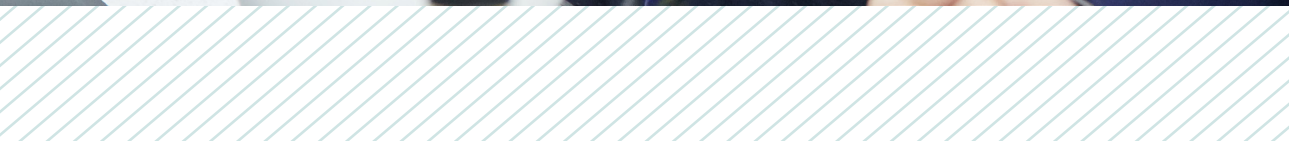


Young people's career readiness and essential skills:

Results from the Future Skills
Questionnaire 2018/19



Publication information

This paper is published by The Careers & Enterprise Company. It should be cited as follows:

Tanner, E. (2020). Young people's career readiness and essential skills: Results from the Future Skills Questionnaire 2018/19. London: The Careers & Enterprise Company.

Acknowledgements

Thank you to all the young people who took part in the research and for the support of careers programme providers and school and college staff.

There were many people at The Careers & Enterprise Company involved in liaising with providers to collect the data and in data preparation. Particular thanks go to Hannah Williams and colleagues in the Digital and Investment teams.

Content

About this report	I
Foreword by Tom Ravenscroft	II
Foreword by Ben Dyer	III
Executive Summary	IV
1. Introduction	1
2. The Future Skills Questionnaire	4
3. Results from the Future Skills Questionnaire	7
4. Summary and next steps	16
References	17

About this report

This report describes the Future Skills Questionnaire that was developed by The Careers & Enterprise Company, the International Centre for Guidance Studies at the University of Derby and the Skills Builder Partnership. The questionnaire measures changes in young people's employability skills (personal effectiveness, career readiness and essential skills) following participation in a careers activity.

The report also presents the results from over 2,000 young people who took part in employer encounters, workplace experiences or personal guidance and who completed the survey at two time points. The results show where the greatest improvements were made and highlight the skill areas that are strongest and weakest for young people.

Foreword

This important piece of work from The Careers & Enterprise Company helps to illuminate what the impact of high-quality careers provision can be: to develop critically important insights into the world of work; to enhance and refine aspirations; and to build the skills to realise those goals.

Over the last ten years the Skills Builder Partnership has seen that every young person can build the essential skills to thrive. Our 800 partners, including schools, colleges, employers and other youth organisations, are united in our diverse work by a common understanding and approach to building essential skills, including teamwork, presenting and creativity.

We have seen that a thoughtful, deliberate approach to building these skills can be transformative: identifying gaps, understanding the next step of progress, and combining direct teaching with many opportunities for application and practice.

We have been pleased to work with The Careers & Enterprise Company over the last year to develop the Future Skills tools that underpin their impact measurement. Using the Skills Builder Framework as a starting point we have defined clear indicators of progress in essential skills, alongside other key skills to be career-ready.

The results show a strong impact in a number of important areas: leadership, listening, presenting, problem-solving and creativity all showed meaningful improvements as a result of activities. These results will make a tangible difference to the career prospects of our young people and should be applauded.

But effective impact measurement does more than just celebrate. It motivates us to strive for more. And it also helps to focus our efforts: the Future Skills tools give us greater clarity and alignment behind the outcomes that we are all striving for. As we learn from these tools we can hone our programmes to boost progress further.

This report, and the tools that underpin it, are an important step forward in ensuring that every young person is equipped with the career insights, aspirations, and skills to succeed.

Tom Ravenscroft
Chief Executive, Skills Builder Partnership

Foreword

As a Founder of The Inspirational Learning Group and the National Enterprise Challenge I have always been committed to ensuring young people are equipped with the knowledge and skills they need to achieve career success.

Formal qualifications are important indicators of ability, but they can only ever be part of the picture. That is why we welcomed the creation of The Careers & Enterprise Company and why we were keen to be involved in delivering Enterprise Days to Young People across the UK in partnership with Business Enterprise Support.

Employability and enterprise skills are vital for young peoples' work readiness, entrepreneurship and career progression. The Careers & Enterprise Company has helped to build an evidence base which shows that improvements in resilience, academic motivation, career planning, and awareness of future career options can be delivered through employer encounters, workplace experiences and personal guidance.

The Future Skills Questionnaire gives us the ability to measure outcomes and to understand what young people feel is most valuable to them. This has helped us to better understand where our programmes are making a positive impact and where we can do more.

At the heart of our approach is a commitment to inclusion, regardless of background and academic ability, so that young people do not become a negative statistic but become a positive role model. This is achieved by bringing employers closer to young people through meaningful employment encounters. We have never ceased to be inspired by the creativity, tenacity and ability of the young people we work with.

We are committed to playing our part in providing meaningful engagement with employers and we continue to expand our range of challenges in response to the changing needs of employers, schools and young people. The support provided by The Careers & Enterprise Company is invaluable to us. We are delighted to be able to show the impact through this report.

As we approach Brexit it is clear the future success and prosperity of the UK will increasingly depend on our ability to harness home-grown talent. Key to this will be our ability to encourage the creativity, resilience and innovation of our young people. The work of The Careers & Enterprise Company and its partners will ensure all schools provide young people with the support they need to achieve their full potential. We are delighted to be involved in this important work and welcome the findings of this report at this critical time.

Ben Dyer
Managing Director, The Inspirational Learning Group

Executive Summary

The opportunities for young people to develop employability skills through careers and enterprise education are increasing. The latest evidence from the State of the Nation shows that more than 3,800 schools and colleges are tracking their progress against the Gatsby Benchmarks of good career guidance and that all aspects of careers education are improving¹. To measure the difference that careers education makes, The Careers & Enterprise Company developed Future Skills – a self-completion questionnaire for young people to assess their employability skills before and after an activity. These skills, which include problem-solving, resilience, awareness of different options after school and career planning, are important because they help young people to make informed choices, plan for their future and be successful in work.

Employability skills are vital for young peoples' work readiness, entrepreneurship and career progression.

- There is consensus across education, business, government and young people themselves that employability skills are as important as academic attainment for getting a job and career progression.
- The employability skills of young people do not currently meet the expectations of employers, highlighting the need for more support for young people before they leave school and college.
- The Gatsby Benchmarks of good careers guidance provide a framework for skills development through employer encounters, workplace experiences and personal guidance, among other activities.
- The Careers & Enterprise Company is funding scale-up and innovation in these activities to extend access for young people, particularly in areas of disadvantage.

The Future Skills Questionnaire provides a way to measuring employability skills (personal effectiveness, career readiness and essential skills).

- The Future Skills Questionnaire is a self-completion tool for young people measuring personal effectiveness, career readiness and essential skills.
- It was completed in 2018/19 by over 2,000 young people taking part in career activities.

New evidence shows that employer encounters, workplace experiences and personal guidance are most strongly associated with improvements in resilience, academic motivation, career planning, awareness of options after school and presentation skills.

- **Resilience.** 'When I do not understand something I ask the teacher again and again until I understand' – agreement increased from 53% to 68% indicating an increase in academic motivation.
- **Motivation.** 'I try to answer all the questions asked in class' – agreement increased from 60% to 70%.
- **Career Planning.** 'I can make a plan of my goals for the next five years' – agreement increased from 45% to 59%.
- **Awareness of options.** 'I have thought about whether moving straight from work after school is right for me' – agreement increased from 43% to 58%.
- **Presentation skills.** 'I can make a formal presentation to a large group of people about a topic' – agreement increased from 39% to 49%.

1. The Careers & Enterprise Company (2019). *Careers and Enterprise Provision in England's Secondary Schools and Colleges: State of the Nation 2019*. London: The Careers & Enterprise Company.

1 | Introduction

Importance of skills

It is widely accepted across education, business and government that young people's employability skills are as important as academic attainment for work readiness, entrepreneurship and career progression. Research by the Sutton Trust found that 94% of employers, 97% of teachers and 88% of young people regarded 'life skills' as being at least as important as academic grades to future success². More than half of the teachers surveyed (53%) thought that skills were **more** important than academic grades. Clearly, employers look for these skills when they're recruiting. In the CBI's most recent survey of employers, character, behaviour and attributes were a top priority when recruiting school and college leavers³. As the world of work changes to require greater adaptability, the need for employability skills will only intensify⁴.

We use the term employability skills in this report to cover career readiness skills (such as career planning) and essential skills (such as problem-solving and resilience). These overlap with what others refer to as life skills or soft skills.



Alongside qualifications, character, behaviour and attributes are a clear priority for employers when recruiting school, college, and university leavers.

CBI³

2. Cullinane, C. & Montacute, R. (2017). *Life Lessons: Improving essential life skills for young people*, The Sutton Trust.

3. CBI (2019). *Education and learning for the modern world*. CBI/Pearson education and skills annual report.

4. Taylor, M. (2017). *Good Work: The Taylor Review of Modern Working Practices*.

The skills gap

Employers consistently report a mismatch between their expectations and experience of young people's skills. Members of the Institute for Student Employers (ISE) reported high expectations on some employability skills⁵. 91% of employers expected a high level of competence in teamwork including the ability to work well with others, to contribute to discussion and motivate others. 81% of employers expected problem-solving competence. In CBI's latest survey, the perceived shortfall in essential skills was greater than for academic skills. While 40% of employers expressed dissatisfaction with the wider character, behaviour and attributes demonstrated by young people, 26% were dissatisfied with academic results³. The Sutton Trust survey found that 68% of employers thought that school leavers lacked the skills to thrive in the workplace, and that this was more pronounced for those from disadvantaged backgrounds². Clearly, young people need more support to develop skills before they leave education in order to be 'work ready'.

The role of careers education

Careers and enterprise education plays a key role in the policy response on skills. The Government's Careers Strategy⁶ set out a commitment to provide all young people with good career guidance as defined by the eight Gatsby Benchmarks⁷. The Gatsby Benchmarks are based on international evidence about what experiences make a positive difference to young people's outcomes. These include multiple encounters with employers, experiences of workplaces and

personal guidance with a qualified Careers Adviser. Over 3,800 state-funded schools and colleges are now tracking their progress towards the Gatsby Benchmarks and over half are fully achieving Benchmark 5 (encounters with employers and employees) and Benchmark 8 (personal guidance)¹.

The eight Gatsby Benchmarks for good career guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

5. Institute of Student Employers (ISE) (2018). *ISE 2018 Development Survey: Trends, benchmarks and insights*.

6. Department for Education (2017). *Careers strategy: making the most of everyone's skills and talents*.

7. Gatsby Charitable Foundation (2014). *Good career guidance*. London: Gatsby Charitable Foundation.

The Careers & Enterprise Company delivers funds to scale-up, innovate and build evidence on career activities involving employer encounters (such as career transition programmes, mentoring and business enterprise competitions), workplace experiences and personal guidance, with a focus on areas of greatest need. The aims of these activities are to broaden understanding of jobs and careers, build the knowledge and skills required in employment, support successful school to work transitions through information, advice and guidance and increase motivation to work hard at school or college. These are indicators that the activities are meaningful and beneficial to young people⁸. During the academic year 2018/19, funded provider organisations evaluated their programmes against these outcomes using the Future Skills Questionnaire which was developed by The Careers & Enterprise Company, University of Derby and Skills Builder to measure change in knowledge and skills. The data from over 2,000 young people provides new insights into how career activities within the Gatsby Benchmark framework support the skill development of young people.

This report

This report has two sections. The first describes the Future Skills Questionnaire – how it was developed and the skills that it measures. The second section reports the results from 2018/19, showing how the skills of young people taking part in careers activities changed⁹. The final section sets out the next steps for the developing and using Future Skills.



8. Education and Employers (2019). *What is a meaningful encounter with the world of work?* Education and Employers.

9. Where we use the term 'impact' in this report, we refer to changes in skills that are likely to be mostly attributable to the careers activity. We recognise however, that without a comparison group, we cannot be confident of the extent to which the changes are a result of the careers activity rather than other learning opportunities.

2 | The Future Skills Questionnaire

The Careers & Enterprise Company works across England to help prepare young people for the world of work. We test new approaches, find out what is effective, and share this knowledge with schools, colleges, employers and providers. To support this, we developed the Future Skills Questionnaire to measure the impact of careers-related activities on young people and their preparedness for the world of work. Our intention is to provide the evidence needed to enable programmes to improve and educators to make evidence-informed choices.

The Future Skills Questionnaire is a self-completion tool for young people to measure their progress in the skills and personal attributes needed to make the transition to the world of work. It uses well-established questions and frameworks to measure personal effectiveness, career readiness and essential skills for employability. It also collects young people's perceptions of the value of activities as we know from previous research, that more positive attitudes towards activities are related to outcomes. The evidence is strong that improvements across these attributes will support young people to secure better educational and career outcomes.

The Future Skills Questionnaire was developed by The Careers & Enterprise Company, the International Centre for Guidance Studies (iCeGS) at the University of Derby and Skills Builder in 2018. The aim was to identify questions that measure the core areas of personal effectiveness, career readiness and essential skills according to the following principles:



Brevity (as few questions as possible).



Relevant to young people in England.



Scientifically valid measurements.



Freely available to use.

The questions and scales selected are described below.

Skills areas

Personal effectiveness

The term 'personal effectiveness' captures self-efficacy, persistence and self-awareness. The questions selected are the 'belief in self' domain from the Social and Emotional Health Survey-Secondary¹⁰, an instrument which also measures emotional competence, engaged living and belief in others. The scale was developed for use with young people aged 14-19 and is appropriate in a school context.

The 'belief in self' domain has nine statements and respondents indicate the extent to which each statement is true of them from not at all true to very true. During the 2018/19 academic year, one of the statements was removed from the Future Skills Questionnaire following consistent feedback that it may cause upset¹¹. As a result, the personal effectiveness scale should not be directly compared to other output from this scale.

The scale is designed to be used before and after an intervention with the results compared for each individual or group of individuals. This means that the before and after results need to be matched for each young person. The data can be analysed using paired samples t-tests which tests for statistically significant differences in the participant mean average score prior to the intervention and after participating in the intervention. In reporting the results, we also present the change in proportion saying the statements are pretty much true or very true to provide a more visual presentation of the results.

Career readiness

The Student Career Readiness Index (SCRI) is a 21 item instrument that measures levels of career readiness across four domains: career planning skills, transition skills, information and help seeking skills and career management skills. The SCRI was developed by academics from the International Centre for Guidance Studies (iCeGS) at the University of Derby and has been used in the Gatsby pilot of Careers Hubs in the North East of England¹². The questions map onto UK careers education practice and policy frameworks and are suitable for young people aged 12-18 years.

The analysis approach is similar to the personal effectiveness scale. It can be used to measure changes in career readiness following an intervention.

10. Furlong, M. and Felix, E. (2015). *Validation of the social and emotional health survey for five sociocultural groups: Multigroup invariance and latent mean analyses*. *Psychology in the Schools*, 52(4), 349-362.

11. 'There is a purpose to my life'.

12. Hanson, J., Vigers, K., Moore, N., Everitt, J., & Clark, L. (2019). *Gatsby careers benchmark north east implementation pilot: interim evaluation (2015-2017)*. Derby: International Centre for Guidance Studies, University of Derby.

Essential skills

The essential skills questions were designed to map onto six of the eight Skills Builder Framework domains: listening, presenting, problem solving, creativity, leadership and teamwork¹³. The Skills Builder Framework has become a well-established approach to developing and measuring essential skills. During 2018/19, more than 520 schools and colleges, 130 employers and 50 other providers were part of the Skills Builder Partnership, committed to using the Skills Builder Framework to underpin their work. The Framework breaks down each domain area into incremental steps that broadly map onto progression from age three to adulthood.

The Future Skills Questionnaire contains three statements per domain area and respondents indicate their level of agreement on a five-point scale from strongly disagree to strongly agree. The analysis approach is similar to the personal effectiveness scale. It can be used to measure changes in essential skills following an intervention.

Developing and testing

The Future Skills Questionnaire was piloted by SQW, an independent research organisation, in summer 2018 with young people from a range of schools and careers programmes. Young people were encouraged to complete the questionnaire before and after a careers activity. Of all the responses, 769 were matched and analysed. Following a period of debrief and recommendations, a second phase pilot was carried out, using Future Skills in the context of The Careers & Enterprise Company-funded careers providers.

Across the summer 2019, further refinements have been made to the tool:

- Improving the essential skills questions following cognitive testing with young people, carried out by SQW.
- Adding questions to capture the domains of Skills Builder, 'aiming high' and 'staying positive', so that all eight domains are included.
- Reducing the length of the Student Career Readiness Index following feedback from providers about the length of the survey.
- Removal of one item in the personal effectiveness scale, as detailed above.
- The creation of two versions. (1) One short post-activity questionnaire for use after short careers activities to capture perceived impacts on career readiness and satisfaction. (2) A short pre-activity questionnaire and longer post-activity questionnaire that measures change in personal effectiveness and career readiness, perceived impact on essential skills and satisfaction.

These versions will be used with The Careers & Enterprise Company-funded providers during 2019/20 with the aim of achieving more responses to enable analysis of skills by type of careers activity and for providers to have more comprehensive data that they can use to develop their programmes.

13. Skills Builder Partnership (2018). *Toolkit: The Framework and Principles for building essential skills*. London: Enabling Enterprise. The other domains of aiming high and staying positive were not included in the Future Skills Questionnaire but have since been added.

3 | Results from the Future Skills Questionnaire

About the young people

During 2018/19, 2,927 young people completed the Future Skills Questionnaire. They were all participants in careers guidance activities including volunteering, career talks, work experience, transition skills, enterprise, workplace visits, personal guidance and mentoring. The majority took part in activities that were funded by The Careers & Enterprise Company with the remainder from schools in the Enterprise Adviser Network. The young people were fairly evenly split between boys (47%) and girls (52%) and ranged in age mostly from 11 to 18¹⁴.

The activities were delivered by 23 providers and 13 schools and colleges. Young people were asked to complete the survey before and after the activity. While the 2,927¹⁵ young people responded to the post-activity satisfaction questions, a smaller number (2,047) completed both the pre-activity and post-activity surveys, enabling us to measure the change in skills.

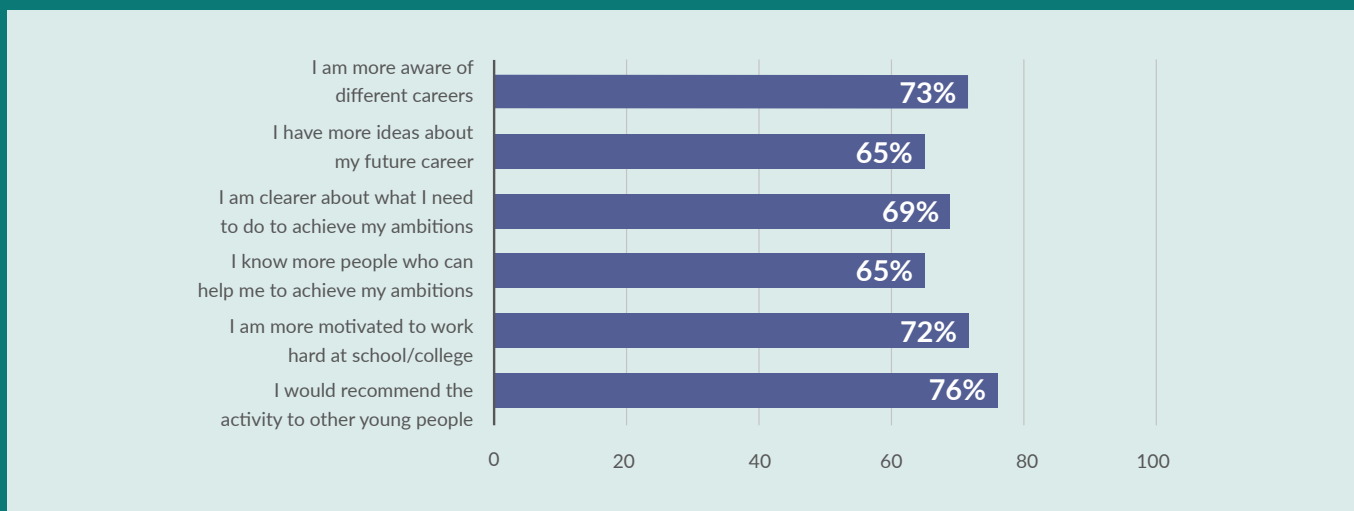
Satisfaction and perceived impacts

The majority of young people were positive about the impacts of the activities they took part in.

Six questions were asked at the post-activity survey and between two-thirds and three-quarters of young people either agreed or strongly agreed with each of the statements. (The majority of those who didn't agree with the statements neither agreed nor disagreed suggesting that they were unsure how to respond.)

The results indicate the value of the careers activities to the young people's motivation, awareness of future options and practical support for taking the next steps. The majority of young people (76%) said they would recommend the activity to others, indicating a high level of satisfaction with the experience.

Chart 1: Perceived impact of careers activity (% agree or strongly agree)¹⁶



14. 1% were 19-21 years and 2% did not provide their age.

15. We do not know how representative these young people were of all programme participants.

16. Number of responses ranged from 2,910 to 2,927 across questions.

Personal effectiveness

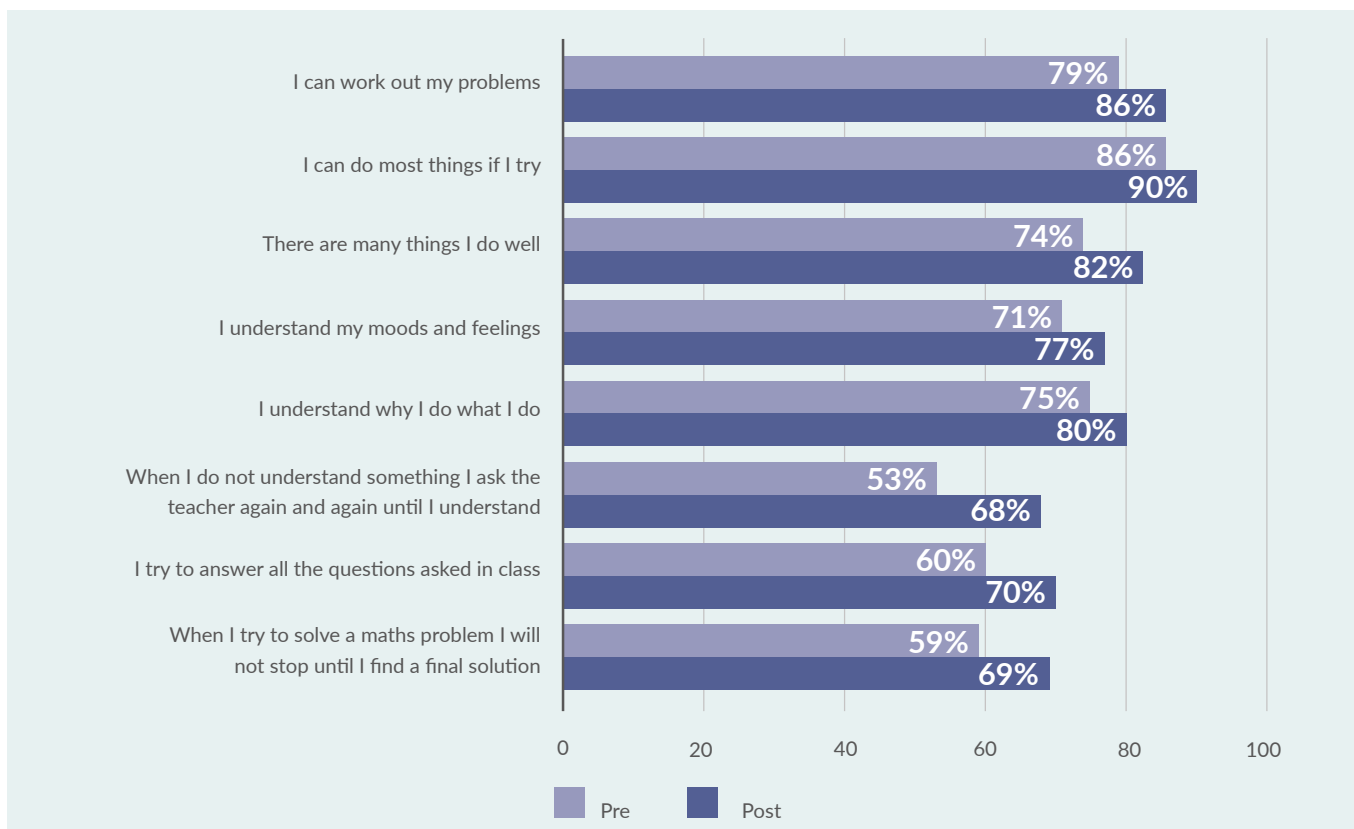
Young people's personal effectiveness improved statistically significantly¹⁷ across all eight items indicators.

There was a statistically significant difference between the pre and post-activity mean scores of each of the eight items and in the total score¹⁸. To illustrate the difference between the two timepoints, the chart below shows the proportion who thought that each statement was pretty much or very true (as opposed to not at all true and a little true). The largest changes (ten or more percentage points) were seen for the questions relating to resilience and motivation. The proportion of young people agreeing that 'When I do not understand

something I ask the teacher again and again until I understand' rose from 53% to 68% indicating an increase in academic motivation. There were also substantial increases in agreement with 'I try to answer all the questions asked in class' and 'When I try to solve a maths problem, I will not stop until I find a solution'.

The other indicators of personal effectiveness reflected young people's perceptions of themselves to be more positive at the baseline point and improved to a lesser, albeit still notable, extent. The results demonstrated a strong sense of self-belief among approximately four-fifths of the young people.

Chart 2: Change in personal effectiveness (% indicating pretty much or very true)¹⁹



17. Statistical significance means that the change in skills was unlikely to occur by chance. The 95% level is used throughout the report.

18. Results of paired samples t-test: Total score: $t=-16$, $df=1897$, $P<0.000$.

19. Number of responses ranged from 2,000 to 2,047 across questions.

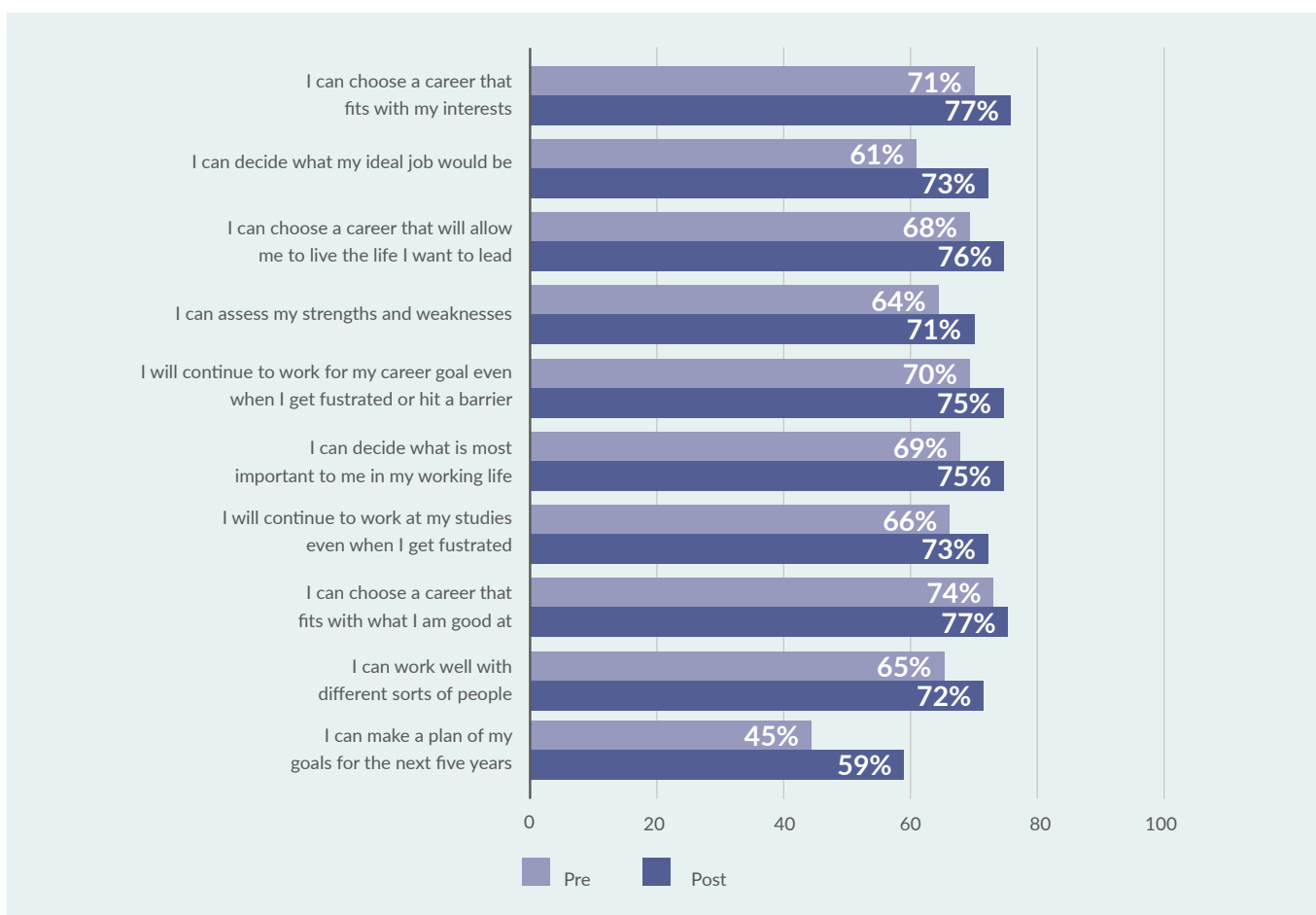
Career readiness

Young people's career readiness improved statistically significantly across each of the four subscales of career planning, transition skills, information and help-seeking and career management.

The mean average of 16 of the 21 individual items were significantly different between before and after the activity. The charts below illustrate change by showing the proportion of young people who mostly or completely agreed with each statement.

Overall, the young people were confident in their career planning²⁰ with approximately three-quarters of young people conveying confidence by the end of the activity. There were improvements in all ten aspects of career readiness across the time that young people took part in their career activity. The greatest changes were seen in planning goals for the next five years (14 percentage points) and deciding on an ideal job (12 percentage points).

Chart 3: Change in career planning (% mostly agree or completely agree)²¹



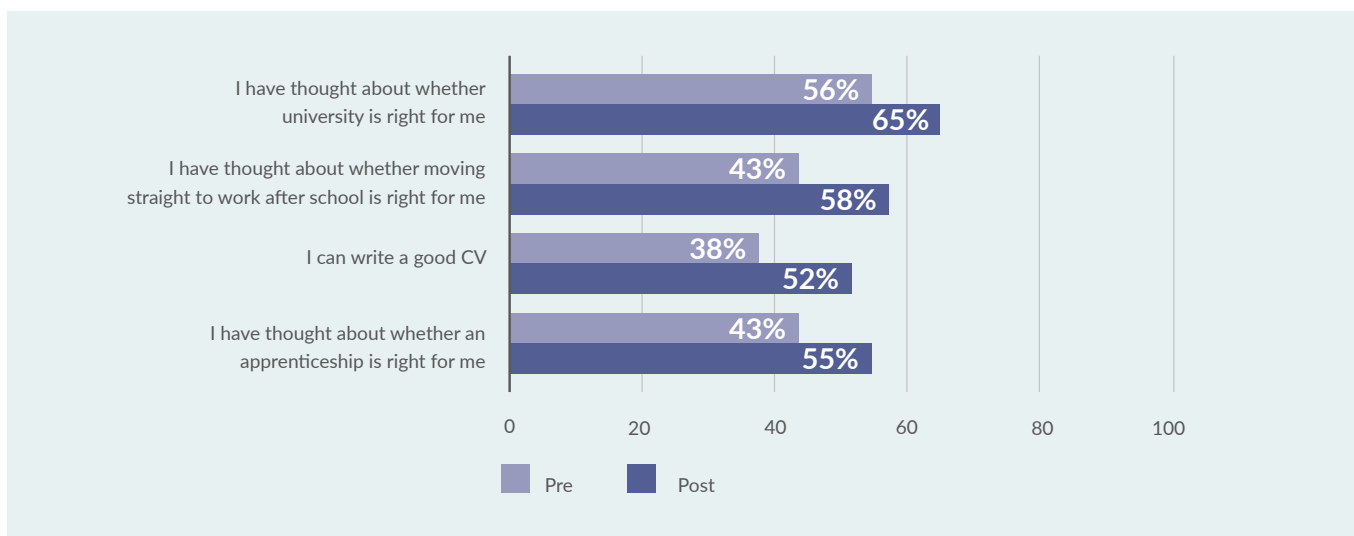
20. Results of paired samples t-test: Career planning: $t=-12$, $df=1906$, $P<0.000$.

21. Number of responses ranged from 2,005 to 2,039 across questions.

Young people were less confident in their transition skills but they reported substantial improvements by the end of the career activity²². The proportion of young people who had considered apprenticeships jumped from 43% to 55% and those who had thought about whether moving straight to work from school was right for them increased from 43% to 58%.

Young people were more likely to have considered the suitability of university at the start of the activity (56%) but this also increased (65%). CV writing skills were also an area of substantial growth with an increase of 14 percentage points in the proportion of young people who agreed that they could write a good CV.

Chart 4: Change in transition skills (% mostly agree or completely agree)²³



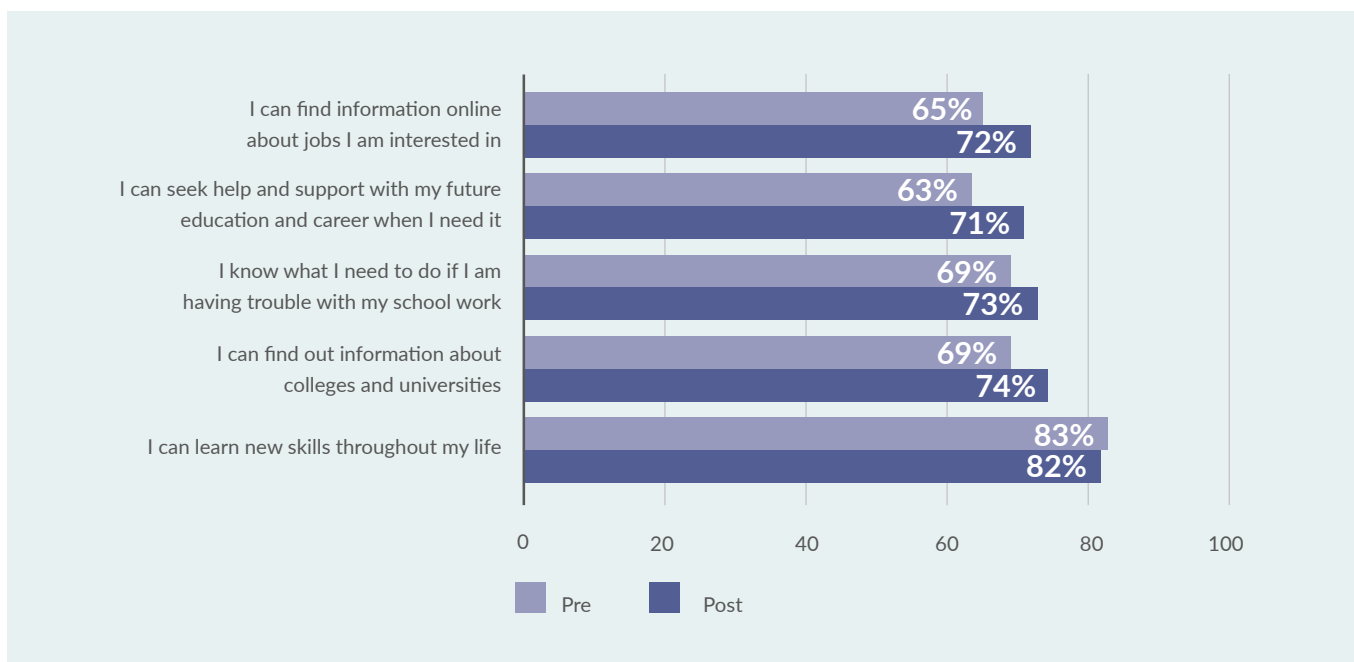
22. Results of paired sampled t-test: Transition skills: $t=-18$, $df=1913$, $P<0.000$.

23. Number of responses ranged from 1,986 to 1,997 across questions.

Confidence in knowing where to find information and how to seek help²⁴ with careers was fairly high and improved statistically significantly after the careers activities. At the outset, 83% of young people agreed with the statement 'I can learn new skills throughout my life' and this declined by one percentage point. However, there were substantial and significant

improvements in the proportion who felt able to seek support with their future education and career and with school work (eight percentage points) and being able to find information both about colleges and universities (five percentage points) and job opportunities online (seven percentage points).

Chart 5: Change in help and information seeking skills (% mostly agree or completely agree)²⁵



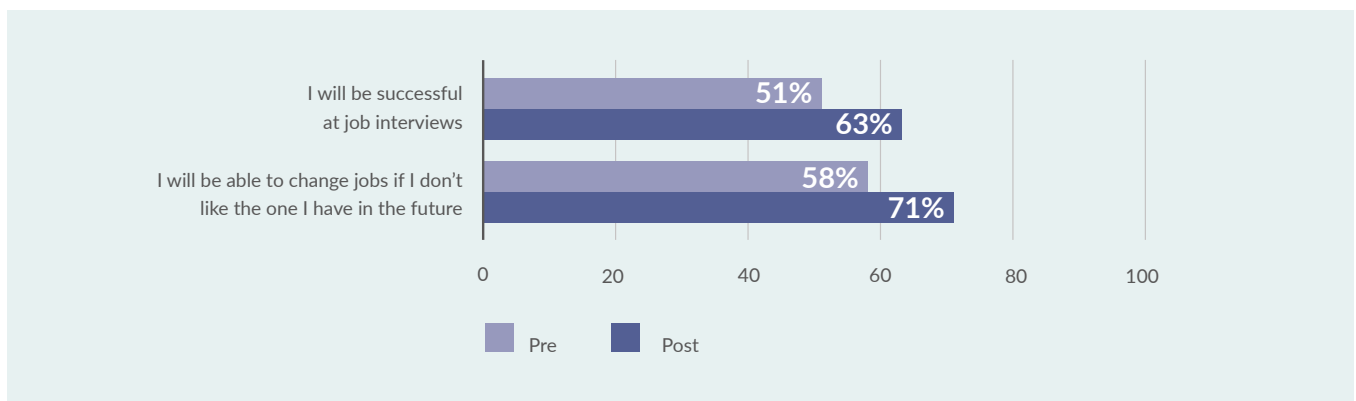
24. Results of paired samples t-test: Information and help seeking: $t=-8$, $df=1873$, $P<0.000$.

25. Number of responses ranged from 1,934 to 1,999 across questions.

The final area of career readiness related to preparedness for securing and changing jobs²⁶. There were statistically significant increases in the proportion of young people who believed they would be successful in job interviews (rising by 12 percentage points) and

be able to change jobs if they wanted to (13 percentage points). This suggests that the careers activities they engaged in gave them confidence and skills to negotiate the labour market.

Chart 6: Change in career management skills (% mostly agree or completely agree)²⁷



26. Results of paired samples t-test: Career management: $t=-15$, $df=1981$, $P<0.000$.

27. Number of responses ranged from 1,989 to 1,998 across questions.

Essential skills

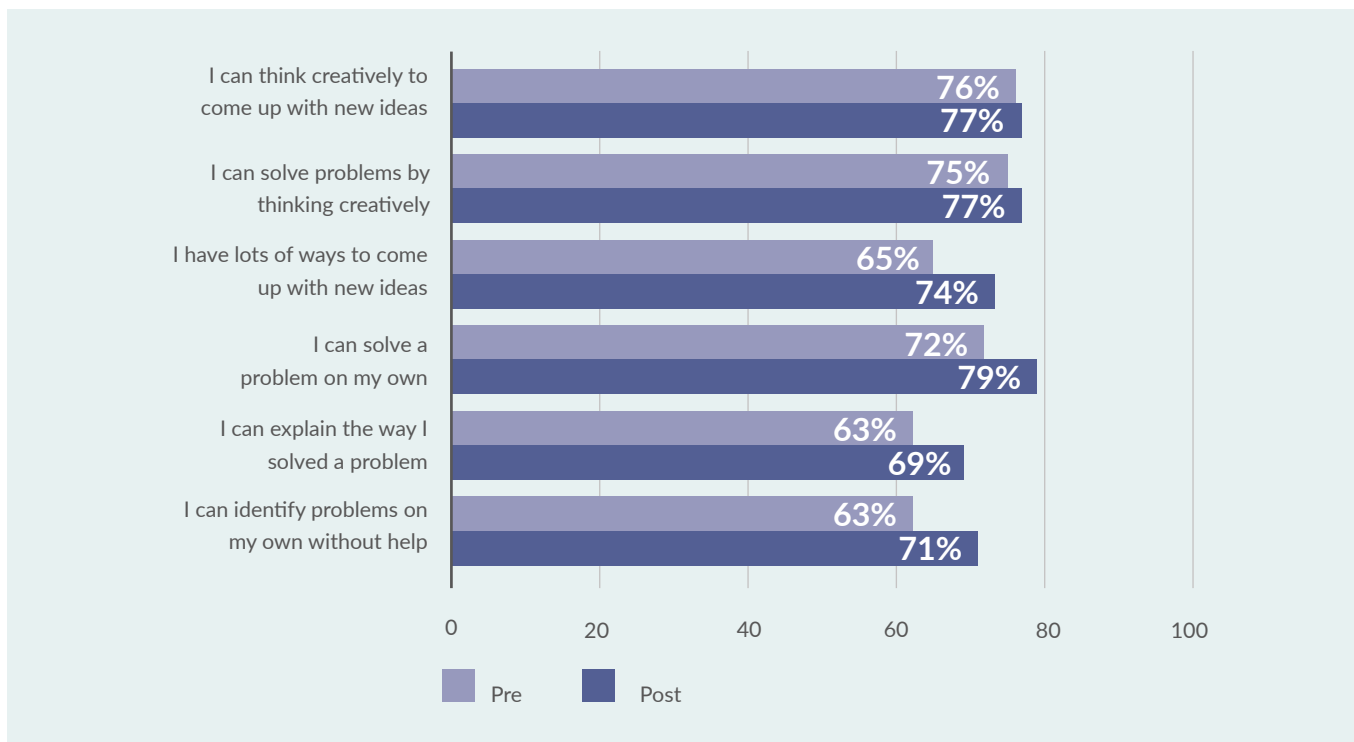
Young people's employability skills improved statistically significantly across five domains (creativity, problem-solving, listening, presenting and leadership). The teamwork domain did not see a significant change between before and after the careers activity.

The chart below shows the proportion who agreed or strongly agreed with each statement to illustrate how scores changed after the activity. The majority of young people thought they were able to be creative, coming up with new ideas and solving problems by thinking creatively²⁸. The main aspect that improved

was having lots of ways to come up with new ideas, suggesting that careers activities can help young people think creatively.

A greater level of improvement was seen for problem-solving²⁹. There was an increase in eight percentage points in the proportion of young people who said they could identify problems on their own without help, seven percentage points change in solving problems alone and six percentage points explaining how problems were solved.

Chart 7: Change in creativity and problem solving skills (% agree or strongly agree)³⁰



28. Results of paired samples t-test: Creativity: $t=-7$, $df=1961$, $P<0.000$.

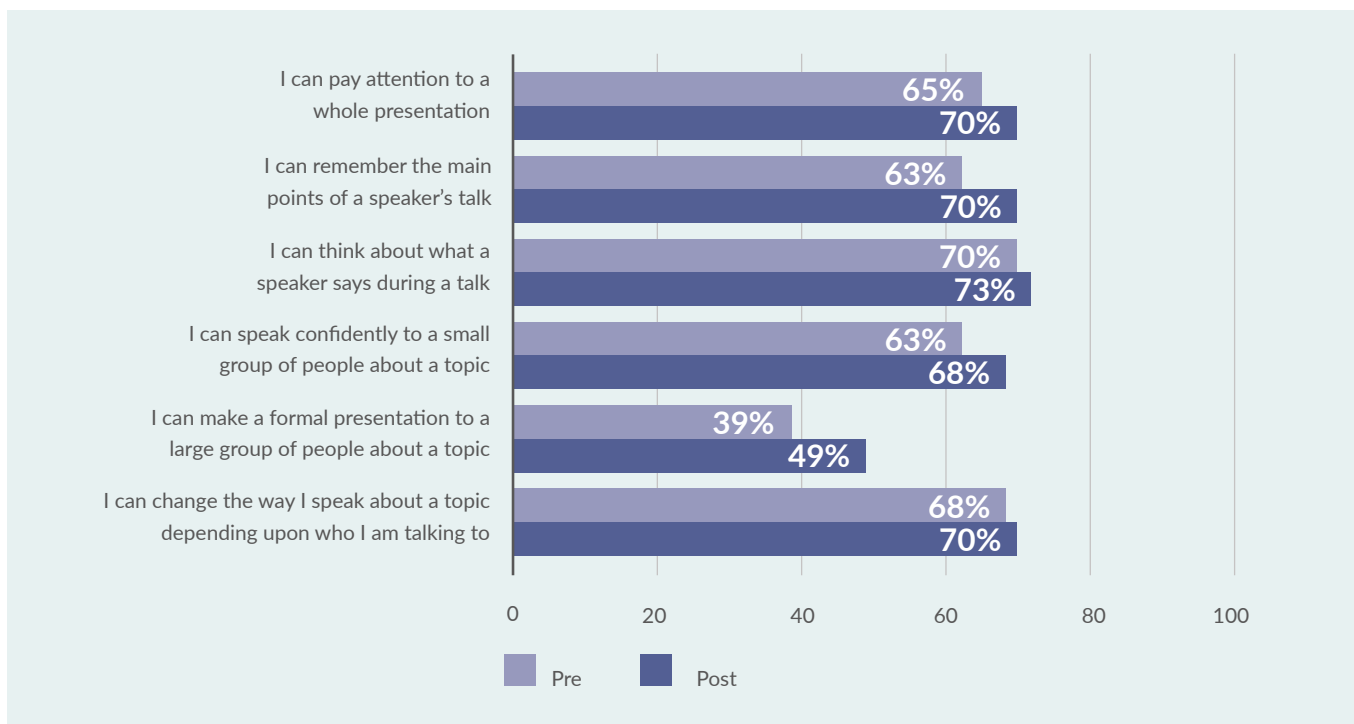
29. Results of paired samples t-test: Creativity: $t=-11$, $df=1943$, $P<0.000$.

30. Number of responses ranged from 1,960 to 1,975 across questions.

For listening skills³¹, the greatest change was seen in remembering the main points of a speaker's talk which increased from 63% of young people agreeing to 70%. There were also increases in the proportion who could pay attention to a whole presentation and who were able to think about what a speaker says during a talk.

Young people's presentation skills³² also improved following the careers activities. The greatest change was in being able to make a presentation to a large group about a topic which rose by ten percentage points from a low starting point.

Chart 8: Change in presenting and listening skills (% agree or strongly agree)³³



31. Results of paired samples t-test: Creativity: $t=-8$, $df=1949$, $P<0.000$.

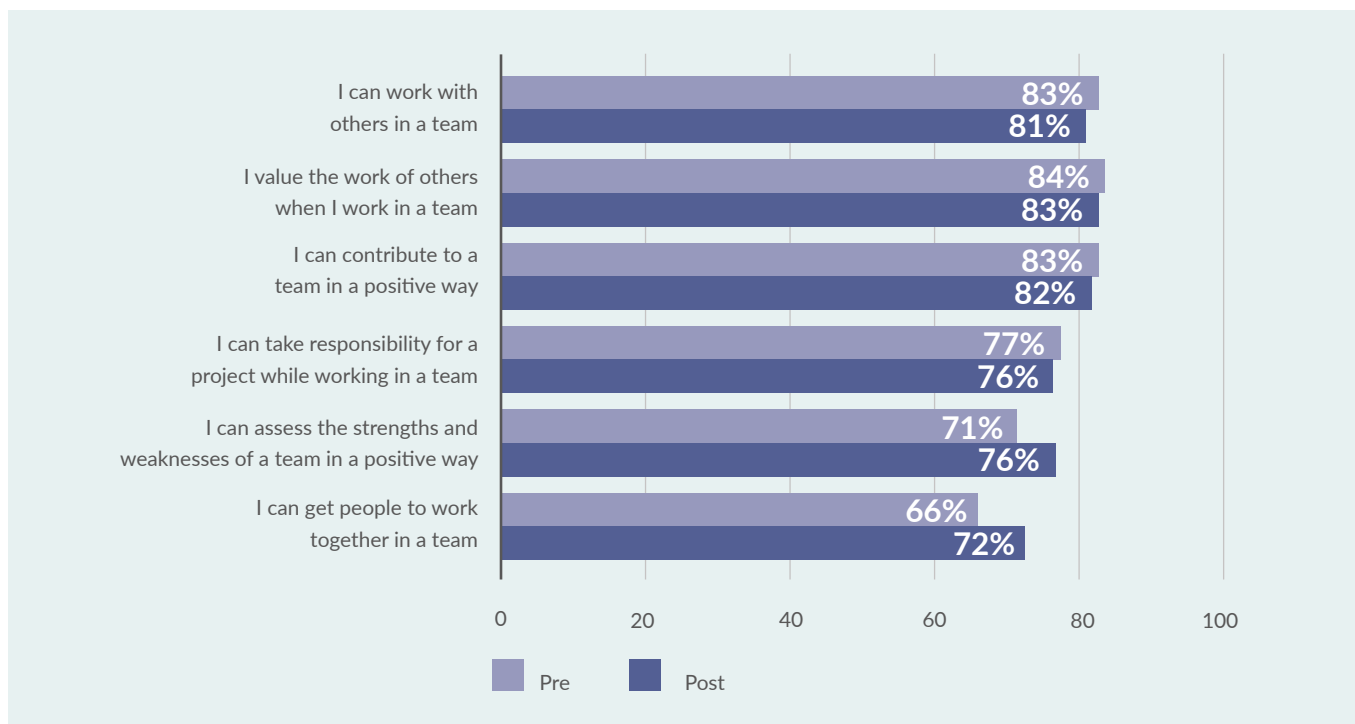
32. Results of paired samples t-test: Creativity: $t=-10$, $df=1884$, $P<0.000$.

33. Number of responses ranged from 1,916 to 1,960 across questions.

Teamwork saw the least change³⁴. Young people were mostly confident in their teamwork skills before the activity and their reported skills did not change significantly.

Leadership skills, however, improved statistically significantly overall³⁵, although the changes for individual questions were small. Young people were a little more likely to report that they could assess the strengths and weaknesses of a team and could get people to work together in a team.

Chart 9: Change in teamwork and leadership skills (% agree or strongly agree)³⁶



34. Results of paired sampled t-test: Creativity: $t=1$, $df=1908$, $P<0.390$.

35. Results of paired sampled t-test: Creativity: $t=-6$, $df=1911$, $P<0.000$.

36. Number of responses ranged from 1,919 to 1,923 across questions.

4 | Summary and next steps

Previous research shows that opportunities for employer encounters and careers guidance are associated with better outcomes in adulthood including the reduced likelihood of being NEET (not in education, employment or training) and higher wages³⁷. The evidence from the Future Skills Questionnaire in 2018/19 suggests that improvements in employability skills are an important pathway by which this is achieved. A strong finding was that careers-related activities are associated with motivation and resilience which are core skills for success in later life as well as important for short-term academic attainment. These findings resonate with a recent study that found career talks from employer volunteers had a direct link with higher GCSE grades³⁸. The evidence in the current report suggests that the activities that young people took part in also helped to develop their practical career readiness skills, particularly in relation to planning goals, considering options after school and knowing where to find information and support.

Finally, it is encouraging that young people perceived value in the activities since previous research shows that the impacts of encounters with employers are greater when young people are positive about the experience³⁹.

The findings from this report provide an insight into how young people benefit from some of the core activities within the Gatsby Benchmarks of good career guidance. During the coming year, The Careers & Enterprise Company will work with funded careers providers to collect data that will enable more detailed investigations into how different types of activities benefit different skill areas. The Company has made the Future Skills Questionnaire available⁴⁰ so that more schools, colleges and providers can use the tool independently to evaluate their careers and enterprise programmes and support young people's progress towards positive outcomes.



37. Mann, A., Kashfipakdel, E., Rehill, J. and Huddleston, P. (2017). *Contemporary transitions: Young Britons reflect on life after secondary school and college*. Education & Employers Research.

38. Kashfipakdel, E., Percy, C. and Rehill, J. (2019). *Motivated to achieve: How encounters with the world of work can change attitudes and improve academic attainment*. Education & Employers Research.

39. Kashfipakdel, E. & Percy, C. (2016). *Career education that works: an economic analysis using the British Cohort Study*. Journal of Education and Work.

40. careersandenterprise.co.uk/schools-colleges/future-skills

References

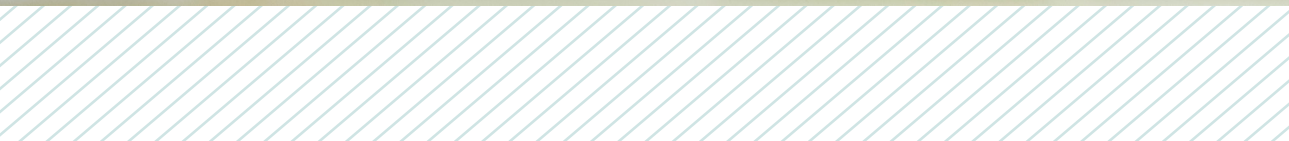
- CBI (2019).** *Education and learning for the modern world*. CBI/Pearson education and skills annual report. [cbi.org.uk/articles/education-and-learning-for-the-modern-world/](https://www.cbi.org.uk/articles/education-and-learning-for-the-modern-world/)
- Cullinane, C. & Montacute, R. (2017).** *Life Lessons: Improving essential life skills for young people*. The Sutton Trust. [suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf](https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf)
- Department for Education (2017).** *Careers strategy: making the most of everyone's skills and talents*. DFE-00310-2017. [gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents](https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents)
- Education and Employers (2019).** *What is a meaningful encounter with the world of work?* Education and Employers. [educationandemployers.org/meaningful-encounters/](https://www.educationandemployers.org/meaningful-encounters/)
- Furlong, M. and Felix, E. (2015).** *Validation of the social and emotional health survey for five sociocultural groups: Multigroup invariance and latent mean analyses*. *Psychology in the Schools*, 52(4), 349-362.
- Gatsby Charitable Foundation (2014).** *Good careers guidance*. London: Gatsby Charitable Foundation. [gatsby.org.uk/education/focus-areas/good-career-guidance](https://www.gatsby.org.uk/education/focus-areas/good-career-guidance)
- Hanson, J., Vigurs, K., Moore, N., Everitt, J., & Clark, L. (2019).** *Gatsby careers benchmark north east implementation pilot: interim evaluation (2015-2017)*. Derby: International Centre for Guidance Studies, University of Derby. hdl.handle.net/10545/623538
- Institute of Student Employers (ISE) (2018).** *ISE 2018 Development Survey: Trends, benchmarks and insights*. [ise.org.uk/page/ISEPublications](https://www.ise.org.uk/page/ISEPublications)
- Kashefpakdel, E. & Percy, C. (2016).** *Career education that works: an economic analysis using the British Cohort Study*. *Journal of Education and Work*. DOI: 10.1080/13639080.2016.1177636. [educationandemployers.org/wp-content/uploads/2016/05/Career-education-that-works-an-economic-analysis-using-the-British-Cohort-Study.compressed.pdf](https://www.educationandemployers.org/wp-content/uploads/2016/05/Career-education-that-works-an-economic-analysis-using-the-British-Cohort-Study.compressed.pdf)
- Kashefpakdel, E., Percy, C. and Rehill, J. (2019).** *Motivated to achieve: How encounters with the world of work can change attitudes and improve academic attainment*. Education & Employers Research. [educationandemployers.org/wp-content/uploads/2019/06/Motivated-to-Achieve-Final-Full-report-Embargo-6th-June-1.pdf](https://www.educationandemployers.org/wp-content/uploads/2019/06/Motivated-to-Achieve-Final-Full-report-Embargo-6th-June-1.pdf)

Mann, A., Kashefpakdel, E., Rehill, J. and Huddleston, P. (2017). *Contemporary transitions: Young Britons reflect on life after secondary school and college.* Education & Employers Research. educationandemployers.org/wp-content/uploads/2017/01/Contemporary-Transitions-30-01-2017.pdf

Skills Builder Partnership (2018). *Toolkit: The Framework and Principles for building essential skills.* London: Enabling Enterprise. skillsbuilder.org/toolkit

Taylor, M. (2017). *Good Work: The Taylor Review of Modern Working Practices.* [gov.uk/government/publications/good-work-the-taylor-review-of-modern-working-practices](https://www.gov.uk/government/publications/good-work-the-taylor-review-of-modern-working-practices)

The Careers & Enterprise Company (2019). *Careers and Enterprise Provision in England's Secondary Schools and Colleges: State of the Nation 2019.* London: The Careers & Enterprise Company. careersandenterprise.co.uk/research/state-nation-2019



The Careers & Enterprise Company
2-7 Clerkenwell Green
Clerkenwell
London EC1R 0DE

careersandenterprise.co.uk