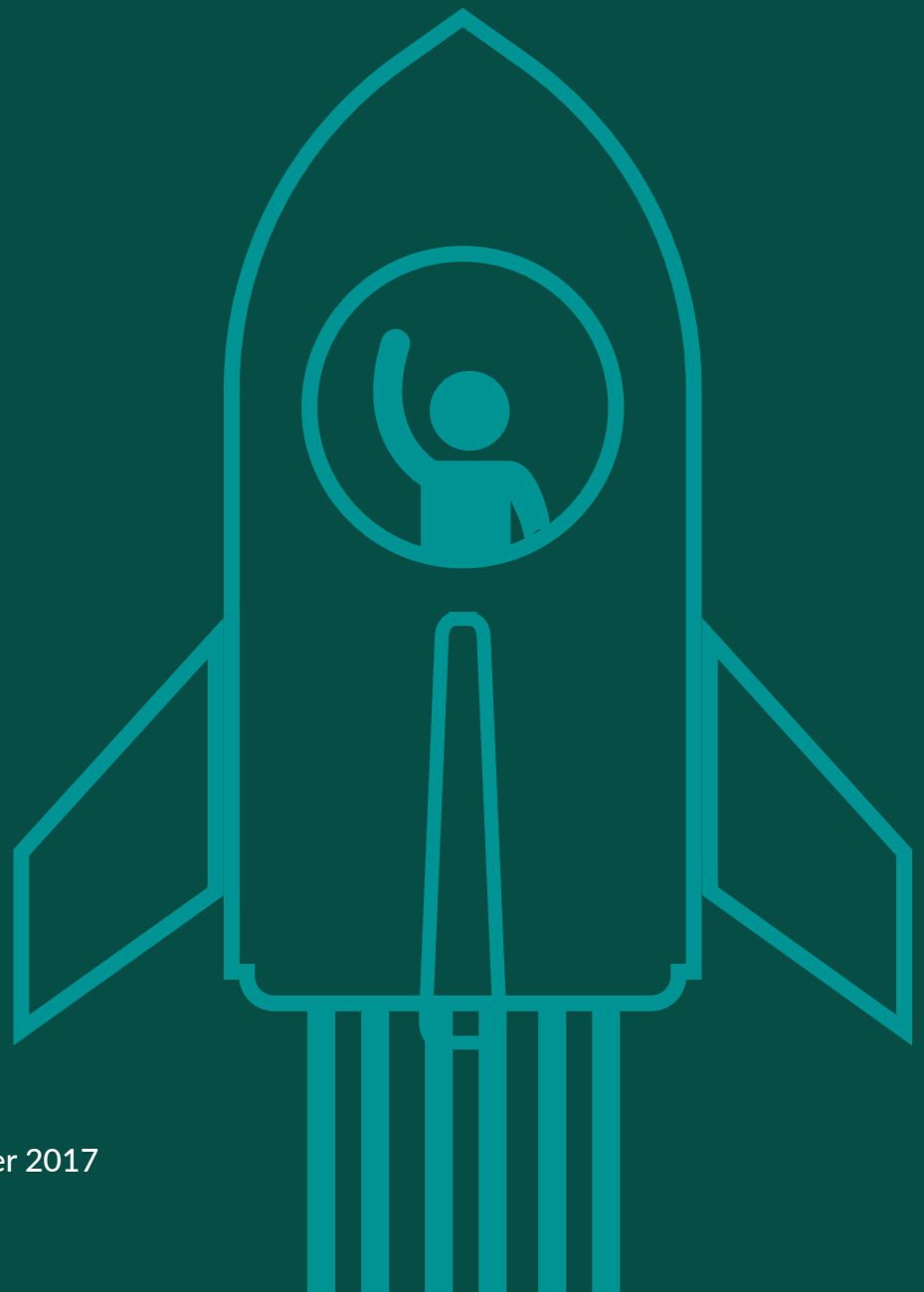


Fuelling Young People's Futures

An Evaluation of The Careers & Enterprise Company's
Enterprise Adviser Network 2015-2017



Publication information

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

Pye Tait Consulting. (2017). *Fuelling Young People's Futures: An Evaluation of The Careers & Enterprise Company's Enterprise Adviser Network*. London: The Careers & Enterprise Company.

Acknowledgements

This paper was researched and written by Pye Tait Consulting.

The logo for Pye Tait Consulting features the company name in a dark blue, serif font. 'Pye' and 'Tait' are in a larger size, with a small yellow diamond between them. 'Consulting' is written in a smaller, all-caps font below. The 'i' in 'Tait' has a small yellow diamond above it.

Pye Tait
Consulting

Contents

Publication Information	I	5. Impacts on schools and colleges	11
.....
Acknowledgements	II	Overview of key impacts	11
.....	.....	Building a strategic plan	11
Executive summary	III	Enhancing the school's capacity to deliver careers and enterprise	13
.....	.....	Improving the delivery of careers and enterprise provision	14
Key finding 1: The Enterprise Adviser Network has scaled up quickly	IV	Challenges to achieving impacts in schools and colleges	15
Key finding 2: The Enterprise Adviser Network is already having an impact	IV	Case Studies	16
Key finding 3: Stakeholders are positive about the Enterprise Adviser Network	IV	6. Impacts on young people	21
Key finding 4: The Enterprise Adviser Network is diverse	IV	.....	.....
1. Introduction	1	Overview of key impacts	21
.....	.....	Improved access to the world of work	21
The careers landscape in England	1	Outcomes and impacts for young people	23
Responding to the need	2	Perspectives of students with Special Educational Needs (SEN)	24
About this report	2	7. Impacts on employers	25
2. About the Enterprise Adviser Network	4	.....	.....
.....	.....	Overview of key impacts	25
Vision and purpose	5	The employer contribution	26
How it works	5	Impact for employers	27
3. The growth of the Enterprise Adviser Network	7	Challenges experienced by employers	28
.....	.....	8. Conclusions	29
4. Impacts on Local Enterprise Partnerships (LEPs)	9	.....	.....
.....	.....	Recommendations	31
Overview of key impacts	9	Final words	32
Joining the dots	9	Impact for employers	32
Promotion of apprenticeships	10	References	33
	

Executive summary

The Careers & Enterprise Company (the Company) seeks to ensure that young people have access to employers and the world of work whilst they are in the education system. The evidence is compelling, that providing this interaction can improve young people's life chances, reducing their chance of being unemployed and boosting their lifetime earnings.

The Careers & Enterprise Company delivers a range of programmes to bring education and employment together. At the heart of the Company's strategy is the Enterprise Adviser Network (EAN). The Enterprise Adviser Network is a partnership between the Company and England's 38 Local Enterprise Partnerships (LEPs). The partnership provides England with a new coordinating structure that connects education with employment.

The Enterprise Adviser Network provides schools and colleges with Enterprise Advisers (employer volunteers) who work with them to develop their careers and enterprise provision. Enterprise Advisers are coordinated and supported by a professional Enterprise Coordinator based within the LEP. The Enterprise Coordinator also provides coordination for the wider careers and enterprise system within the LEP.

This paper sets out the findings of the evaluation of the first two years of the Enterprise Adviser Network. It finds that the EAN is:

- helping schools and colleges to identify gaps in careers and enterprise provision, and develop, refine or enhance their strategic plans and objectives;
- improving the quality, variety and increasing the number of employer encounters;

- encouraging schools to start providing employer encounters for students at a younger age;
- encouraging integration of careers and enterprise in the curriculum and increasing teacher confidence about making links between their subject and the world of work;
- facilitating access to Labour Market Information (LMI) and helping schools and colleges to understand what opportunities are available locally;
- broadening career horizons and raising motivations, confidence and aspirations for young people, better preparing them for the world of work;
- increasing awareness and understanding of apprenticeships;
- giving employers exposure to the local talent pool by meeting with students and facilitating workplace experiences; and
- creating valuable networking opportunities for employers.

This is suggestive of four main findings: (1) the network has scaled up quickly; (2) that it is having an impact; (3) that stakeholders are positive about the network; and (4) that it is diverse.

Key finding 1: The Enterprise Adviser Network has scaled up quickly

- All of England's 38 LEPs are now delivering the EAN.
- 2,007 of England's schools and colleges are now part of the EAN.
- 1,889 business volunteers have been recruited to be Enterprise Advisers.
- 70% of schools and colleges in the network have been matched to Enterprise Advisers.

Key finding 3: Stakeholders are positive about the Enterprise Adviser Network

- 80% of Enterprise Advisers are satisfied.
- 81% of Enterprise Advisers would recommend the role.
- 86% of Enterprise Advisers intend to continue with the role.
- Schools and LEPs are positive about the EAN and have found it helpful.

Key finding 2: The Enterprise Adviser Network is already having an impact

- Schools and colleges report an average of 3 new employers as a result of the EAN.
- On average schools and colleges are now reporting 50% more employer encounters for their pupils than they were at the start of the EAN.
- Nearly a fifth of schools and colleges are devoting more time to careers and enterprise provision.
- Employers and LEPs report positive impacts on the local economy.

Key finding 4: The Enterprise Adviser Network is diverse

- Enterprise Advisers have been recruited from businesses across the country and from a wide range of sectors.
- Enterprise Advisers included self-employed people (12%), those from micro businesses (14%), small businesses (16%), medium sized businesses (15%) and large businesses (43%).
- There is an equal balance between men and women (48%/52%).
- Enterprise Advisers tend to be more senior members of their organisations. 52% of them are CEOs or senior managers.

1. Introduction

The careers landscape in England

The importance of effective and appropriate careers and enterprise provision¹ in schools and colleges cannot be underestimated. Effective career decisions must be underpinned by consistently high-quality careers support.

The Education Act 2011 meant that local authorities were no longer required or funded to provide career guidance. Instead, schools and colleges were given a statutory duty to provide independent and impartial career guidance for their pupils. Following this, a number of studies were published that raised concerns about the quality and quantity of careers provision in England's schools.^{2,3,4} Referring to a 'post-code lottery' where some young people have access to much better careers guidance than others, research published by the Sutton Trust pointed to weak statutory guidance and little help or support provided to schools and colleges to meet their statutory obligations.⁵

Many of the Local Enterprise Partnerships (LEPs) that took part in this research echoed the findings of this research and reported that their local careers and enterprise landscape was 'patchy' and 'unfit for purpose' prior to the involvement of The Careers & Enterprise Company (the Company).

More recent research by the Company suggests that there has been some improvement in the overall level of careers and enterprise provision since its launch.⁶ However, many of the concerns about uneven provision remain, suggesting that there is considerable work still to be done.

1. There are a variety of terms commonly used to describe this, including career guidance; career education and guidance; and careers information, advice and guidance (CIAG). In this report, the term 'careers and enterprise provision' is used.
2. AAT. (2014). *Poor advice stunting young people's career aspirations*. Available from <https://www.aat.org.uk/about-aat/press-releases/poor-advice-stunting-young-peoples-career-aspirations> [Accessed 21th October 2017].
3. Career Development Institute (CDI) and Careers England. (2015). *Survey of Career Education and Guidance in Schools and Links with Employers*. Stourbridge: Career Development Institute.
4. Gibson, S., Oliver, L. and Dennison, M. (2015). *Mapping Careers Provision in Schools and Colleges in England*. London: Department for Education.
5. Hooley, T., Matheson, J. and Watts, A. G. (2015). *Advancing Ambitions: The Role of Career Guidance in Supporting Social Mobility*. London: The Sutton Trust.
6. The Careers & Enterprise Company. (2017). *State of the Nation 2017. Careers and Enterprise Provision in England's Schools*. London: The Careers & Enterprise Company.

Responding to the need

The Careers & Enterprise Company was established specifically to improve young people's access to the world of work and encounters with employers. The Company has tackled the issue by establishing a new system for the provision of careers and enterprise support.

The Enterprise Adviser Network (EAN) is at the heart of the Company's approach to linking up education and employment. The Enterprise Adviser Network is delivered across England in partnership with the LEPs. The purpose of the EAN is to recruit Enterprise Advisers (EAs) to work directly with the leadership of individual schools and colleges. Enterprise Advisers are

volunteers, drawn from business and other employers, large and small. They work with schools and colleges to help them to develop a clear strategy and effective implementation plan around their delivery of careers and enterprise provision.

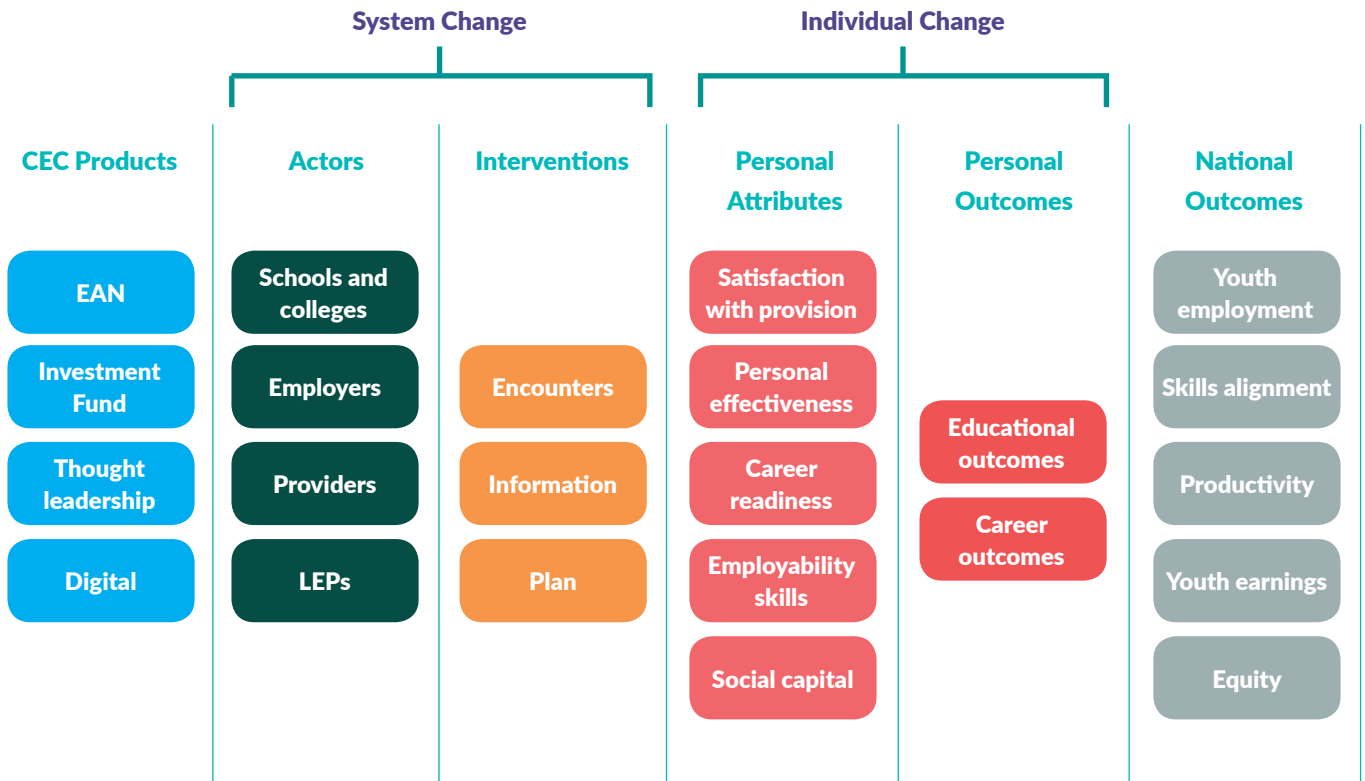
Regional clusters of schools and colleges and EAs are supported by a full time Enterprise Coordinator (EC) who bring together the schools, colleges and employers in the cluster effectively. Each regional cluster has local governance through the LEPs.

About this report

The Careers & Enterprise Company has established a theory of change (Figure 1) which shows the relationship between the Company's current products, the mechanisms and interventions through which they are delivered, and the expected change in individuals. It also relates all of this to the ultimate national outcomes from such change in terms of skills, employability,

earnings, equity and productivity. In addition to the factors highlighted in the theory of change it is also important to recognise the wider psycho-social processes influencing young people's career decisions: the impacts of such factors as family "tradition" and expectations, peer influence, media and so on.

Figure 1: The Career & Enterprise Company's Theory of Change



The objective of this study has been to identify and assess the impacts of the EAN on the target audiences. We look, in turn, at impacts on the actors and strategic partners listed in Figure 1, then examine the challenges to the system and conclude with comments upon potential improvements and the EAN's future.

The report is based on both quantitative and qualitative data gathered from September 2015 to July 2017. Table 1 outlines the fieldwork undertaken and response rates from the different actors and partners. Over 1,500 online survey responses were collected from Enterprise Advisers, schools and colleges, and students. The evaluators have also collected 311 in-depth interviews with representatives of schools, colleges and employers (a mix of face-to-face visits and telephone discussions); four waves of in-depth interviews with all participating LEPs⁷; and 10 face-to-face discussion groups (spanning schools, colleges and employers).

Table 1: Summary of fieldwork undertaken

Data source	Respondents	Total
EA experience survey	Enterprise Advisers	544
Student survey	Students	463
School survey	School/ college representatives	503
In-depth interviews	School/ college representatives	169
In-depth interviews	LEPs	142
Focus groups	Schools, colleges and employers	10

7. One or multiple interviews was completed per region in each wave; LEPs were given the option of nominating their skills lead and/or one, some or all their ECs to participate in interviews.

2. About the Enterprise Adviser Network

Vision and purpose

The Careers & Enterprise Company seeks to inspire and prepare young people for the fast-changing world of work. The Enterprise Adviser Network is a national approach connecting schools and colleges, employers and career programme providers to create high-impact careers opportunities for young people.

In 2014 the Gatsby Charitable Foundation published *Good Career Guidance*⁸, which emphasised a pressing need for sustained action to improve career guidance. To address these issues, the report set out eight benchmarks aimed to help in the provision of good career guidance, shown in Figure 2.

Figure 2: The eight Gatsby benchmarks of 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

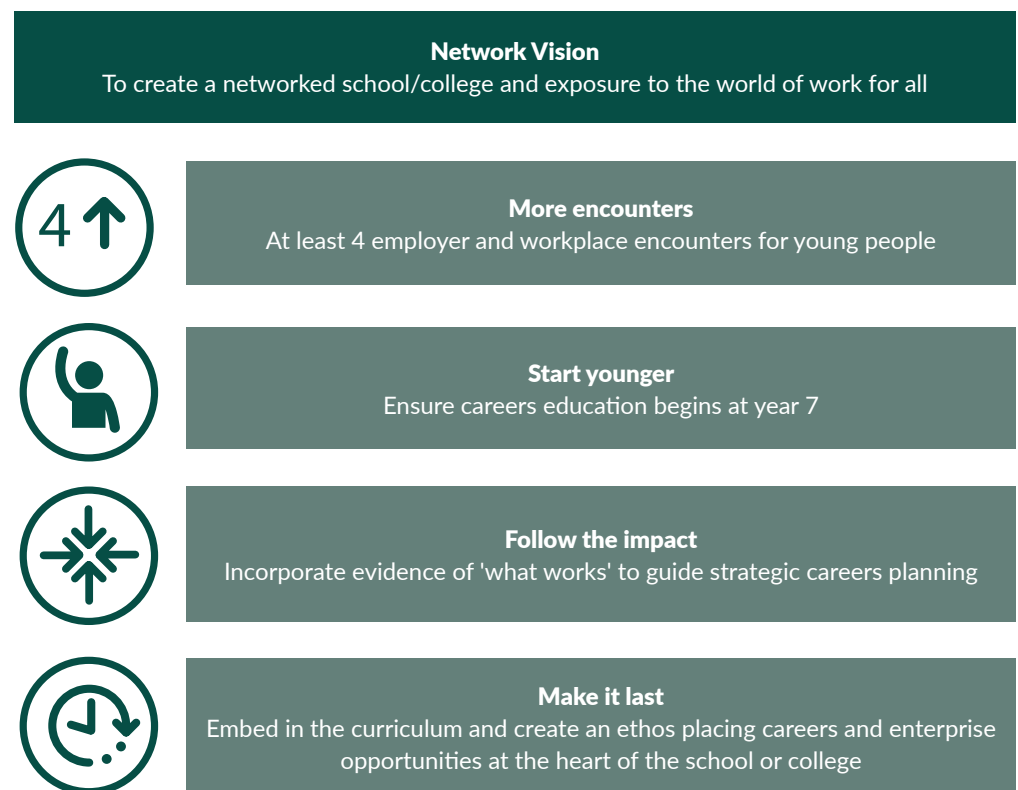
The Company has broadly adopted the Gatsby benchmarks and believes that they present a clear way forwards for schools, colleges and other key stakeholders working to improve careers and enterprise provision. However, the focus of the Company and the EAN to date has been on supporting schools and colleges to improve their provision and offer specifically for

Gatsby benchmarks (5) which addresses 'encounters with employers and employees'; and (6) which addresses 'experiences of workplaces'.

8. Gatsby Charitable Foundation. (2014). *Good Career Guidance*. London: Gatsby Charitable Foundation

Figure 3 shows how the Company has articulated its vision for how employer encounters should be delivered. It focuses on the importance of ensuring employer encounters are available to young people in sufficient volume, early enough and in forms that draw on the evidence and are delivered in ways that are sustainable and long-term.

Figure 3: Vision and purpose of the Enterprise Adviser Network



How it works

The Enterprise Adviser Network has been developed to bridge the gap between the world of education and the world of work. It has the following features.

- **Local Enterprise Partnerships** provide broad-based governance to the EAN and are a strategic partner for tailoring the EAN to local economic need. Enterprise Coordinators are employed and are co-funded by The Careers & Enterprise Company and LEPs. There is often a collaborative approach to provision of match funding led by LEPs, with monies also provided by other partners including local authorities.
- Enterprise Coordinators provide coordination between schools, colleges, employers and providers of careers programmes. Each EC manages relationships with around twenty schools and colleges, matches EAs with these establishments, and supports EAs to fulfil their role.

- Enterprise Advisers are volunteers from the business community, who work directly with a school or college leadership team to develop a whole school/college careers and enterprise plan, and to facilitate access to other employers and organisations who help to equip young people with the work readiness skills they need. The core aim is for EAs to provide strategic input to schools and colleges.

Figure 4 provides an overview of the approach that ECs and EAs adopt when working with schools and colleges.

Figure 4: Core Principles of the Enterprise Adviser Network Roadmap⁹

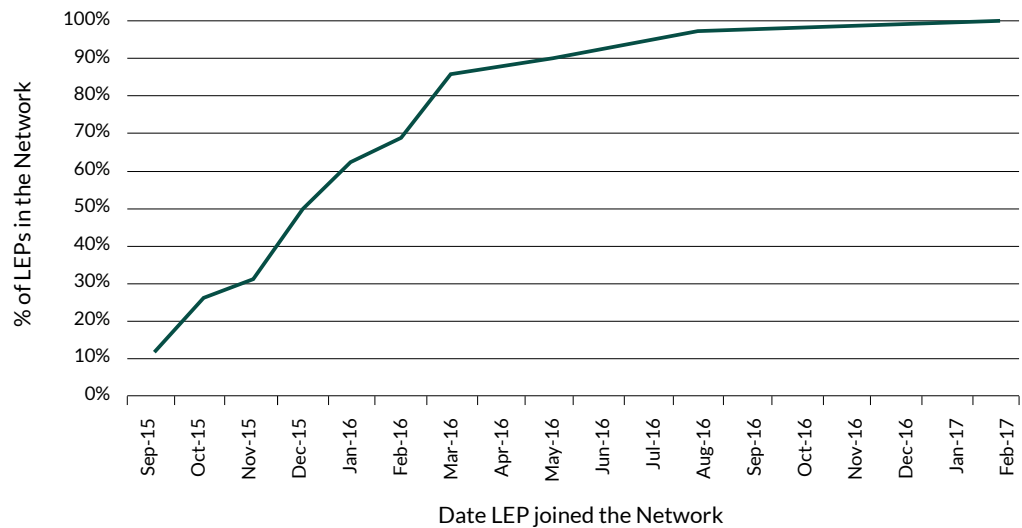


On joining the EAN, schools and colleges are asked to complete a baseline audit of existing careers and enterprise provision. This evaluates their current position specifically in relation to Gatsby benchmarks 5 and 6 and allows them to develop and then implement a plan.

3. The growth of the Enterprise Adviser Network

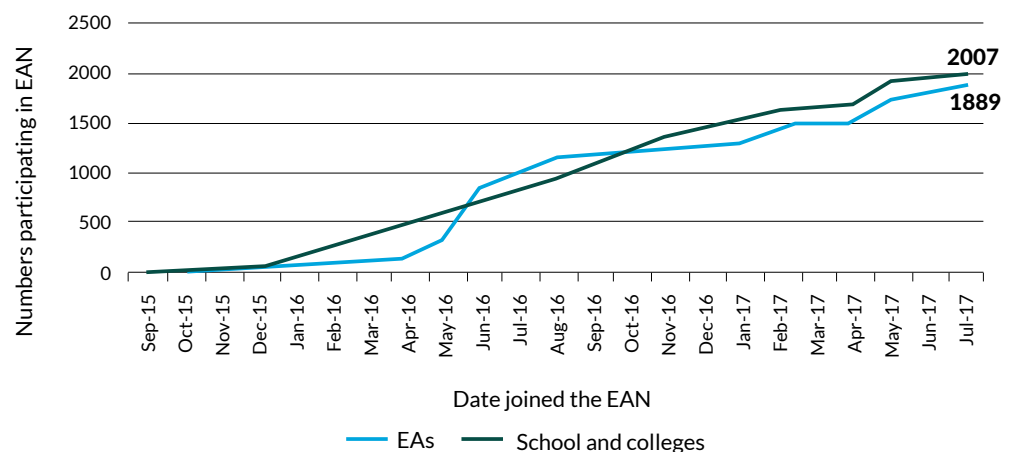
The Enterprise Adviser Network has grown rapidly since its inception in 2015 (Figures 5 and 6). All of England's 38 LEPs are now strategic partners, supporting the development and delivery of the EAN.

Figure 5: Proportion of England's LEPs engaged with the Enterprise Adviser Network



The rapid engagement of the LEPs with the EAN has been matched by rapid growth in both the numbers of schools and colleges involved and in the number of EAs involved in the EAN. There are now 2,007 schools in the network, and 1,889 EAs. It is notable that the level of involvement from education and employment has generally accelerated at the same pace which has enabled the two to be matched.

Figure 6: Growth of the Enterprise Adviser Network – EAs and schools and colleges



The Enterprise Adviser network is diverse, with representation from a wide range of business sizes (Figure 7) and sectors (Figure 8). There is also an equal representation of male and female volunteers.

Figure 7: Business size representation of EAs

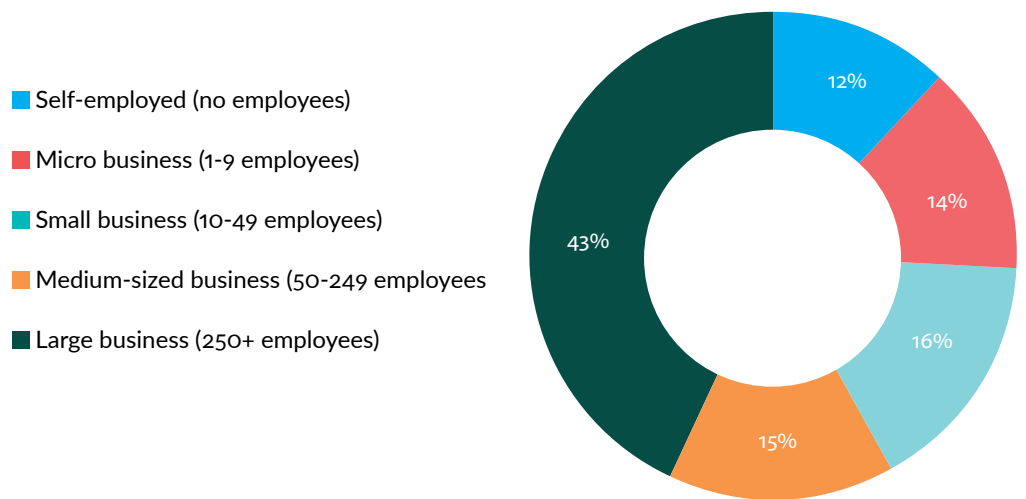
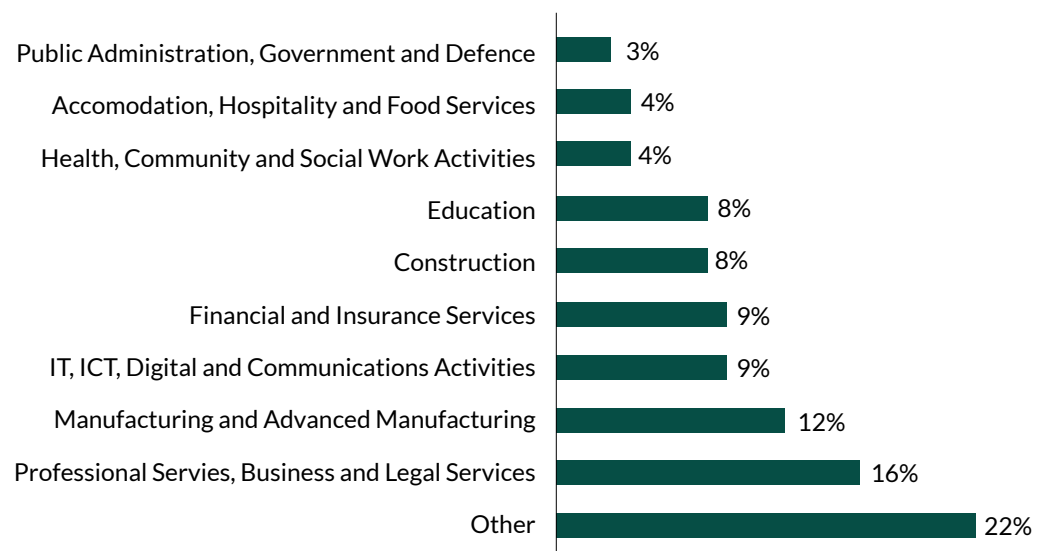


Figure 8: Sector representation of EAs



4. Impacts on Local Enterprise Partnerships (LEPs)

Overview of key impacts

At a local level, the EAN is helping to facilitate:

- a more joined up approach in relation to careers and enterprise provision;
- more communication and collaborative working between local stakeholders i.e. schools, colleges, employers, careers organisations and providers, and other stakeholders; and
- promotion of apprenticeships, resulting in increased awareness, understanding of, and, applications for apprenticeships.

Joining the dots

The work of the EAN is helping to bring about a more joined-up approach in many regions, by bringing schools, colleges, employers and providers together. Some LEPs report that this is having a positive impact on the local economy.

Local Enterprise Partnerships report more collaborative working on careers and enterprise issues. For example, steering groups have been established at a local level, comprising the LEP and a range of careers and enterprise providers - notably national bodies such as the National Careers Service and Jobcentre Plus (JCP). One LEP described a collaborative offer that was developed for schools and colleges, bringing together Education Business Partnerships, the National Careers Service, the National Apprenticeship Service and Business in the Community. Partners worked together to deliver enterprise challenge events and develop resources for teachers.

Local Enterprise Partnerships also report examples of where the EAN has facilitated contact between schools and JCP. One special school explains that the JCP adviser has secured new work placements for their students, which has only come about because of the introduction via the EAN. Local Enterprise Partnerships have also worked with the Chartered Institute of Professional Development (CIPD) to grow employer engagement in schools and colleges. In Leeds City Region, this collaboration helped the LEP to increase the number of female EAs.

There is a strong consensus that the role of the EC is pivotal to the effective functioning of the EAN. Enterprise Coordinators play a proactive role in building networks and joining the dots. They are also critical to engaging schools, matching them with EAs and getting the process of reviewing and developing the school's careers and enterprise programme started.

Our EC was very dynamic and got the relevant people around the table. It was because of her drive that it's been effective and moved forward so well.

Academy, Sheffield City Region

Promotion of apprenticeships

Local Enterprise Partnerships say that the EAN has been important for promoting apprenticeships. For example, in Thames Valley Berkshire the LEP reports that the EAN has encouraged schools and colleges to engage with the National Apprenticeship Service. Enterprise Advisers have strongly promoted apprenticeships, raising awareness and understanding of this career pathway among students and their parents. This relationship has also worked the other way around, with the EAN increasing employers' awareness of the local schools and colleges they can target to find apprenticeship applicants.

There is evidence that the EAN has influenced an increase in numbers of applications to apprenticeship schemes in a small number of regions. This is helping to retain young people in the local talent pool. One LEP explains that one of their local engineering companies had no applications for their apprenticeship scheme in 2015, but after multiple interventions including the work of the EAN, they received 31 applications in 2017.

5. Impacts on schools and colleges

Overview of key impacts

At a local level, the following impacts can be seen:

- The Enterprise Adviser Network is helping schools and colleges to identify gaps in careers and enterprise provision and to develop, refine or enhance strategic plans and objectives.
- Schools and colleges are making progress against the Company's priority Gatsby benchmarks 5 and 6 (employer engagement and workplace experiences).
- Schools and colleges are also making progress against other Gatsby benchmarks, particularly in relation to making use of Labour Market Information (LMI) (benchmark 2), integrating careers into the curriculum (benchmark 4), or planning to do so (58% of schools and colleges).
- Teachers report that they are more aware of career pathways and the world of work.
- Nearly a fifth of schools and colleges report that they have increased the allocation of time in the school timetable for careers and enterprise activities.
- 13% of schools and colleges say that investment made into careers and enterprise activities has increased, on average by nearly £5,000.

Building a strategic plan

I can't emphasise enough how useful the relationship with the EA has been.

College, North-East of England

Approximately 82% of schools and colleges agree that the EAN model is effective and that its strategic focus complements other initiatives which offer more support with operational delivery. It can both enhance existing work in careers and enterprise provision being undertaken, as well as fill a gap among those previously offering limited provision of this nature to their students.

Our EC was very clear about what this programme was and that it was strategic. This is exactly what we didn't have and needed help with.

College, East Midlands

Some schools and colleges reported that the initial process of audit and reflection on their existing provision with their EA had been critical in helping them to develop their provision.

We realised that a lot of what we do is focused on the older students and we do very little with the younger students. That's going to change.

College, North-East of England

Over half (55%) of the 503 EAN schools and colleges that responded to our survey reported that they had developed a plan for employer engagement through their involvement with the EAN.

We had no careers and enterprise plan. Our EC helped and supported us in producing one. Originally, we had a lot going on for years 10 and 11 but nothing for Key Stage 3. We have looked at what activities could be put on for them.

School, South-East of England

Schools and colleges have embedded substantial improvements to their careers strategies – or in some cases introduced their first such strategy – because of their participation in the EAN. Careers leads and senior leadership team members have a better understanding of the Gatsby benchmarks and why they are important. Examples of changes to strategies include objectives to:

- increase employer encounters across all year groups;
- improve the quality of employer encounters through interaction with local networks and better understanding of students' needs;
- raise awareness and understanding of a wider range of career pathways including apprenticeships;
- offer access to mentoring for students with some schools specifically identifying The Careers & Enterprise Company Mentoring Fund¹⁰, as the way that this had been achieved; and
- increase engagement with parents so they have a clearer understanding of local priority sectors, career opportunities and various routes into employment.

As one school reported, these improvements to the strategic plan have been valuable in focusing the school's activity.

The EAN has given us a more precise focus to ensure we are addressing needs of all students. We have learnt about the Gatsby benchmarks and now understand 'what good looks like'.

Community school, East of England

10. See <http://www.careersandenterprise.co.uk/investment/mentoring-fund-and-community> for further information on The Careers & Enterprise Fund and Community.

Enhancing the school's capacity to deliver careers and enterprise

More than half (52%) the schools and colleges responding to a survey about their experience of the EAN¹¹ agree that the EAN provides excellent Continuing Professional Development (CPD) opportunities for teachers. Visits to workplaces have been arranged for teachers enabling clearer insights into the world of work.

Enterprise Coordinators have provided schools and colleges with links to LMI. Many LEPs have been instrumental in facilitating access to LMI, helping teachers and careers leads to identify local career opportunities and introduce workplace learning into the curriculum.

Specifically, for teachers, the work of the EAN has helped to:

- build their understanding of and confidence in providing careers support relating to specific sectors;
- increase their confidence when engaging with employers;
- relate curriculum content to the world of work;
- boost understanding of progression routes outside of Higher Education, notably of apprenticeships and entrepreneurship; and
- network with other schools and colleges to share ideas and best practice about careers and enterprise provision.

In some cases, this has been achieved through EAs engaging directly with teachers to support their development.

Our EA took the time to meet with the business and accounting teachers and it was great to hear the two sides – teachers talking about students' aspirations and the EA talking about employability needs. It has indirectly motivated the staff. It's given the principal and careers adviser impetus to keep employability skills high on the agenda and given them confidence to deliver the training to teachers. This training has then motivated the staff.

College, West Midlands

11. Of the 241 respondents who answered questions about CPD.

Improving the delivery of careers and enterprise provision

Most participating schools and colleges are satisfied the EAN offers value for money. They recognise and value strategic input and expertise from senior business leaders given to them free of charge. Although the aim is for EAs to provide strategic insight, many offer support over and above this to help deliver careers and enterprise initiatives. This is helping to increase careers activity overall.

The number of visits has increased, more talks for example on public services, computing, different careers advice, having a sixth form curriculum day, and universities coming in to give talks. Activity has increased and become more focused – we have more curriculum days and visitors coming into school.

Academy, South-West of England

Enterprise Coordinators have acted as 'brokers' to help schools and colleges to navigate the complex landscape of careers and enterprise initiatives and organisations, some of which charge for their services. Bringing everything together under the banner of the EAN gives schools and colleges one clear point of contact. Several ECs have mapped local provision and provided their schools and colleges with a directory of available services, which has been well received.

We surveyed 503 schools and colleges who reported a total of 1729 new engagements with employers. On average that means that each school or college had engaged with 3.45 new employers. If this finding holds true throughout the schools and colleges in the network this would mean that the EAN was responsible for building 6,925 new relationships between schools/colleges and employers.

Most of ECs interviewed highlighted that although the EAN's focus was on Gatsby benchmarks 5 and 6, many schools and colleges have developed a clear understanding of all the benchmarks and their importance.

We explain that the focus is on benchmarks 5 and 6 but we explain the whole Gatsby pilot because employers want to contribute and help, and explaining it makes them feel part of a bigger cultural shift.

Enterprise Coordinator

This stems in part from the launch of the self-evaluation Compass Careers Benchmark Tool.¹² As such, some establishments have set strategic objectives to address all Gatsby benchmarks, not just 5 and 6, with evidence of progress being made in particular for benchmarks:

2. Learning from career and labour market information. ECs, supported strategically by LEPs, have facilitated access to up-to-date LMI, enabling schools and colleges to understand local career pathways and embed this into guidance for students and parents.
3. Addressing the needs of each pupil. Schools and colleges are starting to make provision available for younger students as well as older ones (following baseline audit).
4. Linking curriculum learning to careers. Teachers have accessed CPD in the form of workplace visits, and have been able to embed careers into the curriculum.
7. Encounters with further and higher education. A small number of schools and colleges have increased the number of visits to universities and talks given by higher education staff.

Challenges to achieving impacts in schools and colleges

Not all establishments say they have noticed impacts of being in the EAN. There are five common reasons for this (listed in order of most to least commonly cited).

1. The school or college is already very proactive, and has an effective careers and enterprise plan and strong employer links already. Such establishments find it difficult to perceive any added value from the EAN. As such, they are inclined to ask their EA to support operational delivery of mock interviews and other similar activities. While some EAs are willing to maintain the relationship in this way, others are keen to fulfil a strategic remit and may withdraw from the EAN in consequence.
2. The relationship has not been fully embedded due to a lack of full engagement from the senior leadership team or because of time constraints – either the school/college, employer or both, are unable to make their timetables fit to progress with the EAN.
3. Other barriers have slowed progress, such as a change in the establishment's senior leadership team, funding constraints and time available to start implementing the objectives.

12. See <http://compass-careers.org.uk/> for more information on Compass.

4. Schools and colleges are participating in the EAN alongside other initiatives designed to help careers and enterprise provision. They find it difficult to isolate the impact of the EAN, compared with other forms of support.
5. A minority of schools and colleges say their EA has not broadened their network of employer contacts as much as they were expecting. This may be because the EA has not been on board for long enough to make a difference.

It is noticeable that a higher proportion of respondents report positive tangible impacts where they have been participating in the EAN for a longer period (Table 2). This supports the assertion made by many ECs, EAs and schools/colleges, that it will be some time before there is substantial and recognisable widespread change across England.

Table 2: Differences in impacts by length of time in the EAN

Impacts reported	All respondents	Respondents joined EAN up to June 2016	Respondents joined EAN from July 2016
% reporting that allocation of time in the school timetable for careers and enterprise activities has increased.	19%	22%	12%
% reporting that time in school hours for teachers to undertake careers and enterprise activities has increased.	17%	21%	5%
% reporting that investment made into careers and enterprise activities has increased.	13%	24%	15%

Case studies

The following school and college case studies demonstrate the ways education and employment have collaborated as a result of the EAN.

Tess Valley

FUTURE INNOVATIONS PROJECT

Huntcliff School working with SABIC

The school has been matched with ex-student Hallam Wheatley from SABIC, a global leader in diversified chemicals as their Enterprise Adviser. Assistant head teacher Pete Goodchild is positive about the plans in place that will bring science to life.

The project aims to provide Key Stage 3 students with the skills, experience and links to help prepare them for the world of work.

Future Innovators

Hallam felt it would be a fantastic opportunity to develop a project around the work SABIC does, to demonstrate to students how science applies to the world of work.

With the backing from his company, the support from the school and Hallam's passion for science, it provides three green lights to develop and deliver this exciting, dynamic and real hands-on project for students.

Students are interviewed and produce an essay explaining why they would like to participate, the skills they feel they will bring to the project, and what it will mean for their future career. Teachers then carefully consider which students will be best suited to participate.

I wanted to make sure that work experience started before Key Stage 4. The main idea is to get the students out of their comfort zone and so I decided to do something for Key Stage 3.

Hallam Wheatley, Enterprise Adviser and Research Chemist for SABIC

SABIC employees are volunteering to mentor the students throughout the project.

The successful students are separated into groups and receive a bus tour of the SABIC site to gain knowledge about different compositions of gas and how they burn differently. Following this site visit, they replicate the furnaces in an experiment using the science equipment in their school with support from engineering professionals at SABIC.

The students will then carry out and write up another experiment to replicate and understand how the final products (chemicals) are separated by distillation.

For the final experiment, students investigate how SABIC keep the gas as a liquid once it has been transported into Teesside. They will learn about Cryogenic tanks and carry out an experiment testing insulators.

Following the experiments, each group will design a presentation explaining how science is applied to real life and what they have learned.

This will be presented to a panel of SABIC professionals and teachers.

The project is an exciting opportunity for the students of Huntcliff school and is completely different from anything they have experienced before. It will give the students important skills and knowledge as well as industry links, to provide them with a head start in their careers.

Assistant head teacher Pete Goodchild believes that this project could inspire students of all abilities to progress into STEM careers.

SABIC have actual engineers working with the students and doing site visits. It's a really dynamic hands on experience. It's way beyond anything we have ever done before. It would have been impossible to do without the EAN.
Pete Goodchild, Assistant Head teacher

SABIC have also donated £2000 to Huntcliff science department after being awarded manufacturer of the year. This money will help to fund new science equipment to deliver Key Stage 3 science more effectively.

Northampshire

THE SCHOLARSHIP SCHEME

Kettering Buccleuch Academy and Knights of Old

Kettering Buccleuch Academy are matched with Knights of Old, a local logistics company. The HR director Nick, is the Academy's Enterprise Adviser.

Both Knights of Old and Kettering Buccleuch Academy view the Enterprise Adviser Network as a mutually beneficial initiative and strive to provide the most promising future they can for the students while plugging the skills shortage of workers in the transport sector.

The idea for the scholarship scheme

Jo Massey, Director of Aspiration at Kettering Buccleuch Academy wanted to incorporate careers and enterprise in an innovative and exciting way. She felt a scholarship scheme would be an effective way to ensure students have real life, meaningful work experience with a stronger chance of being employed after leaving education.

When Jo joined the school in September 2016, the link between the academy and Knights of Old was already well developed. She suggested the scholarship scheme to Nick, who felt this would be mutually beneficial for the students and the company, and helped to identify the skills employers feel are lacking.

Nick's support and help to progress my idea has definitely made the whole process a lot smoother and easier. It worked well for the company too. They have skills shortages, so could potentially recruit a future workforce of dedicated and skilled individuals. There are benefits to both sides.

Jo Massey - Director of Aspiration

What is involved?

The scheme targets year 10 and 11 students.

Interested students go through a structured application process, developing their CV writing skills. All students who apply are interviewed by Jo and Nick. Letters offering a placement come directly from the company to the student.

There are 12 placements available at any one time spanning multiple departments including Accounting, Marketing and Sales, Transport Logistics, Warehouse, HGV driving and HR.

The work placement involves three full days in their chosen department, with the potential of paid work experience and the opportunity to be fast tracked to a job after leaving education.

Scholarship students also receive six sessions to develop their interview skills using the feedback from their recent interviews and taking part in role plays. During these

sessions, students also learn about presentation, how social media can reflect on them personally and other skills such as time-keeping. These sessions are intended to prepare them for work.

What impacts have you seen?

The sessions have been beneficial and the students' soft skills have improved. The scheme has opened the students' eyes to the employer point of view and made them realise that what they post on the internet shapes how they may be viewed.

I have never thought about how my social media might look to a potential employer

Scholarship Student

Three of the students are very keen to work for the company when they leave school as HGV drivers.

One student working in the business department found it very interesting seeing how sales quotes were put together and costed. His placement has cemented his interest in going into business and marketing.

I have had excellent feedback from the staff who mentored the scholarship students. They all put in 100% and were a credit to the Academy. They looked to be enjoying themselves

Nick - HR Director

Hertfordshire

SUPPORTING SEN STUDENTS

Pinewood School Academy Trust and GSK

Being part of the EAN has given the students of Pinewood School Academy Trust, a Special Educational Needs (SEN) school, exposure to opportunities and experiences they wouldn't have had through any other means. The Headteacher and 14-19 Coordinator are incredibly pleased with the success and support offered through their matched employer, GSK.

Without the EAN, several opportunities and activities that students have accessed would not have happened. SEN students tend not to have access to these types of opportunities in the same way mainstream students do.
David McGachen, Headteacher

Previous experience of employer engagement initiatives left the school somewhat wary of repeating the experience, as they found people struggled to understand the students and their needs. However, their match with GSK through the EAN has developed in ways beyond their expectation. Their Enterprise Adviser Nicky is full of enthusiasm and great ideas.

Only 6.4% of SEN people who want a job actually get one. Building links between employers and our students will work towards dispelling the myth that SEN pupils cannot work. They

have skills that should be recognised and applied.

Laura Reeves – 14-19 Coordinator

With Nicky's help, Pinewood school held an open morning for employers to visit the school and meet the students. Following a school assembly, employers were taken on a tour of the school, sat in some of the classes and met the students to realise their capabilities. Engaging employers in this way opened doors for the schools through GSK.

The Train

GSK engineers who attended the open day came up with an idea to offer the students work experience, in the future, by using the miniature train in the school grounds. With the support and guidance of GSK employees, students will gain experience in maintenance, engineering, design, health and safety.

It will be nice to involve the whole school – from years 7 to 11 which is something we haven't done before.

Laura Reeves – 14-19 Coordinator

Alternative Maths

Visual and interactive learning experiences are great for the students at Pinewood.

The benefits of having a strong link with an employer became apparent when the school needed a contact for an alternative maths lesson. Through

Nicky's network Laura was put in touch with Bubbly Maths which uses balloons and bubbles to make maths engaging and fun.

Year 10 and 11 students took part in activities such as measuring the length of the classroom or seeing how many students could fit inside a cuboid.

The students originally thought it was aimed at younger children but by halfway through they were volunteering, joining in, and measuring the room with balloons. It makes maths fun and understandable. If I didn't know Nicky this wouldn't have happened.

Laura Reeves – 14-19 Coordinator

Building Relationships

GSK has been very supportive of the school since being matched through the EAN. The Headteacher was given a tour of the GSK site in Stevenage and Year 10 students have been to visit the GSK site in Ware to see the types of roles are involved in the business.

Nicky's support with providing contacts has been beneficial in helping the school create further links with people outside of the education system.

Being part of the EAN gives us a clearer perspective on what it is like to be an employer. To be able to talk directly to someone in the industry and have that link gives us scope to see how employers work in general.
Laura Reeves – 14-19 Coordinator

Leicester and Leicestershire

PREPARING STUDENTS FOR THE WORLD OF WORK

Wigston Academies Trust and Skills & Employment Support Ltd

Wigston Academies Trust have been working closely with their Enterprise Adviser Dr. Gareth Thomas, to further develop their careers and enterprise provision and increase the number of employer encounters for all students.

Using Gareth's knowledge and influence, the school has engaged with parents as well as students to deliver information about Apprenticeships and a wide variety of job opportunities.

Know how to network

Through discussions with Gareth, Assistant Headteacher Natasha Davies devised a plan to run workshops on different topics to help students prepare for the world of work. Gareth ran a workshop on the importance of networking. Another two employers covered first impressions (including emails and appearance), and the job application process.

The workshops were delivered to 120 Year 12 students. All students attended all three workshops. The employers delivered a presentation, an activity and a Q&A session.

Over 80% of students that attended found the workshops informative. The networking session was of particular

interest. Gareth explained to them that networking should start now and to think about the people they meet and building their connections.

Natasha reminded them that the contacts they make in their work placements may be useful in the future.

The workshops made me very aware of how many contacts I have and could use for work experience. Gareth explained how that experience can help you get a job.

Luke – Year 12 student

I definitely feel better informed after the workshops.

Roanne – Year 12 student

Engaging with parents

Gareth delivered the first presentation to parents on behalf of the College at the yearly careers forum. This targeted Year 8 to Year 13 students. Approximately 350 parents and students attended.

Parents found the presentation interesting and informative. They asked many questions on topics such as about progression routes within apprenticeships.

Luke, a Year 12 student, explained that his parents were given information about apprenticeships and encouraged Luke to look at his options after college to help him make a better-informed decision.

The talk opened my parent's eyes to the alternative routes available. They definitely supported me to research all of my options.

Luke – Year 12 student

What's next?

Over the next 12 months, the aim is to embed careers into every subject area.

Caroline Martin, Student Guidance Officer, commented on the information that she receives through the EAN and how useful this has been for her so far.

The EAN has given me access to a lot of CPD and has challenged me to develop my knowledge of certain industry sectors. It has given me more confidence in using Labour Market Information and I am in a much stronger position to advise young people about different career pathways

Caroline Martin, Student Guidance Officer

Natasha feels that being a part of the Enterprise Adviser Network really improves the encounters the students have with employers.

Gareth accelerates our progress and gives confidence to what we are doing. If it wasn't for the EAN I don't think I'd have got key employer activities up and running as quickly.

Natasha Davies – Assistant Head Teacher

6. Impacts on young people

Overview of key impacts

For young people, the following impacts can be seen:

- The quality, variety and quantity of employer encounters has improved.
- In around 40% of schools and colleges interviewed, young people are benefitting from greater interaction with employers at a younger age – for example in Years 8 and 9.
- On average, young people in schools and colleges participating in the EAN are experiencing between 2-3 meaningful employer encounters per academic year.
- Young people report that they feel better prepared for the world of work, have broader career horizons, better career decision making and more confidence. They also report an increased awareness and understanding of apprenticeships.

Improved access to the world of work

Improving access to good quality information about career pathways, local businesses, job roles and progression routes is an important aspect of the EAN. Often the EC takes the lead in providing schools, colleges and their EAs with appropriate LMI. LEPs play a strategic role supporting ECs in providing LMI tailored to local needs.

Young people benefit from the Labour Market Intelligence that the Enterprise Coordinators are able to provide to the school and the Enterprise Adviser. The young people are therefore able to make more informed career choices.

Leeds City Region (LEP)

Meeting with a wider variety of employers, and having access to positive, dynamic role models (in the form of the EA as well as employers they introduce to the school or college) has also raised aspirations for young people about different potential career sectors.

A lot of young people have been exposed to sectors they haven't considered before. It has broadened their horizons.

Oxfordshire LEP

It's about offering the students a much wider exposure to businesses and the global market. It's increased their aspirations.

Academy, London

Young people were also enthusiastic about gaining access to employers and more career support. Feedback from a survey of 463 students within 16 schools and colleges, finds around two-thirds of young people agree they are satisfied with the opportunities provided to prepare for their career, and that they receive useful information about the world of work.

I'm astounded at the level of support I've received over the course of Year 12 alone!

Year 12 student

The Enterprise Adviser Network has also engaged some new groups of students with employers. For example, one LEP noted that an unexpected impact has been involvement of home-schooled students, via a home education organisation to which one of the ECs is connected. These students were invited to take part in local careers events organised via the EAN, and as such gained access to employers.

Table 3 shows the reported number of employer encounters and workplace experiences for each year group. Respondents were asked to estimate the average number of meaningful employer encounters (at school/college) and the average number of workplace experiences (away from school/college) for students in each year group. A 'meaningful' encounter was defined as one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. Students should be encouraged to reflect upon and share what they have learned from such experiences.

The results in Table 3 cannot be directly attributed to involvement in the EAN as this is the first time the data has been collected. This is because schools and colleges have not typically been systematically gathering and recording data (for example by Year group). They can however be used as a baseline for future years as the Careers & Enterprise Company gathers more robust data on school and college activities.

Table 3: Meaningful employer encounters and workplace experiences

Year Group	Employer encounters		Workplace Experiences	
	No. responses	Average reported employer encounters	No. responses	Average reported Workplace experiences
7	182	2.0	45	1.6
8	238	2.0	73	1.4
9	302	2.4	101	1.6
10	363	3.0	259	1.7
11	349	2.8	148	1.9
12	217	2.7	161	1.8
13	193	2.7	100	1.9

As this data was collected over a long period of time, it was possible to compare the school responses from 2015/16 to 2016/17. Analysis showed that the average number of encounters reported increased from 1.85 to 2.85, demonstrating a 54% increase.

Feedback from ECs, schools and colleges also emphasises the importance of focusing on high quality and genuinely meaningful employer encounters, which can be just as, if not more important, than increasing the number of employer encounters.

Outcomes and impacts for young people

I believe that the young people who have had contact with the Enterprise Adviser Network are more aspirational now. They are more likely to make better decisions for their future.

Academy, North-East of England

As a result of the EAN there are a number of impacts observed or reported in young people. These included an increase in opportunity awareness and improved employability skills.

Opportunity awareness. A notable impact is increased awareness of apprenticeships as a career pathway. The EAN has provided detailed information about the application process, number and range of opportunities in the local area, salary prospects and progression routes. This has led to some students being taken on as apprentices in their EA's business.

Career management and employability skills. In supporting the transition into work, schools and colleges explain that their EAs have helped young people develop career management and employability skills, for example through advice on writing CVs and covering letters and feedback following mock interviews. Having the EA as a positive role model has also helped to show young people the link between what they are learning and how those skills would be applied in the world of work.

Young people were enthusiastic about engaging in activities to improve their career management and employability skills.

We are just starting to really get to work on our future careers. This year we have written our CVs and cover letters. Soon we will meet with employers to practice our interview skills. Our school also gets employers to come in to talk to students interested in their line of work.

Year 9 student

Raised aspirations and motivation. Many stakeholders interviewed report that the involvement of the EAN in schools and colleges has helped to raise the aspirations and motivation of students. Teachers say that young people attending a meaningful work experience placement return to school or college "more dedicated".

The main impact is definitely raised aspirations and motivation – we collate the student voice after every session. It's changed their thought process about career pathways and made them think about how they're going to get there.

College, South-West of England

Perspectives of students with Special Educational Needs

Feedback from young people in mainstream schools who declare special educational needs (SEN), demonstrates that SEN pupils are as likely as their non-SEN peers to have been introduced to useful contacts to support them in the career. Where dedicated support has been offered to SEN schools and colleges via the EAN, this appears to have greater and more positive impacts for young people, compared with impacts for SEN pupils in mainstream schools, as illustrated by the following:

We are committed to supporting work experience in a more unique way to fit the school and their pupils. It is difficult for the pupils to go out on work experience due to their behaviour. Therefore, some of my staff will go into the school to deliver task-based sessions to small groups of students that will give them work relevant skills and experience. We are speaking to other employers willing to take small groups of students on workplace visits, so they see career pathways accessible to them.

EA of Special school, North-West of England

7. Impacts on employers

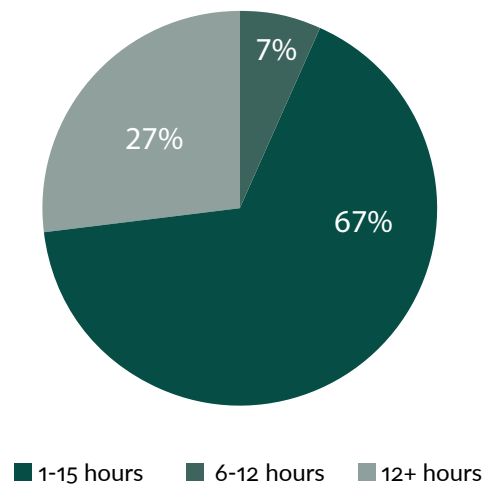
Overview of key impacts

- 88% of respondents to the EA experience survey agree they receive sufficient support and guidance from their EC.
- 77% say they receive appropriate resources to help them.
- 80% of EAs say they have had a good experience of the EAN.
- 81% of EAs would recommend the role to a colleague or friend.
- 78% of EAs say they engage with careers leads every month or every 3 months.
- 55% of EAs say they engage with the senior leadership team every month or every 3 months.
- 86% of EAs say they intend to continue with the role over the course of the next year.
- Employers report a range of benefits from participating in the EAN including: the opportunity to shape future talent; exposure to the local talent pool; opportunities to raise the profile of their organisation and sector; the opportunity to network with other businesses; and the opportunity to develop their own skills through working with schools and young people.
- Employers also articulated the importance of altruism and the sense of being able to give something back in their decision to participate in the EAN.

The employer contribution

The Enterprise Adviser Network is dependent on employers and working people giving their time. We found that employers are willing to do this. Since the start of the EAN over 2,000 EAs have signed up to be a part of the EAN. Around 10% have left the role since then, predominantly for personal reasons, but this still leaves the network with 1,889 active employer volunteers at the time of writing. Figure 9 shows the typical amount of time of employer involvement in the EAN.

Figure 9: Number of hours per month EAs typically commit ¹³



On average, around two-thirds of employers devote between 1-5 hours a month to their role as an Enterprise Adviser.

Over a quarter of employers spend between 6 and 12 hours a month supporting their school or college.

Around 7% offer their support for more than 12 hours a month.

Employers are positive about the role of the EC. They report that this role is essential in enabling them to volunteer effectively.

My Enterprise Coordinator has been excellent, providing information, advice and encouragement. Meetings with other EAs in our EAN have stimulated further initiatives and have raised my expectations of both myself and of my school.

Enterprise Adviser, Enterprise M3 (LEP)

In general, EAs are very positive about their involvement in the EAN. 80% of EAs who responded to the survey about their experience of the EAN have had a good experience and 81% would recommend the role to others. 86% of EAs who responded to the experience survey say they intend to continue with the role of EA over the course of the next year. This suggests high levels of employer satisfaction with the EAN overall.

13. Based on feedback provided by EAs to a survey about their experience of the EAN (544 respondents)

I feel very positive about the experience so far and we are looking to work with the school to focus on a combination of building on the previous work whilst continually looking for the best new areas to benefit the students.

Enterprise Adviser, Hertfordshire

One Enterprise Adviser says the EAN is a particularly appropriate mechanism for engaging employers and making good use of their expertise.

I think that the Enterprise Adviser role is an ideal vehicle for us as a business to offer targeted, relevant and appropriate support to young people in our communities.

Enterprise Adviser, Sheffield City Region (LEP)

Impacts for employers

Employers who participated in the network report a range of impacts.

Tapping into the local talent pool. EAs say that closer links with local schools and colleges give them a better insight into the local talent pool. Regular engagement with careers leads, and to some extent, teaching staff, is helping EAs to identify students for work experience placements.

Some employers have reorganised the way in which they provide experiences of the workplace. For example, by providing students with insights to multiple departments and job roles. They say that this has boosted the number of students interested in working at the organisation in the future and improved work readiness.

Raising the profile of businesses and sectors. EAs value the opportunity afforded by the EAN to showcase their industries and increase understanding of the breadth of career pathways. This is of particular value in sectors with skills shortages. For example, several EAs working in the construction sector say one of their reasons for joining the EAN is to raise awareness of the range of professional roles available in the industry. There are also examples of EAs in the engineering sector who experienced an increase in the number of applicants to their apprenticeships.

Related to the desire to raise the profile of businesses, there is some evidence showing that EAs have become more involved with the local community. For example, one EA in the York & North Yorkshire LEP region has joined the Skills Board for the local district.

Developing the skills of the volunteers. Enterprise Advisers were asked to complete a survey about their experience of the EAN. Of the 544 who responded, 31% agree that being part of the EAN has benefitted their organisation. In particular, employers welcome

the opportunities for networking. One Enterprise Adviser from Solent says that *"being an EA gives great networking opportunities across a range of businesses."*

Of the 544 respondents to the EA experience survey, 38% agree that being part of the EAN has helped them develop skills useful in their own job. The types of skills developed or enhanced include: public speaking; mentoring others; objective setting; time management; communications; and knowledge of the curriculum and qualifications (helping with assessment of potential candidates applying for job roles).

Altruism and giving back. Some EAs reported that they had been motivated by the opportunity to do something good and to give back to young people.

If I can help the students, then not only does it make them feel more positive but I also get a sense of achievement out of it.

Enterprise Adviser, The Marches

Challenges experienced by employers

Whilst most EAs appear satisfied with the EAN and its role in underpinning positive change, a minority of employers have been dissatisfied with the experience. This is because the school or college has not been as responsive as the EA would have expected or liked. In most cases where this has occurred, EAs attribute this to lack of buy-in, or even resistance to the EAN, at school/college senior leadership team level. Enterprise Advisers experiencing this say that they do not expect to be the driving force behind the relationship, as they are volunteers, and that lack of engagement from their school or college, for example where members of the senior leadership team do not respond to communications, fail to attend meetings, or cancel them with little notice, undermines the viability of their role.

Other challenges reported by EAs include: where the school or college lacks the resources to fully engage with the EAN; where the time commitment to the role has been more than EAs anticipated; or where need for strategic support is not obvious. For example, where schools or colleges have an effective careers strategy in place already, it can be difficult for an employer to see where they can add value from a strategic perspective.

The school I was assigned to has not utilised me - they have an excellent careers framework in place. I have not been paired with another school to date - I am still happy to support but would prefer a school that is proactively looking for support and help.

Enterprise Adviser, South-East of England

8. Conclusions

The Enterprise Adviser Network is effective and well implemented. The combination of a nationally led network and local interpretation to suit the needs of different regions has been well received. Institutions can work with their EC and EA to tailor interventions that meet their needs most effectively.

Positive system change is taking place. This is not yet universal as the EAN remains a work in progress. However, there are tangible positive impacts in respect of individual change for those schools and colleges which have fully embedded the interventions provided by the EAN. These institutions have made good progress towards achieving many of the Gatsby benchmarks, notably in increasing the quantity (and quality) of encounters with employers and workplace experiences. Additional value for money is generated where the EA supports with delivery at an operational level, over and above the strategic remit. This is influencing sustainable outcomes for students – improved career readiness, enhanced employability skills and greater motivation.

The core objective is for EAs to provide strategic input to increase encounters. This model has the flexibility to offer support to schools to design as well as implement the plan. The model also has the potential to bring about positive change which is sustainable over the longer-term. The value of the strategic approach is in enabling each school or college to have its individual needs addressed. For example, in deprived

areas, the main strategic objective might be to raise aspirations and do more work with parents to bring about change over the long-term. This fundamental concept of the EAN – fulfilling a strategic supporting role – is effective, and can support schools and colleges on a long-term journey towards achieving all of the Gatsby benchmarks. Over the longer-term this is expected to influence outcomes at a national level thinking specifically about better skills alignment and improved productivity.

Within its purpose for the EAN, the Careers & Enterprise Company sets out four core objectives. Below we set out conclusions about the extent to which the overall purpose is being achieved.

- More encounters. Evidence gathered for this study shows that schools and colleges actively participating in the EAN have increased their network of employers, helping to increase the number of meaningful encounters and workplace experiences.
- Start younger. There is evidence to show that young people are benefitting from greater interaction with employers at a younger age – for example in Years 8 and 9.
- Follow the impact. There are many examples of positive change brought about by the EAN. The Careers & Enterprise Company is focusing effectively on sharing best practice, for example via its 'What Works' research and webinars.

- Make it last. The EAN is facilitating an ethos where careers and enterprise provision can be strongly embedded in the curriculum.

This evaluation has identified a number of barriers which need to be overcome to fully realise the EAN in all schools.

- Misaligned expectations. Expectations between the school/college and the employer may be misaligned in relation to: the amount of time the employer will spend in school or college; the role of the employer in supporting the school or college; how schools and colleges operate i.e. a set curriculum delivered in three terms can appear inflexible to employers.
- Lack of time, resources and will on behalf of the school. There is a need to consider how to support EAs in schools and colleges which have limited resources and engagement in careers and enterprise provision. Not all schools and colleges have a dedicated careers lead. If there is not one clear point of contact able to drive the careers agenda, this can mean progress in delivering the EA strategy can be slow.
- Strategic development is not required. In some cases where schools which have well developed career programmes EAs report that the strategic intervention which is at the heart of the EAN is not needed. In reality, as the recent State of the Nation 2017 report suggests, most schools and colleges have a long way to go in developing their careers and enterprise provision. However, this is likely to become a more common problem as the network develops and schools and colleges improve their provision. This may indicate a need to upskill EAs to deal with some of the more subtle challenges that schools and colleges face once they have developed a programme.

Recommendations

The following recommendations provide clear actions that should be taken to continue to drive the growth and effective implementation of the EAN.

1. The Careers & Enterprise Company should share case studies of positive impacts achieved within schools and colleges with effective careers and enterprise strategies prior to the EAN, to help these types of institutions and EAs understand how they can maximise value from the relationship.
2. The Careers & Enterprise Company should share case studies of what has worked well, and how challenges have been overcome, across a wide range of institution types, sizes and regions.
3. Enterprise Coordinators should provide guidance as to how EAs can work with their school or college to develop a plan that the employer can work on over the holiday periods, especially in the summer, so that momentum is maintained.
4. Enterprise Coordinators should consider recruiting multiple EAs to support the same institution in rural/hard-to-reach areas, where it is beneficial for two employers to share the travel and costs as well as the workload.
5. The Careers & Enterprise Company should roll out the approach of providing local directories of the range of careers and enterprise provision to schools and colleges, across all regions that have not already done this.
6. The Careers & Enterprise Company should consider adapting the model so that EAs move round schools and colleges on a regular basis. Employers from a broad range of sectors could provide strategic input.
7. The Careers & Enterprise Company should develop a simple evaluation tool for schools and colleges to capture all the impacts of the EAN on an on-going basis and distinguish from impacts of other similar initiatives.
8. The Careers & Enterprise Company should develop an EA referral scheme, to help continue the sustained growth of the EAN.
9. The Careers & Enterprise Company, with their strategic partners and other key stakeholders, should seek to influence funding decisions in favour of supporting the EAN in the long-term.
10. The Careers & Enterprise Company should work with key stakeholders to influence policy change that will firmly embed careers and enterprise within the statutory duty and within the curriculum.

Final words

The Enterprise Adviser Network has grown rapidly, with all LEAs and over 2,000 schools and colleges participating. The Enterprise Adviser Network has created a substantial pool of EAs with impressive credentials, and is facilitating an ethos where careers and enterprise provision can be strongly embedded in the curriculum.

Assuming that the EAN continues to receive adequate support and funding at national and local levels this study has found that significant progress has been made and that there is room to expand and enhance its impact to the benefit of young people and their eventual employers.

References

AAT. (2014). Poor advice stunting young people's career aspirations. Available from <https://www.aat.org.uk/about-aat/press-releases/poor-advice-stunting-young-peoples-career-aspirations> [Accessed 21th October 2017].

Career Development Institute (CDI) and Careers England. (2015). *Survey of Career Education and Guidance in Schools and Links with Employers*. Stourbridge: Career Development Institute.

Gatsby Charitable Foundation. (2014). *Good Career Guidance*. London: Gatsby Charitable Foundation.

Gibson, S., Oliver, L. and Dennison, M. (2015). *Mapping Careers Provision in Schools and Colleges in England*. London: Department for Education.

Hooley, T., Matheson, J. & Watts, A. G. (2014). *Advancing Ambitions: The Role of Career Guidance in Supporting Social Mobility*. London: The Sutton Trust.

The Careers & Enterprise Company. (2017). *Enterprise Adviser Network Roadmap: 3-Phase Plan*. London: The Careers & Enterprise Company.

The Careers & Enterprise Company. (2017). *State of the Nation 2017. Careers and Enterprise Provision in England's Schools*. London: The Careers & Enterprise Company.

The Careers & Enterprise Company

First Floor, Parchment House

13 Northburgh Street

London EC1V 0JP

 **@CareerEnt**

www.careersandenterprise.co.uk