



Department
for Education

Supplier Engagement Webinar

Careers Offer for Young People

27th November 2024



Welcome and introduction

Thank you for expressing an interest in this engagement session.

The people presenting today include:

- Sharon Hutchinson and David Etherington, Skills Commercial Team.
- Deborah McCann, Careers Division.

We are planning to cover:

- Background and purpose.
- Context and current provision.
- Ambitions for careers support for young people.
- Proposition for consideration and feedback.
- Next steps and how to input.

Protocols and Participation

- Please be aware this presentation is being recorded.
- Please mute your microphones and switch off cameras.
- The slides presented will be shared via email following today's session.
- We welcome questions via the chat function throughout the presentation.
- We will respond to questions in writing after this session.
- Following this event, we will issue a supplier questionnaire to seek your views on what we are presenting today.

Background and purpose

We started supplier engagement in October in 2023 in order to inform the delivery of careers support for young people and adults.

Since then, we have had a change of government which brings some new context and priorities.

The purpose of this supplier engagement webinar is to:

- Build on the insight gathered in the supplier engagement conducted last year for careers support for young people.
- Share priorities for careers guidance for young people in schools and colleges.
- Provide a re-cap regarding the current delivery arrangements for careers support for young people.
- Share ideas for the future careers offer for young people and test this with potential suppliers.

Our conversation today is in advance of Spending Review outcomes – we will need to deliver future careers support for young people in the context of a tight fiscal climate and it may be necessary to prioritise or scale particular elements depending on future financial settlements.

It does not signify the commencement of any competitive process and does not constitute any commitment by the Department for Education.

Context and current provision



Glossary of terms

We are likely to refer to the following terms:

- **CEIAG** - we will refer to Careers Education, Information, Advice and Guidance as 'CEIAG'.
- **Schools and colleges** - to be used as shorthand to cover secondary schools, colleges, sixth form colleges, special schools and alternative provision settings.
- **AP (Alternative Provision)** - education settings that provide education for children who are not attending mainstream school due to behaviour, illness or other reasons.
- **ITPs** - Independent Training Providers delivering education/training for young people.
- **Careers Leaders** - Schools and colleges are expected to appoint a Careers Leader who has responsibility for the delivery of their school/college careers programme.
- **SLTs (Senior Leadership Teams)** - Senior managers within schools, colleges and other education providers.
- **HTQs (Higher Technical Qualifications)** - level 4 and 5 qualifications e.g, higher national certificates, higher national diplomas and foundation degrees which are approved by employers.
- **CPD (Continuing Professional Development)** - learning activities for professionals to develop and enhance their skills.

Government's approach to careers guidance for young people is based on delivery of the Gatsby Benchmarks of Good Career Guidance



- The Gatsby Benchmarks were developed by the Gatsby Foundation based on research led by Sir John Holman in 2014, which used international evidence to define what world-class careers guidance for young people looked like.
- The framework of eight benchmarks provide a shared understanding of, and common language for, careers guidance.
- The benchmarks have underpinned careers guidance policy in England since 2017 and have been enshrined in statutory guidance since 2018.
- They provide a framework to drive improvement in careers programmes in schools and colleges.
- On 18 November 2024, Gatsby published updated Gatsby Benchmarks, following an extensive programme of research and consultation.

A stable careers programme 1	Learning from career and labour market information 2	Addressing the needs of each young person 3	Linking curriculum learning to careers 4
Encounters with employers and employees 5	Experiences of workplaces 6	Encounters with further and higher education 7	Personal guidance 8

Overview of current DfE funded careers support

DfE funded careers support for young people via schools and colleges

- **The Careers & Enterprise Company (CEC)** – Funded to deliver support for secondary schools and colleges to help them deliver CEIAG in accordance with the Gatsby Benchmarks of Good Career Guidance.
- **Apprenticeships Support and Knowledge for Schools and Colleges (ASK) programme** - Provides information and advice to young people in years 10 – 13, as well as to key influencers (teachers and parents) about apprenticeships and technical education. Delivered via contracts held by CEC.
- **Primaries Careers Programme** – Support to primary schools in disadvantaged areas, delivered via CEC.
- **Early Connect** – DfE pilots to support more young people onto apprenticeships, and to make it easier for employers to find apprentices.

PRIMARY SCHOOLS

Non statutory expectation that children are taught about the range of jobs carried out by people they know.

SECONDARY SCHOOLS

Legal duties to secure independent careers guidance and to allow access for providers of technical education or apprenticeships.

COLLEGES

Funding requirement to secure independent careers guidance for 16- to 18-year-olds (and 19-25 with an education, health and care plan).

LOCAL AUTHORITIES

Broad legal duties to encourage, enable and assist young people to participate in education or training.

DfE funded careers guidance for adults (and young people aged 13+)

The National Careers Service

- a universal service offering professional, impartial, careers advice and guidance for adults and young people aged 13+.

YOUNG PERSON
13+

ADULT

Currently, DfE funds CEC to support schools and colleges to deliver high-quality careers support, in line with the Gatsby Benchmarks

- **A network of 44 Careers Hubs across England – partnerships between schools, colleges, employers, local authorities, devolved authorities, and the voluntary sector to support the delivery of quality career programmes.**
- **Careers Leader training** – responsible and accountable for the delivery of their careers programme.
- **Promote good practice and continuous improvement** – e.g. via communities of best practice, sharing resources, hosting masterclass webinars, supporting peer reviews and expert reviews.
- **Engage employers to collaborate on career programmes:**
 - **Over 3,800 volunteers from business** (Enterprise Advisers) are helping schools and colleges develop their career strategies and employer engagement plans.
 - **More than 400 Cornerstone Employers** providing leadership within Careers Hubs and nationally to transform careers education.
 - **Deliver ‘Employer Standards’** to help employers understand what good looks like when engaging with schools and colleges.
- **Deliver digital tools to support raising quality of careers programmes in schools and colleges** e.g. supporting self-assessment against the Gatsby Benchmarks, supporting schools/colleges to manage their careers programmes and track interventions, and deliver timely student insight.
- **Data analysis and reporting** – sharing national insights to inform continuous improvement in delivery of CEIAG.
- **Support targeted projects to improve CEIAG** - e.g. to improve insights for managing young peoples' transitions, to support local partners to identify and tackle the barriers to engagement in vocational and technical education, and to test ways to increase the delivery of work experience in schools and colleges.
- **For the current financial year 2024-25, CEC is grant funded at circa £32 million.**

DfE currently funds the Apprenticeships Support and Knowledge (ASK) programme to support engagement in vocational and technical education

- **Purpose to raise awareness of post-16 and post-18 options**, inspire young people and improve work readiness, supporting young people to know how to take the next step.
- **Offers in-person interventions via schools and colleges and other educational settings** in England for years 10-13 (age 14–19) including apprentice awareness assemblies, parent events, mock interview sessions, mock assessment centre workshops, Find An Apprenticeship registration workshops, apprenticeship application and CV workshops.
- **CPD for teachers** to improve understanding of vocational and technical education and how to access.
- **Direct engagement with parents and carers**, as the key influencers in young people's career decisions, via sessions in schools and colleges to support greater develop understanding of apprenticeships, and other technical pathways such as T Levels and HTQs.
- **A programme of more intensive support to over 60 education providers** identified as being in areas of disadvantage and/or having a high proportion of disadvantaged students.

- Delivered via four regional contracts (North, Midlands, South and London) and one co-ordinating contract for Amazing Apprenticeships.
- £3.2m for the 23/24 academic year.
- Contracts novated to CEC from August 2024 to support alignment in delivery.

During academic year 23/24, ASK has delivered:

- Over 575,000 student interactions.
- Engagement with over 2,300 schools and colleges.
- Over 1,000 teacher interactions.
- Nearly 37,000 parent/carers interactions.

ASK has reached over 4 million students in the past nine years, over 260,000 parents and 100,000 teachers.

Apprenticeships Early Connect is a DfE funded pilot in three areas of the country – Lancashire, the North East and Greater London

- Pilots started in October 2023 and grant funded until October 2025 (£270k per year).
- The purpose is to use partnerships of schools and colleges, employer groups, training providers, and other partners to **test ways to support more young people onto apprenticeships, address local barriers, and to make it easier for employers to find apprentices.**
- The pilots are being led by the relevant local government/Mayoral combined authorities and have included:
 - Engaging staff and students at schools and colleges through communications, training days and organising events.
 - Identifying vacancy gaps and engaging with local employers to generate vacancies (esp. SMEs).
 - Contacting individual students who have accessed the Government “Get an Apprenticeship Adviser” service to identify the type of support they need.
 - Providing a range of support to help students successfully apply for an apprenticeship e.g. signposting to useful resources, group sessions, interview coaching, top tips on how to search, matching to local vacancies, etc.
 - Covering the wages of a person to coordinate this activity in the region.
- **Early findings are positive – we have seen an increase in apprenticeship starts by 6.1% in the pilot regions vs the national picture.**

DfE currently funds a Careers Programme in primary schools



- A 2.5 year programme of careers support to primary schools running from September 2022 to March 2025.
- Aims to:
 - inspire pupils about the world of work.
 - draw on positive role models from a range of industries and sectors to help raise aspirations.
 - help challenge stereotypes.
 - help children link their learning to future jobs and careers.
- Builds on the learning from the previous 'Primaries Fund pilot' (2018 – 2021) which focused on supporting and evaluating a number of projects led by 15 different organisations.
- Targeting total of 2,250 primary schools, reaching around 600,000 pupils, located in 55 disadvantaged areas.
- Grant funded Programme, delivered by CEC and funded at £2.6m across three financial years (22-23, 23-24, 24-25).

Evidence regarding the current careers support for young people



Evidence from a range of sources suggests that the current DfE funded support to improve CEIAG in schools and colleges has had a positive impact for young people

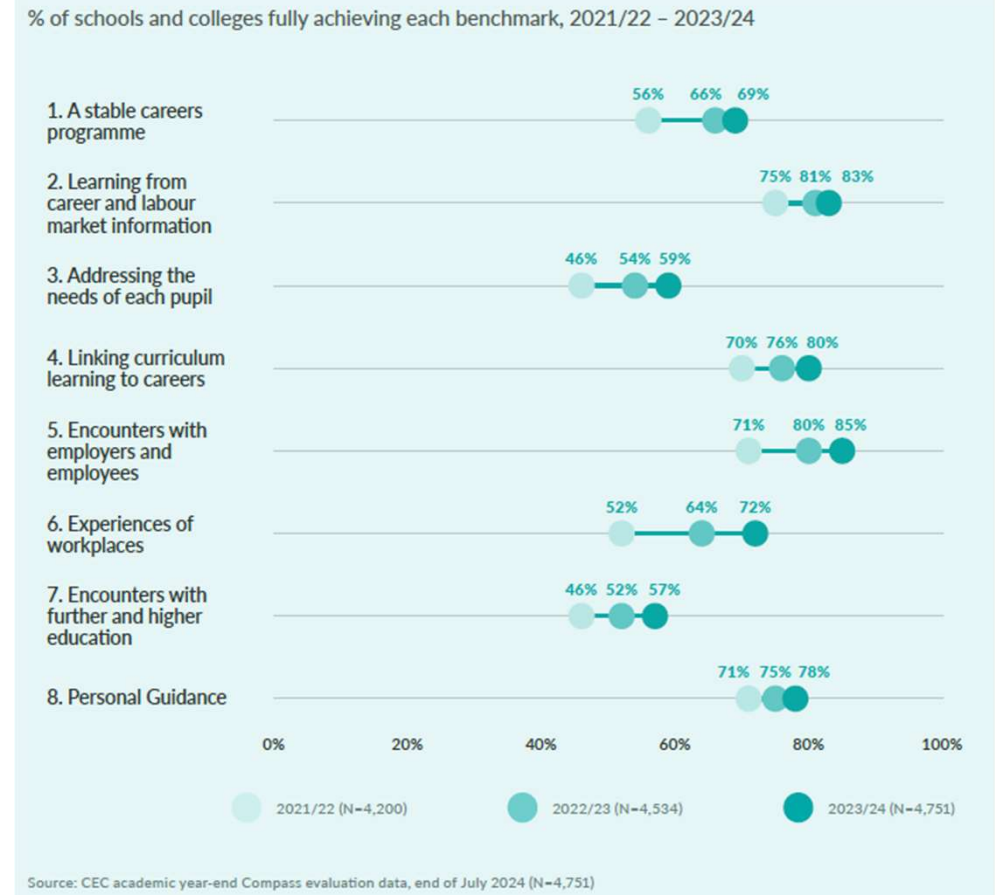
- **OECD/PISA report, published in December 2023:** *“indicates that the approach to career guidance in England was more structured than was typical internationally.”:*
 - *The results show that in England, over 98% of pupils are offered some form of career guidance at their school compared to an average of 74% across other OECD countries surveyed.*
 - *Where career guidance is offered, almost all pupils (95%) are in schools where it is formally scheduled compared to an average of 69% of pupils across other countries.*
- **Education Select Committee inquiry, June 2023:** *“The right framework is broadly in place ... we heard positive feedback on the impact of Careers Hubs and Careers Leaders”.*
- **Ofsted Thematic Review, September 2023:** *“careers hubs ... played an important role in ensuring effective employer engagement and contributed more widely to careers programmes.”*
- **The Gatsby Foundation’s Review of the Gatsby Benchmarks of Good Careers Guidance, November 2024, recommended that:** *“The Government should continue to invest in existing careers guidance infrastructure, including careers leader training, the Compass benchmark measurement tool, regional careers hubs and the careers impact system of peer review.”*

Performance against the Gatsby Benchmarks has improved over time

Findings from the 2023/24 academic year demonstrated that:

- Gatsby Benchmark achievement has continued to rise in recent years.
- Stronger engagement with the careers infrastructure is associated with higher benchmark scores (e.g. being part of a Careers Hub, completing Careers Leader training, using Compass+ and the Future Skills Questionnaire).
- ‘Addressing the needs of each young person’ and ‘Encounters with further and higher education’ continue to be the most difficult benchmarks for schools and colleges to achieve in full.

Findings are based on a national dataset of 4,571 state-funded secondary schools and colleges (92% of secondary institutions) who completed the CEC’s Compass tool.



However, challenges remain, and evidence suggests several key areas for promoting continuous improvement

- Technical and vocational pathways remain less well understood.
- There are challenges in securing employer engagement, e.g. employer encounters and work experiences.
- Careers leaders report challenges around time, resource and organisational buy-in to deliver high-quality careers programmes.
- Schools and colleges find it challenging to meet the enhanced need of some young people.
- Young people report a lack of clear user journey to find careers support.



Vision and proposition for the future careers offer for young people

Government vision for CEIAG

- Careers advice forms an essential part of the government's missions – *'Breaking down the barriers to opportunity'* and *'Kickstart economic growth.'*
- Baroness Smith's stated in the foreword in Good Career Guidance: The Next Ten Years (The Gatsby Foundation, November 2024): *"This government is determined to create a new era of opportunity and economic growth, with high-quality careers advice and work experience at the heart of our mission."*
- **The Government has made public commitments to:**
 - *"guarantee two weeks' worth of work experience for every young person and improve careers advice in schools and colleges."*
 - *"train over a thousand new careers advisors, and ensure all careers advisors have up-to-date knowledge of post-16 pathways, to give every young person access to professional advice and guidance at their school or college."*
 - *"bring Jobcentre Plus and the National Careers Service together to provide a national jobs and careers service, focused on getting people into work and helping them get on at work. We will ensure the service is responsive to local employers, inclusive for all users, and works in partnership with other local services."*
- **Baroness Smith's keynote address to the Association of Colleges, 12 November 2024:** *"We are introducing a Youth Guarantee, which will provide tailored support to 18 to 21 year olds who need it. Helping more young people to make the most of local education, training and employment support and opportunities."*

Further detail on the Government's vision for work experience

- Ambition to deliver **two weeks' worth of work experience** for every young person – with a focus on multiple, targeted and variable workplace experiences, totalling 10 days.
- Expect work experience to be pivotal in improving work readiness and employability.
- Experiences should be aspirational and inspirational, employer-led, first hand and active (two way employer-pupil interaction).
- Expecting this to be broken down into a week's worth in years 7-9 and a further week's worth in year 10 or 11:
 - **Years 7-9** – Multiple and varied employer-led activities (individual or group, supplementing in-person with hybrid or virtual experiences where this can add value) to explore different industries and occupations, in line with the Gatsby Benchmark 6.
 - **Year 10-11** – work experience placement(s) totalling one week's worth, in an industry matched to young peoples' interests and career aspirations. This should allow pupils to experience a real working environment and begin to develop work-based skills and behaviours.

The content of the proposition presented today will focus solely on the future offer of careers support for young people in schools and colleges

- It does not cover:
 - The provision of direct careers guidance for young people outside of their education setting, or for young people who are not in education or training.
 - The provision of CEIAG for young people in higher education, which is the responsibility of universities/other higher education providers.
 - The provision of careers advice for adults or the offer currently provided by the National Careers Service (see The Get Britain Working White Paper, published 26 November, which sets out plans to deliver a new jobs and careers service).
 - The ambition to train 1000 careers advisers. However, we are keen to use this market engagement to seek early insights on possible delivery mechanisms and views on whether or not this should form part of the broader service being discussed in this webinar.

Objectives for the government funded support to improve CEIAG for young people

Our ambition is to ensure that all young people in education receive the support they need to make informed choices about their learning, training and employment opportunities. This will break down the barriers to opportunity for young people, helping them to progress to good jobs, driving growth and productivity.

We expect the future offer to:

1. **Provide strategic leadership on the careers agenda:** coordinated nationally and delivered through a network of local hubs, to drive continuous improvement in careers education for young people, based on data and insights, to realise the ambitions of the government.
2. **Support educational establishments across England to deliver high quality careers programmes and drive continuous improvement in line with the Gatsby Benchmarks**, including primary schools, secondary schools, colleges, special schools, alternative provision settings and Independent Training Providers (ITPs).
3. **Deliver enhanced support** to young people whose needs are not otherwise being sufficiently met, to help mitigate the barriers which may otherwise limit their opportunities.
4. **Raise awareness, and increase take-up, of vocational and technical options** (Apprenticeships, T Levels and Higher Technical Qualifications) and promote parity of esteem with academic routes.
5. **Generate increased employer engagement** to facilitate the ambition for two weeks' worth of work experience for every young person, and workplace encounters, to help ensure young people are work ready.

1. Provide strategic leadership

To provide strategic leadership on the careers agenda: coordinated nationally and delivered through a network of local hubs, to drive continuous improvement in careers education for young people, based on data and insights, to realise the ambitions of the government.

Our working proposition is that we require a future service to:

- Work in partnership with government to champion and improve CEIAG for young people in schools and colleges.
- Deliver a national approach, which works in partnership with local government - via a network of careers hubs.
- Support careers hubs to build local collaboration and support local priorities.
- Agree annual plans between hubs and local partners and secure match funding.
- Support piloting of new policies and programmes.
- Engaging stakeholders both nationally and locally to collaborate on shared agendas and help maximise impact.
- Deliver a coherent digital offer to support delivery against the five objectives.

2. Drive continuous improvement

To support educational establishments across England to deliver high quality careers programmes and drive continuous improvement in line with the Gatsby Benchmarks, including primary schools, secondary schools, colleges, special schools, alternative provision settings and ITPs.

Our working proposition is that we require a future service to support schools and colleges to:

- Support compliance against the careers duties/requirements (including the provider access duty), as well as drive continuous improvement against the Gatsby Benchmarks
- Provide training for careers leaders, teachers, SLTs, Governors training.
- Activities to support teacher CPD – to link careers to the curriculum.
- Resources to support interactions with parents and carers.
- Provision of digital tools to help schools and colleges manage and track their careers programmes (and facilitate data collection to help track performance and impact).
- Communities of practice and peer review.
- Resources for primary schools to inspire pupils about the world of work.

3. Deliver enhanced support

To deliver enhanced support to young people whose needs are not otherwise being sufficiently met, to help mitigate the barriers which may otherwise limit their opportunities.

Our working proposition is that we require a future service to support schools and colleges to:

- Deliver in-person interventions with target cohorts for years 8-13 in schools and colleges.
- Targeted support for young people in alternative provision settings.
- Work with national and local stakeholders to support the delivery of the Youth Guarantee (particularly for 16-17 year olds who are at risk of becoming NEET).
- Promote best practice in supporting young people with additional barriers (through resources, training, communities of practice etc).
- Delivering resources that are differentiated to meet the needs of young people with SEND.
- Support intermediary organisations working with disadvantaged young people to help support CEIAG and signpost.
- Ensure local hub plans respond to local needs and priorities.

4. Raise awareness of technical and vocational options

To raise awareness, and increase take-up, of vocational and technical options (Apprenticeships, T Levels and Higher Technical Qualifications) and promote parity of esteem with academic routes.

Our working proposition is that we require a future service to support schools and colleges to:

- Facilitate local collaboration to tackle barriers to apprenticeships and technical education and improve access.
- Deliver in-person interventions in schools and colleges with target cohorts in years 8-13 to improve awareness, access and uptake.
- Deliver in-person interventions with target parent and carer groups.
- Provide access to digital resources for parent and carers to help understanding of options.
- Support schools and colleges to deliver against provider access legislation.

5. Generate increased employer engagement

To generate increased employer engagement to facilitate the ambition for two weeks' work experience for every young person, and workplace encounters, to help ensure young people are work ready.

Our working proposition is that we require a future service to support schools and colleges to:

- Facilitate the coordination of work experience – to deliver a coordinated approach at hub level.
- Expand employer networks, building on existing arrangements, to increase and broker workplace encounters and work experience opportunities.
- Promote good practice in the delivery of workplace encounters and work experience with employers and schools/colleges, including for SEND.
- Reduce the burden of work experience for schools and employers through supporting administrative processes.
- Support accessibility for young people with additional barriers to access work encounters and work experience.

We expect that some of the proposed activities will need to be supported via digital means:

Our working proposition is that this could include:

- A coherent national digital offer to facilitate careers support to schools and colleges, which includes:
 - Access to online training.
 - Access to digital teaching resources.
 - Self-assessment tools to understand progress and track impact.
 - Careers programme planning and management tool.
 - Possible digital solutions to facilitate the coordination, matching and delivery of work encounters and work experience for schools, colleges and young people.

We are also interested in views on delivery of training for careers advisers

Government is interested in improving the supply of trained careers advisers to help schools and colleges source qualified careers professionals and to ensure careers advisors have up-to-date knowledge of post-16 pathways.

We are interested in views from the market about **potential delivery mechanisms** in order to increase the supply of trained careers advisers who are available to work in schools and colleges, particularly:

- How government might best attract people to train as careers advisers.
- How government should secure training for careers advisers to level 6+ in a way that ensures that this benefits young people in schools and colleges.
- Views on how government can ensure that careers advisers have access to CPD to ensure those working in schools and colleges are supported to keep their knowledge up-to-date and to support access to specialist training.
- The benefits and risks of including training of careers advisers within the broader support service for schools and colleges (as described in this webinar).
- Whether training of careers advisers is something best delivered at a national, regional, or school/college level.

Next steps



Supplier Survey

- We want to seek your views on the ambitions presented today and the best ways to deliver against these ambitions.
- We would welcome your input via a supplier survey which will be issued via email after the webinar and will cover questions aligned to the proposition that we have outlined today.
- More broadly, we are keen to understand:
 - Your views on the proposition presented today.
 - The key delivery challenges.
 - Whether there are any missed opportunities or alternative mechanisms to deliver against our objectives.
- The survey will close on 12 December and responses may be considered to further inform our future service design.

Next steps

27/11/2024	Post webinar supplier survey will be sent to attendees
06/12/2024	Anonymised version of the Q&A raised in the webinar uploaded to Contracts Finder
12/12/2024	Deadline for responses to supplier survey
Mid Dec to Jan 25	Review and analysis of responses to inform policy development and future service design
Early 2025	Possible further market engagement as required

Annex 1 - Additional information sources

- **Change: Labour Party Manifesto (Labour Party, July 2024):** [Change-Labour-Party-Manifesto-2024-large-print.pdf](#)
- **Breaking Down the Barriers to Opportunity (Labour Party, July 2024):** [Mission-breaking-down-barriers.pdf \(labour.org.uk\)](#)
- **Baroness Smith's keynote address to the Association of Colleges, 12 November 2024:** <https://www.gov.uk/government/speeches/skills-ministers-keynote-address-to-the-association-of-colleges>
- **Insight briefing for the Gatsby Benchmark results in 2023/24:** https://www.careersandenterprise.co.uk/media/i1ieae2n/insight-briefing-gatsby-benchmark-results-for-2023_24-final.pdf
- **Good Career Guidance: The Next Ten Years (The Gatsby Foundation), 18 November 2024:** <https://www.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-the-next-10-years-report.pdf>
- **Get Britain working White Paper, DWP/DfE, 26 November 2024:** <https://www.gov.uk/government/publications/get-britain-working-white-paper>
- **Education Select Committee Inquiry report on Careers (House of Commons, June 2023):** [Careers Education, Information, Advice and Guidance - Education Committee](#)
- **Independent review of careers guidance in schools and further education and skills providers (Ofsted, September 2023):** <https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers>
- **Independent review of careers guidance in specialist settings (Ofsted, February 2024):** <https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-specialist-settings>
- **Statutory Guidance on Careers Guidance and Access for Education and Training Providers (DfE, January 2023):** [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](#)

Annex 2 - Challenges remain, and the evidence suggests several key areas for promoting continuous improvement (cont.)

Challenge	Evidence
Careers leaders report challenges around time, resource and organisational buy-in to deliver high-quality careers programmes.	<p>Careers leaders report lacking time and support:</p> <ul style="list-style-type: none"> The Institute for Employment Studies Evaluation of the Careers Leader Training found that Careers leaders spend, on average, 13-15 hours a week on their careers responsibilities, the majority of careers leaders feel they have too little time to dedicate to their role and they feel that the role is “demanding and includes a wide variety of jobs” such as coordinating speakers, arranging visits, tracking data.¹ The CEC’s 2019 review of Careers Leaders in Secondary Schools found 84% of careers leaders identified time and 65% cited resource, as the key barriers to delivering their role effectively.² <p>Improved digital tools could alleviate some pressure from careers leaders:</p> <ul style="list-style-type: none"> The CEC’s 2019 review of Careers Leaders in Secondary Schools also found that the role involves significant administrative and planning functions – “Careers Leaders plan careers education (91%), monitor career guidance (89%) and oversee the delivery of the careers programme (88%).”² Feedback from our supplier engagement in 2023 indicated that strengthened quality systems were necessary to raise standards across the country and that the future offer should leverage technical tools to enhance training, resources and delivery within schools.³
Schools and colleges find it challenging to meet the enhanced need of some young people.	<p>Targeted careers interventions can help mitigate the challenges disadvantaged young people face:</p> <ul style="list-style-type: none"> Feedback from our supplier engagement in 2023 indicated that there was need for greater, prioritised support for those who are harder to reach, with data informed, targeted interventions to tackle specific barriers.³ Research included in Essays on Employer Engagement Employer recommended that encounters at school can ‘bridge’ the social capital gap experienced by disadvantaged young people and that “Participants in [a] survey who lacked real social capital (and were drawn from more disadvantaged social backgrounds), but who took part in school mediated career talks at ages 14-15. The analysis shows that engaging in school mediated career talks as teenagers from outsiders received an average of 8.5% wage more than their peers who believed their social network will help them secure jobs at age 26.”⁴ <p>Disadvantaged young people often ‘undermatch’ and are less work ready than their more privileged peers:</p> <ul style="list-style-type: none"> The OECD’s Career Readiness project found that disadvantaged young people tend to have lower aspirations and “undermatch” against their skills and potential, and “high attaining disadvantaged young people are less likely to hold ‘ambitious’ aspirations compared to high attainers from privileged backgrounds.”⁵ ‘Drawing the Future’, a report by <i>Education and Employers</i>, also found that children in less deprived schools are more likely to have aspirations in higher-earning professions and that there are socioeconomic entrenched stereotypes and beliefs among some young people that certain jobs are “not for me.”⁶ The second phase of ASPIRES, an ongoing research project into young people’s science and career aspirations found that “Girls, minority ethnic, working-class, lower-attaining and students who are unsure of their aspirations or who plan to leave education post-16 are all significantly less likely to report receiving careers education.”⁷
Young people report a lack of clear user journey to find careers support.	<p>Evidence that the system is fragmented, leading to confusion and duplication, and would benefit from greater coherence:</p> <ul style="list-style-type: none"> Sir John Holman’s 2023 review found that “The careers delivery landscape for young people remains fragmented, with a range of organisations...all offering careers-related guidance services...this leads to the risk of confusion and inconsistency in how government organises and maximises the impact of its careers offer to young people.”⁸ The Education Select Committee’s 2023 review of careers education concluded that the variety of providers and sources has resulted in “duplication and a lack of coordination” which leaves “gaps for some sections of the population and has made it difficult for people to understand the range of services available.”⁹ Feedback from our supplier engagement in 2023 indicated that CEIAG would benefit from greater national oversight to bring consistency and efficiencies, while also empowering local intermediaries to tailor provision to respond to the needs and priorities of local areas.⁹

Annex 2 - Challenges remain, and the evidence suggests several key areas for promoting continuous improvement

Challenge	Evidence
Technical and vocational pathways remain less well understood.	<p>Teachers report a lack of confidence around technical and vocational pathways but regularly discuss careers:</p> <ul style="list-style-type: none"> • A 2023 government survey of teachers found 96% of teachers discuss careers with young people and 45% of teachers look for careers information online. The survey found that only 33-36% of teachers are confident advising on technical education and 54% of teachers felt ‘understanding their options’ was the biggest barrier for young people.¹⁰ • The Sutton Trust’s ‘Paving the Way’ report found 88% of teachers felt their training does not prepare them to deliver careers support to young people.¹¹ • A government 2023 School and College Panel report found 32% of teachers would like to undertake careers related CPD in the next 12 months.¹² <p>Parents and carers report a lack of confidence around technical and vocational pathways but are the key influence on career decisions:</p> <ul style="list-style-type: none"> • The government’s 2021 longitudinal study ‘Young people’s experiences of careers information, advice and guidance’ found that young people say relatives and friends were the most useful source of information, advice and guidance.¹³ • Gatsby’s 2020 ‘Parents’ engagement in the career guidance of their children’ found that parents and carers feel that schools and colleges should communicate with them about careers and education pathways 18 months before decisions need to be made.¹⁴ • Ofsted’s Independent review of careers guidance in schools found parents limited awareness or understanding of different pathways to be a barrier. Schools in deprived areas were more likely to say parental engagement was a challenge.¹⁵ • A 2018 DfE omnibus survey of pupils and their parents and carers found that parents are generally less confident in advising their children about non-academic qualifications, such as apprenticeships (28%) and other technical education choices (21%), compared to A Level subject choice (50%).²²
There are challenges in securing employer engagement, e.g. employer encounters and work experiences.	<p>Schools and colleges often find it challenging to engage employers:</p> <ul style="list-style-type: none"> • The Youth Employment UK 2023 Youth Voice Census found “Some young people feel that schools could improve work experience by providing more support with finding placements - particularly through better connections with employers and building relationships with local employers. Some young people also feel that it should be compulsory for all schools and students to take part in” and that “For the past six years, a lack of work experience has featured as one of young people’s biggest barriers to work. It is currently the biggest barrier for young people not in work.”¹⁶ • CEC’s 2023 ‘Ready for the Future’ report found that employer engagement with education is low, and fell dramatically during the pandemic, with 7% of employers having a relationship with a school and only 4% of SMEs. Of employers who do not offer work experience, 11% say it is because they “have not thought about it” and 7% “because they have not been asked.”¹⁷ <p>Participating in work experience and encounters is of significant value to young people and their future destinations:</p> <ul style="list-style-type: none"> • OECD’s 2021 ‘Experiencing the workplace’ report found that young people who did not partake in work experiences were 50% more likely to be NEET.¹⁸ • The Social Market Foundation’s 2023 ‘Learning from Experience’ report found young people who have completed work experience had better outcomes and higher salaries, with a 3.4% higher wage on average.¹⁹ • A government 2023 Parent, Pupil and Learner Panel found 77% of young people said their work experience was helpful in them deciding what they would like to do in the future.²⁰ <p>Employers are struggling to recruit due to skills shortages, this could be mitigated through industry-informed CEIAG</p> <ul style="list-style-type: none"> • The 2022 Employer Skills Survey uncovered that 10% of employers reported having a skill-shortage vacancy and more than a third (36%) of all vacancies in 2022 were skill-shortage vacancies. This compares to 22% in 2017.²¹

Annex 3 - References for evidence sources

- 1: ['Evaluation of the Careers Leader Training'](#)
- 2: ['Careers Leaders in Secondary Schools'](#)
- 3: Department for Education, Market Engagement, November 2023 (unpublished insight)
- 4: [Socialised social capital? The capacity of schools to use careers provision to compensate for social capital deficiencies among teenagers - Education and Employers](#)
- 5: <https://www.oecd.org/en/about/projects/career-readiness.html#publications>
- 6: <https://www.educationandemployers.org/wp-content/uploads/2018/01/Drawing-the-Future-FINAL-REPORT.pdf>
- 7: https://kclpure.kcl.ac.uk/ws/portalfiles/portal/64130618/ASPIRES_2_Project_Spotlight_1.pdf
- 8: [Letter from Sir John Holman to DfE and DWP Ministers re: Careers Guidance System in England](#)
- 9: [Careers Education, Information, Advice and Guidance](#)
- 10: Department for Education, 2023, Teacher Careers Survey: panel survey of 300 Secondary School and FE Teachers (unpublished user insight)
- 11: <https://www.suttontrust.com/our-research/paving-the-way/>
- 12: https://assets.publishing.service.gov.uk/media/652ea669d86b1b000d3a513e/School_and_college_panel_April_2023.pdf
- 13: https://assets.publishing.service.gov.uk/media/61713304e90e07198018f985/Young_people_s_experiences_of_careers_information_advice_and_guidance.pdf
- 14: [Parents' engagement in the career guidance of their children Autumn 2020](#)
- 15: <https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers>
- 16: [2023 Youth Voice Census](#)
- 17: [CEC 'Ready for the Future'](#)
- 18: [OECD Experiencing the Workplace](#)
- 19: [Speakers for Schools Learning from Experience](#)
- 20: [Parent, Pupil and Learner Panel](#)
- 21: <https://explore-education-statistics.service.gov.uk/find-statistics/employer-skills-survey/2022>