

ENTERPRISE ADVISER NETWORK – AN EVALUATION

1. Introduction

Quality careers guidance can play a critical role in shaping a young person's career choices, inspiring them to make the right decisions, regardless of their background or location. Although the statutory obligation for careers advice sits within education, it is critical that for careers education to be effective that employers also play an active role. The new government careers strategy and its adoption of the Gatsby Career Benchmarks provide the strategic framework to the development and implementation of the Enterprise Adviser Network.

The Enterprise Adviser Network programme (2016-2018) was designed to support primary and secondary schools across London in their careers strategy. By attaching corporate volunteers (Enterprise Advisers) to the schools, additional expertise and resource were utilised for defining careers plans as well as bringing more businesses into schools.

In the Central London Forward sub-region, the Enterprise Adviser Programme was delivered by the Mayor's Fund in partnership with Team London (GLA). The Enterprise Adviser offer will become available to London schools by 2020. This Project has accelerated rollout in central London and piloted an enhanced offer for 15 schools with higher levels of young people entitled to free school meals. The enhanced offer provides an operational solution for years 12 and 13, offering students employer encounters.

Although the grant was not awarded until December 2016, the project spans two academic years 16/17 and 17/18. Aiming to establish Enterprise Advisers in 65 schools and to introduce an enhanced service into 15 of these schools.

This evaluation reports on the impact the programme has had on schools and pupils alike and provides an analysis of the added benefit of an enhanced offer.

2. Findings: Primary schools

This section outlines the achievements and challenges of implementing the EAN programme among a selection of London primary schools.

3a. Motivation

The majority of the respondents (66%) engage with the EAN as a way to broaden their pupils' horizons. The importance of interacting with primary school pupils about future career choices has been highlighted by a global research project. The 'Drawing the Future' report, published in 2018, highlights how patterns of jobs that are chosen by 7-year olds mirror those selected by 17-year olds. In other words, aspiration is set at a very young age and the need for early intervention is key. Utilising EAN as a way to start introducing different career opportunities is an important stepping stone towards aspiring career interests later on in life.

3b. Reach

Primary school target	15
Primary school actual	12
Nr. of Enterprise Advisers engaged	12

We worked with 12 primary schools as part of the EAN project. We fell short of 3 schools against the target we had set. Though we had initially reached the full target, we had to withdraw some schools due to lack of engagement with the programme. We reached out to other schools before the end of the academic year 2017/18. Ultimately, there was not enough time to add them and with Mayor's Fund not continuing with the programme, we decided not to continue with the onboarding process.

3c. Resources

In addition to the 12 schools and 12 Enterprise Advisers being engaged through the programme, the EAN was also instrumental in developing a suite of resources for schools and those interested in the programme, including the EA Primary School Toolkit and EA Primary School Guide. The resources helped to give schools a better overview of what career provision should look like in a primary school as well as giving EAs the confidence to support the schools in introducing the world of work to their students. For many of the primary schools' career provision was a completely new initiative so some struggled to understand how they would bring it to life, teachers found the list of activity ideas in a primary school handbook to be a great starting point as well as the template letters for governors and visiting employers. EAs found the primary toolkit to be more useful, it helped them direct their schools to suitable organisations.

3d. Impact

Of the 12 primary schools we engaged, half of them took part in a qualitative survey and provided important feedback on the programme. Key learnings are shown below:

▪ Gatsby benchmarks

The level of effectiveness of the support provided through the EAN is reflected in its impact on moving closer to the Gatsby benchmarks (schools could tick more than one). A total of 7 benchmarks were positively impacted on; the stand out one being benchmark 5 (encounters with employers), with benchmark 4 (linking curriculum to learning careers) and 6 (experiences of work placements) also rating high on the list.

VALUE	PER CENT	RESPONSES
1. Stable careers programme	33.3	2
2. Learning from career and labour market information	16.7	1
3. Addressing the need of each pupil	16.7	1
4. Linking curriculum to learning careers	66.7	4
5. Encounters with employers and employees	83.3	5
6. Experiences of workplaces	50.0	3
9. Enterprise	16.7	1
10. None of the Gatsby Benchmarks yet	16.7	1

As highlighted in point a), many schools entered the EAN programme to help broaden their pupils' horizon. The evidence above illustrates interventions contribute to both practical and learning outcomes.

▪ Enterprise Advisers

Feedback about the work of the Enterprise Adviser is critical for both uptake and engagement with the EAN. The majority of all respondents (66%) agreed with EA having helped to improve their respective careers plan as well as careers provision and were very satisfied (83%) with the support received from the Enterprise Advisers. This was also reflected in engagement with careers programme across the board; senior leadership (67%), staff (67%) and pupils (83%) all confirmed having increased their engagement since joining the EAN.

▪ Pupil & school impact

We asked schools about the impact the programme had on their pupils as well as on their respective institutions. All respondents indicated their pupils to have increased awareness of career pathways and being able to talk confidently about careers. Another 82% of respondents confirmed pupils being more aware of the link between soft skills and the world of work. Schools too responded positively to the same questions about the impact of the programme on their staff with positive feedback levels between 67%

and 83%. In addition, the majority of respondents reported being better connected with other career leaders in primary schools, with businesses and external education providers. A third of schools did not notice a specific difference to their 'connectedness'.

▪ **Challenges**

One of the main challenges of primary schools looking to engage in career programmes is resources. As we saw, most schools highly value the support of EAs. 80% of the schools that responded to the survey engaged any additional employers as a result of being part of the EAN. However, due to budget cuts some schools could not fully engage with the programme. Often in these cases the school lead had to take on additional responsibilities. Some primary schools were very resourceful and involved parents and governors to arrange career week activities/assemblies.

3. Breakdown: Secondary schools

4a. Motivation

Almost all secondary schools indicated one of their aims of engaging with the EAN programme was to improve their careers provision (35 schools). Other key motivations were improving outcomes for pupils (23 schools), to make use of free support (22 schools) and to connect with businesses (22 schools). Unlike primary schools, where the focus of participating schools is on broadening horizons, secondary schools are more focused on the -more immediate- transition into work for their aspiring pupils.

4b. Reach

Secondary target	50
Secondary actual	63

Nr. of Enterprise Advisers engaged	67
------------------------------------	----

We engaged 63 secondary schools through the programme which was significantly higher than the target. It is testament to the programme providing critical support to schools who recognise the importance of quality careers guidance but who may not have the contacts and resources to design the strategies themselves.

4c. Resources

4d. Impact

We surveyed all schools and had 37 respondents. A summary of their feedback is highlighted below.

▪ **Gatsby benchmarks**

The EAN has helped move schools closer to 8 benchmarks (BM). The BM that scored particularly high was encounters with employers and employees (BM 7) with 76% of responding schools confirming the impact of the EAN programme against this BM, followed by developing a stable careers programme (BM 1, 40%), and learning from career and labour market information (BM2, 38%). The programme helps filling a very practical gap of bringing the world of work into schools in a structured way, supporting learning outcomes.

The full set of responses is highlighted below:

VALUE	PER CENT	RESPONSES
1. Stable careers programme	41.5	15
2. Learning from careers and labour market information	37.8	14
3. Addressing the needs of each pupil	21.6	8
4. Linking curriculum to learning careers	29.7	11

5. Encounters with employers and employees	75.7	28
6. Experience of work places	35.1	13
7. Encounters with further and higher education	10.8	4
8. Personal guidance with further and higher education	27.0	10
9. None of the benchmarks yet	10.8	4

▪ **Careers programme**

Secondary schools/colleges were asked specific questions about the impact of the EAN programme on their careers programme. Overall, the results point to a more strategic approach to career programmes, although generic resource challenges make it difficult for schools to give their careers programme the focus and attention it requires: Over 67% of respondent schools indicate they now have a more strategic approach to careers provision, with 48% of senior leadership teams and 57% of pupils being more engaged with their careers programme. Schools score lower when it comes to allocating resources; 27% assign more staff resources and 19% assign more financial resources to their careers programme.

▪ **Enterprise Advisers**

Like primary schools, the surveyed secondary schools too have provided positive feedback about their Enterprise Advisers. Almost 80% of respondents are satisfied with the support received from their EA with approximately 73% of respondents confirming their EA has helped their school to improve its careers plan/strategy. Nearly 70% report the same positive feedback with regards to careers provision. So, overall the value for the EA is clear as they provided critical support to helping schools to strengthen not only their careers strategy but also its implementation.

▪ **Schools impact**

Schools are very satisfied with the programme; 95% would recommend the programme to another school/college. Also, over 84% of schools indicate having benefited from the programme and 51% of them have increased the allocation of time in the school time table for careers and enterprise activities. Importantly, the programme has also helped build capacity of staff: 73% of respondents confirmed they now feel better prepared and supported in their role with another 57% reported their own understanding of a variety of career pathways such as apprenticeships has increased.

▪ **Pupil impact**

The schools were asked about the impact of the EAN programme on the pupils. It was mentioned earlier on in this report that the prime motivation for schools to take part was related to having a better, more structured careers plan in place that takes the world of work into schools. Nearly 38% of participating schools reported having been able to engage additional employers since having joined the EAN. Immediate impact on pupils is hard to gauge within the time of the EAN programme, yet clear progress has been made. The most obvious positive impact was on improving employability skills (56% of pupils) and pupils feeling more career ready (56%). Also, since the start of programme, 48% of pupils are reported to be more likely to consider apprenticeships and vocational career pathways (40%).

▪ **Challenges**

Schools have encountered a number of challenges which have been highlighted earlier in this report. Unsurprisingly, lack of time and financial resource rates highest. Nearly 25% of schools have reported lack of senior leadership support which is critical for ensuring the careers programmes receive profile and resources required to make them successful in the long term. Moving beyond the strategy and plan into implementation will take practical action. Over 78% of respondent schools have not been able to increase time for teachers to undertake careers and enterprise. Also, 76% were not able to allocate increased funding to careers and enterprise activities.

4. Breakdown: Enhanced offer

5a. Introduction

The Gatsby Foundation, Good Career Guidance report advises that **“Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.”** We

believe this is vital in supporting young people to take positive, informed career decisions following their education and to reduce the risk of them becoming NEET. From the Gatsby review, **“young adults surveyed who recalled four or more activities [interaction with businesses] while at school were five times less likely to be NEET and earned, on average, 16% more than peers who recalled no such activities.”**

As part of the EAN programme, we delivered an enhanced intervention in 15 Central London Forward schools by focusing on practical application of the Gatsby research regarding workplace experience.

5b. Reach

In the 2017/18 academic year, the programme delivered:

- 103 students accessing one-week work experience placements
- 96 insights in business
- 549 students receiving mock interview support
- 140 students accessing speed networking sessions
- 543 students taking part in industry speaker sessions

The Mayor’s Fund for London was not successful in its funding application to deliver the expansion of the Enterprise Adviser Network into the 2018/19 academic year. However, as part of the legacy of this grant, the Mayor’s Fund will continue delivering the enhanced programme in Central London, increasing our reach to 19 schools in 2018/19.

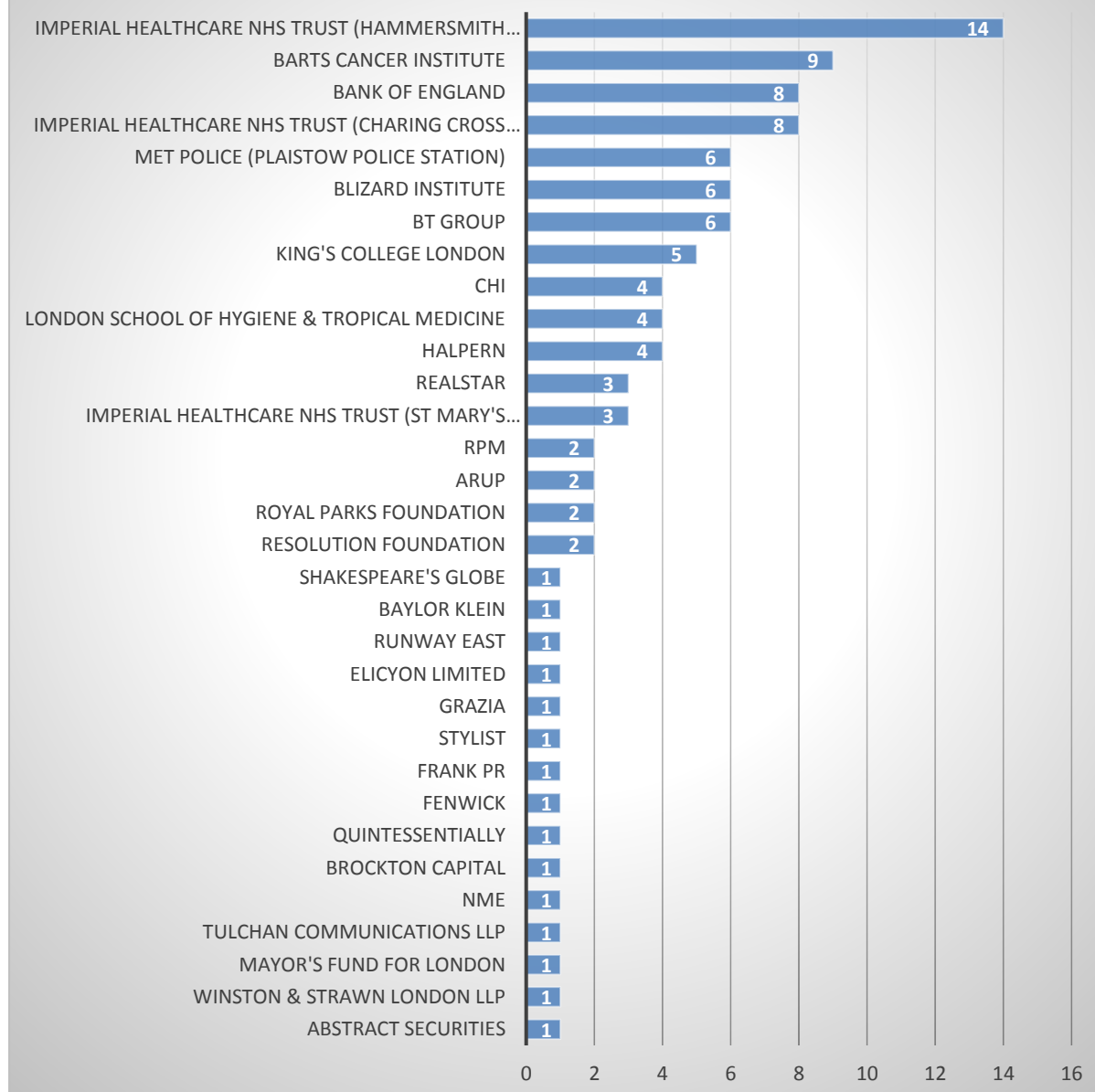
Below is an overview of the impact the enhanced interventions have contributed to.

5c. Out of school: Work experience placements

A total of 103 students completed work experience placements across 32 businesses. Of this group, 74% of students came from neighbourhoods within the 30% most deprived in England and 94% of students came from the 50% most deprived neighbourhoods. Having taken part in the programme, 76% of students now feel more motivated to go on to university or employment.

Below is the overview of work experience placements in terms of uptake per company.

Number of students who completed work experience grouped by host business



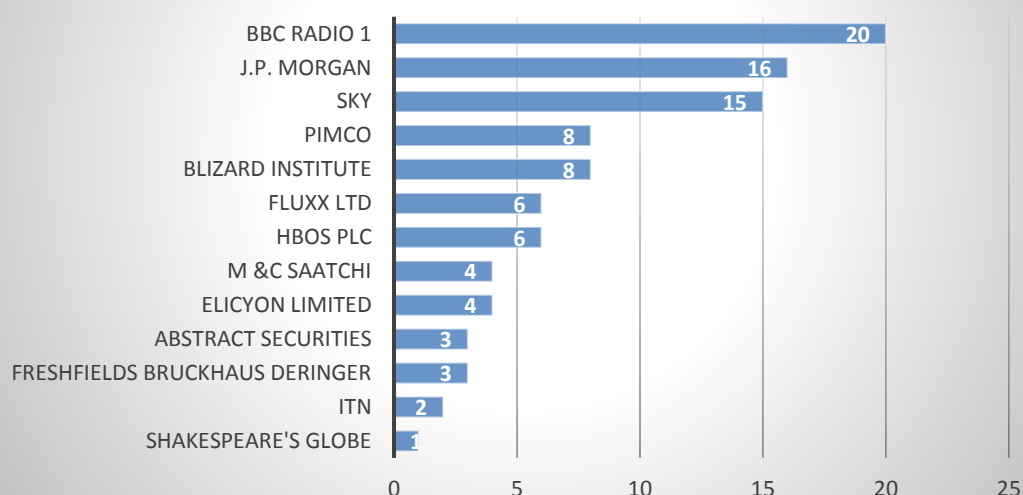
5d. Out of school: Business insights

Business insights provide an opportunity for pupils to visit companies in London and get a sense of the world of work. A total of 96 students completed Business Insight days. Of this group, 70% of students came from neighbourhoods within the 30% most deprived in England and 95% of students came from the 50% most deprived neighbourhoods.

92% of students reported being more confident in applying for jobs and approaching people in a business context unknown to them. It helps broadening pupils' horizons and expose them to unfamiliar unknown and industries.

A snapshot of the businesses visited and number of students is shown below:

Number of students who completed Insights grouped by host business



5e. In school

All 15 schools received an assembly and sign up sessions to onboard students to the programme. Over 1,230 students participated in encounters with business volunteers in a range of activities.

Activity	2017/18
Mock interviews	549
Speed networking	140
Industry speaker sessions	543
Total students participating in in-school activities	1,232

5f. Volunteers

Over the year, 170 volunteer sessions were completed by volunteers from across 69 different businesses.

Business Volunteers by Name of Organisation

Business	Volunteer days
AND Digital	15
Wells Fargo	13
Individual	11
KPMG	9
Lloyds	8
ASOS	8
AS Financial	7
Barbara Narkiewicz	6
Freshworks	5
Ministry of Housing, Communities & Local Government	4

Shakespeare's Globe	3
Dell Technologies	3
Innovation and Integration Limited	3
Opentext	3
Tulchan Communications	3
Steve Tyler	3
BrightTALK	3
Tideway	3
Department of Education	2
Mayor's Fund for London	2
LT Harper	2
Great Ormond Street Hospital	2
Morgan McKinley	2
Greater London Authority	2
Resource Solutions	2
Livity	2
London School of Economics	2
Sotheby's	1
Palewell Press	1
Anthony Field Associates	1
ISD	1
Informa	1
ITE Group PLC	1
Tesco Plc	1
Justgiving	1
Oceanova	1
Kaplan International	1
Petertallen Ltd	1
KCL	1
Scottish Government	1
TheirPerfectGift	1
SurreyCountyCouncil	1
Bank of Ireland	1
BMB Tideway West	1
Canadian Imperial Bank of Commerce	1
HCPC	1
LGT Vestra	1
IICLTD	1
Lisa Riemers Ltd	1
Panalpina World Transport	1
Bazalgettte Tunnel Limited	1
Poppy Parry	1
Circle Collective	1
Royal Society for the encouragements of Arts, Manufactures & Commerce	1
Financial Times	1
Emma Lawson	1
Government Office for Science	1
Essence	1
M&G Investments	1
Techspace	1
Mace	1
The Careers & Enterprise Company	1
Matchesfashion.com	1
Guys & St Thomas Hospital / Riversix Consulting	1
Access Aspiration	1
Accenture	1
ACAMS	1
King's College London Students' Union	1
KNect365	1
Grand Total	170

“ Supporting Access in doing something that is a much bigger cause than anything we can do individually is what drew me to this, as well as the fact that we are working with the youth. It’s people who are going to give us a better world. It’s their time. We are here to guide them to learn from what we’ve learnt. Breaking barriers down and not having a gap between the older generation and the younger generation is important.



Moe Hashimi 

volunteer

Job: Founder & Facilitator, Dear Dialogue

5. Conclusion

Funding from the City Bridge Trust has had two major areas of impact:

1. It has accelerated the roll-out of the Enterprise Adviser Network in central London (specifically, the Central London Forward sub-region). A total of 75 schools have now incorporated a careers programme with support from corporate volunteers. Primary and secondary schools, although taking part for somewhat different reasons, have reported highly positive on the quality, focus, and wider impact of the EAN programme.

There is a clear challenge in schools to embed the programme in terms of active roll-out and continuation of activities in the classroom. Leadership and teachers have reported being better aware and prepared to undertake career guidance because of taking part in the EAN programme. Integrating these activities on a day to day basis requires resources which in many schools are stretched.

2. The enhanced offer has provided a practical challenge to the above whilst also supporting children from areas of high deprivation. It not only introduces pupils from schools with higher than average proportion of free school meals to a wide range of career options and insights, it also exposes them to careers and industries that would previously have been unknown or perceived to be out of reach. A total of 15 schools have received the enhanced offer and we will grow this number to 19 in the current 2018/19 academic year.

The work we did through the enhanced offer also provided a solution to the challenges around the employability passport. We were asked to explore acceleration of the passport to enable young Londoners to have access to this as soon as possible. However, Careers Enterprise Company delayed the development of the passport. The enhanced offer to schools was put in place as a result of the passport not being taken forward. Within the enhanced offer every school gets a report of the activity its pupils have engaged and students achieving a Gatsby benchmark of four or more contacts receive a certificate. Where available, students are also provided a statement from their work placement or insight to include as an experience in their CV.