gain valuable work experience helping to make them more employable. Young people who are still out of work after 6 months are required to apply for an apprenticeship, traineeship or some other work-based experience. Our placements also qualify as the work element of a traineeship and are seen as an extremely good pre-apprenticeship stepping stone.
2. We have **close links with Jobcentre Plus**. If the work coach identifies that a young person is lacking the necessary work experience to successfully apply for an apprenticeship or permanent job, they signpost the young people to our work placements. The **work placements** are undertaken on a **voluntary** basis by the young person in return for no sanctions being applied to their benefits.
3. Some young people simply do not have the necessary skills or experience to apply for an apprenticeship, despite their best intent. Having the chance to undertake a Movement to Work placement as a **pre-apprenticeship step** really helps them to gain the necessary experience required to successfully apply for an apprenticeship. Some of our employers use Movement to Work placements as a pre-apprenticeship option, allowing the young person to become 'work ready' before undertaking this next step.
4. The Post-16 Skills Plan will require that a work experience placement is offered to all school-leavers. We believe that our work placements provide an excellent model for the experience that all school-leavers should have, because of the **emphasis by employers on structuring work placements** incorporating the skills and experience needed in the workplace.

## Appendix IV Young Women's Trust

### 1. Introduction

- 1.1. Young Women's Trust supports and represents women aged 16-30 struggling to live on low or no pay in England and Wales and who are at risk of being trapped in poverty. We offer free coaching and personalised advice on job applications through our Work It Out service. We also conduct research, run campaigns and work with young women to build confidence and advocate for fair financial futures.
  - 1.2. Our response focuses on the actions open to government to further support young people moving between education and employment. We make recommendations about improving careers advice, opening up a range of good quality apprenticeships to young women, improving access to childcare, and rethinking Jobcentre Plus's approach to supporting young people.
- 2. What can government do to further support young people making the transition between education and employment?**

#### Improve careers advice

- 2.1. Good quality careers guidance is vital not just at school but to those post-16. Young Women's Trust inquiry *Scarred for life?* found that careers advice from the National Careers Service and Jobcentre Plus was not meeting the needs of young women. When young women do receive advice, they report that they are encouraged into a narrow and gendered range of employment options, such as care, beauty and retail.
- 2.2. To counteract this, we would recommend that:
  - All providers of information, advice and guidance must be trained and encouraged to deliver careers advice supporting young women to retrain or to enter jobs which are available locally, are secure and pay sufficiently. Providers should be measured against successful delivery of this.
  - The National Careers Service (NCS) should be widely publicised, particularly in areas with high numbers of young people who are NEET. NCS should place much greater emphasis on supporting young women who are currently economically inactive. Intensive, personalised and tailored information and guidance should be available.

#### Making apprenticeships work for young women

- 2.3. The government's focus on creating more apprenticeships and improving their quality is to be welcomed, but they still have a role in improving their reputation with key influencers in children's lives. Apprenticeships are viewed by many, including careers advisors and parents, as a secondary option to A-levels/HE. 92% of parents were positive about apprenticeships, but when it came to their own children

only a third would recommend an apprenticeship as the best choice. The current education system is also biased towards academic routes.

- 2.4. We also see a role for government as a critical friend of employers in improving gender equality in apprenticeships. Presently, there is significant occupational segregation by gender within apprenticeship courses, reflecting segregation by industry in the wider labour market. Young women also lose out on the benefits of apprenticeships:
  - On average female apprentices earn just £4.82 an hour compared with £5.85 an hour for male apprentices. For a young woman working 35 hours a week this equates to £2000 over the course of a year.
  - Young women were also more likely than young men to be out of work after completing an apprenticeship. 16% women were unemployed compared to 6% men.
  - Young women were more likely to miss out on training. 7% said they received no training at work, compared with 4% of men, while 23% women received no training outside of work, compared with 12% of men. This is particularly concerning as the lower rate of apprenticeship pay is usually justified by the offer of training. Where this is lacking or of poor quality, apprenticeships become merely a source of cheap labour with few benefits for the apprentice.
- 2.5. Young Women's Trust has been encouraged by the many examples of employers' progressive practices to recruit and retain young women in their apprenticeships programme. We will be publishing these in *Making apprenticeships work for young women: A good practice guide*, on 6 March 2017. Nonetheless, government could aid this work by encouraging organisations to recognise gender as significant, and to take specific actions such as offering part-time or flexible apprenticeships, paying above the minimum apprenticeship wage and using appropriate language in advertisements.

### **Improve young women's access to affordable childcare**

- 2.6. Young women are more likely than young men to have caring responsibilities. Consequently, their transition between education and employment is more likely to be interrupted by periods NEET while caring for children. Young Women's Trust would like to see provisions put in place to ensure young women's smooth progression back into education, training or employment. These would include:
  - Extend Care to Learn provision to women up to the age of 25. Presently Care to Learn is only available for women up the age of 20.
  - Making Carer's Allowance available for those studying.
  - Making good quality childcare affordable for those in low-paid work. The 30 hours free childcare policy when implemented may go some way in achieving this. However for those on low pay or variable hours, inflexible systems of booking childcare and lack of coverage for 14 weeks a year may still make it impossible to reap the benefits of work.

## Effective employment support from Jobcentre Plus

- 2.7. The recent fall in numbers of young people NEET is welcome. However, Jobcentre Plus (JCP) still has a poor reputation among young women:
  - 68% of young women say they found going to the job centre stressful
  - 59% say they found going to the job centre humiliating
  - 35% of young women agree that JCP has given them useful information about work and training opportunities, but more – 44% - disagree.
- 2.8. In contrast, Young Women's Trust Work It Out service provides individualised, empowering support for young women seeking work, in a flexible and convenient way, remotely over the telephone or through the internet. It offers young women solution-focused coaching sessions with a qualified coach, as well as practical advice on CVs and job applications tailored to each individual by an HR professional. The service receives positive feedback from young women: in 2015/16 93% of young women found the coaching helpful, 74% found that CV feedback very helpful, and 70% felt more confident after using the coaching service.
- 2.9. Young Women's Trust remain convinced that JCP needs shift its approach if it is to successfully aid those young people who most need its support. We recommend that:
  - The Department of Work and Pensions consults more extensively with young women and listens to their views – something we would be happy to help facilitate
  - The future design of JCP services addresses the extremely ingrained negative perception that young women have of the Jobcentre.
  - Where possible DWP commission or adopt some of the principles that have been successful with Work It Out: flexibility, remote provision, and support for young women as individuals with distinct aspirations and strengths.

## Appendix V Dame Kelly Holmes Trust

### 1. About Dame Kelly Holmes Trust

Dame Kelly Holmes Trust (the Trust) is a UK charity that uses world class athletes to deliver programmes that transform the lives of young people facing disadvantage. We ‘get young lives on track’ by using world class athletes to empower young people facing disadvantage to realise five key attitudes – **confidence, resilience, determination, focus and motivation** – they need to lead a positive life. This includes being healthy, achieving in education, enjoying career success and becoming involved in meaningful activities.

We run national and local programmes, which are delivered by our athletes in partnership with delivery organisations and businesses. Two thirds of young people were in education, employment or training just five months after starting our flagship ‘Get on Track’ programme.

### 2. Executive Summary

The Trust welcomes the opportunity to provide evidence to this inquiry. We would recommend the following:

- Increase the opportunities for structured work experience with employers. Additionally clear advice and guidance for young people on available job opportunities should be improved.
- The development of softskills is crucial to young people being able to enter the workplace successfully and more emphasis should be placed on programmes that can help deliver this.
- Engage with employers more fully to reduce the mismatch between employer’s expectations and young people’s understanding of what is expected of them.

### 3. What are the biggest challenges?

The lack of access to relevant work experience is one of the biggest challenges facing young people when moving from Education into Employment. In December 2015 we conducted a survey, entitled ‘**What Matters to You**’ and by far the biggest challenge seen by young people was ‘Not having enough/any work experience’. When asked what the top three things that young people need from employers to help get a job, 64% said work experience opportunities, the same number were interested in networking opportunities and 50% wanted clearer advice and guidance on available job opportunities. This lack of work experience and guidance makes it very difficult for young people to manage the transition from education into employment.

The difficulty in transitioning into employment is not just something that has been identified by the Trust. The 2013 CiPD report ‘**Employers are from Mars, Young People are from Venus**’ states, ‘There is a real mismatch between employers’ expectations of young people during the recruitment process and young people’s understanding of what is expected of them, particularly when it comes to presentation and preparation.’

Additionally the Trust have identified a shortage of ‘soft’ skills and character traits, young people often lack confidence, motivation, determination, focus and resilience. Without these soft skills, young people won’t possess the attitudes needed to learn the hard skills that apprenticeships or entry level jobs offer.

The Trust have also identified a lack of aspirations and ambition among young people. This has also been identified in the Children’s Commissioner’s Report **‘Growing up North’** which looks at how children’s outlook, aspirations and expectations and how these relate to place.

The Trust are planning more research around this area in 2017.

#### **4. What is working well and having a positive impact?**

From our experience, starting work earlier in schools has a positive impact on the young people we work with. Our On Track to Achieve programme is a seven month school based mentoring programme for 14-19 year olds. Our athlete mentors work with young people to help them develop essential skills and attributes to help them succeed. 81% of students following the course are now looking forward to the future and 79% feel they can achieve any future goals they set.

Additionally we have seen that developing the softskills necessary for employment has had a large impact on young people. Our Get on Track programme is our community based personal, social and emotional development programme for 16-25 year olds who are facing disadvantage. This programme helps young people develop the attitudes highlighted above - confidence, motivation, determination, focus and resilience – which are crucial for young people entering employment. 97% of people attending Get on Track stated they now felt prepared to re-enter education, employment or training.

All our programmes include mock interviews and Dragons Den type pitches to help prepare young people for the types of interviews they will face and we would encourage employers to engage more fully with programmes such as ours to offer viable opportunities and exit routes.

#### **5. What can government do to support young people making the transition between education and employment?**

There is a lack of opportunity for young people who are facing disadvantage and there is a clear need for education to prepare young people more thoroughly for the workplace. The Government should look at programmes such as On Track to Achieve and ensure key softskills and attitudes are included in programmes for a wider population of young people of school age.

The Government should also assist employers to create the conditions for young people to thrive. The **‘What Matters to You’** survey we referenced in section 3 clearly highlights the disconnect between young people and employers. Through the Go the Extra Mile campaign, the Trust are encouraging businesses to sign up to core pledges to help make the transition from education into employment much smoother. These include ‘Providing structured work

experience with clear objectives' and 'Deliver workshops on interview skills and career guidance to young people.'

The Government should work with employers to close this disconnect and ensure that they have the support necessary to create environments where young people can thrive and also ensure young people are more equipped with the necessary skills and attitudes to enter employment.

## Appendix VI Careers England

### About us

Careers England Ltd is the sole trade association for organisations involved in the provision of Careers Education, Information, Advice and Guidance (CEIAG) products and services in England for people of all ages. Our members provide aspects of some, or all, of the four components of CEIAG:

- Careers Education (Career Learning)
- Careers Information
- Careers Advice
- Careers Guidance

The members of Careers England Ltd comprise the majority of prime and sub-contracted deliverers of the National Careers Service. They also deliver careers guidance services for local authorities, schools and colleges across England.

Most of our members are charities and social enterprises. We also have a number of sole traders and other organisations who, although not delivery services, are engaged with the careers sector. Full details of all Careers England members, our activities and our publications can be found at <http://www.careersengland.org.uk/>

We welcome the establishment of the Committee and the opportunity to contribute to the inquiry, and we are very willing to provide further oral evidence. Careers England has long campaigned for joined up thinking and policy development relating to CEIAG at Government level, as you will see from the evidence presented in this submission.

### Executive summary

The system of careers support for young people in England is broken and needs fixing. Young people aren't all receiving the employment preparation, career decision making support and transition management help they need.

The challenges facing young people in making good career decisions and effective transitions are increasing. There may be health issues alongside the ability for individuals to navigate through an increasingly complicated landscape of options post-16.

The Government's announcement of a national careers strategy as parts of its Industrial Strategy is a significant opportunity to fix our broken careers system for young people.

### **1) What are the biggest challenges facing young people who are moving from education to employment?**

The careers support provided to young people still in education can at best be described as 'patchy'; i.e. good in a few areas, OK in some and poor in others. This is a national problem which is resulting in our young people not being prepared for working life, not being

confident or capable of engaging with labour market opportunities and not making the best decisions on which job opportunities match their skills, abilities and aptitudes.

The background to this is that the Education Act 2011 placed on schools a new duty relating to careers guidance and the preparation for working life to pupils and students from year 8 to age 18. We are now in the fourth academic year of this policy and the level and quality of support for our young people is still inconsistent.

In November 2012, Careers England gave evidence to the Education Select Committee. The highlight of our evidence was the findings of a survey of our members where we reported that only one in six schools in England were providing the same level of careers help to their students; by definition five out of six schools were providing less careers help to their students.

Ofsted's original report in 2013 found that only one in five schools were providing learners with the appropriate level of careers guidance.

In 2015, a further survey of careers education and guidance in schools and links with employers undertaken by the Career Development Institute and Careers England found that progress was still very slow. Forty percent of the schools that responded said that careers advice was not provided by a careers adviser qualified to level 6, and 24% of schools used a member of staff - often someone who was not a teacher and not holding any careers qualification. A further smaller survey undertaken on behalf of the Careers and Enterprise Company found similar results.

Additional reports by the Sutton Trust and the National Careers Council provide further evidence that careers provision for young people in schools continues to be patchy in terms of quality and availability.

<http://www.suttontrust.com/researcharchive/advancing-ambitions/>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355473/bis-14-1080-taking-action-achieving-a-culture-change-in-careers-provision.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355473/bis-14-1080-taking-action-achieving-a-culture-change-in-careers-provision.pdf)

**2) Thinking about the transition over the last two years, have you seen a difference in the types of challenges or change in the number of young people facing challenges?**

In terms of education qualifications, the strong focus on achieving maths and English at least grade C or equivalent has resulted in a closing of doors opportunity for many students. Whilst the aim of increasing maths and English is laudable, the style of learning at GCSE is very difficult for many young people and seen by them as irrelevant to their vocational and technical learning. As a result, these young people, who would have been successful with a more functional maths and English curriculum, now feel like failures.

The labour market and options at post-16 are becoming increasingly complicated, as is the competition for those who achieve five GCSEs at grade C or above. This results in many young people not being made aware of all of the options available to them; i.e. apprenticeships and vocational learning. Indeed, the resource difficulties experienced by schools results in even more encouragement to continue in sixth form; especially in schools

which cover the 11-19 age range. This is evidenced by the extremely low number of students aged 16-18 who enter apprenticeships. Apprenticeships are rapidly turning into adult training programmes.

The other issue causing difficulty in the transition from education to employment is that some young people are experiencing greater difficulties with their health and wellbeing; particularly mental health. This is an issue which is now recognised more effectively than previously. Unfortunately, funding cuts by local authorities have reduced support to both NEET young people and those in education.

**3) What do you believe is working well and having a positive impact on young people moving between education and employment?**

The increased activity by The Careers & Enterprise Company to link schools to employers and employees is helpful.

There is now a firm consensus about what good career support to young people looks like. It is the eight Gatsby benchmarks: <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

The Careers & Enterprise Company has focused its resources and energy on two of the benchmarks so far: Encounters with employers and 'experiences of work'. Much more work is needed on the other six benchmarks.

**4) What can the Government do to further support young [people making the transition between education and employment?]**

Careers England welcomes the launch of the Government's proposals for an Industrial Strategy which includes a commitment to developing a lifelong careers strategy, as outlined on p45:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/586626/building-our-industrial-strategy-green-paper.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/586626/building-our-industrial-strategy-green-paper.pdf)

To ensure our young people are best prepared for working life and to make the best career and learning options we believe the strategy will need to:

- Demonstrate it delivers on all eight Gatsby benchmarks
- Builds on the very best practice nationally
- Requires all schools to demonstrate they are providing good quality careers education. This can be done by requiring them to work to a national quality standard for careers education validated by the Quality in Careers Standard (QiCS):<http://www.qualityincareers.org.uk/>
- Ensures young people are aware of all the post-16 learning options and have access to impartial, independent careers guidance delivered by a professional careers adviser qualified to at least Level 6.

## Appendix VII Chartered Institute of Personnel and Development

### About the CIPD

The CIPD is the professional body for HR and people development. The not-for-profit organisation champions better work and working lives and has been setting the benchmark for excellence in people and organisation development for more than 100 years. It has 140,000 members across the world, provides thought leadership through independent research on the world of work, and offers professional training and accreditation for those working in HR and learning and development.

Our membership base is wide, with 60% of our members working in private sector services and manufacturing, 33% working in the public sector and 7% in the not-for-profit sector. In addition, 76% of the FTSE 100 companies have CIPD members at director level.

Public policy at the CIPD draws on our extensive research and thought leadership, practical advice and guidance, along with the experience and expertise of our diverse membership, to inform and shape debate, government policy and legislation for the benefit of employees and employers, to improve best practice in the workplace, to promote high standards of work and to represent the interests of our members at the highest level.

### EXECUTIVE SUMMARY

In making the transition from education to employment, young people face numerous barriers. Chief among them is the lack of high-quality careers information, advice and guidance. Provision is patchy around the country, which seriously inhibits young people from making informed decisions about their future and building their confidence as they prepare to enter the workforce.

There is also a mismatch in expectations between young jobseekers and employers. For example, during the recruitment process, employers often look for ‘oven-ready’ recruits while young applicants often don’t know what is expected and required of them during the process. Employers struggle to assess those with little work experience, and young jobseekers don’t know how to market themselves effectively.

In response to these and other challenges outlined below, the CIPD sets out a number of recommendations to employers and the Government to improve the transition from the classroom to the workplace, and highlights the work that the CIPD is doing with its membership to support young people into work also.

#### **Key recommendations to employers:**

- More youth friendly and targeted recruitment practices
- Strong line managers that know how to harness the talents of young people
- Engaging work with clarity on development opportunities
- Managers investing time in performance management.

**Key recommendations to the Government:**

- Improved careers information, advice and guidance for young people
- Establishing meaningful links between employers and education providers
- Establishing an employability framework to understand the core skills and competencies employers are looking for
- Ensuring that its apprenticeship system works for young people, providing them with a quality route into the workplace that is a genuine alternative to university.

**What the CIPD is doing to support young people:**

- Steps Ahead Mentoring—a free mentoring programme that matches HR professionals with local young jobseekers to support them on CV writing, job applications, job hunting and interview preparation.
- Enterprise Adviser Network—the CIPD is working with the Careers and Enterprise Company to help school leaders develop their careers and education strategy.

**OUR RESPONSE**

Our research over the last five years has identified a number of challenges that young people face when transitioning from education into employment:

1. Mismatch between employers' expectations of young people during the recruitment process and young people's understanding of what is expected of them, particularly when it comes to presentation and preparation.
2. Employers find it difficult to assess young people with limited work experience and young people find it difficult to 'market' themselves to employers.
3. Young people value more open recruitment channels, such as social media, above more traditional means of recruitment such as corporate websites and online job boards.
4. Most employers don't specifically target young people with their recruitment practices, although some have started to change the ways in which they recruit young people to get the best out of young candidates.
5. Job search and the recruitment process are a frustrating and demotivating experience for most young people. Many young people lack the knowledge about job opportunities, how to apply for jobs, how to write a good CV and a good application.
6. Too many young people have a scattergun approach to applying for jobs rather than researching where they want to work. This results in a high volume of applications that need to be processed by the employer and can be demotivating for young people when they are unsuccessful.

7. Confidence is an issue for many young people and many find interview situations particularly stressful as they have no prior experience of the workplace and they often don't know how to talk about their skills or how to 'market' themselves to a potential employer.
8. Recruitment processes are lengthy and not very transparent, often involving up to five stages; young people lack an insight of the process and what is expected from them during the different stages.
9. Employer feedback is crucial for young people, yet this is something employers struggle to provide, especially during the first stage of the process due to the volume of applications.
10. The limited number of access routes into work available for young people is still a concern. This is particularly the case in highly skilled sectors, such as professional services. However, evidence from our conversations with employers indicates that more of them are developing, or planning to develop, more diverse access routes such as school-leavers' programmes and apprenticeships.
11. There is a lack of support for young people during the transition from education to work, which is characterised by poor careers advice and guidance at school.

The CIPD has taken a number of actions to support young people make the transition from education to employment.

1. In 2012 we launched the Learning to Work programme, a collection of research and guides to help employers understand the business case for investing in the future workforce. The resources in the programme support every step of the journey for employers, from building the business case for investment to engaging with schools, and from recruiting young people to measuring the return of the investment.
2. The CIPD runs Steps Ahead Mentoring, a free voluntary programme that matches 18-24 year olds with local HR professionals to receive mentoring. Over the course of a six-week programme, mentees receive support on CV writing, job applications, job hunting and interview preparation. To date, we have signed up 2,801 Steps Ahead mentors. Over the last six months, 428 young people have signed up, and out of these, 74 have completed the six-week mentoring programme. At least 30 of the participating young people have found employment at the end of the six-week mentoring programme. Others have continued on to further education, internships, volunteering and work experience.
3. As of September 2016 the CIPD has also been working with the Careers and Enterprise Company to help recruit volunteers from its membership to be part of the Enterprise Adviser Network. These are volunteers that are matched with schools to help school leaders to develop their careers education strategy. More than 230 CIPD

members are part of the Enterprise Adviser Network and we hope to extend this to 550 by the end of July this year.

*The role of employers*

1. Our Learning to Work programme highlights a number of action areas for employers to ease the transition from education to employment for young people:

1. **More youth friendly and targeted recruitment practices** – our 2013 research found, for example, that young people value more open recruitment channels, such as social media, rather than corporate websites and online job boards. Adapting recruitment placing, for example, would ensure that young people can be reached more easily
2. **Strong line management** – particularly for those young people with very limited experience of work. Line managers need to be trained to ensure they know how to deal with young people, so that young people know what is expected of them at work from the outset, but also that they feel supported in their work. One good way to do this is with a well-planned induction, possibly a bespoke one for young people other than the one provided for other new starters
3. **Engaging work with clarity on development opportunities** – young people, particularly in this technological age, get bored very quickly. Therefore, to maintain their interest and commitment, their work should be as engaging as possible. It should be made clear to young people the development and training opportunities available to them at the organisation and, importantly, what it is they have to do in order to make the next ‘step up’ in their career
4. **Time spent on performance management** – this is particularly necessary for young people entering their very first job. They will not get everything right straight away and will make mistakes along the way. They should be made to feel that making mistakes is acceptable, particularly as this is often the best way for people to learn. However, time has to be spent by managers with the young people discussing their performance and how to make improvements

*On careers information, advice and guidance*

1. The Government should **prioritise the quality of careers information, advice and guidance to young people**. We are still awaiting the Government’s new careers strategy. Our 2015 Learning to Work survey found that 57% of employers are currently working with schools and colleges in some way, which is encouraging, although there is still more that can be done. In supporting improved links between employers and education providers, the CIPD welcomed the formation of the Careers and Enterprise Company and initiatives stemming from that, such as Inspiring the Future and the Enterprise Adviser network. We were pleased to play a part in both of these schemes, with a number of our members having volunteered as part of the programmes.

1. The CIPD believes that **support for young people at a local level** is important in helping them find employment. The Government must recognise the importance of access to local labour market information, so that young people have a better understanding of the jobs available in their immediate areas, alleviating skills mismatches. Particular support needs to be provided to SMEs that are rightly seen as the 'engine room' of our economy and yet struggle with young engagement. CIPD believes that Local Enterprise Partnerships (LEPs) and Business Growth Hubs can help provide local 'ecosystems' of support for SMEs with improving youth engagement, including local labour market intelligence, and can help facilitate connections between employers, education providers, Jobcentre Plus branches and young people.

*On employability*

2. The CIPD recommends that the Government undertake a review of what is meant by employability in the modern workplace. This would involve input from employers to gauge what the core soft skills and competencies are that they look for when recruiting someone, particularly when recruiting someone into their first job. Once an understanding has been reached and an employability 'framework' been established, future initiatives and educational curriculums can be developed to help ensure that our young people are not at a disadvantage in the labour market and are equipped with the fundamental skills needed to enter the workforce and succeed.

*On apprenticeships*

3. The CIPD welcomes the Government's commitment to improve the quality of apprenticeships so that they become and are viewed as a genuine alternative to university, which can equip young people with the necessary skills and training to open up opportunities for them for the future. While the CIPD urges against simply chasing the arbitrary target of 3 million apprenticeship starts by 2020, we do welcome this focus on apprenticeships – particularly of high quality apprenticeships – as a viable alternative route into the workplace.
4. However, recent CIPD research into current apprenticeships policy in the UK reveals that radical reforms are needed if we are genuinely to see a shift in public attitudes towards apprenticeships. As it stands, six in every ten apprenticeships started in the UK are at Level 2, equivalent to five GCSE passes. In addition, the proportion of apprenticeships going to young people under 25 has fallen significantly, from 99.8% of all apprenticeships to 57% over the past decade, while only one fifth of apprenticeship starts at Level 3 and higher were reserved for 16-24 year olds in 2014-15. The report also shows that, while the number of under-25s beginning an apprenticeship has increased by 24% since 2010, the number of over-25s starting an apprenticeship increased by 336%. The number of over-60s starting an apprenticeship grew 753%, from just 400 in 2009-10, to 3,410 in 2014-15.
5. Analysis of these figures, therefore, indicates that the current apprenticeships system is not fit for purpose in helping young people enter the workforce. An

increasing proportion of apprenticeships are going to over-25s, and are not of sufficient quality to provide a genuine alternative to university; instead, they are typically being used to meet the training needs of low-paid, and typically older, workers, rather than providing a structured route into skilled work for those entering the labour market for the first time. This will do nothing to change perceptions and drive demand of apprenticeships. As a result, the CIPD is calling on the apprenticeships minister to work with employers and training providers to develop a step change in the number of advanced and higher level apprenticeships for young people, as well as differentiating the content of apprenticeships for typically older, existing employees from those for young people.

6. In addition, the introduction of the Apprenticeship Levy, in its current form, will further undermine quality. Our research into the levy found it will raise numbers of apprenticeships, although it also risks a number of damaging, unintended consequences such as causing organisations to simply ‘re-badge’ existing training in order to use funding, while also taking money away from other valuable areas of workforce training. As it stands, therefore, the levy is a blunt instrument providing organisations with a ‘one size fits all’ approach to training that won’t necessarily suit their skills needs, and it also offers no incentive to raise the quality of the training they provide.

The CIPD has therefore called on the Government to:

1. Shift from a market-led system focused on the narrow needs of individual employers towards a more co-ordinated approach that meets the broader needs of learners and the economy.
2. The creation of a strong institutional framework to support collective commitment by employers and training providers to raise the quality of skills and apprenticeships. A first step towards this might be to rationalise and invest in the Government’s Trailblazer initiative. This might involve creating a Trailblazer for each broad occupation or sector tasked with developing a much smaller range of broader qualifications that seek to enable progression and mobility in the economy, rather than the current focus on access to a particular job role.
3. Enhanced partnerships at a local level between training providers and employers to help improve the quality of apprenticeship provision, including among low-skilled, female-dominated industries such as care and food services.
4. Reframe the Apprenticeship Levy as a wider Training Levy to increase flexibility and ensure the system is genuinely employer-owned and demand-led
5. Weight levy funding to favour Level 3 and above apprenticeships, in order to encourage employers to increase their investment in advanced and higher

level apprenticeships relative to those at intermediate level

6. Allocate a proportion of apprenticeship levy funding to Local Enterprise Partnerships/Business Growth Hubs to enable them to encourage and support smaller non-levy paying employers to use levy funding to invest in apprenticeships.
7. Encourage Local Enterprise Partnerships and Business Growth Hubs to support and develop the creation of more advanced and higher level apprenticeships

## Appendix VIII The Brokerage Citylink

### 1. Executive summary

- There is a lack of up-to-date careers training for teachers and a lack of links to the working world relating to curriculum subjects.
- Careers advice appears to favour traditional academic routes.
- The vast majority of teachers have gone straight from university into teacher training then teaching, and cannot be expected to have detailed knowledge of the wide range of careers and career paths available to young people.
- There is a postcode lottery of provision for careers information and employability skills. Some schools in inner London boroughs are almost saturated with opportunities, whilst those in outer London boroughs sometimes receive very little.
- Surveys of businesses have identified a skills deficit for many students moving from education to the world of work.
- The Brokerage sees a lack of social and cultural capital as a major barrier to gaining employment for many of the young people with whom we engage.
- There has been a dramatic decline in the number of young people with paid work experience. Lack of work experience is a major barrier to gaining employment.
- The pace of technological progress means the labour market of tomorrow is less predictable and more complex than ever.
- There is a large body of students who are not currently served by work-related interventions.
- The curriculum needs to be linked more closely to emerging business needs, particularly in tech/digital.

### 2. About The Brokerage Citylink (The Brokerage)

The Brokerage is a registered charity no. 3087362. We work with young people who have attended or are attending state schools and colleges in Greater London, to raise aspirations, create access and provide opportunities within financial, professional and related services. Our vision is a world where a young person's ability and aspiration alone determine their career path. We do this by helping young Londoners achieve their career potential through providing experience of work, employability skills and jobs.

The Brokerage is submitting evidence to the above enquiry because we engage with hundreds of young people who are moving from education into employment each year, and because we believe the challenges they face are changing owing to a number of changes in society, including but not restricted to the impact of Brexit, the apprenticeship levy and

related focus on apprenticeships, the increasing cost of living in London in terms of transport and housing, and the global impact of changes in government and policy at home and abroad.

### **3. What are the biggest challenges facing young people who are moving from education into employment?**

This information relates to the Greater London region. The Brokerage works with over 200 state schools and colleges in London.

#### **3.1**

A frequent refrain from conversations with school staff is the lack of consistent careers guidance available to students. Careers guidance seems to be a postcode lottery based on the funding decisions of individual schools. There is a lack of up-to-date careers training for teachers and a lack of links to the working world relating to curriculum subjects. Where schools have made careers education a priority and ensured that teachers are well informed, students are better informed as a result. The vast majority of teachers have gone straight from university into teacher training then teaching, and cannot be expected to have detailed knowledge of the wide range of careers and career paths available to young people. In addition, school league tables focus on academic attainment, so a focus on going to university is unsurprising.

#### **3.2**

Careers advice appears to favour traditional academic routes. Young people are almost twice as likely to receive information about going to university, than about taking apprenticeships – 86% as opposed to 48%.

#### **3.3**

Parents, teachers and students are currently largely unaware or ill-informed about the growth in apprenticeships, including degree apprenticeships. The Brokerage recently advertised a degree apprenticeship at Exeter University on behalf of a financial services company in the City. Despite the opportunity leading to a full degree qualification with no fees whilst earning money (c. £18,000 per annum) throughout the study period, we only received 12 applications and little interest. The benefits of opportunities such as this are not well known and so there is poor uptake.

#### **3.4**

The UK continues to offer poor career routes to the 40 per cent gaining non-graduate qualifications (particularly in finance).

#### **3.5**

There is a great pressure for young people to be skilled, especially as there are fewer unskilled jobs available. Employers are proactively identifying and closing skills gaps. For example, 71% of employers are tailoring their recruitment processes to find candidates with commercial awareness and 51% are tailoring their recruitment to find candidates with

negotiating or influencing skills. Surveys of businesses have identified a skills deficit for many students moving from education to the world of work. Skills such as self-management and attitude to work have been highlighted, as have communication skills. The Brokerage incorporates skills training into many of our programmes targeting years 12 and 13, and has recently introduced an impact measurement framework based on the Theory of Change in order to evaluate the impact of its programmes.

### **3.6**

Young people face stiff competition in the jobs market. The combined market for graduate and apprentice vacancies has shrunk by an estimated 3% this year. Graduate vacancies are down by 8%, but a 13% increase in apprenticeships makes up some of the shortfall. The average number of applications per graduate vacancy has also risen to 68, up from 65 last year.

### **3.7**

The Brokerage sees a lack of social and cultural capital as a major barrier to gaining employment for many of the young people with whom we engage. Knowing how to dress, act and talk in a professional setting, the lack of social networks, narrow frames of reference and little participation in extra-curricular activities – these all act as barriers, however bright the student and however good their predicted A level grades might be.

## **4. Types of challenge or change in the numbers of young people facing challenges**

This information relates to the Greater London region.

### **4.1**

Londoners, who outperform the rest of the country when it comes to school attainment, have some of the best job opportunities on their doorstep. Yet, for many young Londoners, these advantages do not translate into successful employment. Youth unemployment in London is considerably higher than the national average.

### **4.2**

Given the rise of new entry routes, including apprenticeships and degree apprenticeships, it is not just students from disadvantaged backgrounds who are struggling to work out the right career path for themselves.

### **4.3**

There has been a dramatic decline in the number of young people with paid work experience. Anecdotally, we hear that students are sometimes discouraged from taking paid work whilst studying for A levels, as teachers (and sometimes parents) want them to focus on getting good grades. Lack of work experience is a major barrier to gaining employment. In 1997, 42% of 16-17 year old students were also working. This figure was only 18% by 2014.

### **4.4**

Whilst most young people have had some experience of work (unpaid), work experience through schools is becoming rare, having been made non-compulsory – only 51% of 16-18 year olds say their school offers work experience, compared to 64% of those now aged 19-21.

#### **4.5**

The pace of technological progress means the labour market of tomorrow is less predictable and more complex than ever. The Greater London Authority has identified a number of anticipated areas of growth and skills needs in the technology, digital and digital-creative sectors. London requires a pipeline of highly-skilled talent to maintain its position as a global centre of excellence for the digital industry. Overall, the research demonstrates that the most commonly cited needs for IT specialists in the Greater London area are for developers, analysts, IT consultants and IT project managers, as has been the case for the last five years. At the same time, a number of more specialist roles have been increasing in demand, notably in areas such as full stack software solutions, data analytics/big data, cloud specialists and cyber security roles. In the case of creative media specialists, the most common hard-to-fill vacancies are in film and TV production.

#### **4.6**

Whilst the above challenges still exist, the range and breadth of support available to young Londoners and London schools continues to grow. There are an increasing number of not-for-profit organisations and corporates providing experience of work and employability skills programmes, including the recent addition of The Careers and Enterprise Company funded programmes.

#### **4.7**

With so many programmes catering to the needs of the most able students in London's deprived neighbourhoods, as well as many organisations helping with those who are in danger of becoming not in employment, education or training (NEET), there is a large body of students who are not currently served by work-related interventions. This, despite the clear feedback from teachers The Brokerage works with that these students are in need of help with career choices and job-related skills.

#### **4.8**

Where this support is targeted determines who receives it, with some schools in inner London boroughs almost saturated with opportunity whilst those in outer London boroughs sometimes receive very little. In the last 12 months, The Brokerage has actively sought funding to deliver programmes and services to schools in some of the most disadvantaged outer London boroughs, including Barking and Dagenham, Lewisham, Enfield and Waltham Forest. Our own research has highlighted the need for programmes in these boroughs. 44% of 19 year olds in Lewisham, for example, have no qualifications, the third highest of any London borough. After speaking with teachers and careers advisors from sixth forms at state schools and colleges in the London boroughs of Waltham Forest and Barking and

Dagenham, it has become clear that there is a real need to reach middle level students who are missing out on career and employability skills opportunities in City-type firms.

*"I believe developing the range of career choices and knowledge base for students to work in many different fields would be ideal progression for 6<sup>th</sup> form students. I would like to see telephone and mock interview practice a lot more. Waltham Forest is one of the highly deprived areas of the UK, where lots of families have never had students attend university or have professional occupations."*

Stephen McClurg, Heathcote School London E4.

## **5. What is working well and having a positive impact on young people moving between education and employment in London.**

All programmes described below are for students who attend or attended a state school or college in London. Further details about the impact of our work can be found [here](#) and [here](#)

### **5.1**

The Brokerage runs a programme funded by the City of London Corporation called *City Careers Open House*. It aims to increase awareness of careers in the City of London, the employability skills needed in the workplace and enables secondary school students to make informed decisions about their future careers. 92% of teachers say their students have higher academic/career aspirations after the programme. Students moved from 45% feeling confident presenting in a business setting to 73% after the intervention (based on 2,002 student responses between 2013 and 15).

### **5.2**

A similar programme, *Working in the City*, funded by The Worshipful Company of International Bankers, has been engaging with students from year 10 to 13 for over 16 years. Students focus on developing their self-awareness, strengthening their employability skills and preparing for future recruitment processes. At the start of the programme 38% of students were confident being interviewed, which rose to 74% by the end of the programme (based on 1,513 students who attended 72 of these workshops in 2016).

### **5.3**

The Brokerage has been running the City of London Business Traineeship (CBT) programme since 2000. Since 2002, we have placed over 1,250 students in a paid internship lasting 6-13 weeks. From a survey we undertook in 2015, we know that 78% were in work (with 5% still studying). Around 50% were working in the business sector, with many stating the CBT programme was their stepping stone to a successful career in the City or business sector:

*"There's no doubt that the City Business Traineeship programme had everything to do with where I am today. The experience influenced my decision to work in the City and gave me the confidence and skills to work in this sector."*

Hibba Khalid, Project Analyst, State Street – trainee in 2011.

## 5.4

The Brokerage runs a number of mentoring programmes for year 12 and 13 students, as well as undergraduates. Of 33 participants on a State Street-funded mentoring programme for undergraduates in 2012, 27 now work in their desired field at companies including State Street, Goldman Sachs, HSBC and Rolls Royce.

## 6. What can government do to further support young people making the transition between education and employment?

### 6.1

The education system responds to incentives. Provide schools with incentives to facilitate education/work transitions. Incentivise businesses to help with these issues also.

### 6.2

The curriculum needs to be linked more closely to emerging business needs, particularly in tech/digital. Young people still at school need an early introduction to the digital landscape and how businesses use tech— showing the interconnectivity between different roles and progression opportunities. The current cohort of teachers is unlikely to have the skills and experience to provide this introduction, which is why a closer synergy between education and business is required, and space allowed within the academic year to address career paths and opportunities.

## Appendix IX Rathbone Training

Overview Rathbone Training is a UK-wide youth charity focused on helping young people to realise their potential and achieve their goals – whether that is a job, a place at college, a traineeship, an apprenticeship, work placement or employment. We believe that given the right opportunities and support, all young people can learn, progress and achieve success in their chosen careers and become young adults who play a positive part in our society.

Key facts:

- The focus of our work is with young people facing personal challenges in terms of their learning and social support needs
- 33% of our learners are eligible for Free School Meals (FSM) and many are from a Looked After Children (LAC) background
- We reach over 8,500 young people annually across Scotland, Wales and England
- Our work ranges from specialist provision for young people aged 14+ who are partially or fully excluded from school, to Higher Level Apprenticeships
- Rathbone successfully retained its MATRIX standard following a recent assessment of our advice and support services for young people. Feedback was very positive from the assessor who commented on how Rathbone has changed people's lives through our work
- We hold the Bronze Fair Train National Quality Standard for Work Experience
- Rathbone achieved an Ofsted Grade 2 (Good)
- Rathbone Training is part of NCG, a major national provider working to develop the skills and education that the economy needs for future growth.

### **What are the biggest challenges facing young people who are moving from education into employment?**

Mental health, anxiety and confidence are significant issues for the young people we work with. Young people face significant challenges as they transition from education to employment and childhood to adulthood – during these years they can be emotionally vulnerable; they have to negotiate (or re-negotiate) their relationships with friends, parents, teachers, partners, employers and co-workers; they may experience problems with identity and popularity; face pressures around fitting in and concerns about qualifications and employment. This is further exacerbated by factors such as an unstable economy, social media and the 24/7 culture. Developing critical thinking skills, resilience and good mental health are essential for young people navigating these challenges.

There is mounting evidence that young people face an increasingly challenging backdrop to their transitioning years. We recognise that work is a positive mental health outcome, work is good for people's health, wellbeing and recovery. However, young people continue to experience difficulties in acquiring fair work. This is not simply a product of the current

economic instability; youth unemployment has been increasing in the UK since 2004, suggesting an underlying structural problem.

Rathbone hold monthly themed Youth Forums across all of our centres; these allow young people to feedback and to input in to the design and delivery of our services. We conducted a Youth Forum focused on this APPG inquiry - exploring young people's perception of the challenges they face and the support they need as they transition from education into work.

Learners considered their experiences of school, training and employment before they joined Rathbone / Intraining. The overwhelming majority of learners felt that school had not helped them to prepare for the world of work – they cited limited work experience and insufficient focus on developing a CV or interview skills. Nor did they receive support to help them understand the local labor market and how to apply for jobs. Participants reported that the Jobcentre did not offer a wide enough range of services to help them build the knowledge and skills they needed to prepare for work.

We asked participants about the challenges they faced as they moved from education into employment:

- Lack of qualifications and work experience
- Limited knowledge of the job market or the application process
- Concern about the impact that a lack of qualifications, poor attendance/exclusions from school or criminal record might have on access to education and employment
- A wide range of personal and social problems – particularly low-confidence, anxiety and fear of meeting new people. Young people also reported issues with an unstable home life with housing, financial and family problems
- Regular rejection from both employers and colleges exacerbates issues of low-confidence and anxiety and leads to a lack of motivation and negative attitudes
- Peer pressure from friends who are not currently in education or employment
- Difficulty in accessing cheap and reliable transport – particularly in rural areas of Scotland and Wales
- Lack of money to pay for clothes and transport to job interviews
- The low wages on offer meant that for some they were financially better off being unemployed and accessing housing benefits
- Belief that employers do not value young people

In previous Youth Forums we have also explored the topics of health and resilience. Our young people told us that the three most important health issues affecting young people are mental health, stress and anger management and alcohol, drugs and smoking. Participants suggested that mental health sessions are delivered as part of enrichment and recommended that confidence building and teambuilding sessions should be used to help young people improve their self-esteem and be able to respond to peer pressure.

We hold an annual National Youth Conference (NYC), generating input from 80 learner representatives at a residential conference. This is an important forum for young people to identify and debate their priorities and to articulate the challenges they face. It is also an essential component of our business planning process, allowing us to continuously improve our services. Our NYC highlights the breadth of concerns that young people have and it is evident that these link to mental health issues. In last year's conference they identified:

- Young people need support to speak to their family about issues they are facing
- Young people want more opportunities to develop employability skills in a variety of settings
- Young people need to understand the impact drugs and alcohol has on their positive progression in life and employment
- Young people need access to support around homelessness and housing issues

**CIAG:** The current provision of CIAG does not serve young people well, failing to provide them with the impartial and independent advice they need to make informed decisions. It needs to integrate the full range of options available to young people: national and local and academic and vocational. And it needs to be adequately funded.

There have been a number of recent reports highlighting the inadequacy of CIAG. For example, the APPG on Social Mobility recently published a report<sup>1</sup> which includes the finding that in terms of access to work experience - 52% of students at independent schools do work experience, compared to just 18 % in state schools. The Education and Employers charity research<sup>2</sup> suggests that contact with employers between the ages of 11 and 18 gives young people a career boost later in life, but those who need it most get it least.

**16-18 Apprenticeships:** Apprenticeships can provide a strong and supportive route for young people moving from education to employment. However, we believe there are barriers that may prevent young people from opting for this route, for example:

- The current Apprentice rate of £3.40 per hour (£3.50 from April) is very low and may prove to be a barrier to entry for those individuals from more deprived backgrounds
- We have anecdotal evidence that some parents are preventing their children from taking up Apprenticeships as it impacts on child benefit

**Thinking about that transition, over the last two years have you seen a difference in the types of challenges or change in the number of young people facing challenges?**

**Growing demand for mental health support:** Across the services we provide for young people, we are seeing a significantly increased need for mental health support. The rising demand is also reflected in national statistics – as reported in the Independent, “rates of depression and anxiety among teenagers have increased by 70 per cent in the past 25 years... In a 2016 survey for Parent Zone, 93 per cent of teachers reported seeing increased rates of mental illness among children and teenagers and 90 per cent thought the issues were getting more severe”

*The Class Ceiling: increasing access to the leading professions, APPG Social Mobility / Sutton Trust, 2017*

*Contemporary Transitions: young Britons reflect on life after secondary school and college, Education & Employers Research, 2017*

*Teenage mental health crisis: rates of depression have soared in past 25 years, Geraldine Bedell, Independent, 27 February 2016*

Rathbone believe that, in part, the increased demand is a consequence of austerity measures and the cuts to youth services; we are currently experiencing the impact of cuts made to those preventive youth services over recent years. In a recent report, A Future at Risk: cuts in youth services it is noted, “More and more young people are falling through the gaps left by a lack of services. The choices that this government is making are damaging young people’s life chances, worsening their mental health, and increasing the possibility of them getting into trouble, as they are open to abuse and potentially at risk of becoming involved in serious youth violence.

We believe that Raising the Participation Age (RPA), combined with poor IAG, means that there are many young people who have progressed into inappropriate education or training options – leading to increasing drop-out rates and young people falling into the NEET category.

**What do you believe is working well and having a positive impact on young people moving between education and employment regionally or nationally?**

Given the importance of good mental health and resilience – and the impact of cuts to services – Rathbone has implemented number of initiatives to support young people as they transition from education into work.

The young people we work with tell us that their experience of accessing support has often made them feel ‘processed’. They tell us that they want a community-based approach that allows for a less ‘medicalised’ and more informal route to support. For example, our learners report that they value the pastoral support we offer as it provides the opportunity for informal, non-judgemental, supportive discussions and signposting to further relevant support. This feedback has informed what we do and this is reflected in the samples of the initiatives outlined below:

**Rathbone Counselling and Psychotherapy Service**

Our sister organisation, Intraining, is a national provider of training and employment related services. It develops and trains Apprenticeships and has helped tens of thousands of people back into sustainable employment. Intraining is the only not-for-profit contractor for the Work Programme in Birmingham, Solihull and the Black Country and a sub-contractor in East Midlands and the East of England.

Intraining recognised that individuals with good mental health are more likely to engage in activity to find work; and yet rates of mental health conditions are much higher for those that are on JSA and ESA benefits - 47% compared to 14% for those in full time employment.

In response, Intraining introduced its own counselling and psychotherapy support service to meet the needs of clients – bringing employability and mental health services together. The therapy models they deliver include:

- Cognitive behavioural therapy (CBT)
- Person-centred Therapy
- Psychodynamic Therapy
- Bilateral Analysis and Stimulation Treatment (BLAST)
- Emotional Freedom Technique (EFT) · Solution Focussed Therapy (SFT)
- Eye Movement Desensitization and Reprocessing (EMDR)
- Transactional Analysis (TA)

The Counselling and Psychotherapy service has had a significant impact on clients, for example after 12 weeks, 85% said that they were always thinking about getting a job; anxiety levels were reduced in 100% of participants; and 37% of clients attending six sessions or more are now in employment.

Rathbone is currently exploring how this service can be adapted to meet the needs of the young people we work with. We are rolling out the ‘Empowerment Programme’ which provides participants with a knowledge of the fundamentals of emotional intelligence and builds resilience in a programme which is delivered half-day a week over a 10 week period covering:

- Introduction to emotional intelligence
- Wellbeing and self-care
- Recognising and developing your signature strengths
- Distress tolerance
- Emotion regulation
- Mindfulness
- Developing resilience
- Conditions of work
- Interpersonal effectiveness
- Goal setting and transferrable skills for employment

#### Rathbone Resilience Curriculum

The resilience curriculum is designed to help all of our learners to bounce back from negative experiences in their lives as we support them to progress into the world of work. Through this programme learners will:

- identify and explore barriers they face around issues such as health and wellbeing, self-esteem, self-control and self-awareness
- get the support and guidance they require
- develop the skills and strategies to overcome these barriers
- be signposted to relevant support organisations who can help them with the specific issues they are experiencing
- explore the language around soft skills and examples to refer to in job applications

### Project 8

Project 8 is an outreach programme aimed at engaging 16-18 year olds furthest away from employment and improving outcomes in English, resilience and employability. It has been piloted in partnership with Manchester Young Lives (MYL). MYL is a registered charity that has been working with children and young people in some of the most disadvantaged areas of Manchester for over 40 years.

The young people who participated faced many challenges including social anxiety, lack of confidence, mental health issues, criminal conviction and a range of issues related to looked after-children (LAC): low self-esteem, agoraphobia, drug dependency and housing issues.

At the end of the pilot 89% of participants achieved employability qualifications. 78% have progressed onto positive destinations:

- 22% Study Programme
- 33% FE/HE
- 22% traineeship/Apprenticeship

### Case study: X-CEED (Extra Coaching to Engage and Expand Development)

**Overview:** The aim of this project is to provide one-to-one support to young people, improving their life chances by providing intensive support to overcome the barriers they face to moving on and into education or employment. Demand for Mental Health Support:

Our project staff report that they are increasingly called upon to provide support that would previously have been provided by other agencies at a much earlier stage. Increasingly we find that local services have been withdrawn or reduced and staff report they are spending significant time intensively supporting participants who are at risk of dropping out as they cannot access the mental health support when they require it.

In particular, young people are experiencing problems with severe anxiety and depression. We have also found that learning difficulties is a problem, schools do not have the capacity to provide the support these young people require and this can lead to isolation and mental health issues.

Engagement is a key element of X-CEED: Through the project we work with young people aged 14-25 that have been through the care and youth justice systems and those who are

vulnerable and hard-to-reach. In particular, we support engagement through our multiple referral routes and through working with young people to design the service to ensure it is sensitive, relevant to their needs and aligned to their preferences for accessing information and support.

**Personalised Support:** we recognise that the young people face multiple barriers and we provide community-based, wrap-around support, working with individual young people to develop a plan that identifies root problems they face and sets out steps for addressing these. By focusing on strengthening resilience we develop young people's confidence in making decisions, overcoming setbacks and asking for help, providing them with the tools and that will help them tackle these issues throughout their lives.

**Importance of Partnership:** we work in partnership with young people, parents, guardians and carers, Scottish Government, Skills Development Scotland, Local Authorities, Community Planning Partnerships, VCS organisations, community Groups, NHS, national and local employers, voluntary sector and other strategy partners to identify and meet the particular challenges that exist. This is a key ingredient to addressing the multiple barriers young people face and providing the personalised approach they require.

### **What can Government do to further support young people making the transition between education and employment?**

At our latest Youth Forum we asked learners what support they needed to help them make the transition from education into employment. Participants identified the following:

- Help in gaining the skills and qualifications needed to access employment opportunities
- Support in finding and applying for work experience / jobs / apprenticeship / further education. Specifically, support with CVs, online applications and preparing for different types of interview
- Work experience to be underpinned with continued on-the-job support
- Information, Advice and Guidance (IAG)
- Support with identifying and developing relevant transferable skills
- Specific workplace training, for example health and safety
- Pastoral support and activities to help learners enhance their confidence
- Learners also called on the Government to focus on employability skills rather than academic skills and to provide financial support / loans to allow young people to purchase interview clothes

Rathbone welcome the Prime Minister's announcement on the 'Shared Society' outlining a package of measures of support young people, including a forthcoming Green Paper on Children and Young People's mental health to transform services in education and for families.

**Integration:** Rathbone strongly believe that there is a need to prioritise services for young people, particularly those from deprived backgrounds and chaotic lifestyles. We support greater integration of health and well-being services, skills and employability and Apprenticeships.

Mental health support services for young people must fully recognise that we cannot tackle mental health in isolation. We need a holistic approach that acknowledges that many young people experience a range of interconnected issues, for example family and relationship problems, debt, homelessness, substance abuse and unemployment. School, college and community based approaches can support young people to identify their particular issues and develop a personalised plan to help them address their specific needs.

**16-18 Apprenticeships:** Apprenticeships have the opportunity to create a strong and supportive route for young people moving from education in employment. However, we believe more needs to be done to make Apprenticeships a viable option for young people as the transition from education into employment:

- The current Apprentice rate of £3.40 per hour (£3.50 from April) is very low and may prove to be a barrier to entry for those individuals from more deprived backgrounds. We believe that there should be scope to allocate funding to top up the wages of young apprentices and/or provide support with transport costs. In Greater Manchester, Rathbone is involved in a trial in which Apprentices will have free Greater Manchester bus travel
- We believe that the Government should consider the impact of child benefit. We have anecdotal evidence that some parents are preventing their children from taking up Apprenticeships as they will no longer receive child benefit 8
- Rathbone believe that more Apprenticeship Levy funding should be made available for both pre-Apprenticeship training and to ensure that those from hard-to-reach cohorts or who have low skills are engaged and have equal access to Apprenticeship opportunities
- There have been concerns about the Level 2 Apprenticeships. For example, IPPR recently published 'Earning & Learning – Making the Apprenticeship System Work for 16-18 year olds'5 . It calls for the government to phase out level two apprenticeships for 16-18 year olds and replace them with a distinct pre-apprenticeship programme. Rathbone continue to support Level 2 Apprenticeship opportunities for 16-18 years-olds. Our data shows that 77% of the 16-18 year olds learners we work with start on a Level 2 Programme; this provides them with the skills and the experience they need to become an effective member of their team. It offers a route into employment for those young people who do not flourish in a classroom environment.
- Rathbone strongly believe that young people should have a voice in shaping Apprenticeship programmes. Through our Youth Forum Rathbone ensures that young people's views are represented and shape our provision. We believe that this leads to stronger programmes, meeting the expectations and needs of young people and employers and providing a more rewarding experience for all participants.

## Appendix X City Year UK

### 1. Introduction and Executive Summary

1.1. City Year UK welcomes the APPG for Youth Employment's inquiry into transition from education to employment. Current provisions provided for young people to transition from education to employment are insufficient to enable their full access to, and participation in, the labour market.

1.2. Although unemployment levels in the UK are falling, youth unemployment remains too high. The ratio between youth and adult unemployment rates recently peaked and remains far too large. The most recent unemployment rate for 16-24 year olds was 12.6%, compared to the national figure of 4.9%. Research also suggests that despite youth employment rates rising, this may not translate into quality employment. Although youth unemployment is dropping, this is partly explained by more young people engaging in further education or part-time work. Furthermore, our youth unemployment figures are still relatively poor compared to other European countries e.g. Germany, Denmark and Austria.

1.3. Our response cites: lack of quality and impartial careers advice; over-emphasis on formal qualifications at the expense of practical skills; the perception of low skill level and poor attitudes of young people as some of the biggest challenges to moving from education to employment. Multiple offers of meaningful work experience are a way that much of this can be improved.

1.4. The challenges facing young people looking to transition into employment have remained largely static over the past two years. Despite policy progress made since 2010, we call for caution in assuming that improved youth employment figures are a result of advancements in transition pathways and state that young people are still very vulnerable to economic fluctuations.

1.5. To improve the transition between education and employment, City Year UK calls on the Government to:

- Expand and better target the JobCentre Plus advisors in schools
- Levy financial support from business and employers to support the entire careers advice, information and guidance (CIAG) system
- Release a cross-departmental careers strategy
- Help expand a full-time social action offer as a genuine alternative transition pathway for young people, by giving full-time volunteers a legal status

### 1. What are the biggest challenges facing young people who are moving from education into employment?

#### National

- Lack of quality and impartial careers advice

2.1. There is broad consensus that quality and impartial CIAG is lacking in many schools and colleges. In 2011, the coalition government placed a legal duty on schools and colleges to provide career guidance. But this was accompanied by weak statutory guidance and little help or support. This has hasn't stimulated desired improvements in quality and quantity of the career guidance available to young people in England.

2.2. Teachers can lack impartiality, sometimes encouraging students to remain at their school sixth form, but it must be remembered that teachers cannot be expected to be experts in CIAG. 70% of colleges also report that they do not have the resources to offer impartial CIAG.

2.3. Impartial advice and guidance in schools has particular relevance for young people from lower socio-economic backgrounds, who often lack the relevant knowledge and understanding of the range of opportunities available. A lack of impartial advice may stifle social mobility.

2.4. Such failings are avoidable. While schools and colleges must be properly financially equipped to deliver quality and impartial CIAG, there are other points in a young person's journey where they can receive this. A year of full-time voluntary service provides such a touchpoint.

2.5. Throughout a year of voluntary service with City Year UK, our full-time volunteers receive extensive CIAG, which provides them with opportunities to explore, plan and prepare for their career. Sessions include: career exploration; writing tailored covering letters and CVs; talks from social and corporate leaders; careers fairs and work-shadowing days delivered by recruitment experts and leaders from a variety of employment fields. City Year UK also offers a mentoring programme that enables our full-time volunteers to benefit from an experienced professional mentor. Mentors help the development of employability skills, improve awareness of education and career pathways and support personal and professional development.

- *Over-emphasis on formal qualifications at the expense of practical skills*

2.6. Leaving formal education, where there is an overwhelming emphasis on qualifications and formal higher education pathways, makes an effective transition into the workplace challenging. There is an assumption that young people know what job they want to do and simply need a practical qualification in it. The reality is that a significant proportion of young people (regardless of whether they have pursued higher education or not) do not and are also unaware of the full range of options available. This is perhaps the reason for such high drop-out rates for apprenticeships.

2.7. Many of those who join City Year UK do so because they are unsure of their potential career path. Of the 180 18-25 year-old volunteers who registered with us last academic year, almost two-fifths (38%) either had no idea which career path they would like to pursue

or a vague concept of the type of work they would like to do, but not what type of role or experience could get them there.

2.8. The British Chamber of Commerce (BCC) Workforce Survey suggests that stronger links must be formed between formal education and business to better prepare young people for work. The survey went on to find that more than three quarters of firms (76%) believe a lack of work experience is the reason young people are unprepared for work. The CBI also state that just over two-thirds employers are also on the lookout for graduates with some relevant work experience. However, the BCC also find that the majority of firms surveyed are unwilling to give young people the work experience they need owing to cost and time considerations.

2.9. While we support the need for work experience opportunities through formal education and vocational career pathways, there simply isn't a one-size-fits-all solution to helping young people get the experience they need to prepare for work. There should be multiple supportive pathways.

2.10. Therefore, City Year UK strongly agrees with the recommendation of the Demos Service Nation 2020 report that the government should officially recognise a 'service year' and develop full-time social action service year placements as a further, complementary, alternative school-leaver pathway. The Government should help develop a full-time social action offer by granting of a legal status for full-time volunteers.

- *Low skill levels and poor attitudes of young people*

2.11. According to the CBI, businesses primarily look for graduates with the right attitudes and aptitudes to enable them to be effective in the workplace – nearly nine in ten employers (87%) rank these in their top considerations, well in excess of university attended (13%). However, business has a worrying perception of the key attitudes and skills of school leavers. They find that nearly half (48%) of businesses are not satisfied with the resilience and self-management of young people.

2.12. Volunteering experience can and does develop the skill level of young people. 75% of employers are more likely to take a candidate with volunteering experience over one without. A 2015 CIPD report, which demonstrates that 67% of employers believe that entry level candidates who have voluntary experience demonstrate more employability skills. It states that the top three skills developed through volunteering are teamwork (82%), communication (80%) and understanding the local community (45%).

2.13. As a result of our intensive volunteering offer, the City Year UK experience has a significant impact on skill levels. We issue surveys to our volunteers at the start and end of an academic year so we can assess their progress as they go through their City Year UK journey. Last academic year, our full-time volunteers reported a sizable increase in confidence levels across all skill areas such as working as part of a team, getting things done,

willingness to try something new and taking a lead in group situations. Most impressive was a 45% increase in leadership confidence and a 41% increase in explaining ideas clearly.

2.14. Furthermore, the CBI finds that more than a third of businesses (37%) report they are not satisfied with young people's attitude to work. This is great cause for concern when we consider by far the most important factor employers weigh up when recruiting school and college leavers is their attitude to work (89%). This ranks well ahead of formal qualifications (23%).

**3. Thinking about that transition, over the last two years have you seen a difference in the types of challenges or change in the number of young people facing challenges?**

*National*

3.1. Over the last two years the challenges facing young people looking to transition from education to employment have remained largely the same, as they have done for a significant period of time. While we are thrilled youth employment is increasing, we are concerned this has created a false-security regarding the improvement of the transition pathway. We do not believe this is the case and instead think that these figures are largely an off-shoot benefit of improved economic performance.

3.2. While youth employment has improved over the past couple of years, as the financial crisis of 2008 demonstrated, young people are particularly vulnerable to economic uncertainty. During the height of the last recession, youth unemployment among 16-24 year-olds surpassed 1 million and 20 per cent. Ensuring young people are equipped with transferable skills and workplace experience is vital in order to help them weather labour market volatility. The measure of an efficient and robust structures that help young people transition from education to employment, should be how well youth employment figures weather economic storms. We believe that young people are still one of the most vulnerable groups in society to fluctuations in the economy.

3.3. It must be noted that government policy since 2010 has attempted to improve the situation, as seen through the creation of National Careers Service and The Careers & Enterprise Company. This has been built on further since the 2015 General Election with the adoption of new Jobcentre Plus employment advisor role working with schools and sixth-form colleges and a national mentoring campaign.

3.4. But there is still some way to go before young people will be better protected from economic downturns. For example, it is concerning that the Department for Education has been so delayed in publishing its promised careers strategy. We also echo the concerns of the Sub-Committee on Education, Skills and the Economy's Co-Chairs when they said the Government were "burying their heads in the sand" about the quality of careers provision.

3.5. As the challenges are remaining static, we believe it is time for a new approach to helping young people transition from education to employment. As such we are delighted with the announcement by the Department of Culture, Media and Sport that they will launch 'The 'Full-Time Social Action Review'. This independent review will investigate legal and regulatory barriers to full-time social action in the UK, consider the merits of a legal status for full-time volunteers and recommend actions the Government can take to increase the number of participants and programmes.

**4. What do you believe is working well and having a positive impact on young people moving between education and employment regionally or nationally? Please provide some evidence of impact**

4.1. The City Year UK programme (and through this, so too full-time social action) is proven to have a positive impact on young people moving from education to employment

4.2. Since 2010, over 750 of City Year UK's full-time volunteers have collectively given over one million hours of voluntary service. As well as helping to close the attainment gap in some of the most disadvantaged areas in the UK, full-time social action helps to develop the transferable skills vital for transitioning from education to employment. Independent research of City Year UK's alumni from its first six years found an unemployment rate of 3%, dwarfing the national figure of over 12% nationally. What's more, 91% are in employment or full-time education within just three months of finishing the programme.

4.3. This independent research also went on to state:

*“...there is encouraging evidence to suggest that the City Year experience is ambivalent to the background of the young people it supports. This means that it has incredible potential for supporting those young people who come from more deprived backgrounds to advance in their careers in ways that their backgrounds can sometimes be a hindrance for.”*

4.4. Following completion of our programme, 90% of our volunteers felt more positive about and confident toward their future, an increase of 12% on the start of the year. Additionally 95% of City Year alumni also said the experience had helped prepare them for work, with 91% reporting that it had influenced their choice of career.

4.5. Beyond City Year UK, our young volunteers progress into a wide range of roles including careers within education (just over 10% of City Year alumni have been employed by the schools they served in), social work, law enforcement, finance, law, engineering, marketing and many others. A number of City Year UK graduates have also gone on to work for our corporate partners owing to the experience of their year of service.

4.6. As such the City Year UK programme has received a number of cross-house and cross-party endorsements.

4.7. While full-time social action remains largely underdeveloped in the UK, there is a large body of evidence regarding its impact of the transition from education to employment from other developed countries.

4.8. In the USA, France and Germany hundreds of thousands of young people give millions of volunteer hours every year serving their country through a voluntary, non-military, national service programme. These government-endorsed ‘civilian service’ programmes allow young people to devote up to 12 months of full-time social action to help solve a social problem close to their heart. These programmes are also designed to develop the personal and leadership skills that will help them pursue their chosen career.

4.9. In the USA, 75,000 young adults participate in full-time social action annually as part of ‘AmeriCorps’. Research into the impact of AmeriCorps found the economic benefits—higher taxes paid by alumni, lower benefits paid out—were at least four times higher than the money put into the programme upfront. A ten-year study by the US Corporation for National & Community Service also found that volunteers in programmes like AmeriCorps had a 27% higher likelihood of finding a job than those who had not participated in the programme. Research on AmeriCorps’ impact also shows that social action can lead to higher wages and increased job satisfaction.

## 5. What can government do to further support young people making the transition between education and employment?

5.1. There are numerous ways the Government can further support young people in the transition between education to employment. Below are the four which we believe will have a significant impact on the area. We will elaborate most fully on the fourth, which is our call for a legal status for full-time volunteers.

- *Jobcentre Plus support:* City Year UK is supportive of the Government’s policy of having Jobcentre Plus support in schools. However, it is essential for this support to be targeted in areas of high deprivation and in failing schools in order to improve social mobility. The ‘demand-led’ approach currently adopted by the Department of Work and Pensions is wholly inadequate. It is typically high achieving schools and/or those with strong leadership teams who utilise such opportunities, leaving other schools behind. We call on the Government to either commit more resource to this initiative so that many more schools can access it and/or to ensure an aggressively targeted approach to identifying those schools and colleges who need extra CIAG the most.

City Year UK also believes that Jobcentre Plus can play a greater role in promoting the merits of volunteering to young people as a route into employment and can also direct young people to full-time social action opportunities.

- ***Businesses and employers:*** As the one of the two ultimate beneficiaries of a more work-ready, motivated cohort of young people, businesses and employers need to invest in these opportunities to make them financially sustainable. While the Apprenticeship Levy is helpful for those who choose that path, more could be levied from business and employers to shoulder the CIAG burden and support the whole system.
- ***A careers strategy:*** The Government must publish a cross-departmental careers strategy as soon as possible. The Department of Education has long promised such a strategy, but are yet to deliver. It is vital that should this strategy be produced, that it takes a holistic view of careers, rather than just looking at the issue from an education perspective.

### *5.2. Legal status for full-time volunteers:*

5.2.1. At City Year UK, we believe that proper recognition and support for full-time volunteers has the capacity to revolutionise the way young people transition between education and employment.

5.2.2. As we can see from the above evidence, full-time social action has huge potential to help thousands of young people start their career. However, there is a glass ceiling stopping the expansion of full-time social action programmes and volunteers. That is a lack of a legal status.

5.2.3. Despite the hours full-time volunteers currently dedicate to serving their community, the Government classes them as NEET (not in education, employment or training). They are in legal limbo, categorised as part of a huge social problem and therefore denied even the most basic support enjoyed by the unemployed, students or those in work.

5.2.4. Below are a number of ways the law makes it difficult to do full-time social action and therefore limits the expansion of programmes:

- **National Insurance Credits:** Full-time volunteers, who cannot sign-on for Jobseeker's Allowance are not entitled to National Insurance Credits (NICs). They are not a drain on the economy, yet because they have no recognised status they are unfairly punished by not being automatically granted the NICs that would protect their pension entitlements. Contrastingly, those looking for work while on benefits, caring for children or sick relatives and doing jury service do qualify.
- **Ill-health:** Full-time volunteers can be given expenses by their charity, but charities are forbidden from paying those expenses if the volunteer is ill for a day or two. That makes it hard for people to sustain their commitment over several months or a year.
- **Personal development training:** Full-time volunteers are forbidden from receiving personal development training, or help from the charity they serve with when they look for jobs at the end of their programme, even though career progression is a

major motive for, and benefit of, taking part.

5.2.5. If the barriers to engaging in full-time social action were removed, there is potential for tens of thousands—rather than several hundred—of full-time volunteers to serve in the UK every year. This has been achieved in countries including the USA, France, Germany and Australia, where governments have put ‘service years’ on a proper legal footing; establishing it as rite of passage for young people.

5.2.6. Giving greater recognition to full-time social action, by granting a legal status, lies at the heart of the Prime Minister’s vision for a ‘shared society’ which:

*“... recognises, supports and champions those who lead the way in shaping a civil society that can bring the talents of so many in our voluntary sector to bear on some of the great social challenges that we face together.”*

**Theresa May, January 2016**

## Appendix XI ERSA

### 1. Introduction

- 1.1 This paper has been developed by the Employment Related Services Association (ERSA) in response to the All Party Parliamentary Group for Youth Employment inquiry into the education to employment transition.
- 1.2 ERSA is the representative body of the employment support sector. It has nearly 250 members, spanning the public, private and voluntary sectors. Over 70 per cent of ERSA's members are not for profit and membership is drawn from across England, Scotland, Wales and Northern Ireland, with dedicated networks in Scotland, London and Greater Manchester. A large number of ERSA's members provide skills and training support to young people, including apprenticeships, traineeships and development programmes from ages 13 upwards, such as the National Careers Service, the National Citizenship Service and local authority-run programmes. This submission is informed by ERSA's Youth Employment Forum which works to increase understanding of good quality employment support for younger jobseekers.

### 2. What are the biggest challenges facing young people who are moving from education into employment? Please state if the information you provide is regional or national

- 2.1 ERSA's members highlight a wide range of issues holding young people back in making the transition from education into employment. These challenges can be helpfully seen in terms of two categories: access to support to help them make good career decisions and improve their employability in the education setting; and access to good quality advice and support if they become unemployed on leaving school.
- 2.2 On the first point, a few issues come through very clearly in member feedback, including a lack of available or appropriate careers advice in schools and a lack of suitable work experience or volunteering opportunities. In particular, there is also too often a lack of knowledge amongst school leavers about the local labour market in which they are living or wider pathways open to them. A significant number of young people still leave school without receiving any guidance on seeking work or opportunities to engage with employers. The impact of this is highly visible in relation to apprenticeships, where young people are often aware that positions are available in traditional sectors (such as the service industry or construction), but are unaware of the existence of apprenticeships in other areas that may be of greater interest to them. In addition, a lack of labour market

understanding is compounded in some cases by a lack of ‘soft skills’ that help boost young people’s employability, as well as practical interview experience and training. There is also concern that employers still perceive this lack of experience to be a risk.

- 2.3 If a young person does fail to enter employment after leaving school, they also face challenges. For those, who are in touch with the Jobcentre Plus, from April 2017 they will begin to be subject to the Youth Obligation, which will mean that young people (age 18 to 21) will be eligible for the new Youth Allowance, rather than Jobseekers Allowance as long as they participate in approved activities, such as a traineeship or work placement. However, progress on the development of the Youth Obligation appears to have been slow and, in particular, it appears that Jobcentre Plus is not set up to deliver meaningful work placements for young people who need them. As these will be unpaid compulsory work placements, these have the potential to be seen as both onerous and potentially exploitative, unless they are of a high quality and genuinely move young people closer to the labour market.

As such, ERSA believes they should be organised by quality providers, likely often to be specialist youth charities, rather than by Jobcentre Plus.

- 2.4 There is also a significant issue with the perception of the Jobcentre Plus brand, which means that some young people are loathe to access its services. This has led to a proportion of economically inactive young people going off the radar and thus often then lose their eligibility for both benefits and employment support. Provision such as the Big Lottery Fund’s Talent Match has proved invaluable in providing funding for networks of local organisations to find and then engage with these young people in a way which means they can access meaningful support, including employment, training and volunteering opportunities. It is also worth noting that the Jobcentre Plus performance regime continues to measure people coming off benefit rather than moving into employment – not the performance outcome we want for young people.

**3. Thinking about that transition, over the last two years have you seen a difference in the types of challenges or change in the number of young people facing challenges?**

- 3.1 Youth unemployment has seen a marked decline since 2012, and now sits at 12.9% for 15-24 year olds. This is a better level of labour market participation than many of the UK’s neighbours. However, this masks an overall rise in youth unemployment since the mid 1990s (so dating from before the economic downturn) and geographical pockets of far deeper youth unemployment. In addition, youth employment remains almost three times higher than that of the general population, which currently sits at 4.8%.

3.2 ERSA has heard repeatedly from member organisations that there have been increases in the number of young people needing support who have multiple significant barriers including mental health issues, disabilities and health conditions. In particular there is concern that continued reductions in local authority funding means that young people facing significant barriers into employment are less likely to be able to access local community support groups or specialist support for mental health and ESOL issues. This, in turn, is limiting opportunities for the most disadvantaged young people to overcome barriers and build confidence.

3.3 Furthermore, providers report that insufficient qualifications amongst school leavers, particularly Maths and English GCSEs, continues to be a major impediment to individuals transitioning from school into employment, which, when combined with confidence and motivation issues, increases the likelihood of individuals becoming NEET.

**4. What do you believe is working well and having a positive impact on young people moving between education and employment regionally or nationally? Please provide some evidence of impact**

4.1 Young people are not a homogenous group – each individual requires a distinct approach to help them into the labour market. Sometimes they have significant obstacles to finding work such as a lack of qualifications, learning disabilities, a lack of work experience or health issues. ERSA believes that, to develop fit-for-purpose support that helps young people, the government needs to ensure that young people are able to receive accessible, tailored specialist support, relevant to their aspirations and needs, which can take an integrated, holistic approach through frontline experts based in their communities.

4.2 There are a large number of schemes being run by providers and local authorities across the UK to support young people through the transition from education into employment. For this submission ERSA has selected a handful of case studies demonstrating effective methods:

**4.3 The Work Programme:**

Though a large-scale national scheme, the Work Programme saw particular success with younger jobseekers. In terms of the 323,000 referred to the programme on Jobseekers Allowance, 196,000 (61%) have started a job on the programme so far, with 125,960 (39%) already moved into sustained employment. This latter figure, in particular, will continue to rise as participants will receive support until Spring 2019.

#### 4.4 Case Study: MyGo – People Plus

MyGo is an initiative delivering dedicated youth employment centres in Ipswich, focused on helping 16-24 year-olds enter employment and improve their skills through the provision of free training, careers advice and tailored support available to all young people, whether out of work, on benefit or wishing to progress in employment. It also delivers services in job centres and community centres across the Suffolk region. The service is run by a joint team of PeoplePlus staff, local organisations and Jobcentre Plus staff. MyGo gives young people access to a range of different types of support that can be tailored to their specific needs or ambitions. Interventions include one-to-one career coaching, work experience and traineeship opportunities, employer brokerage, accredited training and recruitment events, all delivered in a supportive, friendly environment. Since the first MyGo centre opened in 2014, the approach has engaged 6000 young people, over 2,500 of which have been supported into work, training or education in the local area (a **42%** success rate).

#### 4.5 Case Study: Works Better, Better Engaged – Fife Council

Fife Council's project is aimed at NEET 16-19 year olds who have mental health issues or who are at risk of developing them, and offers intensive one-to-one and group support aimed at helping them to find and sustain employment. The programme receives referrals from Skills Development Scotland, which identifies individuals in their database with an 'unknown' status marker. Fife Council then conducts outreach to try to bring the individual into the programme, including direct contact on the doorstep. Support focuses on confidence and motivation for the first 4-6 weeks, followed by 8-10 weeks of employability training (including CV development, interview training and job search). Participants receive a supported work placement as well as an accredited qualification on completion, and are then linked back in to Skills Development Scotland who can facilitate their progression further into education, training or employment. This programme demonstrates how a targeted, persistent approach to outreach in the post-school period can be instrumental on ensuring that individuals facing significant barriers do not stall during the transition from education to employment.

#### 4.6 Case Study: Invest in Youth

Invest in Youth (IIY) aims to engage and support NEET young people aged 15-24 who display multiple barriers to employment in Lancashire. The programme is supported by the Big Lottery's Building Better Opportunities fund and is run in partnership with 45 community organisations, charities and social enterprises. The wide range of partners involved in the scheme gives them the flexibility and capacity to deliver whatever intervention or support is needed by the individual participant. The stated aim of the

project is to support 770 young people in the area from its commencement in October 2016 through to its projected closure at the end of 2019, and through their holistic approach it is hoped that IiY will simultaneously have positive outcomes in terms of tackling a wider range of obstacles impacting on the lives of participants.

#### 4.7 **Case Study: Team Programme – Prince’s Trust**

The Team programme is a 12 week programme for young people aged 16-25, delivered across England and Wales free of charge by the Prince’s Trust. The scheme offers participants the opportunity to take on a group community project with their ‘team’, allowing them to take ownership of the project and make a visible, positive difference to the places they live. The scheme also offers two weeks of work experience (guided by the participants’ ambitions and interests), along with support in developing crucial English and maths skills. The programme helps young people leaving school to develop their confidence, team working and employability to then advance into employment. An independent evaluation of the programme in 2015 found that 75% of the 10,700 participants in 2014-15 progressed into employment, education, training or volunteering.

#### 4.8 **Case Study: Talent Match London – London Youth**

The Talent Match London partnership, led by London Youth, works with 18-24 year olds who have been out of employment and training for over a year and face significant barriers in transitioning into employment, with a particular emphasis placed on those not being covered through the formal benefit system (the ‘hidden NEET’ cohort). Through bringing in specialist delivery partners, Talent Match is well placed to address any barriers participants may be facing (such as Gingerbread for lone parent support and Mencap for helping those with learning difficulties), and their locality-based approach through community partners enables them to conduct effective outreach and peer outreach with hard-to-contact individuals. Once engaged, Talent Match offers consistent support through employability training, signposting and coaching. The programme also engages with employers to help participants into work experience or employment; each local partnership is resourced to build relationships with local employers, and Talent Match London holds frequent career insight days and career fairs to offer participants the chance to explore different career options that interest them. Since its inception, Talent Match London has helped 67% of its participants into employment.

#### 4.9 **Case Study: Oxfordshire Supported Internship Programme – Mencap**

Mencap’s supported internship scheme in Oxfordshire offers young people with learning disabilities supported internships, which feature educational input from colleges and

workplace placements. Identifying an increased likelihood in this group of confidence issues, becoming NEET and struggling to attain the minimum qualifications for standard apprenticeships, the Supported Internship scheme looks to address these barriers through a structured study programme delivered in the workplace. The programme is run in partnership between Oxfordshire County Council, Mencap and local FE colleges, with Mencap providing in-work job coaching, mentoring and vocational assessments, while colleges deliver tuition in English, Maths and employability skills. The scheme provides full wraparound support for the individual, with personalised placements and interventions based on the goals of the participant. Placements often lead to offers of full employment, however if the internship does not lead to a job offer then Mencap will continue to work with the individual until they reach a successful outcome.

#### 4.10 Case Study: Groundwork Achievement Coaches

Groundwork's SFA Achievement Coach Programme worked with young people at secondary school who are at risk of becoming NEET, running from 2013-2015. Delivering an integrated model of education and employment support with extensive signposting to wrap-around services, the programme employed dedicated Achievement Coaches with experience of youth work, careers advice and coaching giving one-to-one support to students. In their trials, Groundwork found that this approach supported 70% of students deemed likely to withdraw from education to complete their studies.

### 5. What can government do to further support young people making the transition between education and employment?

- 5.1 First, ERSA believes that increasing the consistency of quality careers guidance is critical to ensuring that as many young people as possible are able to transition smoothly from education to employment. As such, ERSA welcomes the government's recognition of the problem, but does not believe that its answer, which appears to be to send Jobcentre Plus advisers into schools, is an adequate response to the scale of the problem. In particular, it is marked that although the evaluation of the pilot flagged a number of issues with the scheme, it has been rolled out regardless, raising the suspicion that this is seen as a cost effective way forward, rather than the most desirable course of action. ERSA's members believe that young people need high quality careers advice which ranges further than that of their local labour market and must encompass the professions and a wide range of career routes. In addition, there is concern that perception of the Jobcentre brand by some young people and their parents is negative, whilst Jobcentre Plus, even if had the skills to fulfil this role, is facing capacity issues.

- 5.2 Second, ERSA believes that young people need far more exposure to the world of work than many have at present. Too often access to meaningful work placements relies on parents' social networks, with many schools facing so many pressures that employer engagement takes a back seat. Efforts by the Careers and Enterprise Company are helpful in this respect, but the concern remains about the lack of consistency of offer to young people. This need concerted investment, both by employers (who often see the business case) and government.
- 5.3 In terms of designing careers service provision and employability support services for schools, there are a number of principles which should be put in place. First, co-designing services with young people should be seen as best practice for engagement, and lessons need to be shared across agencies. Southwark Council's 2013 partnership with providers, the Innovation Unit and JCP working with young people identified numerous learnings, such as the influence of family and friends, importance of in-work support and the need for work experience. In addition, the most appropriate channels should be used, including digital where appropriate. Digital platforms could be particularly helpful in terms of widening young people's horizons and exposing them to sector specific opportunities.

## 6. Conclusion

- 6.1 There are clearly areas in which support for young people making the transition from education and employment is lacking and ERSA members have repeatedly highlighted issues around motivation, confidence, labour market understanding and a lack of specialist support to be some of the most significant barriers in place. However as our case studies show, specialist employment support providers are engaged in a wide array of innovative schemes in a range of localities which have had demonstrable success in addressing these issues. As the Youth Employment APPG continues to examine this crucial policy area, we hope that these existing examples of best practice are called upon, both on paper and in practice, to help develop the group's thinking.

## **Appendix XII British Chambers of Commerce**

The British Chambers of Commerce (BCC) sits at the heart of a network of 52 accredited Chambers of Commerce across the UK and a fast-growing Global Business Network. In the UK, our network brings together over 70,000 member businesses, and engages with a further 200,000 non-member companies each year. Overseas, our Global Business Network offers practical, on-the-ground help to UK exporters, and supports two-way trade.

### **Context**

Long term trends show overall unemployment falling however a high proportion of young people are affected by worklessness with 13.8% of people aged 16-24 not in education, employment or training (NEET). Around half of these young people are unemployed, and the rest are inactive (not seeking work).

While the proportion of young people not in work or education has reduced somewhat, it still remains high compared to other OECD countries. It has been identified that poor qualifications, health problems and a lack of work experience all play a role. In particular, almost half of those without work have had no paid work experience.

The BCC 2014 Workforce Survey shows businesses are concerned about young people's preparedness for work, with an overwhelming 88% concluding school-leavers are unprepared for work. Reasons for this identified by firms include lack of work experience, soft skills, and poor careers advice.

Accredited Chambers of Commerce and businesses report a lack of willingness from some schools to signpost students to apprenticeships and other vocational pathways. This is because the per pupil school funding system favours encouraging pupils down the A-level route as it is a source of funding for the school, if it has a Sixth Form. For similar reasons, there is little incentive for schools to promote Studio School and University Technical College pathways at age 14. This is often compounded by a lack of knowledge in schools about vocational pathways and perpetuated by parental pressures and an accountability system which focuses on A-levels and university places.

### **Reforming careers advice through greater business engagement**

Results from the BCC 2015 Business and Education showed that all businesses surveyed thought careers advice needed reforming. Firms were particularly keen on having a greater focus on work experience, engagement with employers and more effectively linking the curriculum to careers.

**Table 1: priority areas of reform for careers advice, identified by businesses**

Priority areas	%
More workplace experiences	64 %

Regular interactions with employers and employees	62 %
Linking curriculum learning to careers	45 %
Addressing the needs of each pupil, e.g. challenging stereotypes	40 %
Greater support from school senior leadership teams	38 %
Prioritising personal guidance from a careers advisers	32 %
Greater use of careers and labour market information	23 %
Other	4%
Careers guidance does not need reforming	0%

\*Source: BCC Business and Education Survey 2015. 3,552 businesses and educational establishments surveyed.

The survey also found that schools are overwhelmingly supportive of business engagement in education, recognising benefits such as greater awareness of soft skills, increased motivation and better careers information.

**Table 2: benefits for schools of business engagement**

Benefits	%
Greater awareness of the soft skills valued by businesses	74 %
Increased motivation of pupils	73 %
Better careers information	52 %
Providing greater context and relevance for some subjects	47 %
Better job opportunities for pupils	44 %
Improved academic achievement of pupils	27 %
There are no benefits to pupils	0%

\*Source: BCC Business and Education Survey 2015. 3,552 businesses and educational establishments surveyed.

### Lack of direct engagement with businesses

Our members tell us, and research suggests, that interactions with employers is pivotal in helping inform and guide a young person during their transition to work (Education and Employers Taskforce). However, there is currently a lack of integrated and national support to help young people interact with business. This is why the BCC is aiming to leverage the hundreds of thousands of business connections that it has across the UK, to better support schools, colleges and their pupils. We are doing this by delivering hundreds of business-led *Your Future* careers events and launching a new membership offer for schools called *Young Chamber*, which provides support to connect with local businesses.

### **Insights from Norfolk Chamber of Commerce focus group**

In gathering evidence, we conducted a focus group on 15 January 2016 with members from Norfolk Chamber of Commerce - including schools, FE Colleges, universities, training providers, the local Council and businesses. Attendees highlighted the following issues that relate to the terms of reference of this inquiry.

**Attendees thought the quality of careers provision has decreased since the duty on schools to provide careers advice came into force.** One school said “quality has dipped due to the loss of external partners. Schools are doing the best they can, in some cases there is one member of staff dealing with 100 students. Careers advice is now focused on Year 11. But it shouldn’t be focused just on older pupils – it should be from Year 7 where you can teach them to ask the right questions when considering their future careers”.

It was pointed out that some schools have responded to the new duty by providing very high quality, personalised support for their pupils. But there is an issue of consistency – it was felt that careers advice provision was now too inconsistent across different schools. Reasons given for some schools overlooking careers advice were a lack of prioritisation because it sits outside the main curriculum and also because schools feel they aren’t given the adequate resources to carry out the duty.

Comments were also made relating to the difficulty of giving careers advice in an increasingly changing jobs market. One head teacher said “as the jobs market becomes more fragmented, the school’s ability to deliver on careers advice is harder. Schools are struggling to keep up with the job market picture and convey this to students”.

**Members highlighted the difficulty for some schools in promoting a wide range of career pathways.** The group felt there is a very strong self-perpetuating focus on A-levels and university, driven by schools and parents. Coupled with the per pupil funding arrangements for schools, **this can lead to issues with providing truly impartial careers advice to pupils.** For example a college mentioned that “a school refused to let us attend two events to talk about vocational routes” presumably because they felt threatened by an alternative to their Sixth Form being promoted to pupils.

To break this strong incentive structure, some members felt you would need to adopt a “carrot or stick” approach. Either providing additional financial incentives (potentially ring-fenced) to resource the school’s careers guidance offer or making changes to the school accountability structure to set sharp incentives to deliver high quality careers advice and

repercussions if this doesn't happen. One school said "without additional funding it demotivates schools to go over and beyond when providing careers advice."

**Businesses felt schools should shift some of their focus towards the needs of local industries and there should be more support to help businesses and schools connect, especially for SMEs.** One business said "teachers are too focused on exams and not on industry needs. You need to get businesses into schools." Another firm said "there is a mechanism gap. Schools and employers want to work together, it is just finding the right way."

**Members were generally positive about the National Careers Service (NCS) and the Careers & Enterprise Company.** NCS is deemed to have good online resources and tools and is widely used by careers advisers. The group agreed with the mission of the Careers & Enterprise Company and look forward to engaging with the Company's Enterprise Coordinator/Adviser programme as it rolls out. However, they raised issues with the idea that business people can adequately play the role of 'Enterprise Advisers' on a voluntary basis. Also because this is a completely voluntary approach, it may still lead to many schools not engaging with Enterprise Advisers, e.g. because of lack of interest. Recruiting the right Advisers, who can command the respect of the school will be critical to the programme's success. Members also mentioned the need to allow flexibility in the delivery model, so that the Company's programme can appropriately adapt to local conditions.

#### **Policy recommendations: improving the transition from school to work**

The BCC recommends the following policy recommendations to help improve young people's transition to work. Taken as a whole, these measures can support and encourage schools to provide high quality careers guidance.

**Ensure secondary schools are assessed on employment outcomes to better prepare young people for work** – focusing schools not just on 'teaching to the test', but also on developing the employability and life skills needed to progress and thrive in the workplace. In an increasingly autonomous schools system, there needs to be sharp incentives to focus on preparing young people with the skills and attributes to find employment and lead productive lives. This can be achieved if the schools inspectorate (Ofsted, in England) takes into account pupil destination data when making a quality judgement on a school. We would recommend the data considered should be three years after the pupil has left the school.

**Guarantee a business governor in every school to increase business engagement in education** – making schools more aware of local business needs and supporting schools to develop healthy relationships with their local business community.

**Guarantee universal 'experience of work' in all schools UK-wide to improve employment prospects** – ensuring all pupils leave school with high-quality exposure to business and the core skills needed for work. This is particularly relevant for pupils pre-16. In 2012 the government removed the duty to provide work related learning for under 16s in England, despite disagreement from 90% of the respondents in the government consultation. Ministers argued this would free up schools to support their pupils in a more flexible manner.

What this failed to consider is that different forms of work experience not only help pupils develop relevant skills and experience of work but also support young people to make informed choices about their future. This is critical for pupils under 16, who need to choose between various A-levels, or apprenticeships and vocational pathways. Our 2015 Business and Education Survey found that 82% of businesses and 73% of educational establishments think secondary schools should offer work experience to all pupils under 16. This overwhelming agreement provides a strong case for re-introducing a statutory duty on secondary schools to provide work experience.

We should however recognise that the previous model was not perfect. A rigid two weeks work experience does not fit with the needs of all employers, schools or pupils. Our survey shows that firms value a variety of work experience models, including work placements during school holidays, flexible work placements such as rotations of shorter stints during term, as well as business visits for groups of pupils. Any new duty to provide pre-16 work experience needs to recognise these different approaches as equally valid.

## Appendix XIII MyKindaFuture

### Overview of MyKindaFuture

As the biggest emerging talent specialist in the UK, MyKindaFuture's aim is to raise aspirations amongst 11-25 year olds and help them develop critical employability skills whilst connecting them with work experience and employment opportunities to ensure they succeed in life and at work.

We offer a one-stop shop to employers looking to connect with and recruit students across secondary, further and higher education in the UK, enabling students, teachers and parents to be brought face-to-face with employers.

MyKindaFuture work with over **4,500** schools and have careers and skills societies in over **50** University campuses with **38,000** active members and we have partnerships with over **78** large UK businesses.

***"We believe in giving every young person equal power and opportunity to shape their future"***

[www.mykindafuture.com](http://www.mykindafuture.com)

**Executive Summary** – MyKindaFuture (MKF) believe the following areas should be focused on by all stakeholders involved in this space. Although these element are not always easy to achieve, MKF have found success through working hand-in-hand with employers and schools.

- Throughout their education journey young people should be inspired about the breadth, and quality of opportunities within the world of work (from apprentices to graduates) to help them make more informed employment choices
- Character development should be a key focus in the classroom to build confidence and resilience for their future working lives
- Schools, businesses and careers providers need to work more collaboratively to ensure young people make a successful transition from education to employment
- Teachers and careers advisors need to spend time (or would hugely benefit from having spent time) within industry to be able to deliver more informed advice and support to young people
- Careers advice and guidance needs to start early from Year 9 onwards to give young people more time to understand the routes available to them
- Employers need to invest time and resource in the 'pre-boarding' period (from 'yes to desk' i.e. in the critical period between accepting a job offer and Day 1) to help young people make a smooth & confident move into work
- Student-led careers and skills clubs can and do empower young people to take responsibility for their own employability & futures

- Schools should be measured on employment outcomes as well as academic achievements
  - The role of careers advisors in schools should be strategic and holistic, building relationships with a variety of partners and employers, who can deliver relevant content
- 1. What are the biggest challenges facing young people who are moving from education into employment? Please state if the information you provide is regional or national.**
- **Unequal access to work inspiration opportunities in schools**

Currently there are not enough opportunities for young people to be inspired nationally about the world of work and the different career routes available to them which will enable them to make informed choices as they transition into employment. Work experience, employer mentoring, employability workshops and visits to local workplaces can all help empower young people to make knowledgeable decisions about their future. However, there needs to be a fairer geographic and demographic spread of these opportunities.

- **Character development does not have a great focus in the classroom**

There should be a greater focus on character development in the classroom which covers personal aspirations, confidence-building, emotional resilience, communication and negotiation skills which will prepare young people more fully for when they leave education and enter the workplace. And also help young people understand themselves and their own strengths and thus what ‘direction’ are right for them (e.g. academic or practical) and the types of roles they will thrive in

- **Teachers are not being exposed to industry**

Sometimes teachers may have spent their whole lives within education and not had any first-hand experience of a business environment, making it difficult for them to offer relevant, well-informed advice to young people, despite their best intentions. Nearly 70% of young people we surveyed feel they need better careers advice in school and over 35% would like more face-to-face time with teachers to talk about their options.

We also find that specific teaching, guidance and advice focused on career routes and the necessary skills required is often started too late (Year 11) when an academic pathway may already have been decided on without all the necessary intelligence to accompany it. Over 85% young people would like more work experience opportunities to enable them to understand more fully their options for when they leave school.

- **The range of possible career routes are not being promoted**

We believe schools should be promoting the value of a wider variety of routes, such as further education, school leaver programmes, apprenticeships and traineeships, and demonstrate their equitability to university. Therefore, teachers and careers advisors also need to spend time with industry in order to be able to deliver relevant, timely information.

- **Employers are not always aware of the benefits of adopting pre-boarding**

Additionally, there are often unrealistic expectations from employers that young people will be the ‘finished product’ when starting a job, but training and mentoring, particularly in the crucial pre-boarding period, when a young person has left education and accepted a job offer, is essential to aid retention and faster career progression.

- 2. Thinking about that transition, over the last two years have you seen a difference in the types of challenges or change in the number of young people facing challenges?**

The following challenges are ones we encounter again and again when working with young people and teachers:

- The lack of awareness as to the breadth of apprentice opportunities from Level 1 to Level 7
- The lack of credibility attached to apprenticeships
- The fact many parents and teachers still believe university is the best route to a successful career
- Young people are not prepared for the world of work, from work place etiquette; the difference of culture from an SME to a big corporate, the skills they will need to use and develop

The combination of the above leads to young people not always making the right choices for them and then only finding out through painful experience. By being aware of all the different routes available to them before they leave education, this can help ensure they do not have a ‘stop-start’ beginning to their working lives.

- 3. What do you believe is working well and having a positive impact on young people moving between education and employment regionally or nationally? Please provide some evidence of impact**

- **Collaboration is key**

Schools, businesses and careers providers need to work collaboratively to ensure young people acquire the soft skills needed to succeed in work and life. We should stop thinking there is a single solution or provider who can address this issues – smart collaboration is key. In reality, schools and businesses often have limited time and resource to undertake this, so there needs to be a facilitated approach to ensure careers advice and guidance provision works effectively locally, regionally and nationally. We believe the Careers & Enterprise Company is making a positive impact in addressing and co-ordinating the facilitation need in England.

- **Support young people in a relevant and engaging way**

As a social business, MyKindaFuture are focused on ensuring young people, whatever their background, are able to unlock work inspiration and gain employability skills to put them on the path to future success. Since we launched in 2011, we have delivered skills and employability workshops to almost 600,000 young people across the UK.

The programmes we run in partnership with employers help young people develop critical employability aptitudes such as; team working, communication and presentation skills. Our programmes also help young people discover different career paths, sectors and industries, whilst supporting teachers in delivering careers guidance within schools and colleges. Importantly the topics of ‘careers’ needs to be engaging and dare we say it ‘fun’!

- Mentoring and personal responsibility is important**

There is a need to draw on more peer to peer insight...young people believe other young people, they do not find it easy to approach or connect with older people when it comes to their future. MyKindaFuture have introduced a digital mentoring programme for when face-to-face interactions are not always possible.

We have found that helping university & school students create student-led careers and skills clubs / societies enables young people to take more personal responsibility for their own employability. In essence, we empower young people to become part of the employability solution, not to be just passive ‘consumers’ of employability training and awareness, where careers advice and guidance is ‘done to them’.

- Employers are committed to supporting young people**

Many employers (in particular large businesses) are having a positive impact on young people transitioning into work through running varied, relevant programmes focused on work-readiness, which at the same time also offer students an insight into that particular sector and associated entry points/career paths.

MyKindaFuture work with businesses such as; IBM, Lloyds Banking Group, Rolls-Royce, DHL, Channel 4 and Coca-Cola European Partners amongst many others.

An example of an impactful initiative is a programme MyKindaFuture developed with Nestlé UK to promote careers within the food and drink industry. Over the last two years this has led to 1,433 young people being offered employment opportunities including work experience and development programmes within the organisation. Whilst 2,653 students from 51 schools have taken part in workshops at Nestlé sites across the UK and 210,096 young people have been reached online.

#### **4. What can government do to further support young people making the transition between education and employment?**

- Embed employability programmes into the secondary curriculum from Year 9 onwards including dedicated work experience programmes, just as HE are now starting to do
- Work with sector skills councils and employers to developing relevant and

curriculum-aligned toolkits and resources by industry that teachers and students can use in the classroom

- Introduce destination data as a key measure for secondary schools which is focused on employment outcomes

## **Appendix XIV Forum Talent Potential CIC**

### **Executive Summary**

- Young people find it hard to make informed choices about an uncertain and competitive world into before they will emerge from their education.
- Schools are primarily motivated to deliver young people with evidence of academic attainment. In many schools, careers guidance has become just an extra responsibility.
- Employer engagement is encouraged in schools, but the reality too often involves superficial involvement or passive acceptance of packaged programmes.
- Embedding employer partnerships in curriculum learning creates considerable scope to bring classroom learning to life in ways that are potentially largely self-sustaining.

#### **1. About Forum Talent Potential CIC**

- a. Forum Talent Potential CIC was set up in 2016 as a custodian for the outcomes of a government-funded development programme:

*'Britain's talented young people have the potential to achieve great things but sometimes managing the transition from school to work can be tough. That's why I'm proud to see this programme, initiated through Department for Communities and Local Government funding, create a legacy that will build the capacity of schools to ease that transition by creating a network of partnerships with local businesses as well as help them to better fulfil their legal duty to provide good quality careers guidance.'* Lord (Tariq) Ahmad of Wimbledon, 2015

- b. The development work involved over 7,000 young people and created the 'Unlocking Talent & Potential' process and has grown into a portfolio of dozens of case studies. A CPD toolkit is now freely available to school leaders, classroom teachers and careers professionals at:  
<https://www.openlearning.com/courses/unlockingtalentpotential>
- c. Since the end of the development phase, Unlocking Talent & Potential has been implemented by academy trusts and other school groups around the country and has been the subject of regional workshops and featured at national conferences.

#### **2. What are the biggest challenges facing young people who are moving from education into employment?**

- a. Our experience of implementing Unlocking Talent & Potential in Europe and further afield tells us that the challenges faced by young people moving from education to employment are not just regional or national. They are international.
- b. Andreas Schleicher from the OECD Education Directorate summarised the challenge

in 2010 '*... schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise.*' ('The case for 21st-century learning')

- c. League Tables and other factors encourage schools to focus attention on the academic attainment and progression of young people and, '*... with many of our schools turning into exam factories it is time for radical action to ensure that curiosity and a desire to learn are ingrained into the next generation.*' ('Lifelong Learning', Institute of Directors, 2016)
  - d. The skills gap described in the Leitch Review of skills (2006) remains. At the same time, young people remain poorly equipped to match their skills and interests with the actual opportunities around them. Although the 'Personal Development' section in Ofsted's inspection framework for schools implies a progressive acquisition of employability skills, the reality is that most young people struggle to make informed choices at 'Moments of Choice' (Careers & Enterprise Company 2016)
- 3. Thinking about that transition, over the last two years have you seen a difference in the types of challenges or change in the number of young people facing challenges?**
- a. The renewed interest in apprenticeships, accompanied by the Apprenticeship Levy, should be an opportunity to offer a balanced choice of academic and vocational pathways for young people. The reality is that most schools continue to favour academic pathways. As the 2016 Ofsted report (Getting Ready for Work) explains, '*The extent to which schools used their curriculum to prepare pupils for the world of work was largely dependent on whether school leaders considered it to be a priority.*'
  - b. The government investment of a reported £90m in 2014 in careers guidance should be a cause for encouragement. Most of this appears to have been channelled through the Careers & Enterprise Company, but an all-party report ('Class Ceiling', 2017) states that this organisation has, '*... barely emerged from its infancy and impact on the ground has understandably been limited to date.*'
- 4. What do you believe is working well and having a positive impact on young people moving between education and employment regionally or nationally? Please provide some evidence of impact.**
- a. Government minister Robert Halfon is quoted as describing the Gatsby benchmarks (2014) as the '*eight commandments of careers guidance*'. It would certainly appear that they will provide an important foundation for the soon-to-be-revealed national careers strategy.
  - b. Combining Gatsby benchmarks 4 (embedding careers in the curriculum) and 5 (multiple encounters with employers) has the potential to enhance classroom learning, build partnerships with employers and engage all school staff in careers guidance. It therefore has the greatest potential to be self-sustaining.

- c. The ‘Unlocking Talent & Potential’ programme has built its reputation since government-funded development work to show how this can be achieved. It has been implemented around the country, the subject of regional workshops, featured at national conferences and written about in education publications. Most recently:

<http://schoolsweek.co.uk/work-experience-can-benefit-employers-as-well-as-schools/>

<http://www.sec-ed.co.uk/best-practice/creating-long-term-sustainable-employer-partnerships/>

- d. Dozens of published case studies (<http://www.forum-talent-potential.org/good-practice/>) summarise examples of good practice, each recording impact in terms of young people’s development of personal motivation, future aspirations and employability skills.

## **5. What can government do to further support young people making the transition between education and employment?**

- a. Much careers guidance and education in schools either involves the purchase of programmes from external providers or the efforts of a few internal specialists, encouraging the attitude of ‘a luxury we can’t afford’ (‘Getting Ready for Work, Ofsted, 2016). By supporting programmes that develop internal capacity, enrich subject lessons and promote professional development, the profile and prestige of careers guidance can be raised.
- b. Creating a network of employers, such as the Enterprise Advisers, adds to existing networks, which range from Chambers of Commerce to ‘Career Ready’ advisory boards. By encouraging mutually-beneficial partnerships with local employers, these links are more likely to be self-sustaining, rather than demanding ongoing funding.
- c. There are few words that have such an impact on the behaviour and activity in schools as ‘Ofsted’. Yet, little weight is given to the current ‘Leadership & Management’ responsibility for careers and for ensuring the progressive ‘Personal Development’ of young people. This could be given greater importance, with measurable KPIs that include formative assessment (progression) rather than summative data (destinations).

## Appendix XV Epcot Career Solutions Limited

1. The APPG for Youth Employment seeks to understand the challenges young people are facing, moving from education into employment,
2. I, Charanjit Randhawa, provide written evidence submitted in my capacity as CEO of Epcot Career Solutions, and my previous company Epcot Solutions Ltd.
3. A CV is the most important document a student and young jobseeker will create.
4. Epcot Career Solutions has invested 6 years and £1.6 million (approx. £495,000 cash and the rest as unpaid time). researching, developing and piloting globally our revolutionary FREE CV Builder tool, created by **11 HR managers working for global enterprises**, with over 1,500 fully customisable Job Profiles and 300 Key Skills/Attributes.
5. Please visit our website <https://epcotcs.com/> and download the document providing samples of the different types of professional quality, customised CVs our Tool physically creates to employer standard. In under 1 hour every student & jobseeker in the UK will be able to:
  - **Create a professional quality, customised student, graduate, blue/white collar, IT/technical, management, entrepreneur, homemaker, lone parent etc. CV**
  - Automatically have their CV job matched to over 200,000 jobs in the UK
6. To access the free CV builder Tool, visit our website: <https://epcotcs.com/> and view the 5 minute video on the unique features of our Tool (please read the important system requirements on our website, before using the Tool, as you must allow pop-ups and a few other important requirements).
7. I am truly shocked and disappointed the Careers and Education Company (CEC), National Careers Service (NCS) and DWP have not tested, are not using or promoting our truly revolutionary CV Builder and Job Matching tool, which is FREE in the UK and globally, funded by Microsoft and Google video advertisements. We can even supply this Tool without advertisements and embed Universal Job Match.
8. Why is it in 2017, the vast majority of students and young jobseekers in the UK, cannot create a CV, customised to an employment opportunity, as well as sell their transferable skills, experience, education and passion, in a manner, employers will value and appreciate.
9. Why is it in 2017, 8 out of 10 young jobseeker's CV I saw last month, had major errors in their CV or were poor quality CVs.
10. Why is it in 2017, with the CEC meant to ensure students in educational establishments, had good careers service, I saw student CVs last month, which were displaying 2 weeks work experience in 1 sentence and had major errors in the CV, as

well as the students had no idea how to customise their CV to an employment advertisement.

**11. Our extensive research has highlighted between 2011 and 2016:**

- Over 83% of CVs created by the NCS had major errors or were poor quality, as well as jobseekers were not shown how to customise their CV for every job.
- Our research also highlighted, over 87% of the CV advice sessions provided by NCS, were inaccurate, generic or poor, yet the NCS have been given a prime responsibility to help provide career advice to students and young jobseekers.

**12. Our free Tool can save the UK government over £100 million every year, as well as substantially reduce the number of young people ending up as NEETs or being unemployed for long periods, as every Career Advisor or Provider helping students or young jobseekers into employment, will have to create a professional quality, CV for students/jobseekers in as little as 10 minutes (which means they are paid for advice and not guidance) and then either they or the student/jobseeker themselves, MUST customise the CV to reflect their experience, transferable skills, qualifications and passion for every employment application, which can take 15-45 minutes. This means no 2 CVs will ever be the same, as they have been substantially enhanced from their 'original' version.**

**13. The vast majority of students and jobseekers in UK will be able to create a professional quality, customised CV themselves using the free training videos on our website.**

**14. Our Tool will ensure students or young jobseekers will be able to display any voluntary work they have done, even if it is only ½ days work i.e. distributing flyers for school fete/play, funding raising, making cakes for school fete etc. to a standard, employers will value and appreciate. This will also entice more students to do voluntary work, as it will help them show potential employers their transferable skills as well as passion.**

**15. I had meetings with the Careers Enterprise company in 2015, whereby their director was extremely impressed with our CV Builder tool, and she said our Tool was far more than a CV Builder tool, as it had been built by HR managers, yet they cannot promote our Tool to educational establishments in England, as this is not their remit. The DWP, SFA, and NCS know about our free Tool, yet they are not using it. Our free Tool will ensure every student and young jobseeker in England, UK and globally will always create the right professional quality, customised CV as they progress in their education and career.**

**16. I also wanted to highlight my previous company had its Nextstep (now rebranded NCS), contract terminated by the Prime contractor (Prospects Services Ltd) in May 2010, in a recession. We had HR managers or managers with extensive experience**

of the recruitment and development of employees (one was a former manager with LearnDirect; another was a former manager with Prospects), working in jobcentres, creating a professional quality, customised CV for jobseekers on benefit, placing between 52%-84% of jobseekers into employment, even in a recession. In 2009/10, we placed 918 jobseekers on benefit, into employment (52%), in a RECESSION. This was far higher than any other Nextstep provider.

17. We were told by the Prime contractor not to create a CV for jobseekers, but only give (in-effective) CV advice, however jobseekers were unable to create a CV themselves, therefore for no additional payment (we were paid £40 for each Nextstep session), my team of HR managers, would:
  - Create a professional quality customised CV for jobseeker and showed them how to customise their CV for every employment application
  - Provide a free interview book, containing great answers to tough interview questions (worth £10), as well as a mock interview
  - Provide a free ECDL course, worth over £250 to jobseekers with little or no IT skills
18. The real reason our contract was immorally terminated by Prospects Services Ltd, was because the Prime contractor was losing clients, as jobcentre advisors would send jobseekers to us and not them, because of our revolutionary and professional Nextstep service, which we funded via substantial volume discounts negotiated with our global suppliers.
19. No other Nextstep provider, including Prospects, provided a Nextstep service whereby Jobseekers were actually provided with resources to help them into employment or learn vital new skills. The SFA would not investigate why our Nextstep contract had been immorally terminated by Prospects Services Ltd, as it was not in their remit. The real reason why the SFA did not investigate why Epcot Solutions contract had been immorally terminated, was because our service was too innovative and professional, as other Nextstep providers could not replicate.
20. Between May 2010 and September 2010, my team and I had received over 40 calls from jobseekers, pleading with us to create a professional quality, customised CV for them, as the other Nextstep providers would not. I remember speaking with 1 jobseeker who was telling me, he was close to committing suicide and after this conversation, I told my team, I will generate the funding for the development of a revolutionary CV Builder tool, to ensure no student or jobseeker would ever be failed again with poor quality CV advice.
21. I came out of retirement after a highly successful career with IBM and Critical Path (where we generated a \$1.8 billion flotation within 2 years of start-up), after seeing the devastating effects unemployment had on our children and jobseekers in the UK, whereby through ineffective careers advice in educational establishments or

providers like the National Careers Service, students, young jobseekers and jobseekers of any age, where often provided with incorrect or poor CV advice, which meant they were unable to successfully obtain employment.

22. In 2012, my team piloted our CV Builder tool in 2 jobcentres, whereby 47 professional quality, customised CVs were created for jobseekers on benefit, as well as each jobseeker provided with an interview book containing great answers to tough interview questions, within a 30 minute 1-2-1 advice session. Within 3 months, over 37% were placed into employment (in a recession) and 2 jobseekers placed into employment within a week of creating their professional quality, customised CV, 1 of which was a 22 year old jobseeker.
23. Even after the above pilot was a fantastic success, due to 'politics' of Prospects immorally terminating my previous companies contract, the DWP, SFA, NCS never tested, used or promoted our revolutionary CV Builder tool.
24. I am positive you have read about the tragic news of David Brown, a young man in the UK, who took his own life in 2016, due to being unemployed. Have you seen the POOR quality CV David Brown had? David and thousands of jobseekers have been failed by educational establishments and jobcentres, not providing even the basic information correctly, on how to create a professional quality, customised CV.
25. Schools throughout the UK are under considerable financial constraints and are using a wide range of career providers, providing CV advice of variable quality, I would have thought every school in the UK would benefit from having the CEC test free Tools and services, and recommend to schools which Tools would help their students create a professional quality, customised CV, as schools are saying to us, they need guidance and direction, as they are not experts in Career Service and they thought the CEC was going to do this.
26. At the very least, with all the grants and funding the CEC is offering to test innovation in careers education in educational establishments, they SHOULD at least test our Tool, but no, in a meeting I had with Claudia Harris, in December 2016, she felt (incorrectly), our Tool will mean employers will have the same CV from jobseekers; our extensive research with employers in the UK and globally has stated employers love receiving professional quality, customised CVs for their employment advertisements and are not worried if they have similar layout, as the content is customised to the jobseeker and employment application. Our research has highlighted over 98.7% of CVs created using our Tool, have been customised to the jobseeker and employment application.
27. I have had meetings or spoken with Louise Proctor and Joe Billington, as well as Ministers for Employment Priti Patel, Mark Hoban & Chris Grayling MPs, as well as senior DWP executives, regarding our FREE Tool.
28. For your reference, you can contact Louise, Joe and Claudia via the contact details below and ask them, even after highlighting a wonderful case study, they never even

tested our Tool. Within 3 weeks of creating a NEETS professional quality CV, his father called me and said I had probably saved his sons life, as his son was in a gang and taking drugs and due to me, he was in his first paid job. I created his sons CV in 8 minutes using our Tool, customised to an employment opportunity. 2 years later, this young man, has been promoted by his employer and is no longer in a gang or taking drugs. This is why I came out of retirement and it makes me extremely proud and passionate of the fantastic CV Builder tool we have created. We need to ensure no child or jobseeker especially in the UK is ever provided with poor CV advice, therefore negatively impact their prospect of employment.

- Louise Proctor: Head of Careers Service Department, Skills Funding Agency (SFA) - [Louise.Proctor@sfa.bis.gov.uk](mailto:Louise.Proctor@sfa.bis.gov.uk) – 07867 500759
- Joe Billington: Director of National Career Service (NCS) - [joe.billington@skillsfundingagency.bis.gov.uk](mailto:joe.billington@skillsfundingagency.bis.gov.uk) – 0207 904 0746
- Claudia Harris: CEO Careers and Enterprise Company (CEC) - [charris@careersandenterprise.co.uk](mailto:charris@careersandenterprise.co.uk) – 0207 566 3400

29. The CEC is funding Roger Taylor, to help ensure students and young jobseekers, know how to effectively sell any voluntary experience, hobbies, languages etc. Our website and free, 30 page User Guide, clearly shows students and jobseekers how to do this, effectively, as even if they only have  $\frac{1}{2}$  days voluntary experience, helping their school raise funds, this fantastic experience needs to be highlighted effectively, therefore employers will appreciate their transferable skills and passion. Please help ensure the Government stops wasting taxpayer's money on research, which we have clearly already imbedded within our FREE Tool.
30. From a sample of 27 CVs created by students aged 15-16, using our CV builder tool in November 2016:
  - 8 students had 1 week or more of Work Experience or part-time employment
  - Every student had at least  $\frac{1}{2}$  days voluntary work, helping their school or community raise funds
31. Every one of the 27 students created a professional quality, customised CV for an employment application and each CV was different from one another; all within 1 hours training session. Every student also fully understood how to update their CV, as they progressed in their education and career. This training session only took 1 hour for 27 students, using our revolutionary CV Builder tool and these students have FREE life-time access to our Tool, therefore they will always create the right customised CV for every employment application, as well as when they progress in their education and career.
32. The Government MUST ensure every student and jobseeker fully understands the importance of a professional quality, customised CV for every employment application and provide our CV Builder tool, which we can provide to them without

any advertisements, as well as imbed Universal Job Match in the Tool for £495,000, which is £115,000 more than what the SFA paid for their generic CV Builder tool used by the NCS, which only creates a structure for a CV and provides no content.

33. I will now make it my mission to ensure every student and jobseeker in the UK, hears about our inspirational global initiative and of the failure of government departments, resulting in students and young jobseekers not being able to create a professional quality, customised CV for every employment application.
34. If the All-Party Parliamentary Group for Youth Employment truly want to understand what the government can do to further support young people make the transition between education and employment:
  - It must ask, the SFA, NCS, DWP and CEC, why have they have not at the very least tested Epcot Career Solutions, revolutionary CV Builder tool, as it will substantially increase the chances of students and young jobseekers being placed into employment and not end up as NEETS, or in gangs, or commit crime or take their own life.
  - It must ensure an independent body is in charge for investigating complaints made by providers, against Prime Contractors of SFA, NCS and DWP projects, as the immoral way my previous companies, revolutionary Nextstep contact was terminated and never investigated, provides further proof of incompetence, negligence and corruption within these government bodies.
  - Ensure, the government finally delivers on its promise to deliver quality careers education within educational establishments and jobcentres, by using a consistent, professional blended delivery approach (using technology and career professionals), whereby every student and jobseeker can create the right professional quality, customised CV for every employment application, have free access to quality interview videos etc. This will ensure no young jobseeker takes their own life or ends up a NEET or in a gang, because the failure of the SFA, NCS & DWP, allowing providers to deliver poor careers education in schools or jobcentres.
35. Epcot Career Solutions revolutionary, FREE CV Builder tool, will ensure students, young jobseekers and NEETS, will be able to:
  - Create a professional quality, customised CV for every employment applications
  - Create different types of CVs, for different careers i.e. they may be seeking an IT employment, using our IT/Technical CV format, however they may also be applying for customer service jobs, in which case they would use the normal structure our Tool creates.
  - Always create the right CV structure and content, employers will appreciate and value, as students progress in their education and career, as the format of the CV changes radically from a student, graduate, blue/white collar. IT/technical, management, entrepreneur, home maker CV.

36. The SFA and NCS, do not understand the meaning of 'innovation' and the CEC is too closely linked with the SFA/Government to independently test truly innovative solutions, which will displease the SFA/NCS.
37. I am therefore pleading with the All-Party Parliamentary Group for Youth Employment, please do not let another student or young jobseeker:
  - Take their own life
  - Commit crime or take drugs
  - End up as NEETs or unemployed for long periods
38. Due to poor CV advice in education or jobcentres. We can help stop this, or substantially reduce this by the Government purchasing our revolutionary CV Builder Tool without any advertisements for cost development price £495,000 or use the FREE version of our Tool with ethical advertisements.
39. This document will be published and made open, therefore anyone can view and question why these government departments have not at least tested our revolutionary CV Builder tool.
40. I am ready to testify under oath there was a good chance, had the CEC, SFA, NCS & DWP used or at the very least promoted our inspirational FREE Tool, David Brown and god knows how many more young jobseekers would not have taken their life or ended up in gangs, take drugs or become NEETs. Due to incompetence, negligence or even corruption, these government departments have failed young jobseekers.

