

Careers education in England's schools and colleges 2020



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Acknowledgements

Our thanks go to all the schools and colleges that have completed Compass and are improving career guidance for young people, as well as to employers, providers and all the stakeholders who have supported insight gathering and research. We are also grateful to colleagues at the Gatsby Charitable Foundation and the Department for Education for helpful comments on earlier drafts of this report.

About this report

For the past three years, we have

The eight Gatsby Benchmarks for Good Career Guidance

<p>A stable careers programme</p>	<p>Schools and colleges should have an embedded programme of careers education and guidance.</p>
<p>Learning from career and labour market information</p>	<p>Every student/learner in schools and colleges, and their parents, should have access to good-quality information about labour market opportunities.</p>
<p>Addressing the needs of each student</p>	<p>Opportunities for advice and support need to be tailored to the needs of each student/learner.</p>
<p>Linking curriculum learning to careers</p>	<p>In schools, all teachers should link curriculum learning with careers. In colleges, all subject staff should link curriculum learning with careers,</p>
<p>Encounters with employers and employees</p>	<p>Every school student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Every college learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p>
<p>Experiences of workplaces</p>	<p>workplace through work visits, work shadowing and/or work</p>
<p>Encounters with further and higher education</p>	<p>All students/learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning.</p>
<p>Personal guidance</p>	<p>Every student/learner should have opportunities for guidance interviews when study or career choices are being made.</p>

Forewords

The Rt Hon Baroness

Forewords



Sir John Holman, Senior Adviser to the Gatsby Foundation and Emeritus Professor of Chemistry at the University of York

With colleagues from

I created the Gatsby Benchmarks for Good Careers Guidance in 2014 because we saw that across the country, young people were not getting the support and opportunities they needed to thrive in the world of work.

We knew careers guidance had the power to be transformative when done well. So with the support of the Gatsby Foundation, we researched how leading education systems from around the world were delivering careers support to young people.

The results of that research – the Gatsby Benchmarks – aim to set out a blueprint for what a world-leading careers education looks like for a young person today. It's a holistic picture, covering everything from work

employers, colleges, universities and training providers.

Since the launch of the government's Careers Strategy for England in 2017, which made clear that all schools and colleges should be working towards the benchmarks, I've watched as secondary schools and colleges have taken on the challenge and made great progress, with Careers Leaders at the fore.

What I'm particularly pleased about is that schools and colleges have realised that careers cannot work as an isolated, ad hoc activity. It needs a senior leadership team that fully backs the programme, and it needs the support of the wider network of Careers Hubs and Enterprise Advisers and the many services provided by The Careers & Enterprise Company.

All this was true before the pandemic, and is especially true now. There are many strategic decisions that need to be taken about the future, about blended learning

colleges think about how careers will be integrated into these decisions, we can build on the great progress that has been made over the last four years.

As we enter the economic recession, students leaving schools and colleges will need to be able to look critically at the job market, assess opportunities and make well-informed choices. Careers is the part of education that gives students these skills, arming them with knowledge about work and about future study and training routes.

I urge senior leaders to back their careers team, especially their Careers Leaders, and continue delivering the careers programme that your students need now more than ever.

2 The value of careers education

We have learnt that well-resourced, nationally coordinated and locally tailored provision, with active employer involvement, unlocks opportunity for young people.

The evidence shows a transformation in the meaningful encounters young people now have with employers and other pathways, with 3.3 million young people now having regular encounters with employers - up 70 per cent in 2 years.

Young people's skills and work readiness improve as a result of careers provision. 73 per cent of young people say they are more aware of different careers as a result of careers provision. 65 per cent say they have more ideas about their future career and nearly seven in ten (69 per cent) say they have a clearer understanding about what they need to do to achieve their ambition.⁷

From a low base, we are seeing careers education improving across England with overall performance doubling since 2016/17; with achievement rising from 1.87 to 3.75 benchmarks (out of 8).⁸

Average number of benchmarks fully achieved nationally, 2016-2020



7. Tanner, E. (2020). Young People's Career Readiness and Essential Skills: Results from the Future Skills Questionnaire 2018/19. London: The Careers & Enterprise Company.

A key factor has been Government's investment in infrastructure on a national scale which has been the prime catalyst for engagement amongst schools and colleges. From a standing start in 2015 there are now more than 4,000 schools and colleges in the

funded sector - driving improvements in the Gatsby Benchmarks through local collaboration.

support

performance against the world-class careers education standards through The Careers & Enterprise Company's digital platform, Compass. In the last year we have developed an upgrade, Compass+, which allows schools to track an individual pupil's careers education and plan personalised careers programmes accordingly. Schools are able to identify and pinpoint the right careers education intervention at the right time, crucially enabling targeted support for the most disadvantaged young people.

The focus on disadvantage began with early investment in 'Cold Spots'.⁹ Areas like Blackpool and Burnley in Lancashire and Darlington and Stockton in Tees Valley now rank amongst the highest performing in the country for careers provision.

Progress in areas of disadvantage has been accelerated through **the creation and roll-out of Careers Hubs** – dynamic partnerships of schools and colleges working with local employers, careers professionals, universities

improving careers education in their area against the gold standard of the Gatsby Benchmarks.¹⁰

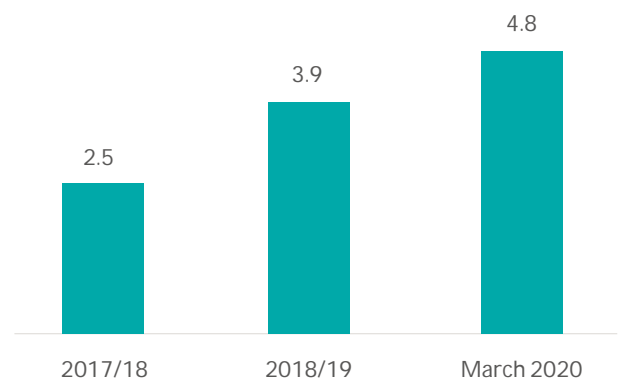
By harnessing powerful relationships with employers, Careers Hubs provide young people with the opportunity to connect closely to local skills and economic need. The stronger performance of Careers Hubs is evident across all eight benchmarks and across different types of institution. Special schools,

indicating that additional investment has especially supported young people who need it the most.

45 per cent of all schools and colleges in England are

Careers Hubs have improved performance on careers provision by 92 per cent in two years, achieving 4.8 benchmarks in 2020, up from 2.5 in 2018.

Average number of benchmarks fully achieved in Wave 1 Hubs, 2018-2020



9. The Cold Spots model used a range of indicators from education and the labour market. Individual areas could look to see how they performed relative to the rest

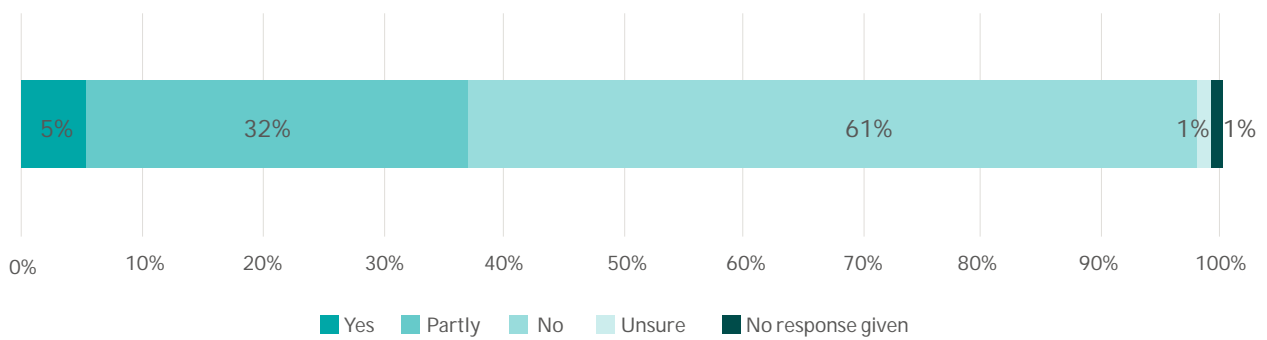
These schools and colleges are performing at more than twice the level of those outside The Careers & Enterprise Company's network and delivering accelerated progress across all measures of careers provision. A particular feature of schools and colleges

Leadership in schools and colleges is crucial to improving careers provision. Evidence shows a close correlation between professional careers leadership and performance. Support is now in place for an engaged and trained cohort of Careers Leaders to become a recognised professional workforce within their schools and colleges. 85 per cent of Careers Leaders in schools are either senior leaders or report directly into the senior leadership team.¹¹

More than nine in ten Careers Leaders (92 per cent) say careers provision has improved since the Government's

3. The impact of Covid-19 on careers education

Covid-19 and the resulting lockdown have caused inevitable disruption to schools and colleges' ability to deliver the same levels of careers provision that they would have in the absence of the pandemic.



Covid-19 has reinforced the importance of public investment

Despite those constraints, schools and colleges have prioritised careers education within their overall efforts to support students during lockdown and re-opening, focusing their efforts on pupils and students on the cusp of transition choices (in particular, Year 11 and 13).



The effectiveness of the short-term, agile measures that The Careers & Enterprise Company and others have taken to support young people during lockdown has been supported by longer-term Government strategy and investment, which have created a resilient careers system and demonstrated by:

- The strength and resilience of Careers Hubs to adapt and provide rapid careers support to schools and colleges during the pandemic, particularly in deploying targeted support to students facing key transition choices during the period.
- Investment in the professional development of Careers Leaders, enabling them to take a leadership role, marshalling and influencing careers provision within their schools and colleges to ensure all students are supported. School heads report to The Careers & Enterprise Company that Careers Leaders have been amongst the busiest and most important of their staff.
- Accrued goodwill amongst employers which has seen them remain active in supporting careers education on a national scale, despite the business challenges they face. This is highlighted through The Careers & Enterprise Company's initiatives such as Work It, My Week of Work and My Choices, which have engaged hundreds of thousands of young people in career delivered via online channels.
- Investment in digital infrastructure, which has provided the connectivity to pinpoint and react to need quickly.
- The Careers & Enterprise Company deploying their and adapt their provision during school and college closures.

4. The future of careers education

Evidence shows that good career guidance in school and college supports young people to develop an understanding of the world of work, and the self-development and career management skills they need to achieve positive employment destinations. These attributes contribute to positive national outcomes such as skills alignment, youth employment, productivity and social equity.

College leaders believe career guidance has become even more important as a result of Covid-19, with the same proportion saying it will be either their top

academic year.¹³

unemployment is increasing at a perilous rate. Young people themselves are pessimistic and uncertain about the future. This raises fears of deepening disadvantage and long-term damage to their employment and earnings prospects.

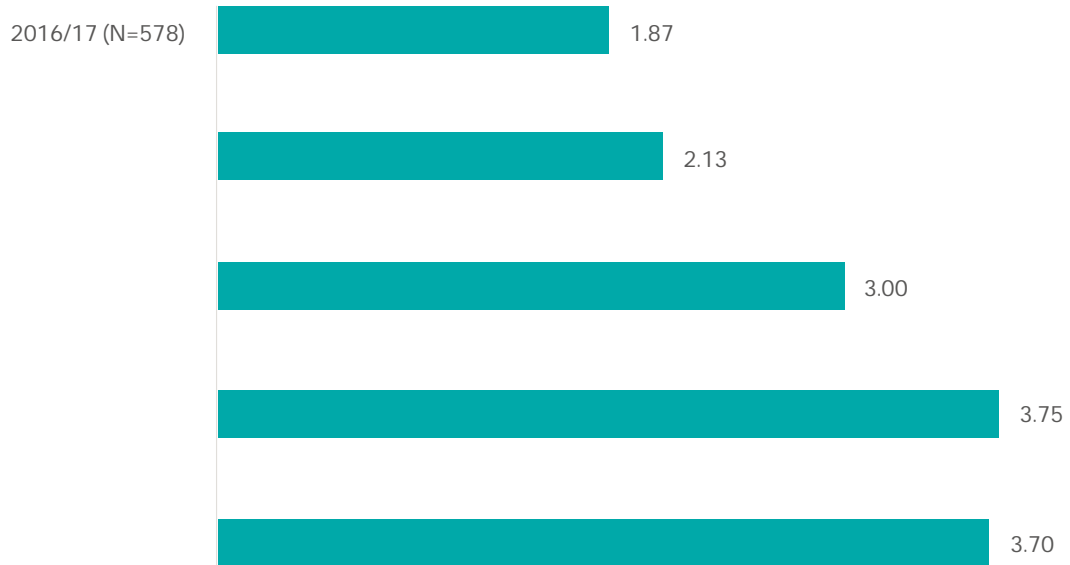
developing greater precision in targeting careers
support at an individual student level and supporting

1 | The national picture: public investment is making a difference to young people

Young people today access careers provision that is much better than five years ago

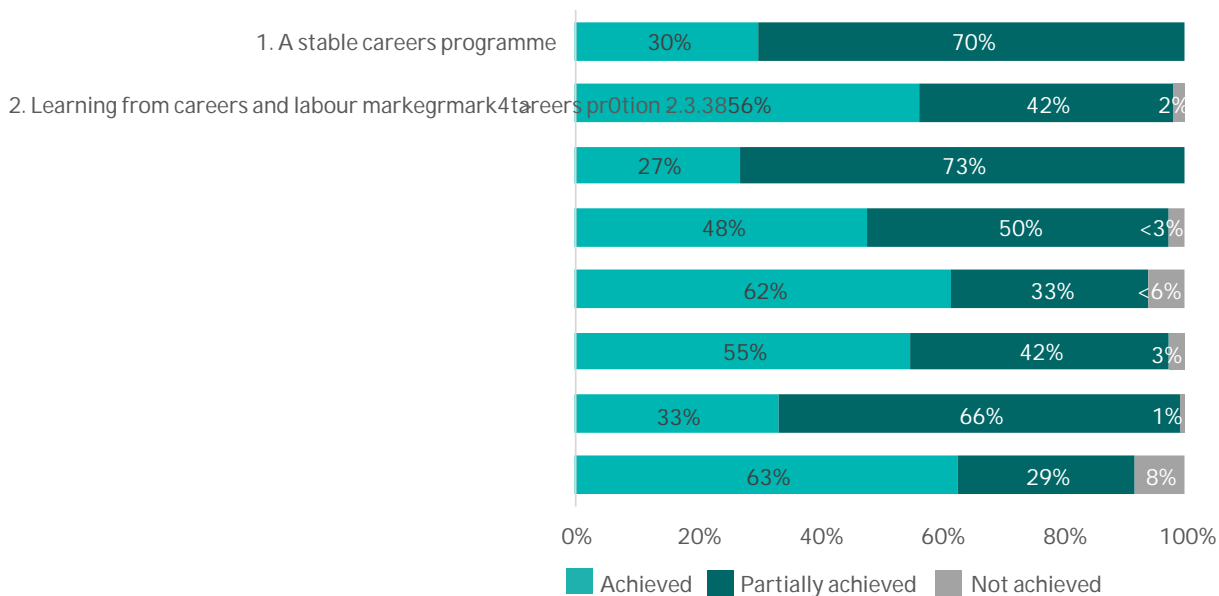
Schools and colleges continue to make sustained progress towards the Gatsby Benchmarks. Each

average, schools and colleges in England now fully achieve close to half of the eight benchmarks, with the vast majority at least partially achieving each of them. As a result of this, young people are accessing high quality career guidance that is embedded across

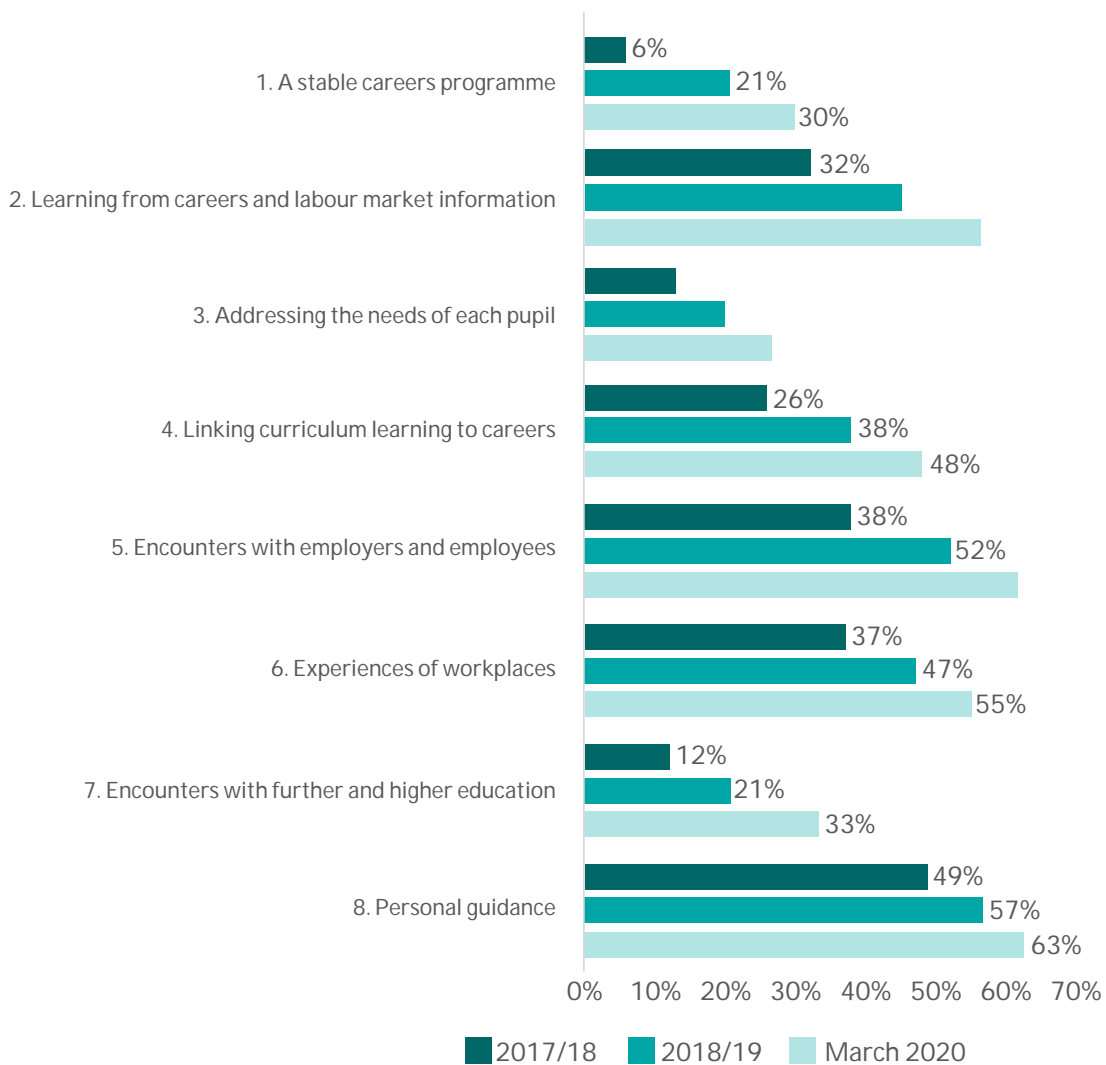


March 2020 data demonstrates that plans made by Careers Leaders before the pandemic showed improvement across every benchmark. 62 per cent of schools and colleges planned for all or an overwhelming majority of young regular encounters with employers.

Percentage of schools and colleges achieving each benchmark during 2019/20, March 2020 (N=3,296)



Proport on of schools and colleges fully achieving each benchmark, 2017-2020¹⁷

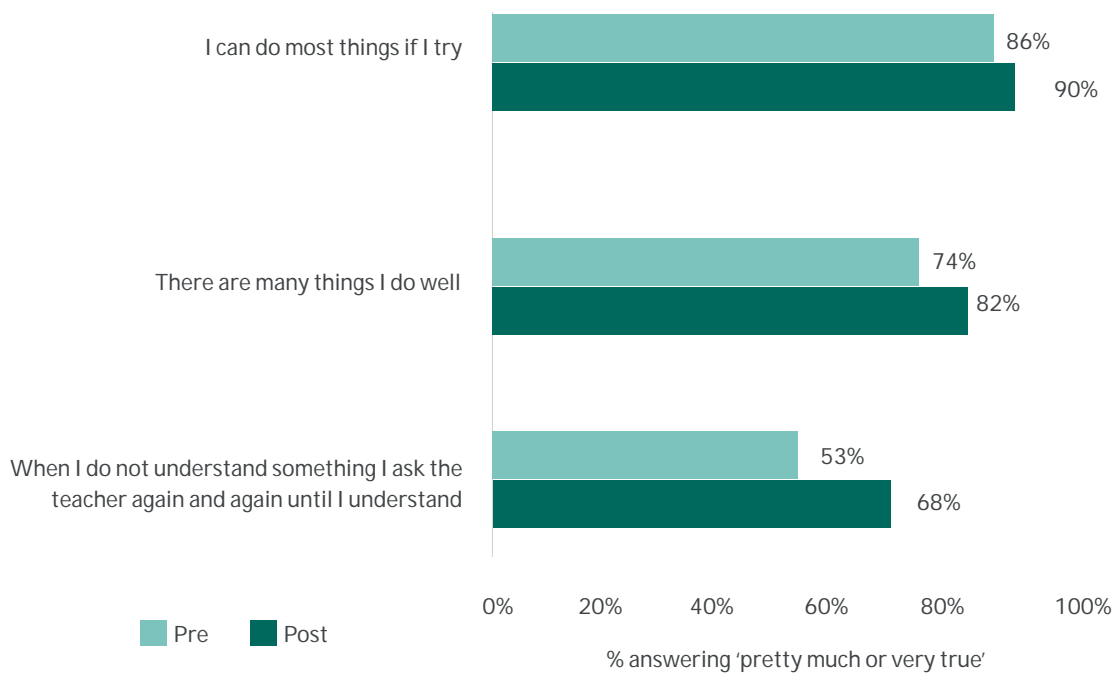


As a result, young people are better equipped to face a changing labour market and to lead fulfilling lives

Data from over 2,000 young people who took part in The Careers & Enterprise Company-funded careers activities shows substantial improvements in young people's skills following participation in those activities.¹⁸

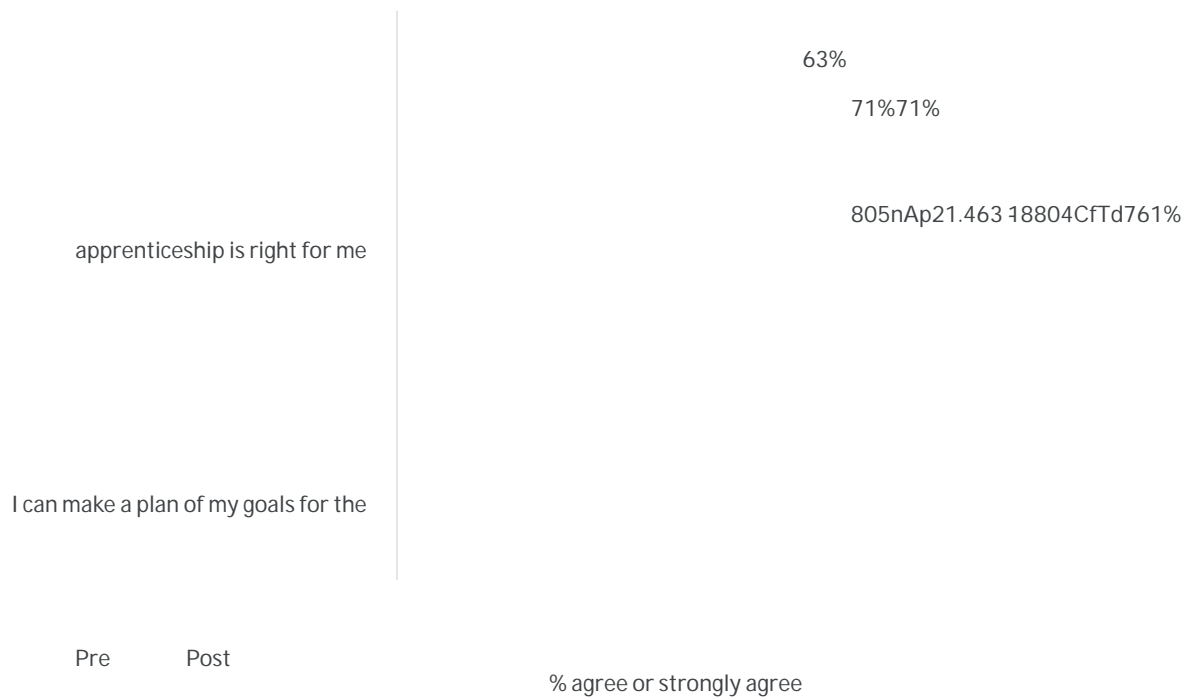
Personal effectiveness

they had before, across all eight dimensions of personal effectiveness.



18. The charts in this section show a selection of results only.

Career readiness. Substantial improvement against most career readiness indicators suggest that young people are better prepared to make informed choices about their careers as a result of ccareers activities.



An evaluation of the Gatsby Benchmarks pilot in 16

found that careers provision was associated with better career readiness.¹⁹

This broad set of skills is associated with better outcomes for young people, and even marginal gains

cumulative impacts. International evidence suggests that career guidance leads to improvement in skills that result in higher educational attainment, wage premiums, and lower chances of being unemployed, thereby driving social mobility.^{20,21} A recent evidence review by the Centre for Education and Youth and the Skills Builder Partnership found that essential skills were associated with higher wages, higher performance in the workplace, and improved social and emotional wellbeing.²²

Evidence of the positive link between career guidance and attainment and destinations during the era of the Gatsby Benchmarks has also begun to emerge. Analysis based on a small number of schools and colleges shows that better careers provision is **associated with more positive destinations at Key Stage 4, and that being part of The Careers & Enterprise Company's Enterprise Adviser Network is linked to positive destination outcomes both at Key Stage 4 and Key Stage 5.** This

plays a vital role in reducing the number of young

training).²³ This evidence base will only grow stronger over time and we will use it to inform our support and strengthen the system further.

Bratislava, Slovakia 11-13 September 2019. IAEVG: Slovakia, pp. 168-185.

20. Hughes, D. et al (2016). Careers Education: International Literature Review. London: EEF.

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A robust careers infrastructure is helping schools and colleges to support young people who need it most

2. Support for young people with special educational needs and disabilities

Schools and colleges have been provided with resources to ensure that disadvantaged young people can access tailored and specialist support. A particular focus has

been on young people furthest from the labour market. Their education takes place in a range of settings, and they sometimes fail to receive appropriate and targeted solutions that are

having a detrimental effect on their careers and lives. To address this challenge, we have created a more inclusive and targeted approach, bringing together The Careers &

Enterprise Company with appropriate, enhanced support. This has been done in partnership with Talentino, a social enterprise working with special schools around the country. The key features are:

- **SEND Enterprise Coordinators (ECs)**, who work with groups of around 20 local schools and colleges, offering specialist support, tailored to the needs of

each school or college's careers plan. In addition, ECs from every Local Enterprise Partnership area have received a

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- **SEND Gatsby Toolkit**, which supports Careers Leaders to deliver career guidance and achieve the Gatsby Benchmarks in a way that is meaningful for

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- **Compass for Special Schools** is a version of the 2020. It recognises that these schools' provision goes up to Year 14 and that they can cater for young people

who have not previously used Compass for Special Schools.

- **SEND Community of Practice** which supports the progress of special schools and colleges and other educational provision with a high proportion of young

people. **Benchmarks.** A series of Careers Hub-led activities target areas of challenge, encourage sharing of best practice across all geographical Hub areas and development of resources to meet identified needs for the benefit of the wider network. The project also offers funding for innovation and best practice development.

- **Investing in employer encounters for young people with special educational needs and disabilities.** The Careers & Enterprise Company has funded third party providers to test new approaches for young

people to increase awareness of pathways into training and work.

Overall, this concerted approach is enabling us to improve outcomes for young people with

opportunities.

2 | Careers Hubs: delivering for young people through targeted support

Schools and colleges in Careers Hubs benefit from higher levels of support

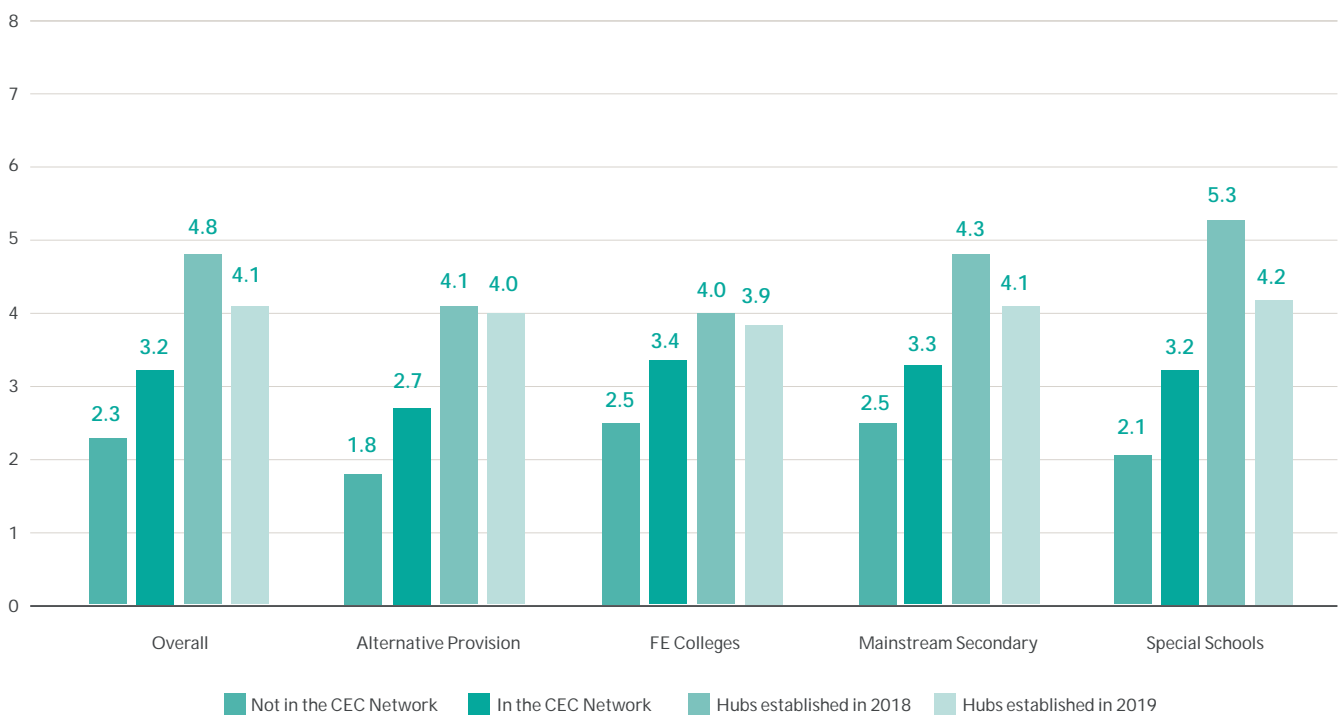
The Careers Hubs pilot was announced in the Government's Careers Strategy (published December

2015 and 2017. Several features were added in Careers Hubs which distinguish them from the Enterprise

Colleges and Cornerstone Employers. A small Central Hub Fund was established to support each Careers Hub in delivering its goals, amounting to c. £1,000 per school/college in the Hub. In addition, The Careers & Enterprise

The 2017 Careers Strategy established that the Careers Hubs would be focused on groups of young people and

Average number of Gatsby Benchmarks achieved, by provider type, March 2020¹⁰



Stronger communities enabled by Careers Hubs have given Careers Leaders greater ability to improve careers provision

Careers Hubs are connecting schools and colleges with their local networks, thereby facilitating partnerships between schools, colleges, employers, learning providers, local government leadership, and other initiatives, schemes, and stakeholders in the careers education space. The governance of Careers Hubs elevates careers

being a key driver for future economic development. An independent evaluation by SQW based on quantitative and qualitative insights including over 140 interviews with Careers Leaders, Enterprise Advisers, Enterprise Coordinators and Hub Leads,

and brought together individuals that were previously working in silos and that this is leading to connections to new employers.¹⁰

Careers Hubs have built strong networks where Careers Leaders can more easily work with a broader range of stakeholders, including **Local Authorities' skills teams and Local Enterprise Partnerships, who can provide up to date labour market information.** This

since the beginning of the pandemic.

Hub Leads have a strategic focus bringing about



Case Study – Peer mentoring scheme, Black Country Careers Hub

The Black Country Careers Hub has set up a 'pillar of best practice' peer mentoring scheme for schools and colleges. Three Lead Schools have become peer mentors for schools and colleges who have new Careers Leaders or who are struggling to meet

with their Careers Leader mentee once a week. The Lead Schools help mentee schools develop an action plan to improve their progress against the benchmarks and gives them the support to meet each action. Lead Schools are paid an allowance of £2,000 a year to be a peer mentor.

if they can continue to take part in the programme, so they can develop further. Other schools have also asked to take part to accelerate their progress towards meeting the

3 | Professional careers leadership is driving quality and performance

While the focus of the Careers Leader role varies

Careers Leaders are being developed through funded training

Since 2018, The Careers & Enterprise Company has been funding training for Careers Leaders to help them deliver their school or college's careers provision. Currently, the training catalogue includes 12 training

that best suits their needs, availability, and previous knowledge.³² This training was successfully moved online at the start of lockdown in spring 2020.

The Careers & Enterprise Company funds the Careers Leader's place in the training programme of their choice, and awards their school or college a £1,000 bursary.

from funded training. An independent evaluation carried out by the Institute for Employment Studies showed that investment has improved practice in schools and colleges. Careers Leaders reported high levels of satisfaction with training and perceived it to have a substantial impact:

- 84 per cent of Careers Leaders said that as a result of the training, their institution had made better progress towards the Gatsby Benchmarks.
- 92 per cent believed that they had become more effective Careers Leaders.
- 96 per cent said that it helped them to identify actions to improve their practice.
- 91 per cent of Careers Leaders were satisfied or very satisfied with the training.³³

In addition to the face to face training, The Careers & Enterprise Company partnered with Teach First to develop a shorter online Careers Leader training programme free of charge, with similarly high levels of satisfaction and perceived impact.³⁴ The course has been open to anyone involved in careers leadership from September 2019. Over 2,400 individuals have engaged with the training so far.



34. Based on a survey of 150 respondents, 84 of which were Careers Leaders. This analysis has not been published yet.

Careers Leaders are positive about careers provision, the Network, and impact on young people

Survey results from summer 2020 show that **92 per cent of schools and colleges say that their careers provision has improved** since the introduction of the Government's Careers Strategy in 2017.³⁵ This is supported by a consistent and continued increase in the average number of benchmarks achieved by schools and colleges, as shown above. In addition, **93 per cent of schools and colleges feel positive about the future of careers provision** in their school or college, despite the disruption caused by the pandemic. A survey by the Association of Colleges suggested that this sentiment is shared across the FE sector.³⁶ 99 per cent of senior leaders in schools and colleges feel that the Gatsby Benchmarks remain a useful framework.¹³

An overwhelming majority of schools and colleges are

on careers provision:

- 77 per cent said that careers provision in their school/college had improved (84 per cent of those in Careers Hubs).
- 70 per cent believed that their school/college had a more strategic approach to careers (77 per cent in Careers Hubs).
- 73 per cent reported working with additional employers as a result of joining the Enterprise Adviser

More importantly, these improvements in careers provision in schools and colleges have translated into **positive impact on young people**. Responses to the same survey highlighted that:

- 55 per cent believed that young people had **better employability skills** as a result of joining the Careers Hubs).
- 48 per cent said that young people in their school or college were more **likely to consider apprenticeships** (52 per cent in Careers Hubs), and 42 per cent that they were more likely to consider **vocational career pathways** (45 per cent in Careers Hubs).
- 36 per cent of respondents said that young people were **less likely to be NEET** as a result of being part Careers Hubs).³⁵

As a result, there is widespread **support for and satisfaction with the Enterprise Adviser Network:**

- 84 per cent of schools and colleges are satisfied with the support they receive from their Enterprise Adviser.
- 81 per cent are satisfied with the support they receive from their Enterprise Coordinator.
- 83 per cent of schools and colleges would recommend college (89 per cent of those in Careers Hubs).

Careers leadership is now established in schools and colleges

Given the increasingly prominent role that careers education plays in schools and colleges, and the urgency of the challenges for young people entering the world of work, schools and colleges' **commitment to careers has not declined despite the pandemic; if anything, it has increased.** In a survey answered by 369 secondary

respondents were positive about careers provision in 2020/21:

- 72 per cent of respondents said that careers education was at least within their five top priorities for the new academic year.
- decrease, while 66 per cent thought it would stay the same and 9 per cent that it would increase.
- same and only 14 per cent said it would go down.
- 19 per cent believed that staff time for careers would

4 | Engaging with employers to prepare young people for the future economy

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

3.3 million young people are now regularly meeting employers, up 70 per cent in 2 years. A key focus of The Careers & Enterprise Company's work is to build networks between employers and schools and colleges by developing strategic relationships and increasing employer engagement with young people, supported through public investment.

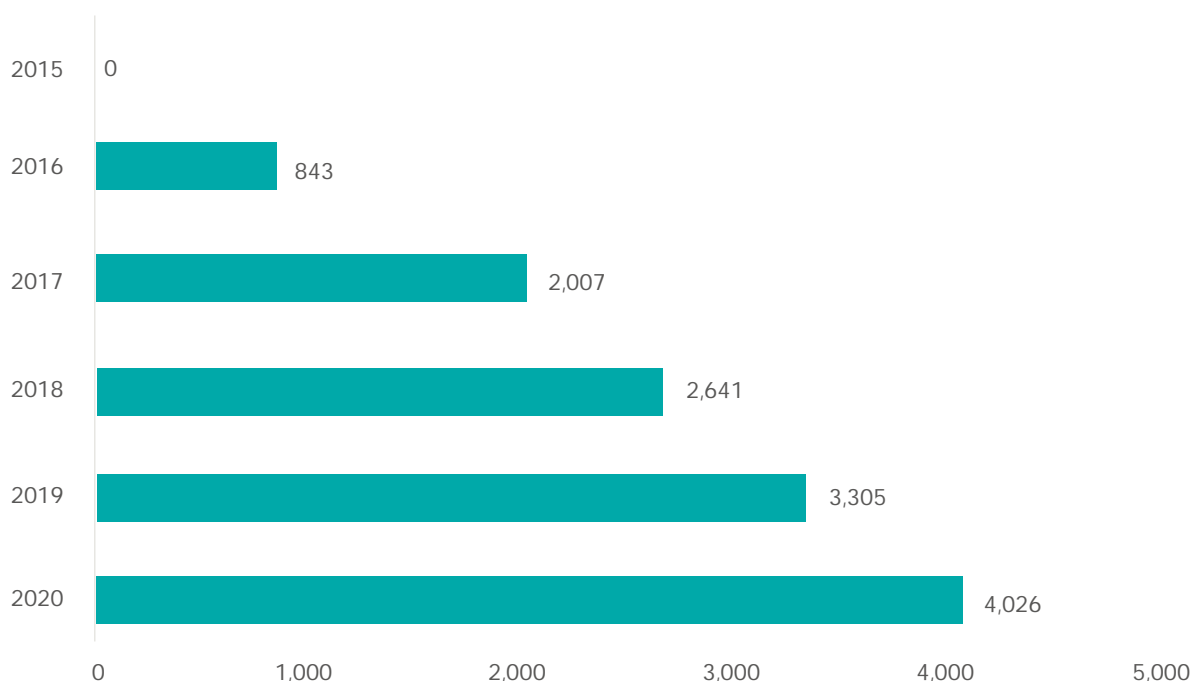
Enterprise Advisers

The Careers & Enterprise Company's Enterprise Adviser Network connects schools and colleges, and employers by recruiting volunteers

(Enterprise Advisers) from a range of business sectors to play a pivotal strategic role in helping those education institutions to deliver high-quality careers education plans. Enterprise Advisers are mostly senior leaders (33 per cent) or middle managers/professionals (43 per cent); 12 per cent are self-employed and 11 per cent are retired.³⁷ A network of full-time Enterprise Coordinators, co-funded with Local Enterprise Partnerships or Local Authorities, recruit and match Enterprise Advisers to work with a school or college's Careers Leader.

Since The Careers & Enterprise Company's inception in 2015, most state-funded schools and colleges have joined the Enterprise Adviser Network. By November 2020, over 4,000 schools and colleges were part of the Enterprise Adviser Network, accounting for 81 per cent of all state-funded schools and colleges in England.

Growth of the Enterprise Adviser Network



Enterprise Advisers say their work is having a real impact on young people, schools and colleges, and the wider society. A survey of 812 Enterprise Advisers in early 2020 found that:

- 69 per cent believe they **contribute to the community**.
- 67 per cent believe that they are helping **improve the outcomes of young people**.
- 53 per cent are confident that they **raised awareness of their sector or organisation**.³⁷

This impact is achieved by Enterprise Advisers engaging with schools and colleges in many ways. In the same survey, over half (56 per cent) said that they connected the school/college to other local employers; that they advised the school/college on their careers plan (58 per cent); that they supported the school/college to evaluate their careers plan (59 per cent) and that they delivered a careers activity to pupils (60 per cent).

The survey reinforces the need for a long-term systemic approach to building partnerships between employers and educational settings. The longer Enterprise Advisers have been in the role, the more impact they perceive they have. While 35 per cent of those who had been in the post between 6 months and a year reported improvement in the school/college career plan, 85 per cent of those who had been in the role for over 4 years did so.

A recent survey of Cornerstone Employers showed that they engage with schools and colleges through a range of activities such as: careers fairs and workplace

interviews (36 per cent) and CV workshops and mock assessment centres (34 per cent).³⁸

An overwhelming majority of respondents (94 per cent) believed that they were having **more of an impact working as a group than they would have separately**.³⁹ Collaboration will be particularly valuable in supporting schools and colleges in the current academic year, when traditional forms of engagement are not possible. Some Cornerstone Employers have been adapting engagement activities to work online, including through

2020.⁴⁰

being a Cornerstone Employer:

- 69 per cent said that being a Cornerstone Employer helped them **to work with and learn from like-minded employers** across various sectors.
- 61 per cent believed that it helped them support **growth in the local economy** and give back to the community.
- 55 per cent said that it helped them **diversify their talent pipeline and support social mobility**.⁴¹
- **82 per cent felt confident that the Cornerstone Employer community will improve their organisation's ability to meet its skills requirements in a post-Covid world, and 93 per cent have recommended or will recommend being a Cornerstone Employer to other businesses.**

38. Findings from a survey of 85 Cornerstone Employers in summer 2020. This analysis has not been published yet.

39. Either 'agreed a lot' or 'agreed a little'.

40. <https://www.careersandenterprise.co.uk/news/leading-employers-line-support-young-peoples-careers-education-during-lockdown>.

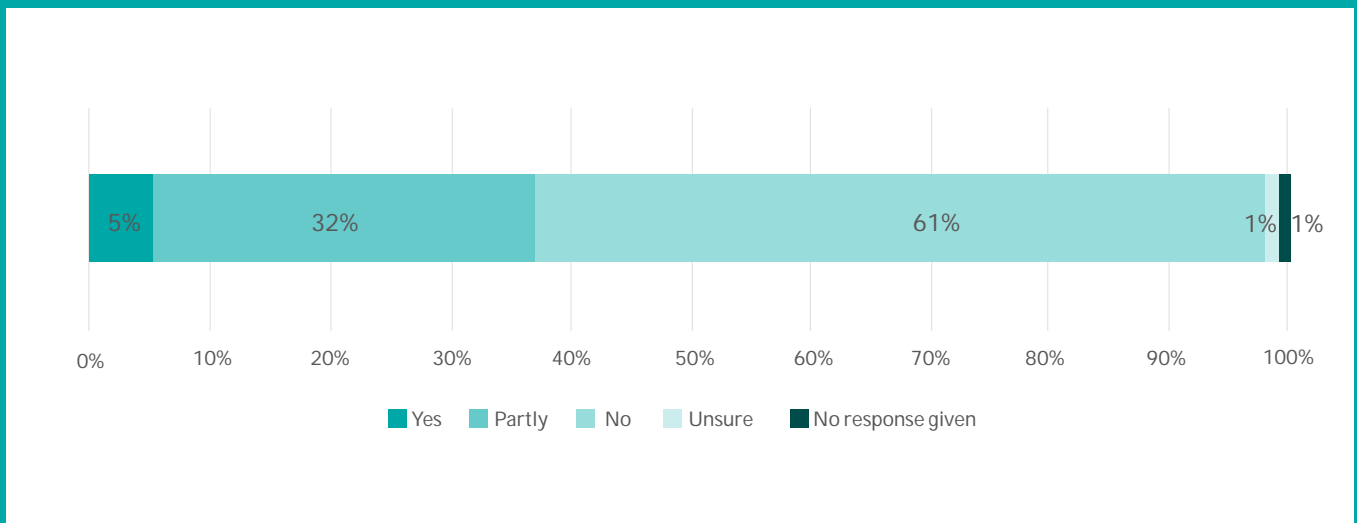
41. Percentages show employers saying it helped 'a lot'.

5 | The impact of Covid-19 and support through career guidance

All aspects of education were affected by Covid-19 in summer 2020, not least schools and colleges' ability to maintain the quality of career guidance during the period of lockdown and home-schooling.

The survey of schools and colleges carried out in the summer of 2020 demonstrated the scale of the disruption.³⁶ The majority of Careers Leaders (61 per cent) said that they had not been able to deliver the same quality of careers provision as prior to Covid-19. 32 per cent said that they had been able to partly. Only 5 per cent reported that they had been able to deliver the same quality of careers provision as they would have without Covid-19.

Whether schools and colleges in the Network were able to deliver the same quality of careers provision as prior to Covid-19



Pye Tait Consulting's survey of school and college impact of the pandemic and highlighted the level of careers provision on hold, but 57 per cent had shifted provision online, and 26 per cent had delivered different

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The impact of Covid-19 has not been even across the hardest hit benchmarks are those requiring the employers. 76 per cent of Careers Leaders reported through Compass that Covid-19 had negatively by meaningful encounters with employers (70 per cent) and encounters with further and higher education (57 Careers Leaders reported that benchmark 1 (planning a stable careers programme) had been affected.

As the pandemic and lockdown were affecting education provision, the direct impact on young people was also becoming apparent. **Rising unemployment as a result of Covid-19 has affected 16-24 year-olds the most out of any age group.** The proportion of 18-24 year-old unemployment claimants more than doubled

⁴⁴ It

is unsurprising, as a result, that a recent survey to 2,000 16-24 year-olds showed that **young people feel uncertain and pessimistic about the future:**

- 36 per cent said that they had lost hope for the future.
- 38 per cent felt that they will never succeed in life; 48 per cent among those who had been eligible for Free School Meals.
- 39 per cent said that they had abandoned their aspirations for the year ahead; 44 per cent among
- 44 per cent said that their aspirations are now lower

The Careers & Enterprise Company Investment Funds

One of the most direct ways The Careers & Enterprise Company supports young people is through our investment funds. The focus of these funds is to scale up successful careers and enterprise activities and to ensure that funded programmes are delivering for young people. To date, The Careers & Enterprise Company have supported more than 300 proven programmes. These programmes cover a variety of careers-centred engagements with employers which

<p>Encounters</p> <p>Goal: To support employer encounters for young people aged 11-18 in England through 10 Careers Hubs and 25 disadvantaged areas.</p> <p>Reach: 140,000</p> <p>Projects supported: 38</p>	<p>Careers & Enterprise Fund 2018 Part B: Disadvantaged Groups</p> <p>Goal: To test new approaches for disadvantaged Communities and looked after children, to broaden aspirations and raise awareness of pathways into training and work.</p> <p>Reach: 1,845</p> <p>Projects supported: 20</p>
<p>Mentoring Fund and Mentoring Extension Fund</p> <p>Goal: To support Year 8-10 students at risk of disengaging from education by scaling up proven mentoring organisations.</p> <p>Reach: 22,500</p> <p>Projects supported: 39</p>	<p>Extension Fund</p> <p>Goal: To support the delivery of employer encounters for young people from disadvantaged areas in the second wave of the Government's Opportunity Areas and a further year of funding to cover both wave 1 and 2.</p> <p>Reach: 145,000</p> <p>Projects supported: 24</p> <p>Delivery commenced: September '18</p>

Personal Guidance Fund

Goal: To support the development of innovative, cost-

To help Careers Leaders navigate the wide array of online support and resources offered during Covid-19, The Careers & Enterprise Company developed:

1. **Resource Directory** - a curated, one-stop shop of tools, guidance and information to provide the highest quality,

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The screenshot shows the homepage of the CEC Resource Directory. At the top, there is a navigation bar with the CEC logo, a search bar, and social media icons for LinkedIn and Twitter. Below the navigation bar, there are three main menu items: "See all resources", "Browse by category", and "Find further support". The main content area features a large image of two young women smiling. Overlaid on this image is a teal banner with the text "Welcome to the CEC Resource Directory". Below this banner, there is a "Get started:" section with a search bar and a "Browse our resources" button. To the right of the search bar, there is an illustration of a person sitting at a desk with a laptop. Below the main content area, there is a section titled "We're here to help" with three icons and corresponding text: "Backing the Gatsby Benchmarks", "Opening the possibilities", and "Developing skills and knowledge".

2. **Careers in Context 2020:** A Can-do Guide developed in collaboration with The Gatsby Foundation to give

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Careers education – a firm
foundation for future progress

The Careers & Enterprise Company sees three areas where incremental investment through this

3. **Drive data and digital transformation to enhance choice:** enabling stronger destinations tracking to enable young people to make better decisions about career choices. Data transformation is key to achieving higher levels of engagement amongst schools and colleges and to enable them to pinpoint what effect careers support is having on their students' career prospects.
- Compass+ can provide an analytics engine for a renewed careers strategy - bringing currently diverse datasets, owned by different actors, into a centralised framework.
 - The aggregated datasets will create new intelligence on 'cold spots' across the country to aid regional level targeting of resources. It will also enable a greater focus on labour market information, the skills that young people are acquiring to make successful transitions and their destinations.
 - At a micro level, increased intelligence and richer data will enable Careers Leaders to identify and focus on groups of young people who require greater levels of support and prioritise individual students within their institutions.
 - Compass+ can draw on student-level data on careers activity, skills and intended destinations, and combine this with data on local labour markets and opportunities. Careers Leaders will be able to surface relevant information for individual young people and their parents or carers, in ways that are meaningful and engaging.

Working towards consistent high quality provision

Statutory Guidance crystallises what is required by schools and colleges and Ofsted has recognised with increased rigour the importance of high-quality careers education.^{49 50} The Baker Clause also serves to ensure that schools make provision for training providers to access their pupils and showcase what technical education and apprenticeships can offer.

The roll-out of Careers Hubs and the provision of Careers Leaders training provide an opportunity to create equity of provision nationally and are critical

become stronger accountability measures. An enhanced digital infrastructure is supporting increasingly targeted provision, facilitating monitoring and, as a result, providing tools for stronger accountability.

There is already a high level of engagement amongst schools and colleges on the importance of careers education programmes. 85 per cent of mainstream schools and colleges are driving performance against the

most established Careers Hubs continue to increase their performance against the Gatsby Benchmarks including those that address measures to support compliance with statutory requirements and the Baker Clause.

The Careers & Enterprise Company will continue to support schools and colleges on this journey. We will continue to build on the achievements and learning in this report, strengthening the careers education system through funded Careers Leader training, facilitating local careers networks through the roll-out of Careers Hubs, and by continuing to build a powerful digital infrastructure.

49. Ofsted (2019). *School inspection handbook*.

50. Ofsted (2019). *Further education and skills inspection handbook*.

Annex. Interpreting the Compass data in 2019/20

colleges towards the Gatsby Benchmarks using the latest Compass evaluations within a given

present a reliable picture of the career guidance that actually took place since some planned activities underpinning schools' and colleges' evaluations was unable to be delivered. This insight was captured

the pandemic.

categories:

- added. For these schools and colleges, we do not know whether any of the planned activity was
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