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Attainment outcomes for young people



Employment outcomes for young people



Fairness/equity in employer engagement



Individual employer engagement activities

apprenticeship **aspiration** attainment

BME careers education class

curriculum development diploma earnings

employability employer

engagement enterprise learning

equity Europe FECS gender governance international

Key Stage 4 labour market mentoring

motivation NEET networks

partnership personal

development **policy** primary

recruitment reputation school-to-work

transitions **secondary** social

capital **social disadvantage** social

mobility staff development STEM

university university admissions USA volunteering

work-related learning work

experience workplace visits youth

unemployment

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Employer engagement in education: a definition and some typical activities

“the process through which a young person engages with members of the economic community, under the auspices of their school, with the aim of influencing their educational achievement, engagement and/or progression out of education into ultimate employment.”

Mann et al. 2014. *Understanding Employer Engagement in Education*

Focus: academic and vocational education

- Work experience
- Job shadowing
- Careers talks
- CV workshops
- Mock interviews
- Business mentoring
- Enterprise activities
- Classroom talks
- Reading & number partners
- Classroom presentations

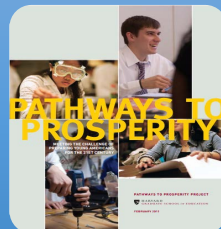
From a global policy imperative...

... employer engagement in education has become widely promoted as a means to:

1. Improve pupils' general preparation for the world of work (within vocational education and across schooling)
2. Enhance social mobility
3. Address strategic skills shortages
4. Increase pupil engagement and attainment



OECD: *Learning for Jobs* (2010), *Off to a Good Start?* (2010), *Skills Strategy* (2012)



Harvard Graduate School for Education: *Pathways to Prosperity* (2010-)

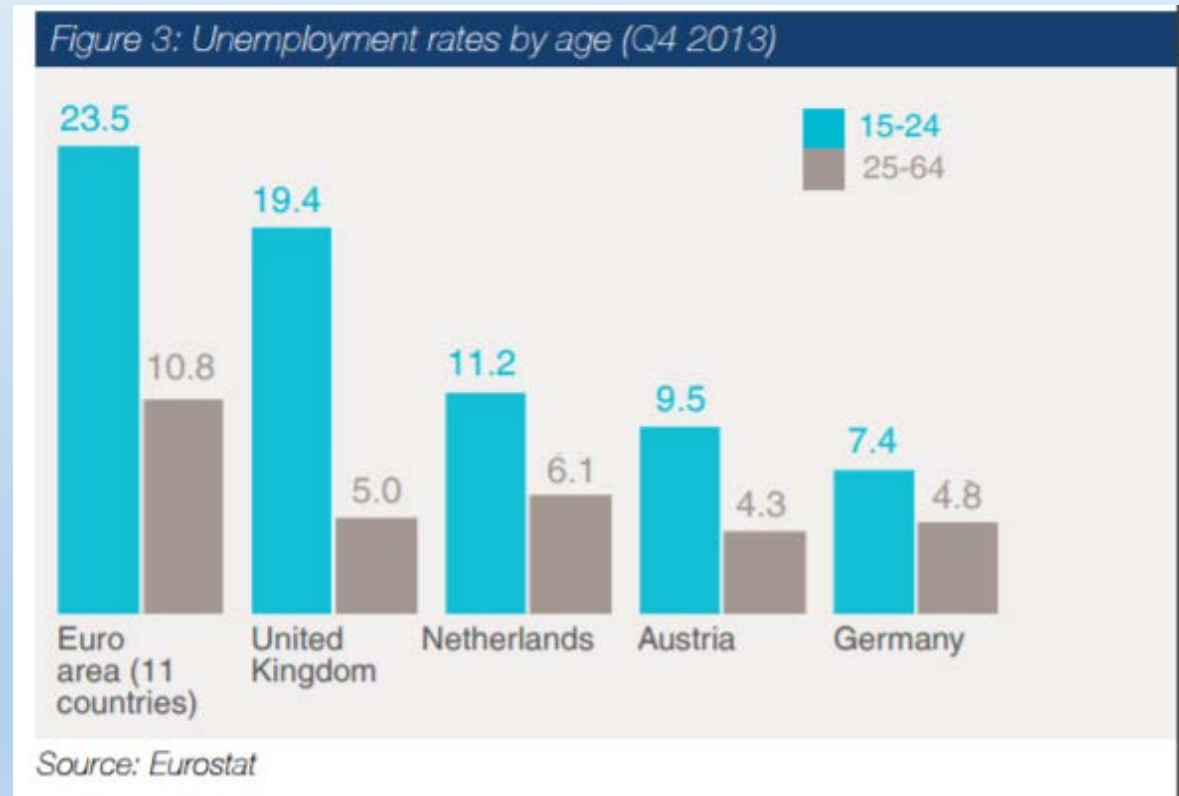
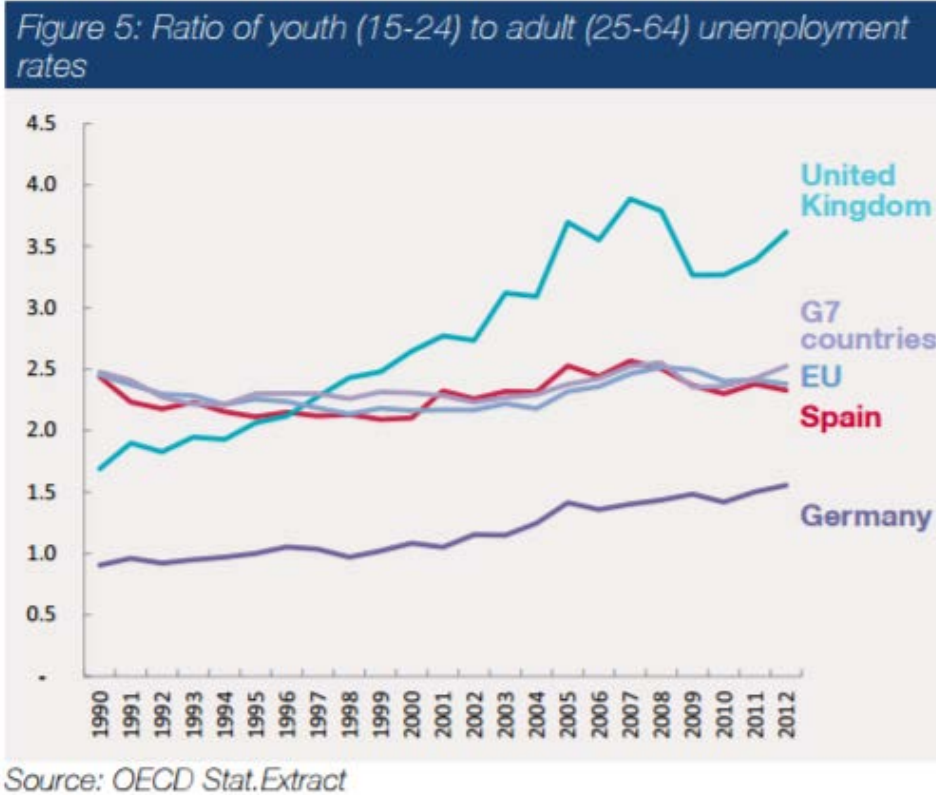


European Union: Cedefop, Pact 4 Youth, Ingenious (STEM)

Context: Young people have never left education more highly qualified, with more years of schooling...

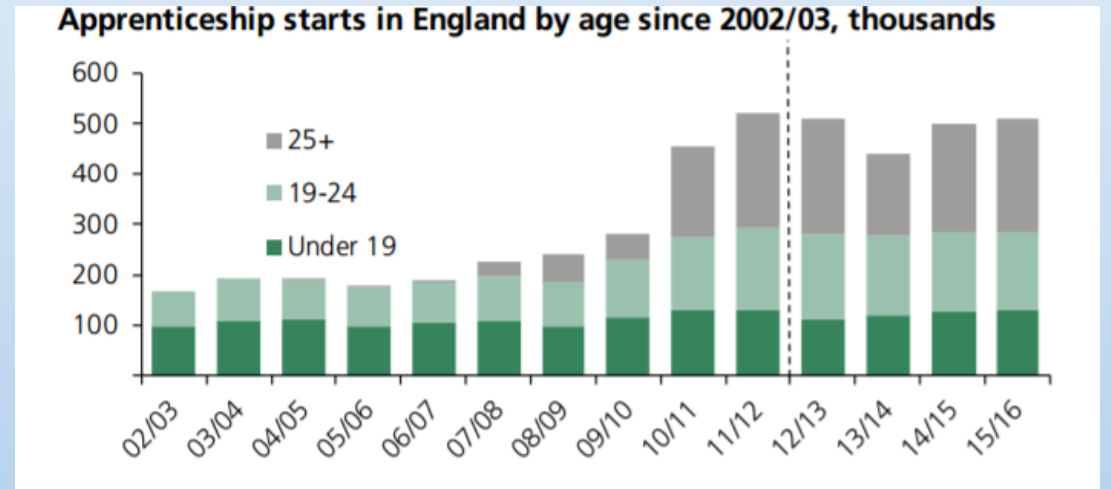
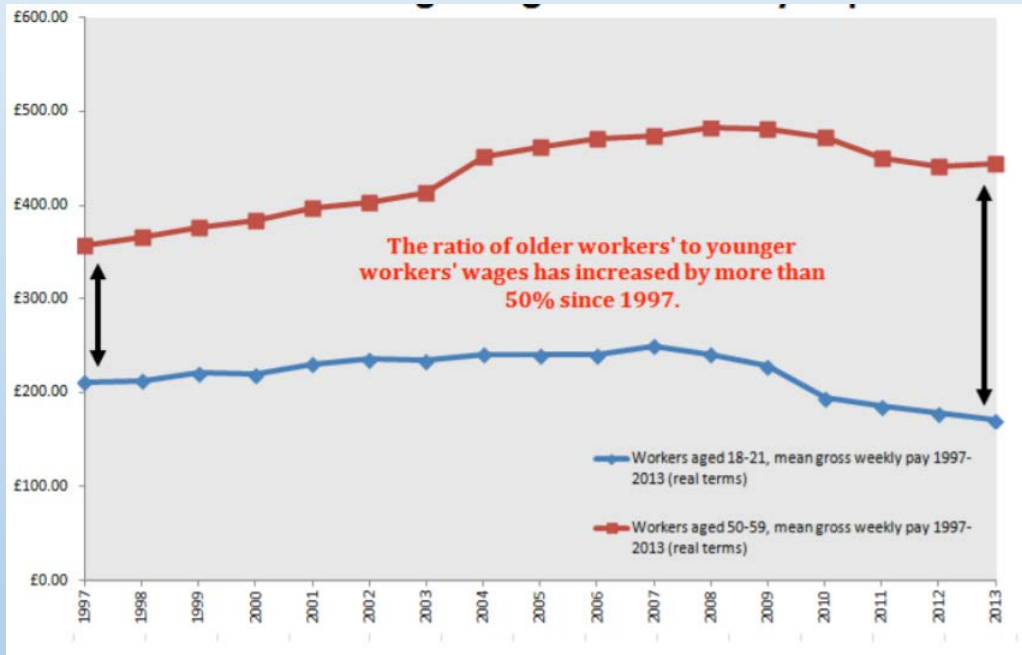
Any 5 GCSEs	1990/91	37%	% in FT education @ 17	1990/91	43%
	2011/12	81%		2013/14	77%
http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN04252			https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/436526/Main_text_16-18_participation_SFR19_2015.pdf ; http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN04252		
5 GCSEs inc. English+Maths	1995/96	35%	% of UK workforce with degree	1992	17%
	2015/16	59%		2013	38%
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/467603/SFR37_2015.pdf ; https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/559919/SFR48_2016.pdf			https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/graduatesintheuklabourmarket/2013-11-19		

...but are facing record levels of discrimination in the labour market, seen in the ratio of youth:adult unemployment...



Research context

...comparative earnings and success in Apprenticeship recruitment.



Snapshot: where are we now?

- *Contemporary transitions: young Britons reflect on life after secondary school and college*
- Survey of 1,744 young people aged 19-24 in 2016 by YouGov
- Twice the size compared to 2011 survey
- Socially, geographically and demographically evenly distributed
- Frequency tables and descriptive, cross-tabulations and regressions using SPSS
- Control variables: school type, parental education, free school meal, gender, ethnicity, region, education level, age

Content of the report

- 1. Young adults' recollection of school and college action to prepare them for the working world**
- 2. Young adults' perceptions of how well their schools and colleges prepared them for working life**
- 3. Young adults' perceptions on how schools and colleges could have better prepared them for the working world**
- 4. What schools and colleges did to help young adults succeed in the adult working world**

Young adults' recollection of school and college action to prepare them for the working world

Key findings:

- Young adults attending selective and/or fee-paying institutions routinely recall greater levels of school-mediated employer engagement in terms of specific activities
- Young adults in 2016 recall 1.6 school-mediated engagements with employers: 22% greater employer engagement than in 2011
- Disadvantage is associated with lower levels of engagement: former recipients of Free School Meals and children of parents without experience of higher education recall lower levels of engagement

Distribution of employer engagement activities

Between the ages of 14 and 19, did your school or college ever arrange for you to take part in any activities which involved employers/local business people? E.g. work experience, mentoring, enterprise competitions, careers advice, CV or interview workshops, workplace visits. If so, on how many different occasions (more or less) did it happen?"

Percent in 2016	
Never	19.0
Once	36.3
Twice	23.1
Three times	8.7
Four or more times	12.9
Average number	1.60

Participation in selected teenage engagements with employers

	Percentage undertaking at 14-16	Percentage undertaking at 16-19
Work experience	74%	25%
Job shadowing	9%	8%
Enterprise competitions	10%	6%
Mentoring	2%	4%
Career advice with employers	19%	16%
Part-time employment	18%	39%

Distribution of employer engagement activities

Volume of activities by school type, 14-16

N= 1,676	School type		
	comprehensive school	Grammar / selective state school	Independent / fee-paying school
Never	18.5%	10.6%	28.0%
Once	39.3%	29.4%	23.6%
Twice	22.7%	33.2%	16.1%
Three times	8.3%	10.6%	10.6%
Four or more times	11.3%	16.2%	21.7%
Average number of activities 2016	1.54	1.92	1.74

Volume by Indicators of social disadvantage: Free school meal and parental education

N=1,659	FSM	
	No	Yes
Average number of activities	1.63	1.50

N= 1,680	parents/carers went to university?	
	No, neither of them did	Yes, at least one of them did
Average number of activities	1.55	1.71

Young adults' perceptions of how well their schools and colleges prepared them for working life

Key findings:

- Most young people educated in the state sector think that their schools prepared them poorly for adult working life
- Young adults who experienced greater volume of school-mediated employer engagement feel better prepared for the adult working world
- Most employer engagement was not helpful (making decisions at age 16, applying for university, applying for jobs) unless teenagers recalled 3-4+ activities

a) Most young people educated in the **state sector** think that their schools **prepared them poorly** for adult working life;

b) Young adults who experienced **greater volume** of school-mediated employer engagement **feel better prepared** for the adult working world

P-Value: 0.00		Looking back, how well do you feel that your school/college prepared you for adult working life?			
School type at age 16					
N= 1,676					
		Very well	Quite well	Quite poorly	Very poorly
Non-selective state school, i.e. comprehensive school	%	4.4%	39.2%	43.4%	13.0%
Grammar / selective state school	%	8.5%	49.4%	35.7%	6.4%
Independent / fee-paying school	%	16.1%	45.3%	24.2%	14.3%
Total	Count	102	691	679	204
	%	6.1%	41.2%	40.5%	12.2%

P-value: 0.00		Looking back, how well do you feel that your school/college prepared you for adult working life?			
Volume of activities					
N=1,756					
		Very well	Quite well	Quite poorly	Very poorly
Never	%	7.8%	26.3%	41.5%	24.5%
Once	%	3.8%	36.2%	47.2%	12.9%
Twice	%	3.7%	48.5%	40.1%	7.6%
Three times	%	9.9%	55.3%	28.3%	6.6%
Four or more times	%	12.8%	55.1%	26.0%	6.2%
Total	Count	109	724	704	219
	%	6.2%	41.2%	40.1%	12.5%

- a) Most employer engagement **wasn't helpful** in [making decisions](#) at age 16 **unless** teenagers recalled **4+ activities**
- b) Most employer engagement **wasn't helpful** in [applying for university](#) **unless** teenagers recalled **4+ activities**
- c) Most employer engagement **wasn't helpful** in [applying for a full-time job](#), **but** participation in **3+ activities made a big difference**

Decision making at age 16 (e.g. whether to stay on, what and where to study, whether to try and get a job)		
	Very helpful / Fairly helpful	Not very helpful / Not at all helpful
Once	25%	75%
Twice	31%	69%
Three times	49%	51%
Four times or more	51%	49%

Applying for university		
	Yes	No
Once	33%	67%
Twice	38%	62%
Three times	47%	53%
Four times or more	53%	48%

Applying for a full-time job		
	Yes	No
Once	21%	79%
Twice	32%	68%
Three times	42%	58%
Four times or more	48%	52%

If you found the activities helpful, tell us the reason...

When applying for university...	Valid Percent
It provided me with something to write about in my UCAS application	64.3
It provided me with something to talk about at interview	30.3
It helped me to decide the subject I wanted to study	33.8
It helped me to decide on the institution I wanted to study at	18.5
It gave me the confidence to apply	22.4
It helped me to decide which subjects/options to choose while still at school/college	29.5
It motivated me to work as hard while in school/college	34.4
I used someone I met as a referee	26.7
Total responded	465

When applying for jobs...	Valid Percent
It gave me with something to use in a job application	47.5
It gave me the motivation to succeed	19.7
It gave me something to talk about at a job interview	37.5
It gave me the confidence to apply for a particular job	31.4
I learned how to produce a good CV or application	49.1
It helped me to practice my interview skills	39.2
It taught me what it is really like to work in a particular job	32.8
It helped me to make better choices about what I studied whilst still in education/training	18.1
It helped me to understand what I needed to do to get a particular job	25.2
I met someone who offered me a proper job (e.g., part-time job) which proved useful	12.7
I met someone who gave me a reference	34.4
I met someone who gave me good advice	31.2
I improved my soft skills / employability skills (eg, communicating, team working)	44.6
Total responded	240

Young adults' perceptions on how schools and colleges could have better prepared them for the working world

Key finding:

- Young adults would have welcomed greater preparation for the working world from their schools and colleges – with greatest demand from young women and adults from disadvantaged backgrounds and greatest demand for practical information and job-finding skills

Research twitter: [@Edu_EResearch](https://twitter.com/Edu_EResearch)

<i>Given what you know now, would you have welcomed more help in any of the following areas while at school/college?</i>	
How to create a good CV, or write a good application	60%
How to perform well at interview	60%
How the tax/benefit systems work	59%
How employers actually recruit	56%
How to manage money once you had income	55%
How the world of work is changing and which skills are likely to be demanded in future	49%
How to find a job	48%
How to find out what different jobs require in terms of skills, attitudes and qualifications	47%
How job centres and employment agencies work	36%
How to run your own enterprise/business	36%
How to get a part-time job whilst still at school or college	34%
How to get into University	27%
How to get an Apprenticeship	24%
How common it is to do a job which people of your gender don't normally do	21%

Male	Female	Non-selective State	Independent School	Free School Meals	Parent with no degree	Ethnic minority	White British
57%	64%	63%	44%	58%	64%	50%	63%
56%	65%	63%	48%	61%	65%	51%	63%
53%	65%	61%	54%	53%	60%	51%	61%
53%	59%	58%	49%	49%	59%	46%	58%
48%	63%	58%	46%	52%	59%	48%	57%
47%	51%	50%	45%	46%	51%	42%	51%
43%	53%	50%	40%	47%	51%	45%	49%
43%	51%	49%	39%	49%	51%	41%	48%
32%	40%	38%	29%	35%	37%	31%	37%
36%	35%	36%	33%	33%	37%	36%	36%
32%	37%	35%	27%	36%	36%	36%	34%
26%	30%	30%	13%	30%	31%	30%	27%
23%	24%	25%	17%	25%	26%	24%	24%
16%	25%	22%	15%	18%	22%	23%	21%

What schools and colleges did to help young adults succeed in the adult working world

Key findings:

- Higher volumes of school-mediated employer engagement are associated with reduced incidence of NEET
- Undertaking individual employer engagement activities is associated with reduced incidence of being NEET
- Pre-16 participation in Job shadowing is associated with an adult wage premium of 11%
- Young adults who found their school-mediated employer engagement activities 'helpful in getting a job', earned up to 16.4% more than peers who did not take part in any activities
- Young adults experienced wage premiums linked to individual activities when undertaken within school(s) which they felt had prepared them well for adult life
- Wage premiums of up to £3,500 can be identified linked to teenage participation in school-mediated employer engagement activities
- Validates 2011 studies

Higher volumes of school-mediated employer engagement are associated with **reduced incidence of NEET**

Control variables

- Age
- Highest qualification (L1-L5)
- Ethnicity (white vs non-white)
- Region of UK
- School type 14-16
- School type 16-19
- Gender
- Parental education
- Free School Meals

→ 1,536 individuals

	P-value	Odds of becoming NEET
One	.022	44% less likely comparing to those who did zero activity
Two	.009	56% less likely comparing to those who did zero
Three	.004	85% less likely comparing to those who did zero
Four or more	.001	86% less likely comparing to those who did zero

Undertaking individual employer engagement activities is associated with **reduced incidence of being NEET**

At 14-16...	
Career talks with employers	81% less likely to be NEET than peers who did not do the activity
Enterprise competition with employers	75% less likely to be NEET than peers who did not do the activity
Work experience	45% less likely to be NEET than peers who did not do the activity
At 16-19...	
Career talks with employers	78% less likely to be NEET than peers who did not do the activity
Enterprise competition with employers	80% less likely to be NEET than peers who did not do the activity
Work experience	44% less likely to be NEET than peers who did not do the activity

Young adults experienced wage premiums linked to individual activities where they felt their school(s) had prepared them well for adult life

<i>Employer engagement activity</i>	Premium (expressed in percentage terms)	Premium (expressed in cash terms)
Volume of engagements where engagement in general found to be useful in getting a job – <i>one engagement</i>	3.7%	£585
Volume of engagements where engagement in general found to be useful in getting a job – <i>four plus engagement</i>	14.8%	£2,340
Volume of engagements where engagement in general found to be useful in getting a job – <i>one engagement</i>	4.1%	£648
Volume of engagements where engagement in general found to be useful in getting a job – <i>four plus engagements</i>	16.4%	£2,592
Volume of engagements where engagement in general found to be useful in getting into university – <i>one engagement</i>	5.5%	£869
Volume of engagements where engagement in general found to be useful in getting into university – <i>four plus engagements</i>	22%	£3,476
Enterprise competition at 14-16 where respondent felt school had prepared them well for adult working life	11%	£1,739
Mentoring at 14-16 where respondent felt school had prepared them well for adult working life	19%	£3,004
Job Shadowing at 14-16	11%	£1,739
Mentoring at 16-18 where respondent felt school had prepared them well for adult working life	18%	£2,846

Implications for policy and practice

- **Quantity matters**: greater volume of school-mediated employer engagement is associated with better economic outcomes
- **Quality matters**: more highly regarded employer engagement is associated with better economic outcomes
- **Equity matters**: access to school-mediated employer engagement is not fairly distributed



Why does it make a difference?

Research twitter: [@Edu_EResearch](#)

The 'Employer Engagement Cycle' in Secondary Education: analysing the testimonies of young British adults

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Work experience placements are mandatory in the UK for all young people aged 16–18 in education, and their employability effects and associated wage premia are well noted in the literature. Through Bourdieu's lens, this article analyses and conceptualises a unique data set of reflective testimonies submitted in response to a YouGov survey of over one thousand young people. Different capitals are detected, their distributions are observed, and correlations with key variables such as social background and school type are reported. Emerging through young people's perceptions of employer engagement is a complex web of human, social and cultural capital accumulation. Overlaps are frequent, with newly acquired forms of capital often activating others. We argue that because of the cyclical nature of employer engagement gains, benefits accumulate exponentially for some young people while leaving others increasingly detached from the capitals that are most important for labour market success.

Keywords: employer engagement in education; work experience; human, social and cultural capital; equity

Introduction

In the half a century since the Newsom Report (1963) first recommended that exposure to the working world be incorporated into the final years of British schooling, the relationship between classroom and workplace has become a mainstay of political debate and policy intervention (Stanley, Mann, and Archer 2014). In England, work experience placements moved from being a marginal activity aimed at a small proportion of lower achievers in the 1960s to mainstream provision, following the Wolf Report (2011). It is now expected of all pupils enrolled in education between the ages of 16 and 18 (DfE 2013).

The shift to compulsory work experience in England represents the logical conclusion to fifty years of state action to increase employer engagement in

What makes the difference?

Some options...

Human capital:

technical skills, employability skills, attainment, qualifications (Becker)

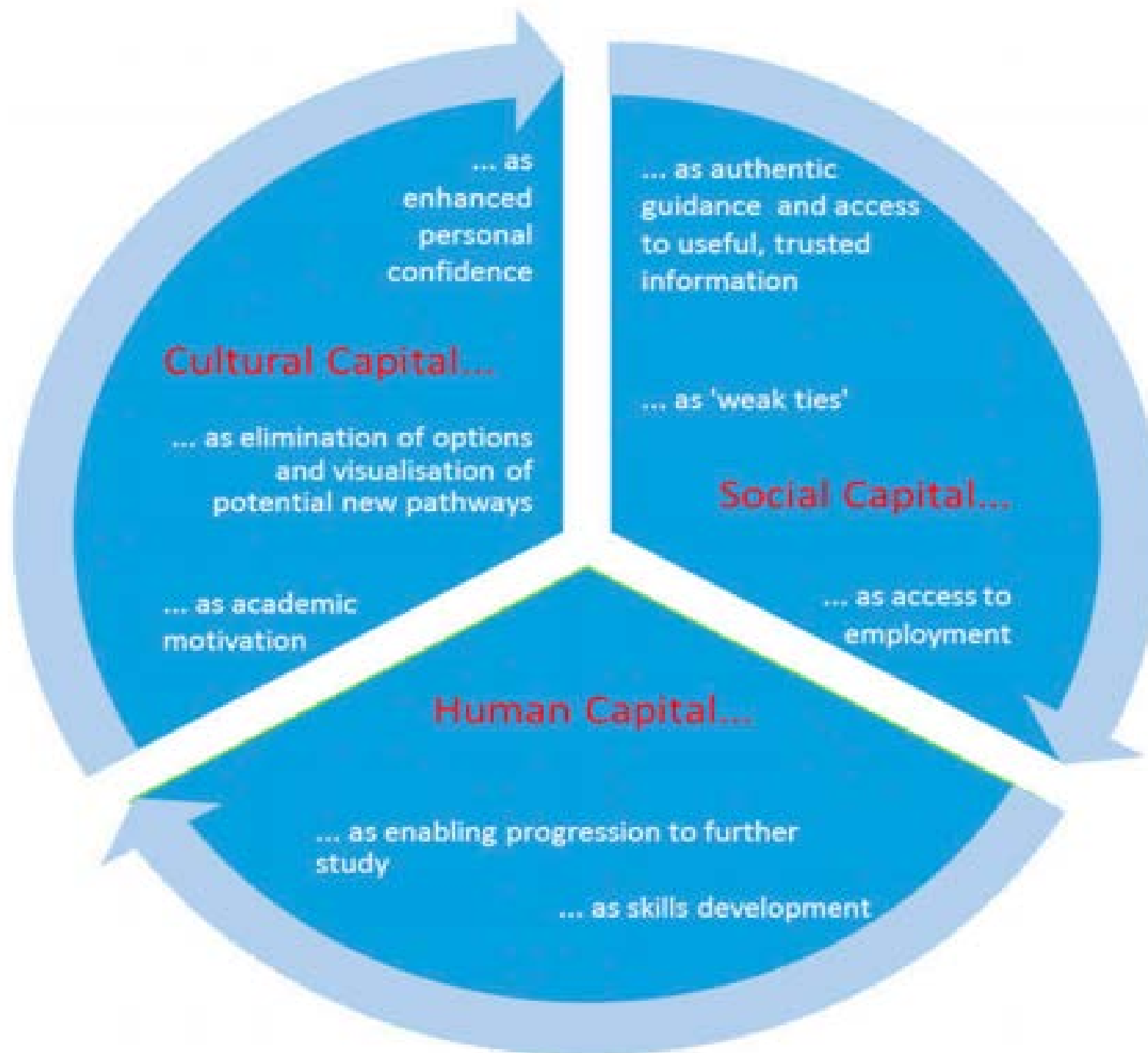
Social capital:

‘norms’ and support networks, access to non-redundant trusted information (Granovetter)

Cultural capital:

attitudes and assumptions; confidence in aspirations, language and presentation, ‘a fish in water’ (‘business awareness’) (Bourdieu)

(We must control for access to finance capital)



Why is employer engagement is more important now than it was a generation ago?

Research twitter: [@Edu_EResearch](https://twitter.com/Edu_EResearch)

How should our schools respond to the demands of the twenty first century labour market? Eight perspectives.

Kay Carberry

Peter Cheese

Chris Husbands

Ewart Keep

Hugh Lauder

David Pollard

Andreas Schleicher

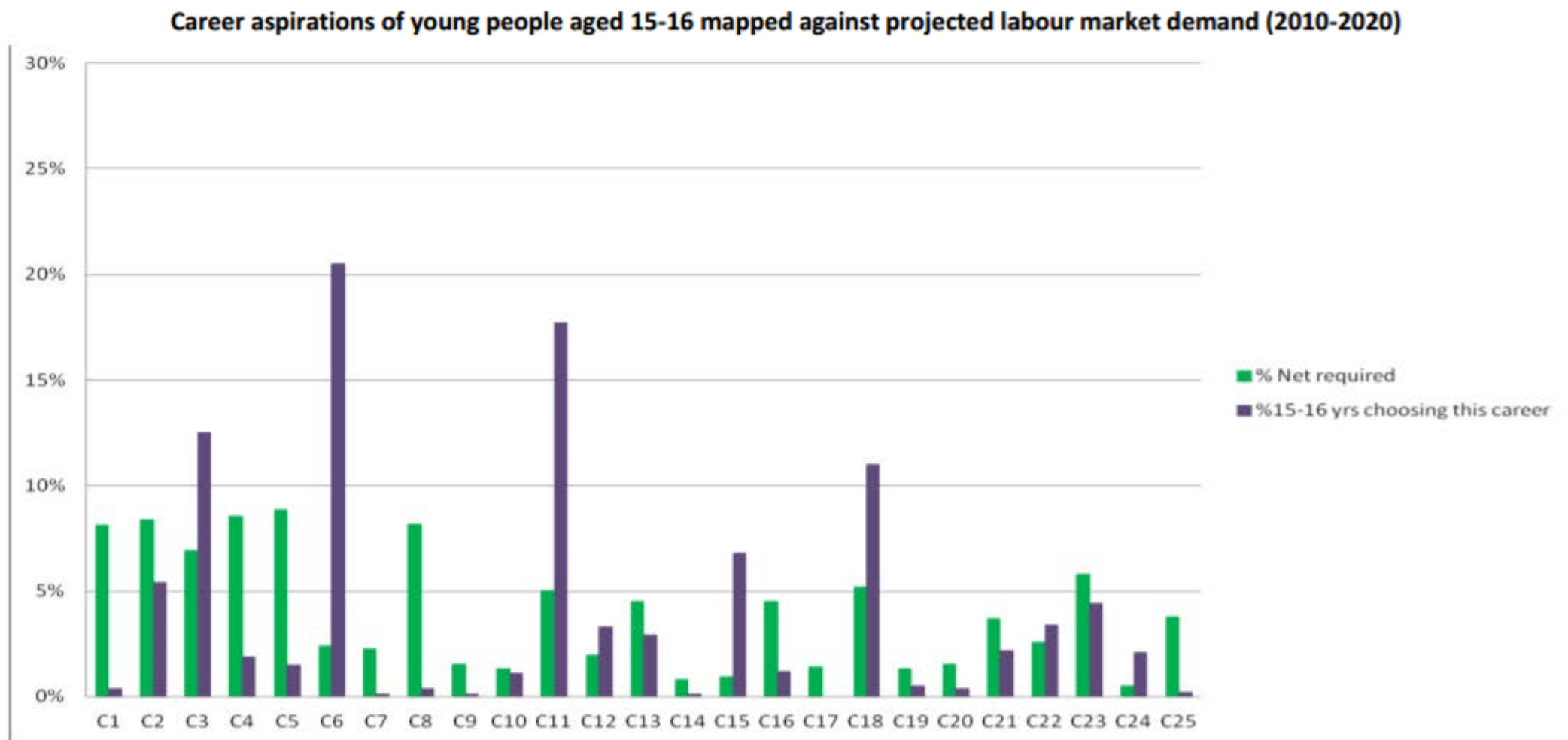
Lorna Unwin

Edited and introduced by Anthony Mann and Prue Huddleston

Table 1. Implications of labour market change for young people and schools/colleges.

Due to globalisation, liberal labour regulation, and especially technological change, for young people the labour market is increasingly ...		
... <i>complex</i> – with shifts in distribution of employment, jobs growth in new economic areas and significant change in working practices in traditional areas	<i>For young people</i> , investment choices (what and where to study, the value of qualifications and experience) become more difficult as the labour market becomes more complex.	<i>For schools/colleges</i> (primary and especially secondary), Careers Education Information Advice and Guidance enriched by extensive employer engagement becomes more important.
... <i>competitive</i> – with churns between employment (PT, FT, temporary), education, training, unemployment, NEET commonplace	<i>For young people</i> , understanding of how the labour market works, job seeking skills (application processes and in interviewing) and personal resilience become more important.	<i>For schools/colleges</i> , activities to develop resilience and authentic recruitment preparation in context of labour market operation become more important. Where possible, schools can help put pathways from education into work in place.
... <i>changing</i> – with personal effectiveness and adaptability at a premium in service/knowledge economy	<i>For young people</i> , ability to apply their knowledge in unfamiliar situations becomes more important.	<i>For schools/colleges</i> , applied learning (enterprise education), specifically when delivered in real-world settings, becomes more important.

Teenage career aspirations have nothing in common with labour market demand



Source: Mann et al. 2012. *Nothing in common*. London: Education & Employers and UKCES

Participation in activities with employers by geography

Region	Rank	Never	Once	Twice	Three times	Four or more times
South East	1	15%	36%	24%	8%	17%
East Midlands	2	16%	35%	23%	8%	18%
West Midlands	3	18%	34%	28%	8%	12%
London	3	21%	32%	25%	9%	14%
Wales	4	28%	26%	18%	16%	12%
Yorkshire and the Humber	5	22%	32%	27%	6%	13%
North West	6	18%	42%	21%	7%	13%
East of England	6	19%	36%	25%	12%	9%
South West	7	22%	31%	26%	14%	7%
North East	8	18%	46%	18%	6%	12%
Scotland	9	18%	49%	16%	5%	13%

So Please...

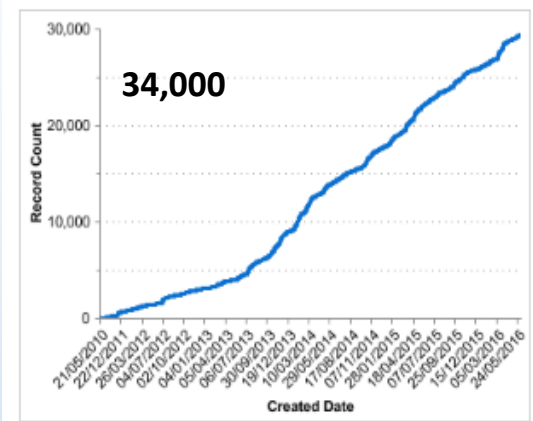
- Do a lot – throw mud with wild abandon
- Be authentic – keep it real
- Do different things – careers & recruitment, enterprise, deep exposure (mentoring, WX)
- Start young – from primary onwards
- Be coercive – they don't know what they don't know
- Be professional – high quality, impartial careers provision
- And ... ask the kids what they think about their experiences!



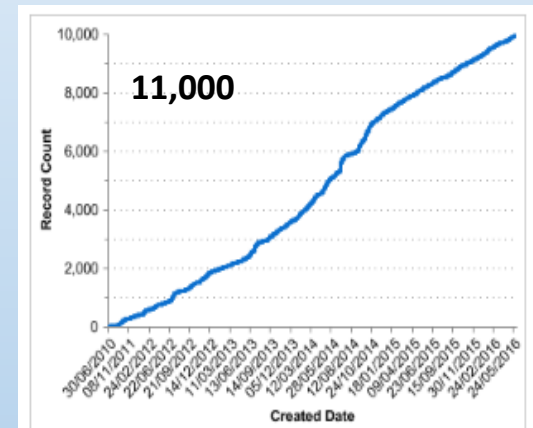
- **Inspiring the Future** is a FREE service for state schools and colleges which aims to help teachers in their work to raise aspirations and broaden horizons of young people
- **34,000 volunteers** from all sectors and professions from Apprentices to CEOs pledge one hour a year to volunteer to go into state schools and colleges to talk about their jobs, careers, and the education routes they took
- Volunteers can help with **careers insights** as part of careers fairs, classroom talks, assemblies, speed networking events as well as **Mock Interviews** and **CV Workshops**. Also available are volunteers interested in being **School Governors** and **Academy Trustees**
- Inspiring the Future also runs the **Inspiring Women campaign**: 20,000 inspirational women going into state schools/colleges to inspire girls to think about a wide range of professions and sectors
- For Primary Schools, **Primary Futures** which aims to widen the horizons and aspirations of primary school children by helping them make the connections between their learning and their futures
- Working with almost **11,000 teachers** from **85% of state secondary schools in England**
- Simply register today on behalf of your school/ college and log on to search for the volunteers in your area and to message them – **it only takes 3 minutes**

inspiringthe**future**.org

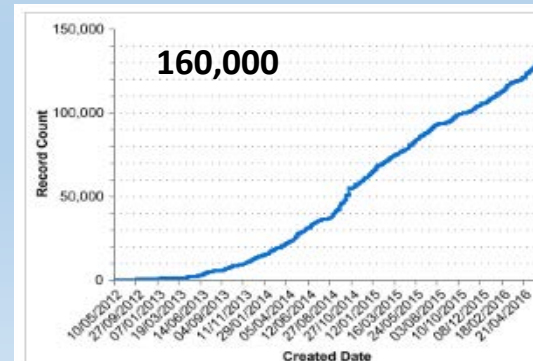
Volunteers available



Teachers signed up



Messages sent by schools



Thank you



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