

# Annual Report

## 2019/20



The Careers & Enterprise Company



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# Introduction by the Chairman



## Christine Hodgson, Chairman

This has been an unprecedented year. The Covid pandemic has created significant uncertainty and considerable challenges for our society and economy. While the impact has been far-reaching, it has been particularly acute for the prospects of young people.

There is a huge amount at stake. The danger of rising youth unemployment over the next few years raises the spectre of longer-term damage to the life chances and incomes of the nation's next generation.

In our search for solutions and as we look towards recovery, what is certain is our work is needed and more urgent now than ever. Careers provision matters, makes a difference to young people's lives and is a critical component in supporting the revival in our economy.

This is echoed by teaching leaders who have prioritised the importance of careers guidance during Covid and business leaders are committed to ensuring the Covid generation does not become a lost generation.

It has been truly inspiring during this period of adversity to see the dedication and determination demonstrated by so many in continuing to support young people in learning about the world of work and preparing them for the transition from education to employment.

Our partners in communities across the country - schools, colleges, Careers Leaders, teachers, employers, Local Enterprise Partnerships (LEP), Mayoral combined authorities, local authorities and providers - have stepped up and shown real commitment to the cause.

I have been really impressed by the response of the business community - particularly our Cornerstone Employers - who, despite the intense challenges they have faced, have rallied in support of young people and continued to invest their time and energies in careers guidance initiatives and programmes.

The pandemic has also proven the resilience of our network - exemplified by Careers Hubs. They have been pivotal in enabling and executing the rapid response and adapting careers support for young people in exacting circumstances.

The robust networks of Careers Hubs have been a locus for facilitating the effective transition to online delivery, engaging thousands of schools and colleges and tens of thousands of students in initiatives like virtual encounters with employers and work experience programmes. Just as importantly, they have provided strong communities of support for the exchange and transfer of learning and good practice that has driven innovation in careers provision.

The publication of our Careers Education in England's Schools and Colleges report in November has provided an opportunity to reflect on the significant progress made in structures, delivery and impact of careers guidance over last few years of the Government's Careers Strategy.

What is clear from the evidence is that England now has the foundations of a coherent and comprehensive careers education system, framed by the Gatsby Benchmarks. These set a series of exacting standards and a blueprint for what a world-leading careers education looks like for a young person today. It's a holistic picture, covering everything from work experience and careers guidance, to engagement with employers, colleges, universities and training providers. They are driven nationally and delivered locally by our local partnerships.

There is sustained progress in the performance and standards of careers provision in schools and colleges across the country. Careers Hubs are delivering accelerated levels of progress, particularly in areas of disadvantage, which are among the best performing.

Looking ahead, we need to build on this momentum. Careers Hubs are the foundation for future provision and should be rolled out nationally. There should be continued investment in the development of Careers Leaders, ongoing expansion of the Compass+ digital platform, which empowers more personal pupil level interventions and continued leverage of our business community partners – Cornerstone Employers and Enterprise Advisers.

This year has also one of significant change for The Careers & Enterprise Company (CEC), with the departure of our CEO Claudia Harris and appointment of our new CEO Oli de Botton, who will be joining us in the New Year. Claudia was our founding CEO and provided exceptional leadership in building the CEC networks that are now transforming careers education across England.

In Oli, we are fortunate to have found a leader and innovator who has first-hand leadership experience of inspiring and preparing young people for the rapidly changing world of work. He has an impressive breadth of experience across education, and a proven commitment to helping young people from all backgrounds to make the most of their talents. The Board and I are very much looking forward to working with him.

I would like to thank John Yarham for his excellent leadership as interim CEO in steering CEC through this year and ensuring we maintained our focus on supporting those who matter most – young people.

I would also like to thank our partners for their ongoing dedication to our work together. The network of Local Enterprise Partnerships, Local Authorities, Enterprise Coordinators, Cornerstone Employers, Enterprise Advisers, careers providers, and schools and colleges across the country is essential to the work we do. We also benefit from the invaluable insight and support of our Education Leaders, Employers, SEND, Primary, College and Enterprise Adviser Advisory Groups.

Together, we are committed to continuing our work to ensure every young person, regardless of their background, can achieve the best possible start to their working life and can realise their potential.

# Foreword from the CEO



## John Yarham, Interim Chief Executive

Our mission - to ensure that every young person, regardless of background, can achieve the best possible start to their working life and realise their potential - has never been more important than now.

The impact of the pandemic has been profound, pervading all areas of society and the economy and placing severe restrictions on everyday lives and livelihoods. The curtailment of normal economic activity has damaged many businesses and had adverse consequences for the jobs of many.

While the effects have been widespread, one of the starkest stories to emerge over the period of the pandemic has been the disproportionate impact on the prospects of young people.

Those in education have experienced school closure, exam disruption and the loss of learning. Those in employment have experienced reductions in early careers roles, apprenticeships and training. Sixty per cent of the job losses during the period have been among 16-24 year olds.

There are very real fears that what has been termed the Covid generation may become a lost generation. That is why providing the right support for young people is a pressing national priority. It emphasises why the work of The Careers & Enterprise Company in driving careers provision in schools and colleges will be an urgent and critical element in that support, as we now start to look towards recovery.

These are very real challenges, but what has been truly impressive is the number of people and organisations that have rallied in response and continued to support young people.

Throughout our network, there has been real energy and commitment to step up in exacting circumstances and maintain focus on ensuring young people continue to benefit from the careers guidance they need.

We moved rapidly to adapt both our offer and our operations in the face of the restrictions that were introduced. I'm pleased that as a result of these changes, we were able to divert increased energy and resources to front-line activity, in response to the huge range of needs emerging from the situation. We witnessed a determination among our partners to adapt, innovate and deliver for young people. The partnerships we have forged in local communities across the country over time are pivotal to the work we do and have proven resilient and resolute.

Our partners have provided vital collaboration in support of the successful execution our on-line initiatives such as Work It, My Week of Work and My

Choices, which have targeted students facing key transition choices. These programmes have provided inspirational advice, guidance and encounters with employers to help young people make informed choices about their next steps.

We have also curated and launched a series of on-line careers guidance resources to support schools, colleges, Careers Leaders, teachers and providers in the ongoing delivery of first-class careers education.

The overall landscape of careers education in England is continuing to show consistent and sustained progress – with Careers Hubs in the vanguard, driving accelerated improvement. The evidence is clear that the system we now have in place of nationally coordinated, locally tailored careers provision, underpinned by the Gatsby Benchmarks, is delivering improved standards and is making a measurable difference for young people.

Our network has continued to grow in scale and become embedded in the fabric of the education system. More than 4,000 schools and colleges are engaged in our careers education network – 81 per cent of the state sector. More than 2,200 schools and colleges are in Careers Hubs – 45 per cent of the state sector – with areas of disadvantage among the best performing.

Careers Leaders have become a recognised professional cadre within schools and colleges – 85 per cent are senior leaders or report directly into the senior leadership team. Ninety-two per cent of Careers Leaders say careers provision has improved and 93 per cent feel positive about the future of careers provision, saying the Gatsby Benchmarks have been a game changer.

The business community is mobilised and engaged. Ninety-four per cent of large employers have links with schools, colleges and universities. 260 major employers – Cornerstones – are targeting support for young people in disadvantaged areas. Over 3,600 senior

business professionals – Enterprise Advisers – are working with schools and colleges across the country.

Careers provision is improving throughout England. Overall performance – measured by the Gatsby Benchmarks – has doubled since 2016/17. Progress has been accelerated through Careers Hubs – increasing by 92 per cent in two years.

3.3 million secondary school and college students are now benefitting from regular and meaningful employer encounters – an increase of 70 per cent in two years.

Young people say the careers guidance they are now experiencing boosts their networks, motivates them to study harder and improves their understanding of career choices, skills and work readiness. Seventy-three per cent say they are more aware of different careers, 65 per cent say they have more ideas about their future careers and 69 per cent say they have a better understanding of what they need to do to achieve their ambitions.

There is now growing ground for optimism that we are turning a corner in the Covid crisis. However, uncertainty remains, and the task of recovery is only just beginning.

Young people will need concerted support and careers provision will play a pivotal role in providing that support and driving a long-term economic recovery, in local communities and nationally.

We know that excellent careers and enterprise guidance expands horizons and opens opportunity. It is particularly powerful in tackling disadvantage and providing pathways to social mobility.

Young people need the right information and support to make choices that relate to real opportunities. These include vocational and technical education and training and guidance on how to access the jobs these choices offer and the economy needs.

As we look forward, we now need to build on the momentum generated so far and our front-line insight and knowledge of what works:

- Careers Hubs are the bedrock for future provision and there should be a relentless focus on national roll-out. The powerful local partnerships in Careers Hubs, centred on regions and local communities, mean they are well-positioned to strengthen local economic recovery plans.
- The professional status of Careers Leaders is now established. Continued investment in training and professional development will further enhance their capacity and capability.
- The expansion of Compass+ is key to schools providing more personalised careers support, improving social mobility for young people in disadvantaged communities, tracking student destinations and demonstrating the life-changing impact of quality careers education.
- The network of Cornerstone Employers and Enterprise Advisers we have activated are the centrepiece of connecting young people with the world of work. This should continue to develop and be rallied to provide remote business engagement for young people.

While significant and sustained progress in careers provision has been made, we know there is much more to do. There is now an established and firm foundation to build on. We will be resolute in our focus on inspiring our next generation about the world of work and helping them to make the most of their talents.



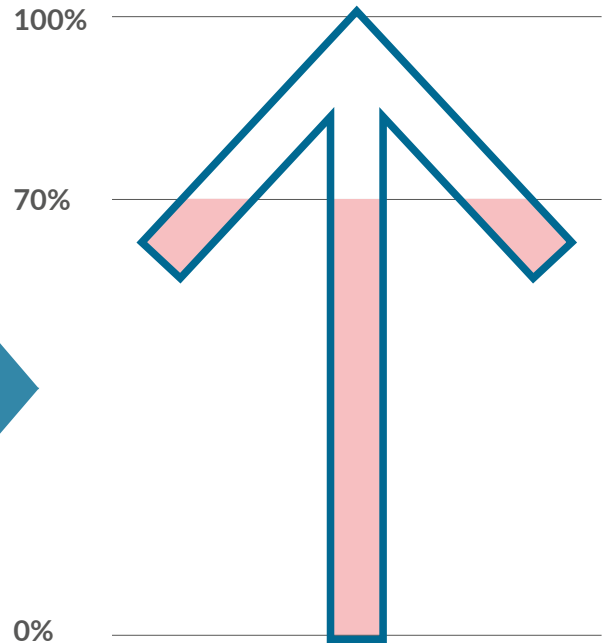


# Our story in numbers

National improvement in careers education is making a difference to young people in communities across the country

## 3.3 million

secondary aged school and college students are benefiting from regular and meaningful employer encounters - an increase of 70 per cent in two years



### What young people are saying...

## 73%

of young people say they are more aware of different careers as a result of careers provision

## 65%

say they have more ideas about their future career

## 69%

say they have a better understanding of what they need to do to achieve their ambition

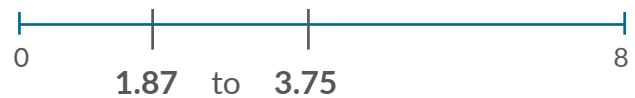
## 75%

say they will continue to work on their career goals even when they get frustrated or hit a barrier

### Young people are now benefitting from a world-class careers education system

Careers education is improving across England. Overall performance has doubled since 2016/17 - schools and colleges have moved on average from achieving 1.87 to 3.75 of the Gatsby Benchmarks

## 100%



Progress has accelerated through the creation of Careers Hubs - partnerships of schools, colleges, employers and local agencies - by 92 per cent in the last two years, from on average 2.5 to 4.8 benchmarks

## 92%



Schools, colleges and businesses are now working together on a national scale and are highly engaged



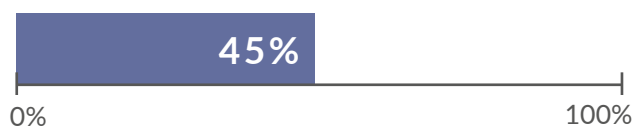
**4,000**

schools and colleges engaged in the careers education network - 80 per cent of state funded sector.



More than  
**2,265**

schools and colleges are now in careers hubs and are making the fastest progress - 45 per cent of the state funded sector



Employers engaging in careers provision are making a difference to young people and the economy

A key focus for The Careers & Enterprise company is to build networks between employers and schools and colleges by developing strategic relationships and increasing employer engagement with young people

**94%**

of large employers have links with schools, colleges and universities

**82%**

of business leaders believe it is important for employers to work with young people in schools and colleges to inspire and inform them about the world of work

### Cornerstone Employers

are businesses that are experienced and have a good track record in engaging with education. They drive leadership and strategic support with their communities to galvanise business effort and engagement with local schools and colleges

**260**

major employers - Cornerstones - are targeting support for young people in disadvantaged areas

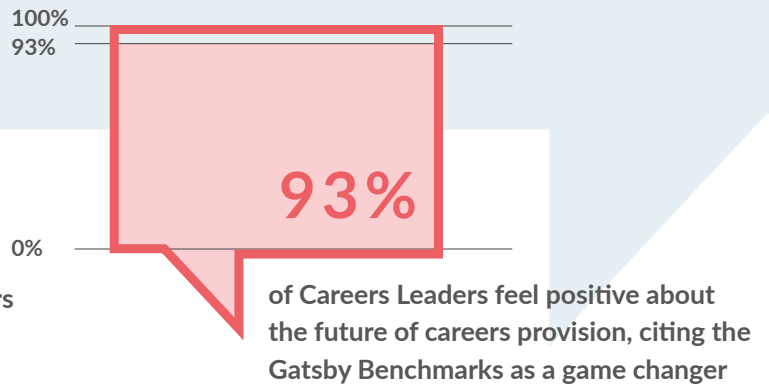
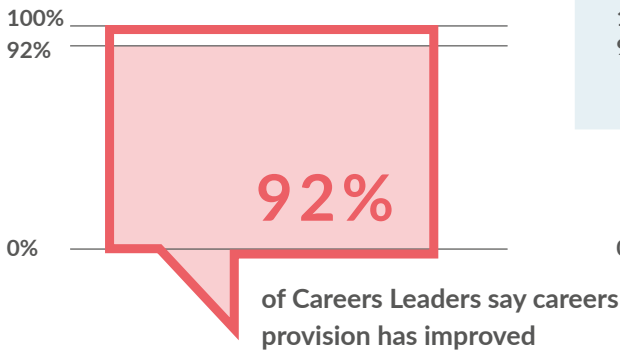
**Enterprise Advisers** are business volunteers from a range of sectors and play a pivotal strategic role in helping those education institutions deliver high-quality careers education plans

Over  
**3,600**

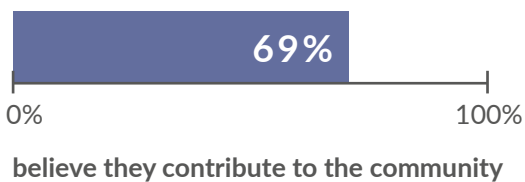
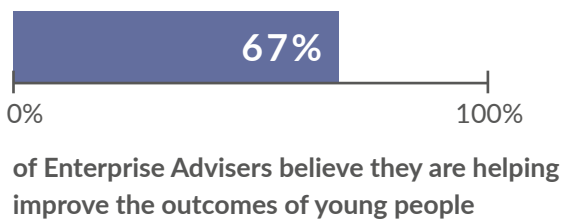
Enterprise Advisers, senior business professionals, are working with schools and colleges across the country

## Teachers and business leaders say careers guidance is now delivering positive progress and impact for young people

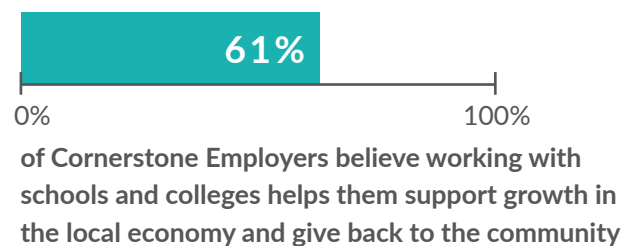
### Careers Leaders



### Enterprise Advisers



### Cornerstone Employers



# National improvement in Careers Education

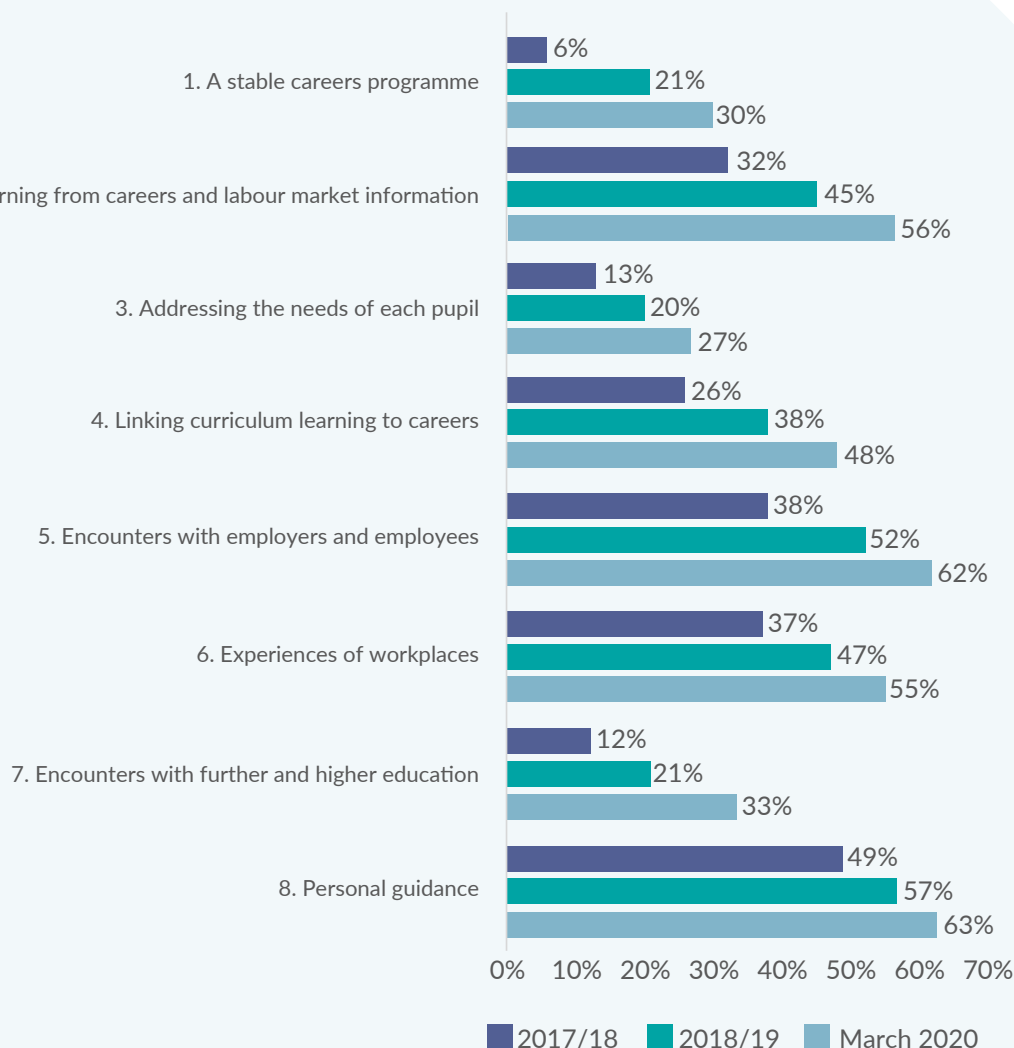
## Public investment is supporting national improvement in careers education and making a difference to young people

Every young person deserves the best possible start to their working life. The right support is key to helping them choose their path, fulfil their potential and contribute to a thriving economy.

Our Careers in England report shows that schools and colleges have made sustained progress over the last five years, driven by the Careers Strategy, towards delivering excellent careers and enterprise education for their students.

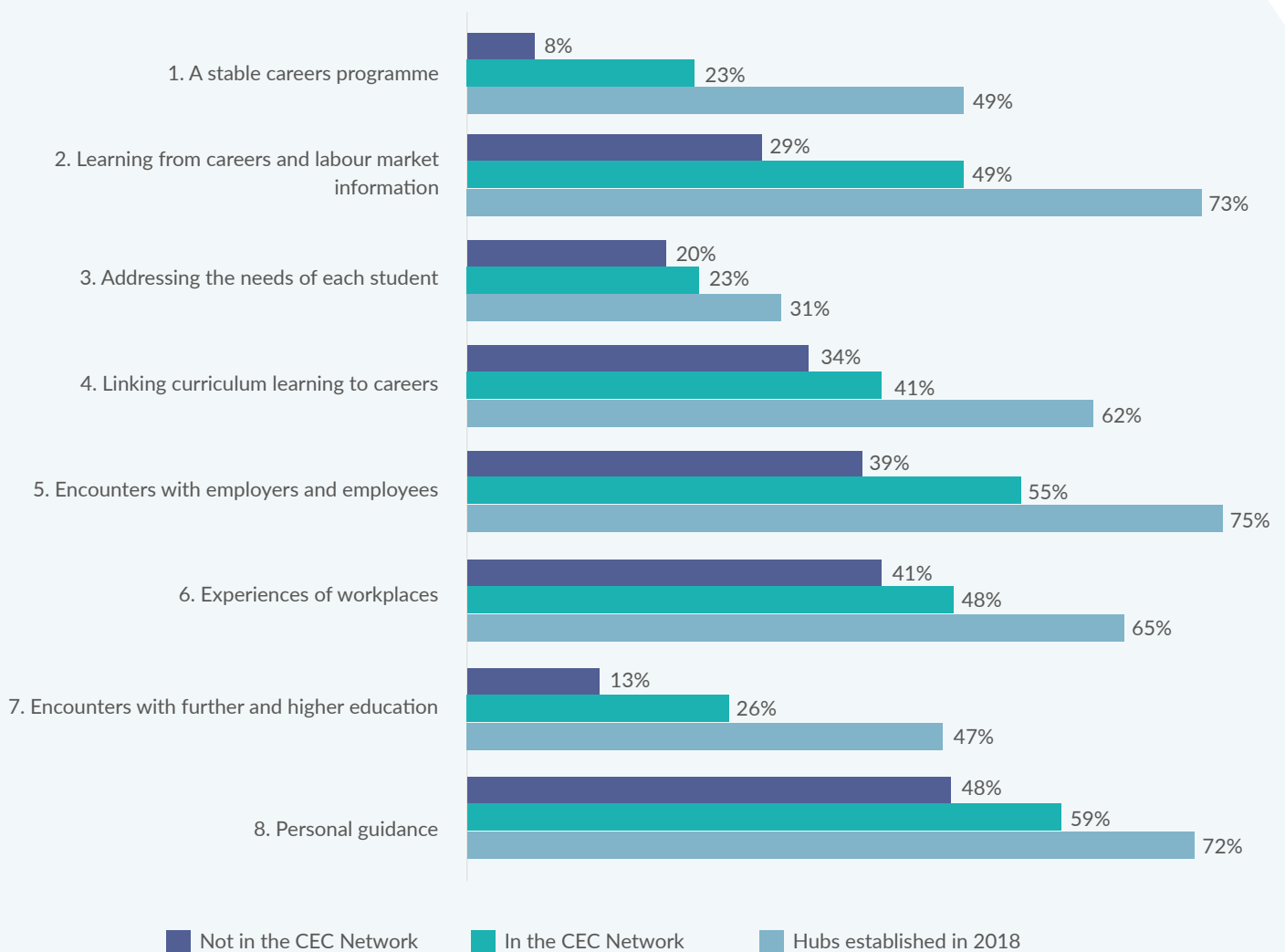
### Improvement in careers guidance is evident on every dimension of support against each of the Gatsby Benchmarks

Proportion of schools and colleges fully achieving each benchmark, 2017-2020



## Careers Hubs are driving accelerated progress and performance across all measures of careers guidance

Percentage of schools and colleges fully achieving each of the Gatsby Benchmarks, March 2020 (N=3,296)



# Our support for schools, colleges and young people during Covid-19 and beyond

## Work It series

Work It' series of video career talks by young people for young people aimed at Year 11 and 13, with a focus on diversity of backgrounds and progression routes (including apprenticeships and degree apprenticeships) across several sectors of the economy. As of December, Work It videos had received nearly 100,000 views in total.



## My week of work

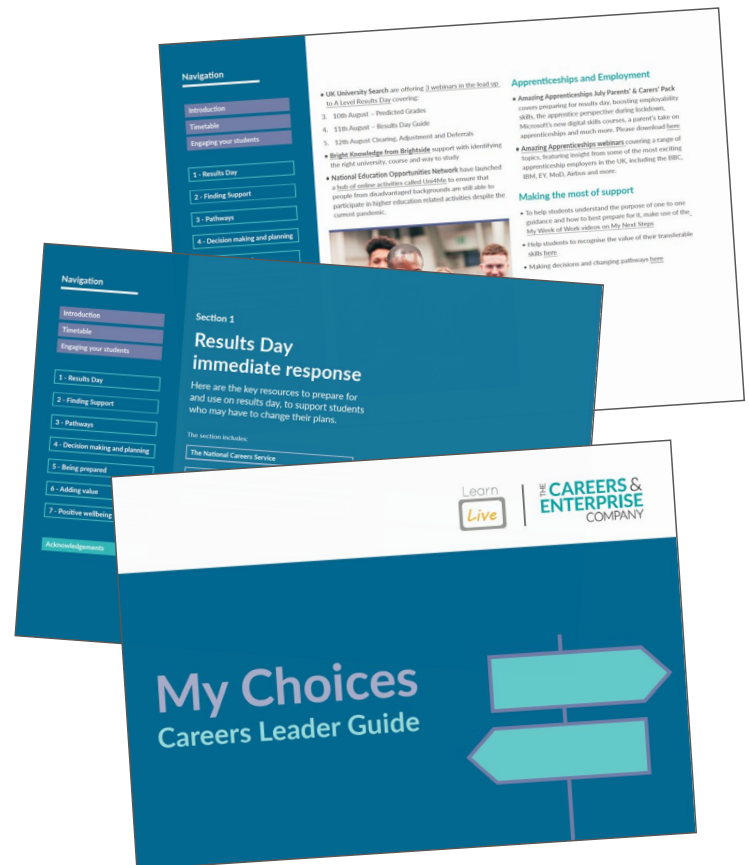
'My Week of Work' with Oak National Academy and Learn Live UK to facilitate employer engagement, and as an immediate substitute for lost work experience. Nearly 120,000 users registered to take part.



## My choices

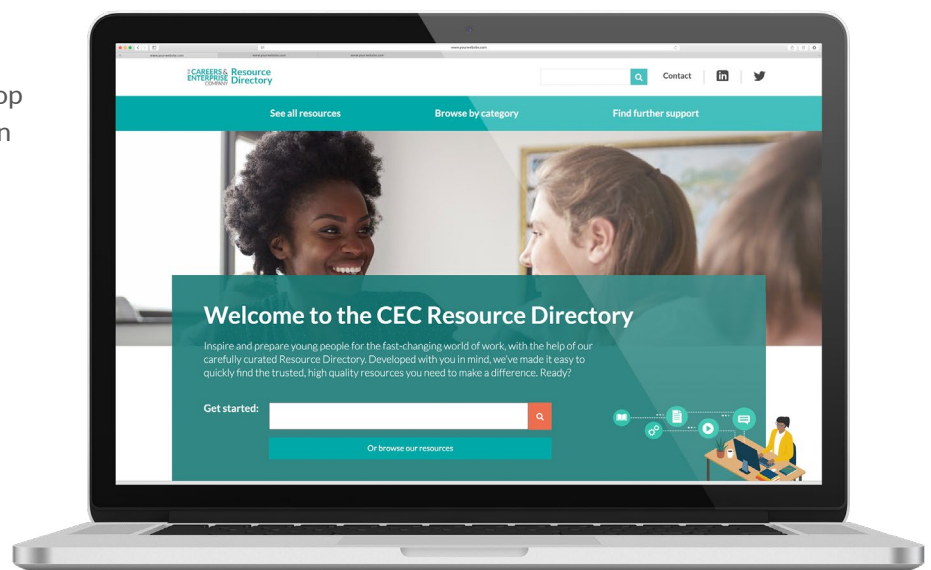
'My Choices' programme, a collection of resources brought together in one comprehensive guide to support Careers Leaders in helping young people as they prepare for their next stages of education, employment or training. Developed in collaboration with Learn Live UK, it consisted of 'on-demand' virtual events where young people heard directly from employers and apprenticeship providers about the opportunities available to them. Funding was also provided to Careers Hubs and Local Enterprise Partnerships for an ongoing series of local My Choices careers events. Specific guides for Careers Leaders, students, and parents/carers were developed and are available on our website alongside other resources.

The 'My Choices' programme has now been rolled out at a local level with over 12,000 attendees to live webinars and over 4,000 registrants viewing the webinars on-demand. This includes wider initiatives being led in a number of Local Enterprise Partnerships across the country.



## Resources directory

Resource Directory - a curated, one-stop shop of tools, guidance and information to provide the highest quality, trusted careers resources. As of 1 December 2020, the Resource Directory had received 11,622 unique visits.



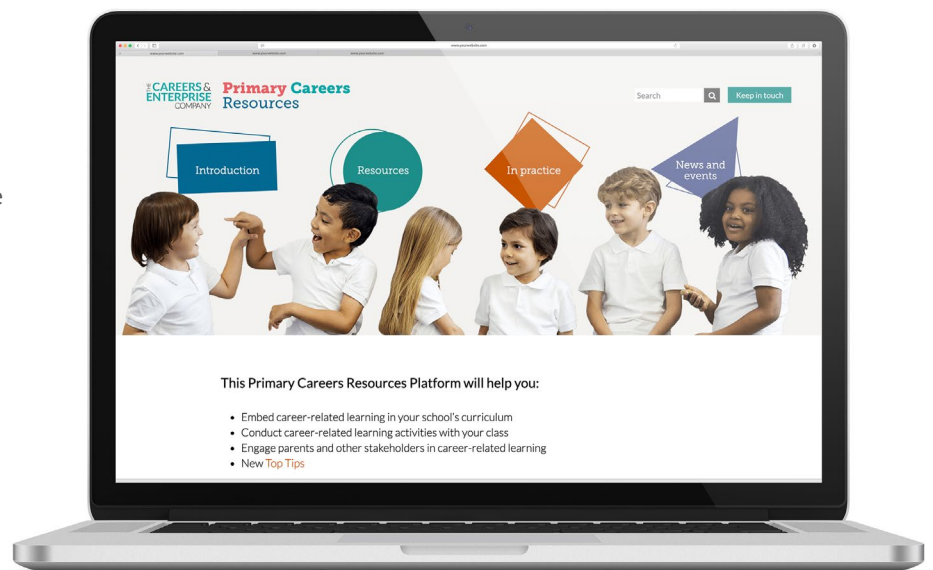
## Careers in context

Careers in Context 2020: A Can-do Guide developed in collaboration with The Gatsby Foundation to give Careers Leaders the confidence to drive good career guidance in the context of Covid-19. It provides resources and innovative examples, showcasing how practice can be adapted to meaningfully meet the needs of students. Tailored guides have also been developed for employers and providers. As of December 2020, the Careers Leader guide page had been viewed 2,207 times, the employer guide 910 times and the provider guide 481 times.



## The Primary Careers Resources Platform

A curated on-line platform of easy-to-use tools, information and resources to help primary schools deliver career-related learning. These are designed to broaden pupil's horizons, challenge stereotypes and help them develop the skills and sense of self that will enable them to reach their full potential. The resources and guidance on the help embed career-related learning in the school's curriculum, conduct career-related learning activities and engage parents and other stakeholders in career-related learning. As of December 2020, the Primary Careers Resources platform had received 2,506 unique visitors.





## SEND employer resources

New resources to provide employers and Enterprise Advisers with step by step guidance to working with young people with SEND. They are designed to help employers prepare with confidence, plan and implement encounters with the world of work to benefit young students with SEND and also businesses and their workforce.

### The SEND Education and Career Landscape

SEND stands for Special Educational Needs and Disability and applies to young people who have a learning difficulty and/or disability that means they need special health and education support. This is sometimes written as SEN, as not everyone with a special educational need has a disability. Many young people with SEND will have an education, health and care plan (EHCP), which identifies their educational, health and social needs and the additional support to meet these. Those who do not have an EHCP will receive SEN support from their school. In adulthood, 'learning disability or difficulty' is used rather than SEND.



- There are 4.3 million young people with SEND
  - around 15% in every mainstream school
  - plus over 100,000 aged 13-18 in Special Schools

Young people with SEND or who are vulnerable are:

- Less likely to achieve qualifications
- More likely to be NEET (not in education, employment or training)
- More likely to suffer from mental health problems
- More likely to be homeless
- More likely to be represented in the criminal justice system.

There are different types of special schools and they all need employer engagement for work encounters and experiences of the workplace:

- SEN school special educational needs
- SEN school social, emotional and mental health
- PRU school Pupil Referral Unit. (Click here to read a case study from English who worked with High Wood School, Eufonia project)
- ASD school Autism Spectrum Disorder
- SLD school Severe Learning Difficulty
- PMED school Profound and Multiple Learning Difficulties. (Click here to read a case study from the New Voluntary Theatre and The Bridge School)

### Effective Communication

All forms of communication are clear and that communicating are used for the students you'll be tips to help ensure all forms of communication are good.



For written documents:

- Make it visually appealing, using colours, images and photos where possible. The school/college will advise on any visual needs for students.
- Write as you would speak in conversation.
- Keep sentences short and use simple punctuation.
- Bullet points and fact boxes are great to break up text.
- User numbers rather than the word e.g. 3 instead of three.
- If students will be reading your information, use a font size of at least 12 and use word fonts such as Arial, Calibri or Verdana.
- Consider using videos recorded via smart phones or tablets to share information.
- Use open questions.
- Be mindful of your own body language, facial expressions and those of your audience, use cues from your audience to adapt your style of communication.
- Be patient in your communication. You may need more time to ensure what you are communicating is well received and understood.

Manpac has a great resource called 'Am I Making Myself Clear?' with guidelines for accessible writing, as well as a guide on 'Communicating with people with a hearing disability' which can be downloaded.

### Perceived Barriers and Misconceptions

The challenges that schools and colleges face in securing work for their students with SEND are very often due to a number of factors that are out of their control and in control. In fact, the social model of disability suggests that many of the barriers to work are not by their impairment or difference.

Barrier to Misconceptions	Solution
Communication: written over time to communicate, what to say and using the right terminology as well as how to act and behave around SEND students.	The best advice is to use simple and clear communication, avoid jargon and technical terms. Our Tips for Employers provides more guidance. Over the years, the terminology used to describe people with learning disabilities has changed, so it's no wonder people with a learning disability are generally anxious and nervous. People's terms with a learning disability are generally not used, but the best tip is to speak to the leading staff to find out what terms are acceptable for their students.
Previews: a time that your premises or working environment won't be suitable for students with SEND.	A risk assessment carried out will ensure any risks for students visiting your premises are identified and controlled. It may be that certain areas of your premises will be off limits, but it is likely that some impact of your working environment will be safe for students to experience. Our Health and Safety guidance on Page 9 of our Choosing an Activity guide provides further details on risk assessments.
Don't think that students with SEND are a burden on your business.	A classroom based decision making experience and an inspiring experience and an opportunity for your business to benefit from the skills and talents of your students.

Quote from Bumble Hide Ponds Ltd Caretaker: "We are a local food factory with high safety and during my time as an employer at Bumble Hide (the main) needs was the unfair assumption that we know that simply is not the case."

### Checklist for Activities Delivered at School/College Site

For activities delivered at the school/college location, here's a useful checklist that you can run through with the teachers to ensure everything runs smoothly. They may also wish to get some of their students involved!

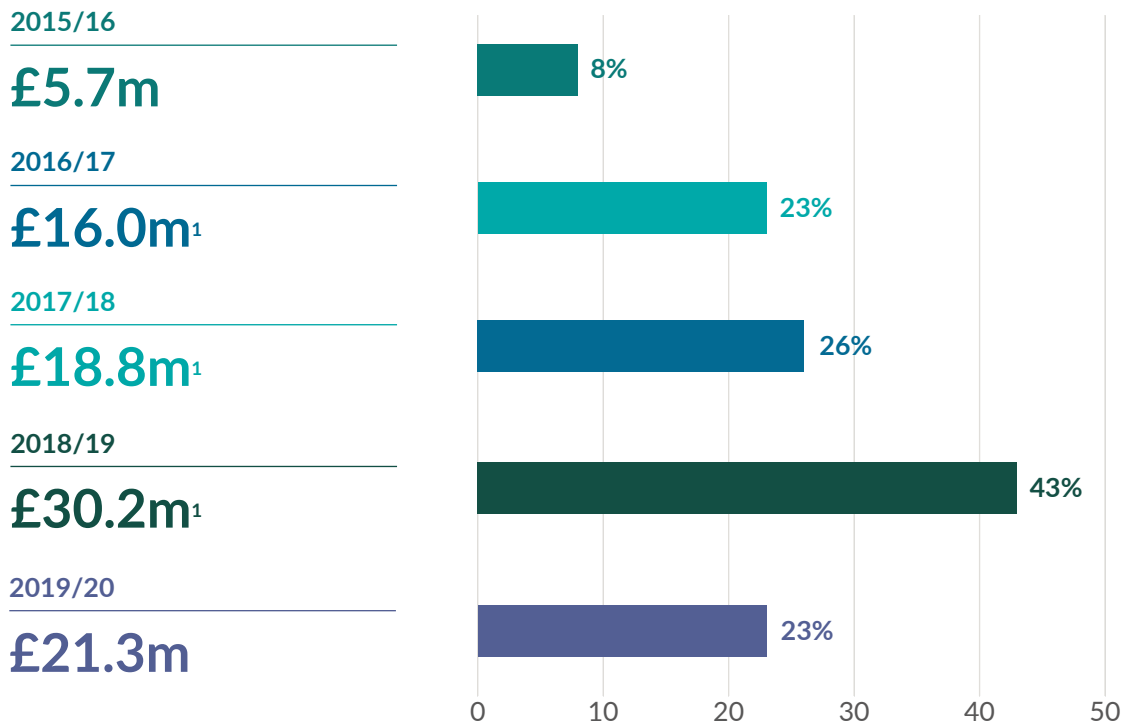
Item	Action needed	Deadline	Responsible	Action completed
Agree (date) with the school/college and colleagues.				
Identify colleagues to support the event, ensuring they have the necessary authority to participate and they know the role they are to play. For example, it's always beneficial to have someone take on a lead role.				
Ensure you have a main point of contact for the school/college and an agreed preferred method of communication.				
Arrange for some of the employees supporting the activity to visit the school/college prior to the event. This can be a virtual visit, for example using a pre-recorded video. It's really helpful for employees to familiarise themselves with the school/college special needs, school/college before. It also provides the opportunity to see where the activity will take place to ensure it will work well for the activity being planned.				
Identify the ways in which you will communicate this event, considering whether you will keep the internal only or use the opportunity to share externally as well. Your communication team may be able to support with this. Depending upon the activity or event you are delivering, you may wish to consider inviting external visitors such as local media, the Mayor or a local MP.				



# Financial overview

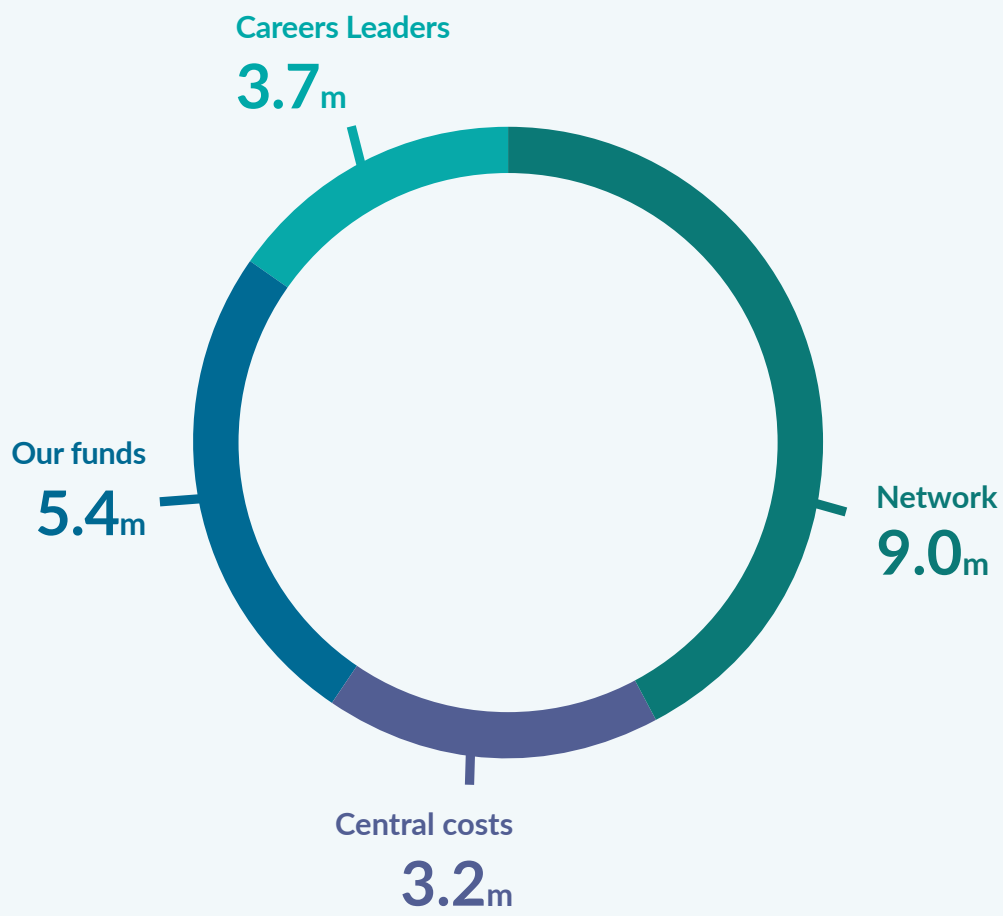
This year The Careers and Enterprise Company has drawn down £21.3 million grant funding to deliver the core objectives set out by the Department for Education of scaling up local networks, supporting careers leaders and backing proven ideas. In addition to the £21.3 million received, a further £8 million of deferred income from prior year's grants has been recognised in our Income Statement: £2.4 million for Our Network, £0.1 million for Careers Leaders and £5.5 million for Investment Funds.

## Grant Funding Received



Notes: These figures represent only the grants received within the year. As some funding is drawn down from the Department for Education which relates to the following financial year (for programmes run over an academic year) the grant funding is not the same as the income recognised in the Income Statement.

Allocation of expenditure 2019/20



## 2018/19 Staff analysis

Total Income	Staff Costs	Cost as % of Grant Funding
<b>£29.3m</b>	<b>£4.7m</b>	<b>16%</b>
Total FTE's (as of financial year end)	No. of regionally based staff	% of regionally based staff to FTE
<b>84</b>	<b>23</b>	<b>27%</b>

Our 23 regional staff are locally based across England. They comprise our Regional Leadership team and other staff focused on support and delivery in local areas.

## Senior staff salaries

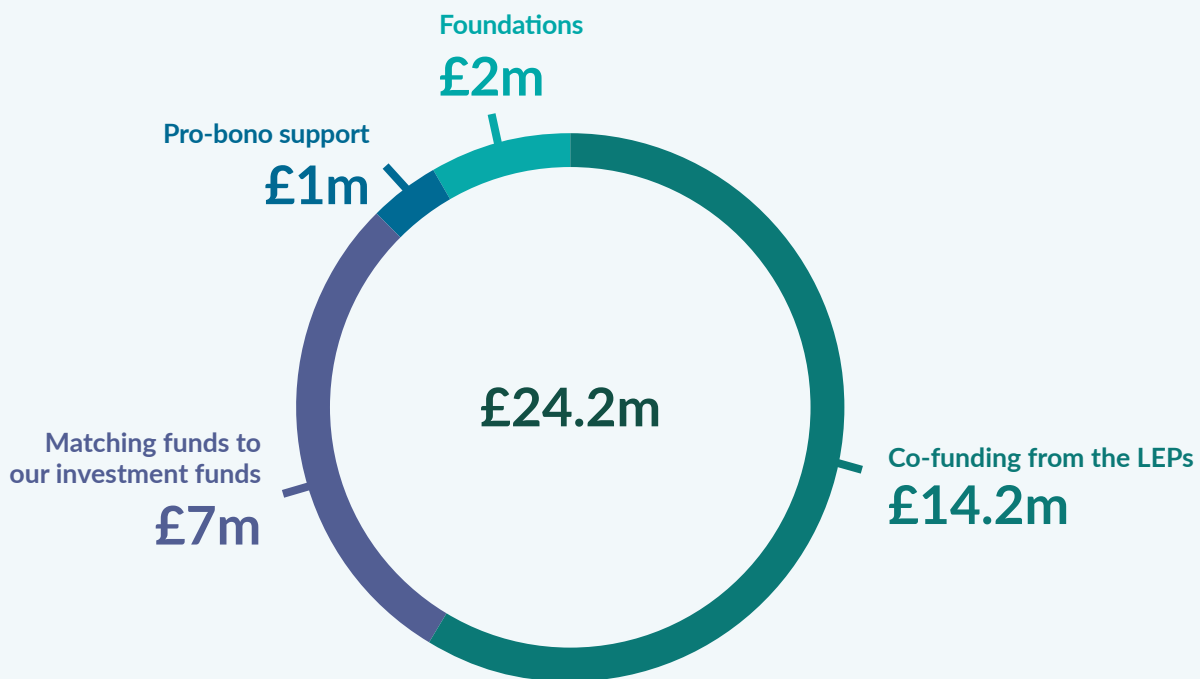
Staff salary band	2018/19	2019/20
70,000-79,999	5	4
80,000-89,999	1	2
90,000-99,999	2	2
100,000-109,999	-	1
110,000-119,999	-	-
120,000-129,999	-	-
130,000-139,999	1	1*
<b>Total</b>	<b>9</b>	<b>10</b>

\* On maternity leave during this period.

### Programme cash matched

In order to maximise wider impact, our model also utilises public money to unlock significant additional resource.

To date, external match funding of over £24 million has been leveraged, increasing investment in the system.



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