

# Evaluation of the 2015 Careers and Enterprise Fund



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## Publication information

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# Executive Summary

The Careers & Enterprise Company helps careers programme providers to scale up successful careers and enterprise activities and create new opportunities to introduce young people to the world of work. Our grants provide initial funding to take proven programmes into areas of need, rapidly spreading the best provision to where it will have the most impact.

## Careers and Enterprise Fund 2015 (CEF15)

The Careers & Enterprise Company's first investment fund was launched in December 2015 with a focus on increasing the number of encounters young people have with employers whilst in education. Funding was targeted at successful, proven programmes that were able to meet clear needs and address gaps in existing provision. The Careers & Enterprise Company invested a total of £5.6m across 35 projects, with a median contract value of £135k. This was matched with investment of £5.6m from other sources, which included both financial and in-kind investment from a range of public, private and third-sector sources. This high level of match funding is indicative of the complex funding environment in which careers and enterprise providers operate, with most being reliant on investment from a range of sources to deliver their programmes. The main objective of programme providers was to deliver employer encounters and improve young people's preparedness for work.

SQW, an independent provider of research and analysis, was commissioned by The Careers & Enterprise Company to carry out a formative evaluation of the Careers and Enterprise Fund. This was the first of the investment funds to be delivered by The Careers & Enterprise Company and the evaluation was designed to capture the lessons from this, both for the Company (as Fund Managers) and wider partners, stakeholders and grant recipients. The report finds that:

### The fund achieved high levels of engagement.

- Funded programmes reached 379,000 young people.
- The programmes involved 2,380 schools and colleges. This is around half of all schools and colleges in England.
- 7,800 employers took part in programmes, 3,500 of which were engaged as a direct result of the fund.

### The fund proved beneficial for key stakeholders.

- Schools suggest that the funded programmes allowed them to expand employer networks, improve overall careers provision and access CPD opportunities.
- LEPs reported that the aims and objectives of funded programmes were a good fit with their overarching priorities around developing the skills and employability of young people.
- Employers describe the funded programmes as effective at addressing organisational objectives.

### The fund contributed to improving the overall quality of careers provision.

- The fund has been used to expand the scope, scale and reach of existing activity. Only two of the 35 projects supported through CEF15 would have gone ahead as planned in the absence of the funding, whilst nine would not have gone ahead at all.
- The activities delivered by programme providers aligned with the Gatsby benchmarks and improved the overall quality of provision within participating schools.

### The fund demonstrated potential longer-term impacts on young people.

- Local evaluations, qualitative feedback and survey data from young people and teachers highlighted the potential longer-term impacts of the CEF15 projects, specifically on young people's aspirations, understanding of the world of work, career decision-making, subject interest and behaviour.

# Recommendations

## For The Careers & Enterprise Company

Whilst the focus on tried-and-tested programmes reduced the risk associated with the CEF15 investment, it also limited the scope for innovation within the funded activity, as well as opportunities for new entrants to the market. **In future rounds of funding, it might be worth considering introducing an element of risk into the portfolio by awarding a proportion of the funding to providers to test new approaches.**

A key challenge identified by many grant recipients was the short timeframes for the funding. Establishing new and effective relationships with employers and schools takes time, and grant recipients found that schools were often reluctant to build activities into their timetable or careers programmes when they might not be available beyond the initial funding period. Considerations of longer-term project sustainability need to be built in from the outset. **Increasing the period of the funding to enable projects sufficient time to develop good local links and relationships, as well as school and employer buy-in and commitment, could help overcome some of the barriers faced by CEF15 projects.**

## For Projects

During consultation, many grant recipients conceded that they had been “overly-optimistic” about what they could deliver within the available timescales. Regardless of the quality of their product, recipients found it difficult to deliver to scale in the absence of existing networks and relationships and a local track record in delivery. At the bidding stage, many were of the view that Enterprise Coordinators and LEPs would help facilitate access to employers and schools, though this did not prove to be the case universally. **Those applying for future Funds would do well to engage early with Enterprise Coordinators, LEPs, employers and schools to explore alignment with local priorities, secure ‘buy-in’ and ensure they fully understand the existing landscape of provision.**

## About the evaluation

The formative evaluation took place between August 2016 and December 2017. It involved a desk review of background documentation and monitoring data for the Fund, consultations with all grant recipients and a selection of wider stakeholders (including LEPs and schools), and a review of project-level monitoring and evaluation data and reports.

# 1 | Introduction

**SQW was commissioned by The Careers & Enterprise Company to evaluate the 2015 Careers and Enterprise Fund (CEF15). This was the first of the investment funds to be delivered by The Careers & Enterprise Company and the evaluation was designed to capture the lessons from this, both for The Careers & Enterprise Company (as Fund Managers) and wider partners, stakeholders and grant recipients. This document reports on the key findings from the study.**

## **Background**

CEF15 was launched in December 2015. A total of £5 million initially was made available to support initiatives aimed at increasing the number of encounters young people have with employers whilst in education. It was targeted at successful, proven programmes that were able to address clear needs and identified gaps in existing provision at the local level. A total of 33 projects were initially awarded funding and a further two were added as additional resource was made available<sup>1</sup>. All 35 projects were within the scope of the evaluation.

## **Aims, objectives and approach**

The evaluation was first and foremost a formative exercise, designed to help The Careers & Enterprise Company and wider stakeholders and partners understand what works, what best practice looks like and the potential for impact across the range of initiatives being supported through the Fund.

<sup>1</sup> See Annex A for the list of 35 funded projects and associated delivery partners.

There were five main stages involved in the work:

- **Scoping consultations** – with a selection of strategic stakeholders to ensure we fully understood the rationale, aims and objectives of the fund, expectations from the evaluation and appropriate routes to engaging stakeholders.
- **Desk review** – of background documentation relating to the Fund as a whole and each of the grant recipients, including contract awards and delivery schedules.
- **Analysis of quarterly monitoring data** – submitted by grant recipients covering activities and outputs delivered, as well as progress towards KPIs and delivery targets.
- **Stakeholder consultations** – with all 35 grant recipients and a selection of LEPs<sup>2</sup> and schools.
- **Review of project-level monitoring and evaluation reports** – a request was issued to all grant recipients for any evidence of outcomes and impact they were able to share for inclusion within the evaluation.

## Structure of document

The remainder of this document is structured as follows:

- **Chapter 2** provides an overview of the activity that was funded through CEF15
- **Chapter 3** reports on delivery and outputs from the Fund
- **Chapter 4** looks at key lessons from engaging employers
- **Chapter 5** considers lessons from engaging LEPs
- **Chapter 6** provides an overview of the main lessons from engaging schools
- **Chapter 7** looks at the available evidence on the outcomes and impact of the Fund
- **Chapter 8** provides summary conclusions.

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<sup>2</sup> See Annex C for the list of 19 LEP consultees



# 2 | Overview of funded activity

## Chapter Summary

- The Careers & Enterprise Company received 197 funding applications for CEF15. A total of 35 contracts were awarded to separate providers to deliver 35 distinct programmes of activity.
- The awards were targeted at a range of **successful, proven programmes** that were able to address clear needs and identified gaps in existing provision at the local level.
- The Careers & Enterprise Company invested a total of **£5.6m across the 35 projects**, with a median contract value of £135k.
- This was **matched with investment of £5.6m from other sources**, which included both financial and in-kind investment from a range of public, private and third sector bodies.
- The high level of match funding reported is indicative of the **complex funding environment** that careers and enterprise providers are operating in, with most reliant on investment from a range of sources to deliver their programmes.
- The majority of grant recipients were **charity, third sector or not-for-profit organisations** and most were contracted to deliver across multiple LEP areas.
- Around one third of CEF15-funded projects had a focus on **professional, scientific or technical industries**, including STEM and engineering-related activities.
- Funded projects were found to align with, and contribute to, **all benchmarks of good career guidance** identified by the Gatsby Foundation.
- The focus of the funded activity was on **delivering encounters with employers**. This was achieved through a broad range of activities, including careers and skills fairs, enterprise activities, classroom-based learning and employer mentoring.
- The outcomes of funded projects focussed on **improving the preparedness for work of young people** and relatively few signing up to deliver educational outcomes, including improved attainment.

**This chapter reports on the careers and enterprise activity that was supported through CEF15. It begins with a description of how the funding was awarded, including the assessment criteria for contract awards. This is followed by a profile of grant recipients, details of what they were contracted to deliver and an assessment of how the funded activity aligned with identified benchmarks of good career guidance. It concludes with an overview of the intended outcomes of funded projects.**

The information presented in this chapter is based on a desk review of fund and project-level documentation, including Delivery Plans<sup>3</sup>. It also incorporates figures from the quarterly monitoring data submitted to The Careers & Enterprise Company by grant recipients.

### **Contract awards**

**The volume of CEF15 funding applications exceeded the number of contracts awarded by a factor of more than five to one.**

The Careers & Enterprise Company launched a prospectus for CEF15 in October 2015. Two webinars were subsequently delivered, in October and November 2015, providing further information and offering potential applicants the opportunity to ask clarification questions. The closing date for proposals was December 2015.

A total of 197 proposals were received and 33 were initially awarded funding. A further two were contracted later, as additional resource became available, bringing the total number of CEF15 grant recipients to 35. The volume of funding applications received suggests a **potentially large provider base** for careers and enterprise provision. It is also indicative of the uncertain funding environment that many providers find themselves operating in, where they are constantly looking for new sources of funding in order to sustain themselves. This was a key point of discussion during the consultation visits to grant recipients.

The projects ran from September 2016 to September 2017, with the majority of activity taking place during the **2016/17 academic year**.

<sup>3</sup> See Annex B for details of the approach taken to the desk review of project documentation.

**CEF15 was targeted at successful, proven programmes that were able to address clear needs and identified gaps in existing provision at the local level.**

CEF15 applications were assessed by the Careers and Enterprise Company against **six criteria** (Figure 2 -1). These were a combination of strategic (1-3) and operational (4-6) factors. The framework for assessing bids favoured **existing programmes with a strong track record that were able to begin delivery immediately**. It could be argued that this approach limited the potential scope for innovation, or new entrants to the market, as successful applicants had to prove that they had an approach that worked. However, it is in keeping with one of the core principles of The Careers & Enterprise Company, which is to **“build on what works”**.

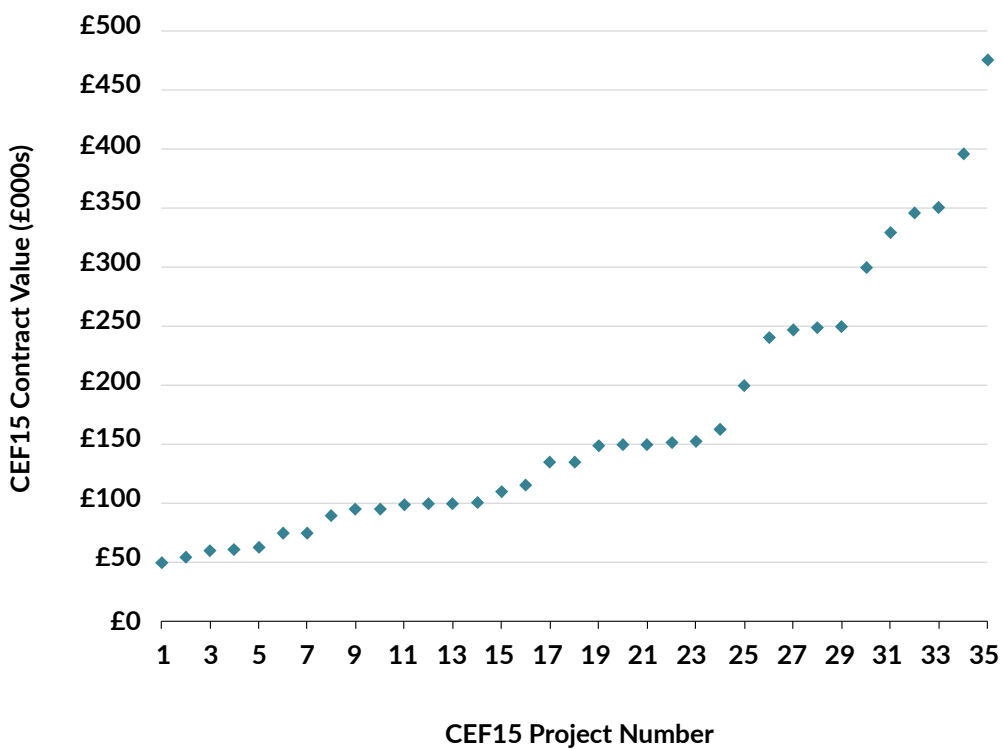
**A total of £5.6m funding was invested across 35 projects, with a median contract value of £135k.**

The CEF15 contracts ranged in value from **£50k - £475k**, with a median contract value of £135k. Figure 2 -2 shows that around two thirds of the contracts were valued up to £150k and the remainder were above this level. There were two outliers with contract awards above £350k.

**Figure 2-1: Assessment criteria for CEF15**

<b>1. Focussed on need</b>	<ul style="list-style-type: none"> <li>• Target a clear geographic need and / or hard-to- reach population</li> </ul>
<b>2. Highly credible</b>	<ul style="list-style-type: none"> <li>• Able to demonstrate a strong track record</li> <li>• Approach based on robust evidence of “what works”</li> </ul>
<b>3. Addressing challenges at scale</b>	<ul style="list-style-type: none"> <li>• Coordinated solution aimed at addressing a local problem and ambition for potential scalability</li> </ul>
<b>4. Clear value for money</b>	<ul style="list-style-type: none"> <li>• Project cost relative to scale of change – considering both direct and long-term / systemic impact</li> </ul>
<b>5. Ready to deliver pace</b>	<ul style="list-style-type: none"> <li>• Ready to begin implementation immediately and able to demonstrate impact within one academic year</li> </ul>
<b>6. Able to be sustained</b>	<ul style="list-style-type: none"> <li>• Evidence of ongoing funding and / or a plan for using evidence of impact to raise funds in future</li> </ul>

**Figure 2-2: Distribution of CEF15 projects by contract value**



Source: CEF15 Monitoring Data  
Base: 35 Projects

**The £5.6m CEF15 investment was equally matched with investment of £5.6m from a broad range of other public, private and third sector sources.**

The majority of CEF15 grant recipients (31/35) reported that they had secured additional investment from elsewhere to deliver their projects. The value of this match funding amounted to a combined total of £5.6m across the 35 projects – equal to the value of the CEF15 investment. It was made up of both financial and in-kind investment from a broad range of public, private and third sector sources.

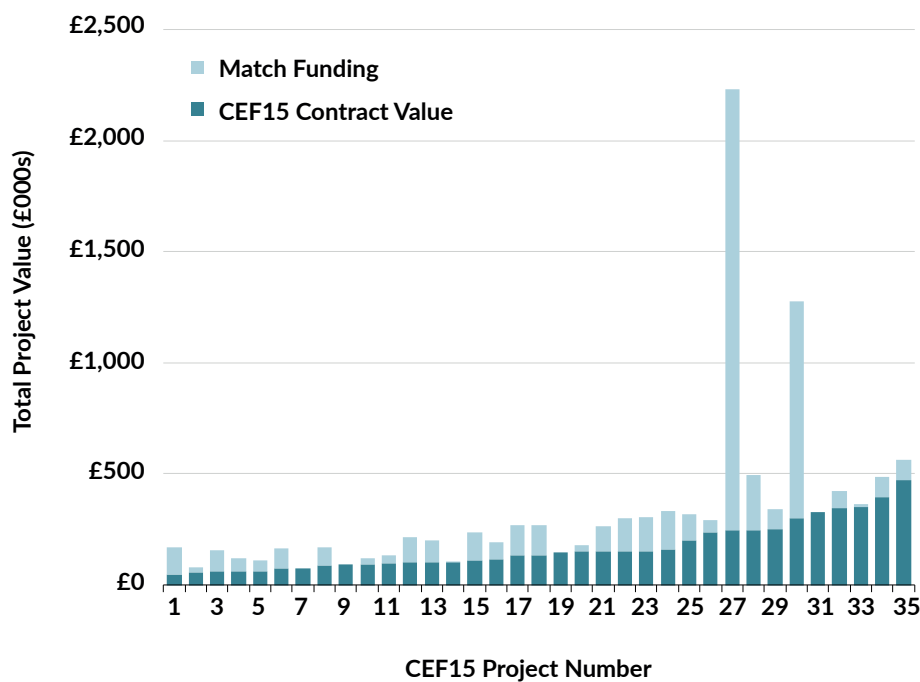
The level of match funding reported by grant recipients is indicative of the complex funding environment that careers and enterprise providers are operating in, within which they typically source investment (both financial and in-kind) from multiple sources to deliver their programmes. The level of investment that providers are able to secure determines the scale of what they are able to deliver in any given year. The CEF15 investment was used by most grant recipients to scale up existing activity. In some cases, this involved expanding into new geographical areas and in others it involved scaling up or enhancing their offer within the areas in which they were already delivering.

Figure 2-3 shows **no clear relationship** between the value of CEF15 contract awards and the levels of match funding achieved. It also shows that two grant recipients who achieved particularly high levels of match funding combined, accounted for more than half (53%) of the total. These are both national organisations. One is a **not-for-profit industry representative body**, which draws its funding from a range of public, private and third sector sources. The other is a **national charity** with more than 20 sponsors, including a number of global corporations, third sector funders and public bodies.

There are two potential implications of these relatively high levels of match funding for the evaluation:

- **Attribution** – not all of the outcomes and impacts achieved by projects can be directly attributable to the CEF15 investment, as projects were being supported with funding from other sources.
- **Grant recipients are accountable to other funders** – some of whom may have different expectations in relation to project delivery and outcomes than The Careers & Enterprise Company.

**Figure 2-3: Match funding achieved by CEF15 projects**



Source: CEF15 Monitoring Data

Base: 35 Projects

Total value of CEF15 contract awards = £5.9m; Total match funding = £5.6m

## Profile of grant recipients

### The majority of grant recipients were charity, third sector or not-for-profit organisations.

Of the 35 organisations that received funding through CEF15, the majority (71%) had charitable or not-for-profit status (Table 2 -1). The remainder were a combination of social enterprises, Community Interest Companies, local and regional public-sector bodies and two schools / colleges.

### Most CEF15 grant recipients were contracted to deliver across multiple regions, with one reported to have full national coverage.

The majority (33/35) of grant recipients were contracted to deliver regionally, whilst two had national coverage. Of those delivering regionally, two-thirds (23) delivered across multiple Local Enterprise Partnership (LEP) areas and the remaining one-third (11) delivered within a single LEP<sup>4</sup>.

A key objective for the Fund was that it should address gaps in careers and enterprise provision at a local level. The Careers & Enterprise Company produced an analysis of which areas had a greater need for careers support and used this to inform the prioritisation of investment by LEP area<sup>5</sup>. CEF15 investment broadly aligned with these identified “cold spot” areas, particularly Cornwall and the Isles of Scilly and Black Country, but also London and the South East and some of the Northern LEPs.

Figure 2 -4 shows the distribution of CEF15 contract awards by LEP area<sup>6</sup>. The picture is broadly similar to the number of funded projects by LEP area, with a couple of exceptions. For example, Cornwall and the Isles of Scilly had the second highest level of total CEF15 investment, but distributed amongst a relatively low number of projects. Similarly, Birmingham and Solihull was in the top category of total investment, but mid-range in terms of the number of projects.

**Table 2-1: Profile of CEF15 grant recipients**

Type of organisation	No of projects	% of total	Total Contract Value	% total Contracts Awarded
Charity / Not-for-profit	25	71%	£4.5	76%
Social Enterprise / Community Interest Company	5	14%	£0.7	11%
Public Sector	3	9%	£0.6	10%
School / College	2	6%	£0.2	3%
<b>Total:</b>	<b>35</b>	<b>100%</b>	<b>£5.9</b>	<b>100%</b>

Source: SQW review of CEF15 documentation

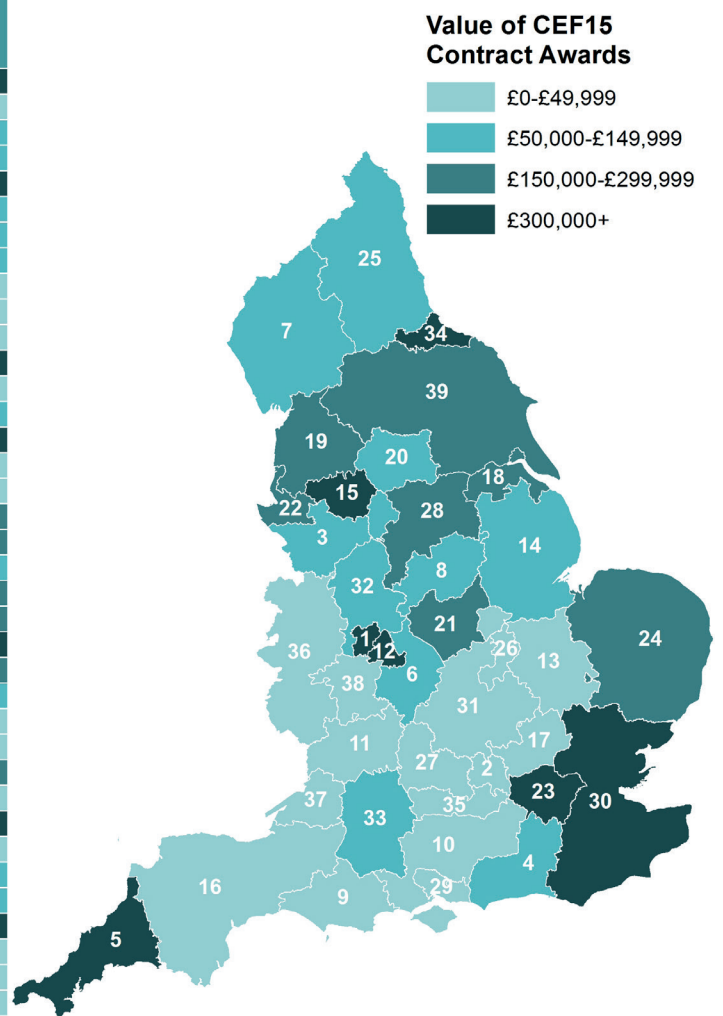
<sup>4</sup> See Table D-1 in Annex D for an overview of CEF15 contract awards by LEP area

<sup>5</sup> The Careers & Enterprise Company, (2015). Prioritisation Indicators. London: The Careers & Enterprise Company.

<sup>6</sup> The total value of contract awards was £5.9m, although the final investment made was £5.6m.

**Figure 2-4: CEF15 contract awards by LEP area**

No.	Local Enterprise Partnership	Value of CEF15 Contract Awards (rounded)
1	Black Country	£350,600
2	Buckinghamshire Thames Valley	£0
3	Cheshire and Warrington	£85,000
4	Coast to Capital	£79,700
5	Cornwall and the Isles of Scilly	£459,200
6	Coventry and Warwickshire	£50,000
7	Cumbria	£85,100
8	D2N2	£135,300
9	Dorset	£26,900
10	Enterprise M3	£0
11	Gloucestershire	£0
12	Greater Birmingham & Solihull	£314,900
13	Greater Cambridge & Greater Peterborough	£46,900
14	Greater Lincolnshire	£123,000
15	Greater Manchester	£407,500
16	Heart of the South West	£12,500
17	Hertfordshire	£0
18	Humber	£215,100
19	Lancashire	£238,300
20	Leeds City Region	£129,100
21	Leicester and Leicestershire	£178,100
22	Liverpool City Region	£290,900
23	London	£482,700
24	New Anglia	£211,700
25	North Eastern	£75,400
26	Northamptonshire	£37,600
27	Oxfordshire	£7,100
28	Sheffield City Region	£229,000
29	Solent	£7,100
30	South East	£501,600
31	South East Midlands	£0
32	Stoke-on-Trent and Staffordshire	£104,300
33	Swindon and Wiltshire	£76,300
34	Tees Valley	£421,000
35	Thames Valley Berkshire	£49,400
36	The Marches	£45,100
37	West of England	£7,100
38	Worcestershire	£37,600
39	York and North Yorkshire	£249,700



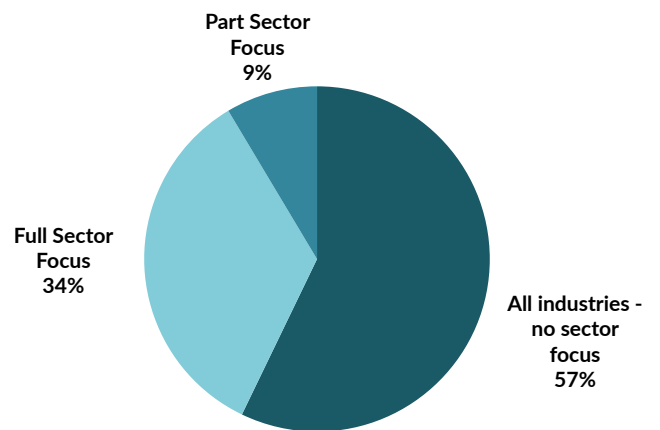
Source: CEF15 Monitoring Data  
Total value of CEF15 contract awards = £5.9m

**Around one third of CEF15-funded projects focussed on activities relating to professional, scientific or technical industries and occupations.**

More than half (57%) of the CEF15 projects covered all sectors of the economy and were therefore **not sector-specific**. One-third (34%) were entirely focussed on one or more industry sectors and the remaining nine per cent had a partial sector focus – that is, some of their activity was sector-specific and the rest was more general.

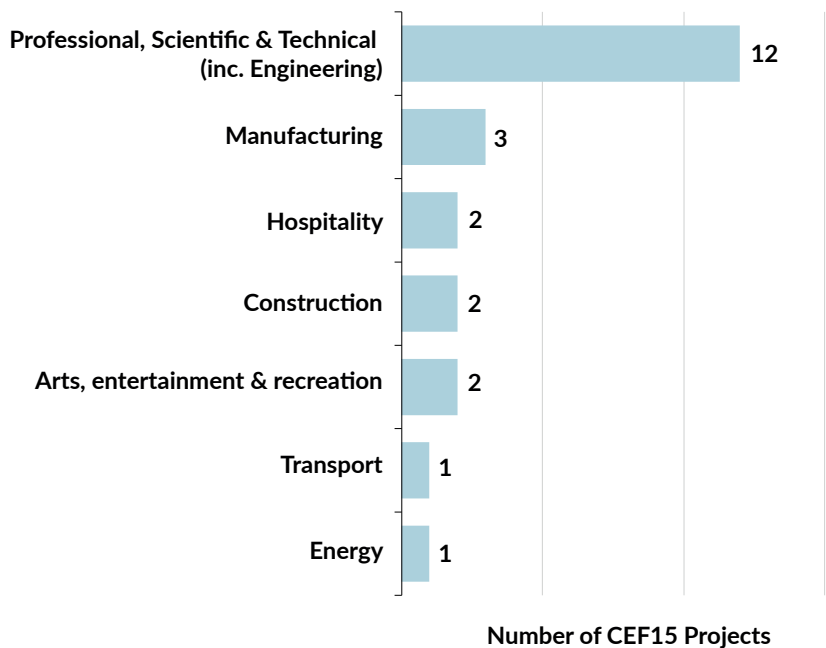
Of those that had a sectoral focus, **most related to professional, scientific and technical subjects**, including STEM and engineering-related activities (Figure 2-6). STEM was a particular focus for CEF15 and a key intended outcome for the Fund (referenced in Chapter 2) was to increase in the number of young people, and females in particular, taking up STEM A-levels. Other projects focussed on sectors such as **manufacturing, construction and hospitality**, although the numbers were much smaller.

**Figure 2-5: Sector focus of CEF15 projects**



Source: CEF15 Monitoring Data  
Base: 35 Projects

**Figure 2-6: Sectoral focus of CEF15 projects**



Source: SQW review of CEF15 documentation  
Base: 15 projects that had full or part sectoral focus



## Alignment to Gatsby Benchmarks

### Funded projects were found to align with and contribute the eight benchmarks of good career guidance identified by the Gatsby Charitable Foundation.

The Gatsby Charitable Foundation identified **eight benchmarks of good career guidance**, based on an international review of good practice in the sector<sup>7</sup>. The Government's careers strategy sets out that **all schools and colleges providing secondary education** should use these benchmarks to develop and improve their careers provision<sup>8</sup>. The statutory guidance on the provision of careers services in schools is structured around the benchmarks with information provided on what is required in order to meet each one<sup>9</sup>.

CEF15 had a particular focus on **two of the eight Gatsby benchmarks** (Figure 2 -7). Fund applicants were required to demonstrate contribution to one or both of these.

As part of the desk review, projects were **categorised according to which of the eight Gatsby benchmarks their planned activity appeared to align or contribute**. It should be acknowledged that this was an imperfect exercise, as it was based on the information contained within project Delivery Plans, which in some cases lacked detail. To strengthen the analysis, the categorisations were explored and refined further during consultations with grant recipients.

Figure 2 -8 shows that **all 35 funded projects involved encounters with employers**, either directly or indirectly. The majority (30/35) also involved experiences of workplaces. CEF15 activity was therefore found to be aligned closely to the two Gatsby Benchmarks at which it was targeted. Funded projects were also found to be **contributing to each of the other benchmarks**, particularly those relating to learning from career and labour market information, addressing the needs of each pupil, a stable careers programme and encounters with further and higher education. This suggests that, in addition to increasing the number of encounters young people have with employers, CEF15 projects also had the potential to contribute to **improving the overall quality of careers provision within participating schools**.

**Figure 2-7: Gatsby Benchmarks that CEF15 projects were required to demonstrate contribution to**

5. Encounters with employers and employees

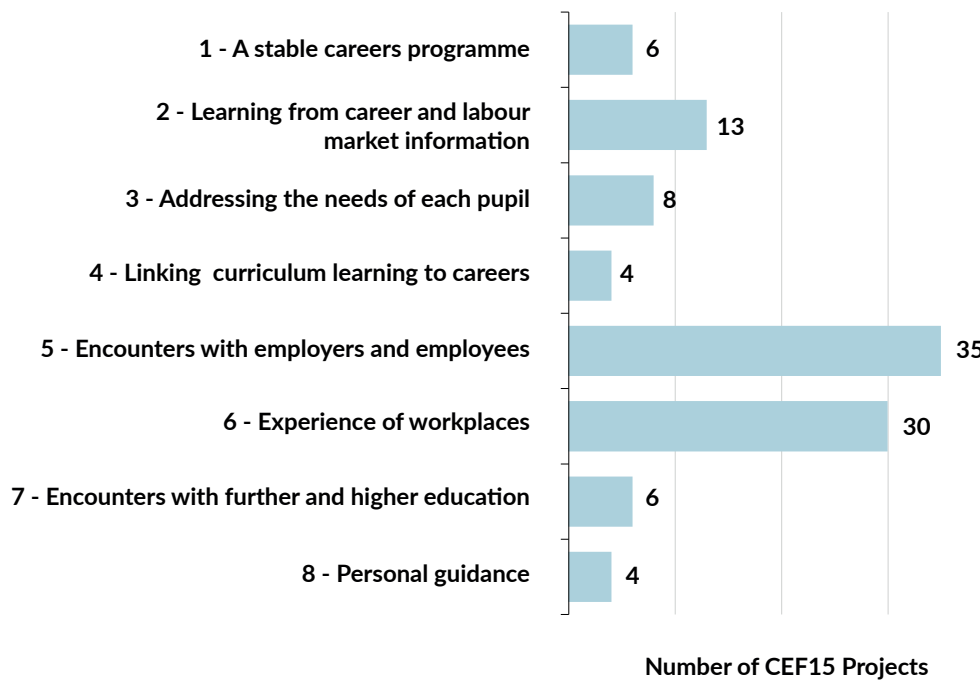
6. Experiences of workplaces

<sup>7</sup> Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation .

<sup>8</sup> Department for Education (2017). Careers Strategy: Making the most of everyone's skills and talents. London.

<sup>9</sup> Department for Education (2018). Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff. London.

**Figure 2-8: Alignment of CEF projects to Gatsby benchmarks**



Source: SQW review of CEF15 documentation  
Base: 35 projects

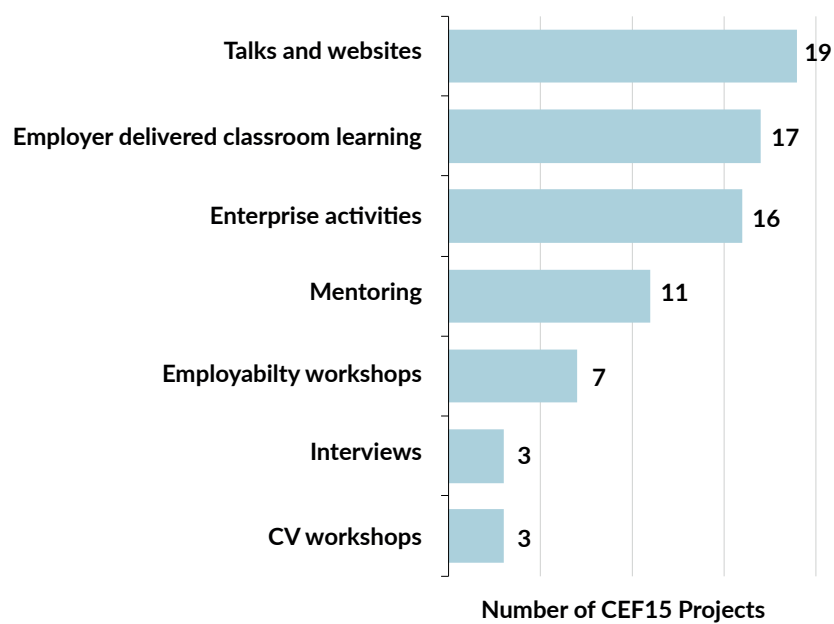
**Encounters with employers were delivered via a broad range of activities, including careers and skills fairs, enterprise activities and competitions, classroom-based learning and employer mentoring.**

Figure 2-9 shows that projects delivered encounters with employers and employees via a broad range of activities, with most projects involving delivery of multiple activities. This analysis shows that:

- **More than half (54%) involved talks and websites** – this is a broad category, which includes careers and skills fairs, careers talks by employers and careers websites
- **Around half (49%) involved employer-delivered classroom learning** – that is, visits to schools by employers to deliver a range of activities

- **Around half (46%) incorporated enterprise competitions** – usually requiring young people to come up with business ideas and “pitch” them to panels of employers
- **One in every three (31%) offered mentoring opportunities** – matching young people to employees to provide mentoring support
- **Relatively few (less than 10%) involved interviews and CV workshops** – this could reflect the age range of project beneficiaries, most of whom were still at school and not yet actively seeking work.

**Figure 2-9: CEF15 project activities involving encounters with employers and employees**



SQW review of CEF project Delivery Plans  
Base: 35 projects

## Outcomes

### Most CEF15 projects aimed to improve the preparedness for work of 16-year-olds.

The Careers & Enterprise Company identified seven potential “outcome areas” for young people from participation in CEF15 projects. These were a combination of educational and employment outcomes and were aligned to the prioritisation indicators used by The Careers & Enterprise Company to identify “cold spots” – that is, geographical areas of greatest need for improved careers and enterprise provision<sup>10</sup>. Table 2-2 lists the seven CEF15 outcome areas alongside the associated “cold spot” prioritisation indicators.

<sup>10</sup> The Careers & Enterprise Company. (2015). Prioritisation Indicators. London: The Careers & Enterprise Company.

**Table 2-2: Outcomes for young people from participation in CEF15 projects**

<b>1. Apprenticeships</b>	% In sustained apprenticeship destinations post KS4
<b>2. GCSE Attainment</b>	% Pupils attaining 5A*-C GCSE results
<b>3. Not in Employment, Education or Training (NEET)</b>	% 16-17 year olds NEET
<b>4. Preparedness for work of 16 year olds</b>	% Employers answering: 17 – 18-year-olds recruited to first time job from school are “poorly” or “very poorly” prepared for work
<b>5. Preparedness for work of 17-18 year olds</b>	% Employers answering: 17 – 18 year olds recruited to first time job from school are “poorly” or “very poorly” prepared for work
<b>6. STEM A-Levels</b>	% A-levels entered that are STEM
<b>7. Women in STEM A-Levels</b>	% STEM A-levels that are entered by girls

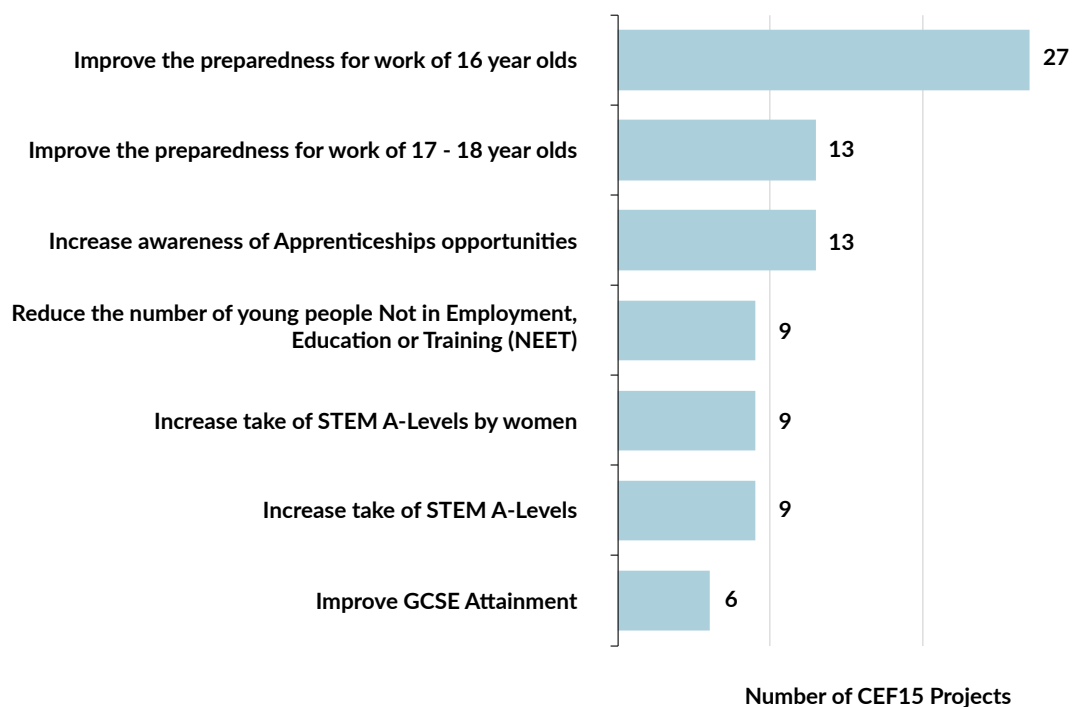
Source: CEF15 Fund Prospectus

At the contracting stage, grant recipients were asked to identify to which of the seven outcome areas for the Fund they would be contributing. There were variations between projects in terms of the numbers of outcome areas to which they signed up. This ranged from one to all seven, although most signed up to two or three. The majority (77%) were identified as contributing to **improving the preparedness for work of 16 year olds**, though not all such projects focused exclusively on this age group. Just over one third (37%) targeted 17-18 years-olds, either as a sole focus or with younger pupils.

Apprenticeships was a theme for around one third of projects and this usually related to the **promotion of apprenticeship and vocational career pathways**. Other outcomes included improving the take up of STEM subjects, both overall and amongst women. Relatively few projects (6/35) committed to **improving GCSE attainment** through delivery of their project.

The overall balance of outcomes that projects signed up to suggests that most CEF16 activity was targeted at **improving employability and career outcomes** of young people, rather than educational outcomes.

**Figure 2-10: Target “outcomes” for CEF15 projects**



SQW review of CEF project Delivery Plans and Monitoring Data  
Base: 35 projects

### Additionality

**Most grant recipients reported that their projects would have gone ahead in the absence of the CEF15 funding, but mainly in a reduced state.**

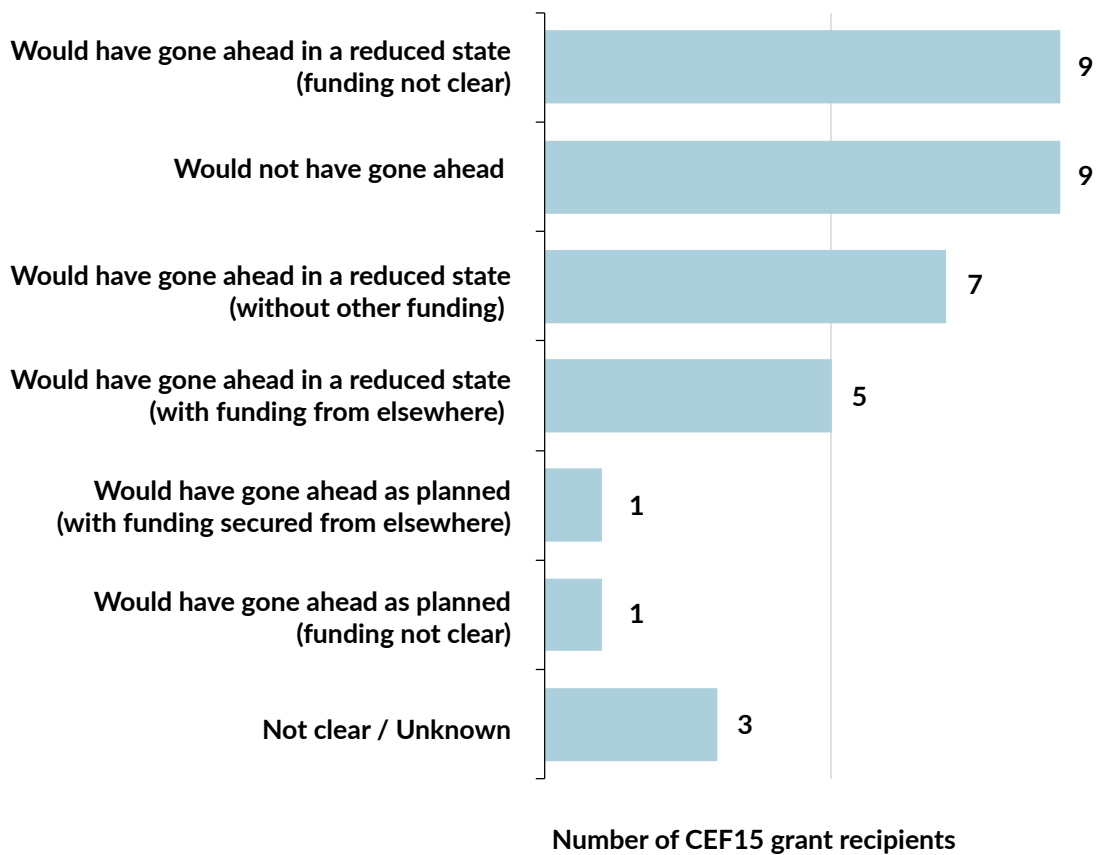
Grant recipients were asked what would have happened to their project if their bid for CEF15 funding had been unsuccessful and the findings are shown in Figure 2 -11. The key messages from this are that:

- Just two of the projects **would have gone ahead as planned** – one of which would have been supported with funding from elsewhere

- A further 21 (nearly two thirds of the total) would have **gone ahead in a reduced state** – with at least five of these hoping to have secured funding from elsewhere
- Nine projects would **not have gone ahead**.

This analysis points to **reasonably high levels of additionality** associated with the Fund, given that few projects would have been implemented exactly as planned in the absence of the funding. The evidence suggests that the Fund has been used by grant recipients predominantly to expand the scope, scale and reach of existing planned activity.

**Figure 2-11: What would have happened to this project if your bid to CEF15 had been unsuccessful?**



Source: Consultations with CEF15 Grant Recipients  
Base: 35

# 3 | Delivery and outputs

## Chapter Summary

- **2,380 schools and colleges** participated in CEF15 projects – half of all schools / colleges in England.
- Funded projects reached **379,000 young people**, eight per cent of all 12 to 18 year-olds in England.
- Young people from **low income families** were over-represented amongst the young people engaged.
- A total of **7,800 employers** engaged with CEF15 projects, around half of which were ‘new’ relationships established as a direct result of the funding.
- More than half (60%) of projects **met or exceeded** all or most of their delivery targets, a further quarter achieved around **half of their targets** and the remainder were **behind on most of theirs**.
- Projects with a contract value between £150k and £249k more frequently **achieved all or most of their delivery targets**.
- **Having a quality product** was the most commonly cited success factor for delivery. Other factors included **building on existing networks and relationships and ensuring a strategic fit with employer priorities**.
- The main challenges in delivery were engaging schools, **employers, young people and LEPs** within the available timescales.

**This chapter reports on delivery and outputs from CEF15 projects. It covers levels of engagement with schools / colleges, young people and employers and the volume of activities and employer encounters delivered. This is followed by an assessment of the extent to which funded projects achieved their delivery targets and discussion of what went well in delivery and where there were challenges. The information presented is based on analysis of monitoring data for the Fund and consultations with grant recipients.**

As noted in Chapter 2, the CEF15 investment of £5.6m was matched equally with £5.6m from a range of other public, private and third sector sources. The outputs delivered and reported in this chapter therefore cannot all be attributed directly to the Fund, given the complicated funding arrangements in which grant recipients were operating. As noted, in most cases the Fund enabled providers to scale up and / or enhance existing planned activity, rather than develop new and bespoke programmes. It also helped some to leverage additional investment (both financial and in-kind) from employers and other funders.

## Engaging schools / colleges

**Half of all schools and further education colleges in England participated in CEF15 projects.**

In January 2017, there were 3,400 secondary schools, 325 further education colleges and 1,040 Special Educational Needs and Disability (SEND) schools in England<sup>11</sup>. This amounted to a total of **4,765 schools / colleges** across the country. CEF15 grant recipients reported that they had engaged **2,380** of these – **50% of the total**. Whilst there could be an element of double counting in these figures, as schools / colleges were able to engage with more than one project, it does point to **good coverage and reach of CEF15 projects at the national level**.

## Engaging young people

**CEF15 projects delivered more than 20,000 activities, engaging an average of 16 young people per activity.**

A total of **23,900 activities** were delivered through CEF15 projects. These included employer talks, enterprise activities, mentoring, workplace visits / experiences and volunteering. An average of **16 young people** were involved in each activity and the unit cost to The Careers & Enterprise Company was **£236** per activity delivered. The total cost per activity works out at around double that figure given the level of match funding that was reported, however.

<sup>11</sup> Department for Education, Schools, pupils and their characteristics: January 2017



**CEF15 projects reached a total of 379,000 young people – 8% of all 12-18 year olds in England.**

CEF15 projects were targeted at 12 to 18 year-olds. Combined, the 35 projects reached a total of **379,000 young people**, representing 8% of all young people in this age group in England. The median number of young people engaged was 3,500 per project, resulting in a unit cost to The Careers & Enterprise Company of approximately **£15 per young person engaged**. Again, the total cost of engagement works out at around double that figure, when taking account of match funding.

Figure 3-12 shows that the proportion of young people engaged ranged from 0.1% (of those aged 12 to 18) in the Hertfordshire LEP up to 43.3% of that population in the Cornwall and the Isles of Scilly LEP. These wide variations reflect the fact that the fund was **deliberately targeted at “cold spots”** – that is, geographical areas identified as having the greatest need for improved careers and enterprise provision<sup>12</sup>.

In interpreting the figures, it is important to note that this is a measure of the scale of engagement and does not take account of variations in depth of engagement. Some projects delivered relatively “light touch” interventions, for example through large-scale one-off events, whilst others delivered more intensive activities over a number of sessions to smaller groups of young people.

This analysis also points to wide variations in the **number of young people engaged per school**. Several areas that had engaged only a few schools or colleges appeared to have engaged a disproportionately high number of young people (such as in the Cornwall and the Isles of Scilly LEP).

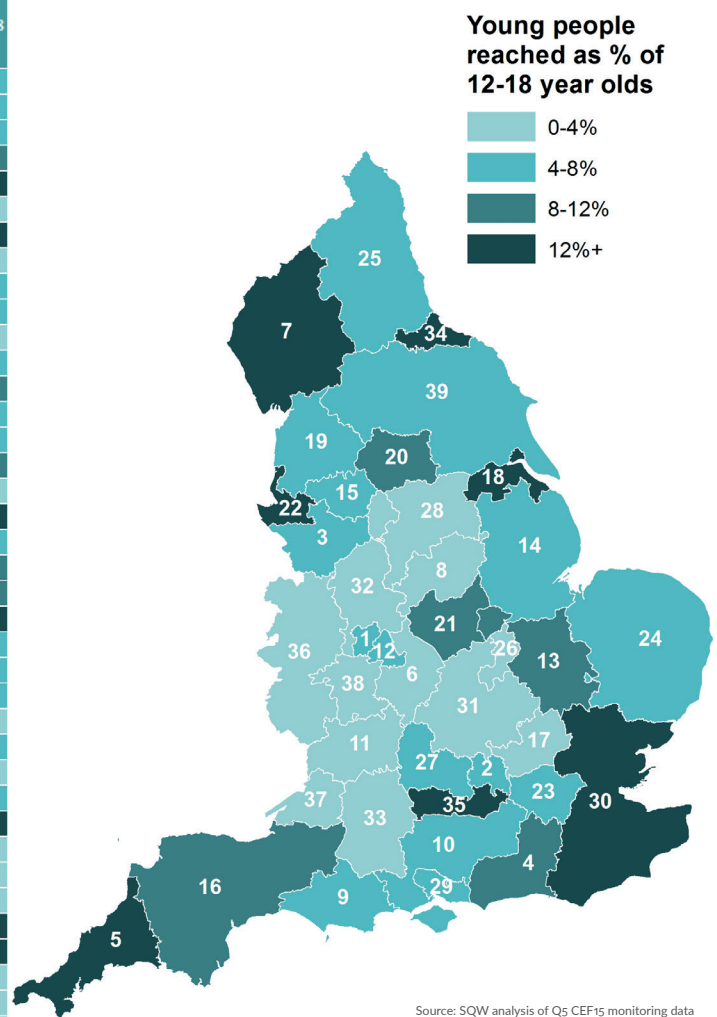
<sup>12</sup> The Careers & Enterprise Company, (2015). Prioritisation Indicators. London: The Careers & Enterprise Company.

<sup>13</sup> Department for Education, Schools, pupils and their characteristics: January 2017

<sup>14</sup> The assumption is that these figures refer to employer organisations, rather than individual employees. However, it is possible that this may have been misinterpreted by some grant recipients.

**Figure 3-12: Young people reached by CEF15 projects as % of all 12-18 year olds**

No.	Local Enterprise Partnership	Young people reached as % of 12-18 year old population
1	Black Country	7.4%
2	Buckinghamshire Thames Valley	4.7%
3	Cheshire and Warrington	7.8%
4	Coast to Capital	11.1%
5	Cornwall and the Isles of Scilly	32.9%
6	Coventry and Warwickshire	0.9%
7	Cumbria	13.5%
8	D2N2	1.7%
9	Dorset	4.7%
10	Enterprise M3	4.2%
11	Gloucestershire	0.3%
12	Greater Birmingham & Solihull	7.6%
13	Greater Cambridge & Greater Peterborough	8.8%
14	Greater Lincolnshire	6.2%
15	Greater Manchester	7.2%
16	Heart of the South West	11.6%
17	Hertfordshire	1.5%
18	Humber	15.5%
19	Lancashire	6.4%
20	Leeds City Region	8.7%
21	Leicester and Leicestershire	9.9%
22	Liverpool City Region	19.0%
23	London	5.3%
24	New Anglia	4.6%
25	North Eastern	4.7%
26	Northamptonshire	0.5%
27	Oxfordshire	4.1%
28	Sheffield City Region	3.2%
29	Solent	4.1%
30	South East	18.7%
31	South East Midlands	3.9%
32	Stoke-on-Trent and Staffordshire	3.7%
33	Swindon and Wiltshire	0.4%
34	Tees Valley	24.0%
35	Thames Valley Berkshire	16.6%
36	The Marches	0.1%
37	West of England	1.3%
38	Worcestershire	1.6%
39	York and North Yorkshire	7.2%



Source: SQW analysis of Q5 CEF15 monitoring data  
 Total number of young people reached = 379,000

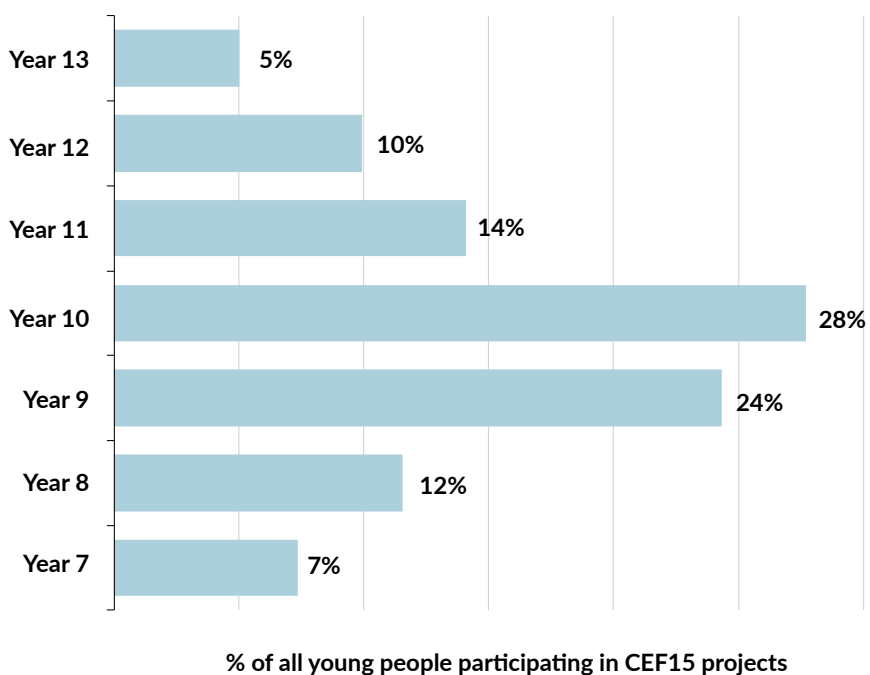
**More than half of the young people reached by CEF15 projects were in Years 9-11.**

Figure 3-13 shows the distribution of young people reached by CEF15 projects by year group. It shows that those in **Years 9 to 11** accounted for the highest shares (66% of the total). This is a critical stage in young people’s career and learner journeys, as it is when they typically have to make their **first set of subject choices** (in Year 9) and decide **what they are going to do after their GCSEs** (in Year 11). Making the right choices during this stage is critical to achieving successful post-school transitions.

**Just one in every 20 (5%) of the young people reached were in Year 13** – the lowest share of all year groups. This was reported to be a particularly challenging year group to engage, although many may still need support.

“  
It has been more of a challenge getting 17-18 year olds. They’re at that age where they are starting to make their own decisions about things and they don’t have parents who are going to push them into things.”  
CEF15 Grant Recipient

**Figure 3-13: CEF15 Participants by Year Group**



## Engaging schools / colleges

### **CEF15 projects reached an above average proportion of young people from low income families.**

There is no direct measure of individual deprivation within schools and so this is often inferred using information on **the proportion of pupils eligible for free school meals**, as these are available to young people from families with a low income, amongst other circumstances. **Free School Meal Entitlement (FSME)** is often used, therefore, as a proxy measure of deprivation.

In January 2017, **13%** of all secondary school pupils in England were eligible for and claiming free school meals<sup>13</sup>. **One in five (20%)** of the young people engaging with CEF15 projects were eligible for free school meals, suggesting that CEF15 projects **successfully engaged an above average proportion of young people from low income families.**

## Engaging employers

### **CEF15 projects directly engaged 7,800 employers, almost half of which were 'new' relationships directly attributable to the funding.**

A total of 7,800 employers were reported to have engaged with CEF15 projects, accounting for **less than one per cent of all employers in England**<sup>14</sup>. Figure 3-14 shows the distribution of employers engaged by LEP area. It shows that projects delivering in **South East LEP** had engaged by far the highest numbers of employers, with a combined total of almost 2,500. In fact, **almost one-third (31%) of all employers engaged through the funded projects were based in the South East.** The London, Tees Valley and New Anglia LEP areas were also in the top category for employers engaged, although the numbers involved were much smaller.

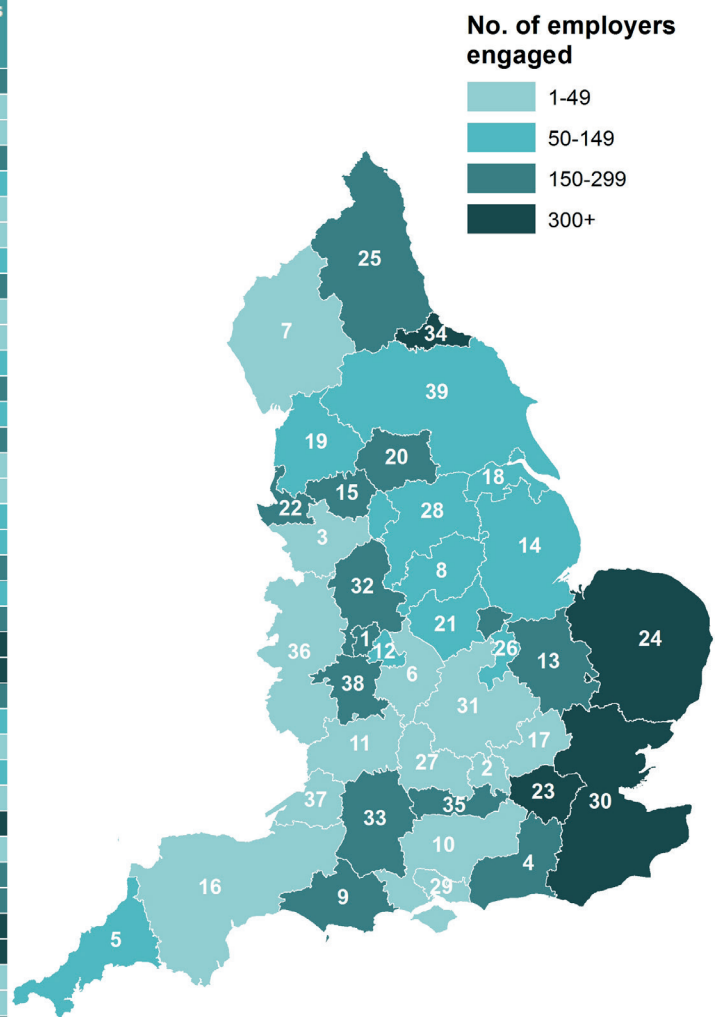
In addition to the total number of employers engaged, grant recipients were asked to report on the **number of additional employers engaged directly as a result of the funding.** The total number of 'additional' employers engaged was 3,480 – almost half (45%) of the total. This suggests that, in addition to building on existing networks and contacts, **grant recipients have been successful in developing new relationships with employers as a direct result of the Fund.**

<sup>13</sup> Department for Education, Schools, pupils and their characteristics: January 2017

<sup>14</sup> The assumption is that these figures refer to employer organisations, rather than individual employees. However, it is possible that this may have been misinterpreted by some grant recipients.

**Figure 3-14: Employers engaged in CEF15 projects by LEP area**

No.	Local Enterprise Partnership	No. of employers engaged
1	Black Country	181
2	Buckinghamshire Thames Valley	15
3	Cheshire and Warrington	39
4	Coast to Capital	179
5	Cornwall and the Isles of Scilly	149
6	Coventry and Warwickshire	10
7	Cumbria	34
8	D2N2	76
9	Dorset	193
10	Enterprise M3	16
11	Gloucestershire	4
12	Greater Birmingham & Solihull	149
13	Greater Cambridge & Greater Peterborough	210
14	Greater Lincolnshire	124
15	Greater Manchester	254
16	Heart of the South West	17
17	Hertfordshire	47
18	Humber	133
19	Lancashire	54
20	Leeds City Region	231
21	Leicester and Leicestershire	86
22	Liverpool City Region	286
23	London	801
24	New Anglia	374
25	North Eastern	195
26	Northamptonshire	65
27	Oxfordshire	28
28	Sheffield City Region	123
29	Solent	20
30	South East	2,211
31	South East Midlands	27
32	Stoke-on-Trent and Staffordshire	268
33	Swindon and Wiltshire	189
34	Tees Valley	410
35	Thames Valley Berkshire	197
36	The Marches	1
37	West of England	39
38	Worcestershire	203
39	York and North Yorkshire	65



Source: SQW Review of Q5 CEF15 Monitoring Data  
 Total employers engaged = 7,794

## Performance against targets

### The evaluation found a mixed performance in terms of progress towards project-level delivery targets.

The total number of young people engaged through CEF15 projects (379,000) amounted to **149% of the overall target of 255,000**<sup>15</sup>. However, progress towards targets at the project level was found to be mixed.

CEF15 grant recipients signed up to a series of **delivery targets** at the contracting stage, including the number of schools and young people they would engage. They also signed up to a series of delivery milestones and a set of individual KPIs. More than half (60%) of grant recipients achieved or exceeded **all or most of their delivery targets**. A further 25% achieved or exceeded around **half of their targets** and the remaining 15% were **behind on most of theirs**.

This analysis suggests that, in some cases, there was a **mismatch** between what grant recipients thought they could deliver at the outset and what was ultimately achievable. A range of explanations were put forward by grant recipients as to why this was the case. These mainly related to:

- **Timing** – the timeframe for the bidding process (three months) was felt to be too short to enable detailed analysis, assessment and scoping of the potential opportunities, resulting in providers effectively “guessing” how many schools and employers it would be reasonable to engage.
- **Lack of local networks** – providers moving into new areas, where they had not delivered previously, reported challenges in developing new relationships with schools and employers within the available timescales.
- **Support from partners** – many providers moving into new operating areas had an expectation that local and regional partners (particularly LEPs and Enterprise Coordinators) would facilitate access to their networks of schools and employers. However, this did not always happen to the scale that was expected.

### There was no clear relationship found between the value of CEF15 contracts awarded and the extent of progress towards targets.

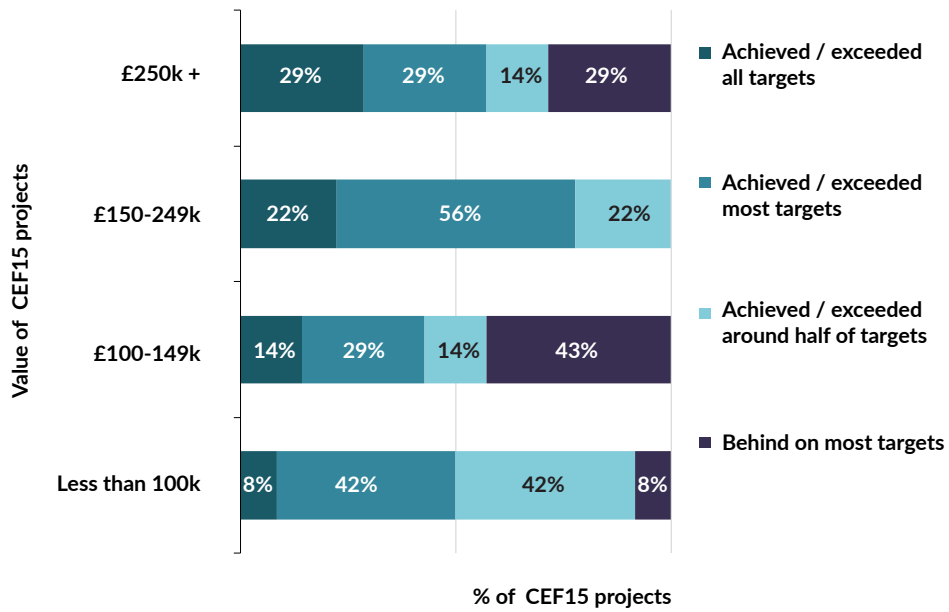
Figure 3 -15 shows that:

- **More than three quarters (78%) of grant recipients with contract awards of between £150 -£249k achieved or exceeded all or most of their targets** – this was the most successful category of projects in terms of delivering on what was planned / contracted at the outset, with all achieving at least half of their delivery targets.
- **Around two fifths (43%) of those with a contract value of £100 - £150k were behind on most of their targets** – this was the least successful category of projects in terms of progress towards delivery targets.
- **Projects with a contract value of more than £250k or less than £100k were more mixed in terms of performance** – the proportions achieving or exceeding all targets were the same as those who were behind on all targets.

This analysis suggests that **there is no ‘optimal’ value of contract award**, with variations in performance against targets across all levels of contract. However, it does point to a need for a greater focus on setting realistic and achievable targets for providers at the contracting stage.

<sup>15</sup> CEF70 has been excluded from these figures due to the scale of

**Figure 3-15: Performance against target by level of CEF15 contract award**



Source: SQW Review of CEF15 Monitoring Data  
Base = 35 projects

## What went well in delivery?

### Having a quality product was the most commonly cited success factor for delivery.

One third of the grant recipients cited having what they described as a “**quality product**” as being a key success factor in project delivery (Figure 3 -16). This was reported to have helped projects to engage high profile employers, who wanted to be associated with quality products, which in turn helped them to get schools on board.

In addition to having a quality product, the importance of **existing networks and relationships** was cited by several grant recipients as a key success factor in delivery. This was reported as having been crucial to getting the target number of schools and employers on board within the available timescales. The projects that performed well on their delivery targets were, in the main, those who were able to **draw on existing relationships with employers and schools within the areas in which they were contracted to deliver.**

Several grant recipients cited the importance of **bringing together all relevant partners** to ensure successful delivery. This included schools and employers, but also other local / regional partners, such as local authorities and LEPs.

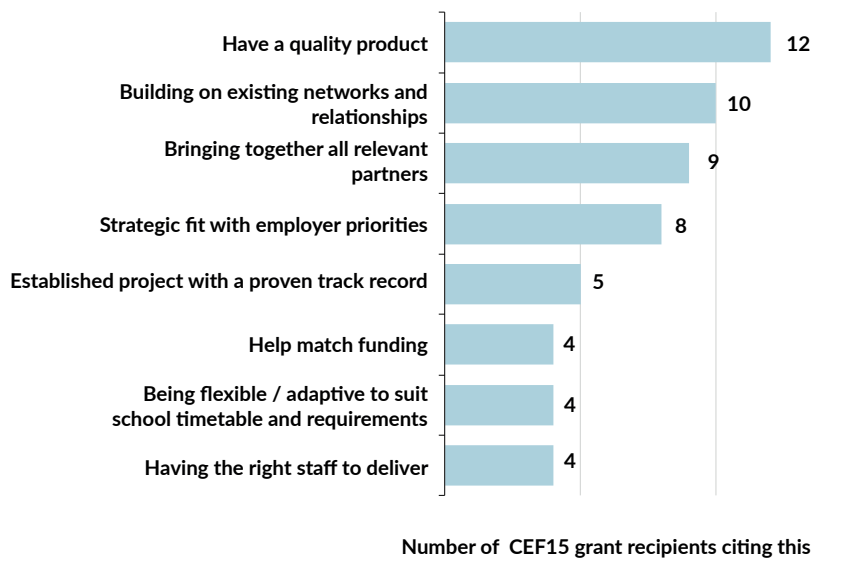
A further success factor was found to be **ensuring strategic fit with employer priorities**. This was considered important for establishing and maintaining employer engagement in projects. It involved spending time at the outset to establish what employer priorities and expectations from engagement were and then tailoring the offer to ensure that these were met.



**You need to align the project to the values of employers and capitalise on what they want to get out of the experience.**



**Figure 3-16: Success factors for project delivery**



Source: SQW Consultations with grant recipients  
Base: 35 grant recipients

### What were the challenges?

**Grant recipients cited challenges in engaging schools, employers, young people and LEPs as the main barriers to delivery.**

The most commonly cited challenge faced by grant recipients was in **engaging schools**

(Figure 3 -17). Almost one in every three referenced this as a barrier to successful delivery. This was particularly true for providers going into new areas where they had no existing relationships with schools. There were a number of reasons put forward for this:



**Engaging senior leadership teams and headteachers has been challenging and has frequently depended on the level of interest of the individual and the internal priorities of the school.**

**Schools are getting more and more requests to participate in extra-curricular activities. There are a lot of different opportunities on offer to them and it can be overwhelming. They don't know where to start.**

**The short-term nature of the funding has created issues in recruiting schools.**

Once schools were on board, there were often further challenges faced in **securing staff time and commitment to support delivery.**



**The model depends on schools giving time, energy and commitment to the project. However, they often don't have the capacity and this has been a challenge.**

The second most commonly cited challenge facing grant recipients was **engaging employers.** Again, this was more common amongst providers who moved into new areas where they did not have existing networks and relationships. In these cases, relationships with national employers were found to be helpful. There were **geographical variations** in the volume of employers engaged by grant recipients. This was at least partly due to differences in the scale and nature of the business base within each area that they were operating in – this is discussed in more detail in Chapter 4.

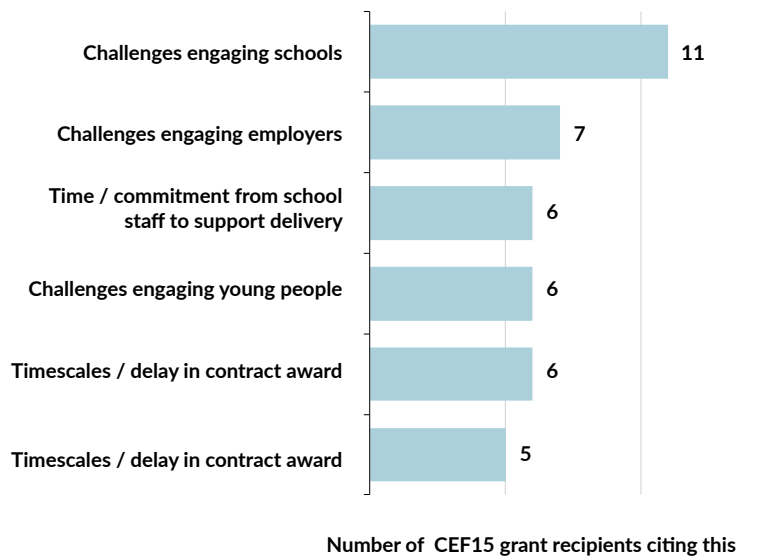
A key message was that it takes **time, commitment and resources** to develop new relationships with employers and schools, which in some cases proved challenging within the timeframes of the bidding and contracting process.



**The delay in confirmation of the funding award meant that not all schools could be engaged before the summer break. This caused a problem as they then could not be contacted until September, by which time the timetables were already set.**

A further issue that emerged from the consultations with grant recipients is that some had an expectation that LEPs and Enterprise Co-ordinators would **facilitate access to schools, colleges and employers on their behalf**, particularly in areas where they did not have existing networks and contacts. However, this often did not happen as expected – some of the reasons for which are explored in more detail in Chapter 7.

**Figure 3-17: Challenges for CEF15 project delivery**



Source: SQW Consultations with grant recipients  
 Base: 35 grant recipients

# 4 | Engaging stakeholders: Employers

## Chapter Summary

- **7,800 employers engaged with CEF15 projects**, almost half of these (45%) engagements were 'new' relationships established as a direct result of the funding.
- Grant recipients engaged employers through a combination of **direct approaches, intermediary organisations and existing networks**.
- Success factors for engaging employers included **tailoring the offer** and ensuring **effective and ongoing communication** from the outset and throughout.
- Grant recipients also highlighted the **need to be flexible** with employers by offering different options for engagement demonstrating alignment to corporate objectives.
- Employers often get involved in careers and enterprise activity for altruistic reasons, but interviewees indicated that their long-term commitment was secured through **clear and identifiable business benefits**.
- In the context of Brexit, a lot of employers engaging with the projects were incentivised by the opportunity to **develop their future workforce and skills supply**.
- The Apprenticeship Levy was also reported to have led some large employers to **focus on a younger demographic and develop vocational pathways and opportunities**, and CEF15 projects were able to capitalise on this.

A total of 7,800 employers engaged with CEF15 projects and almost half of these engagements were ‘new’ relationships with grant recipients, established as a direct result of the funding. This chapter looks at the stage at which employers were engaged and the approaches taken to this. This is followed by discussion of the key lessons from grant recipients in relation to what works in engaging employers and the main challenges associated with this.

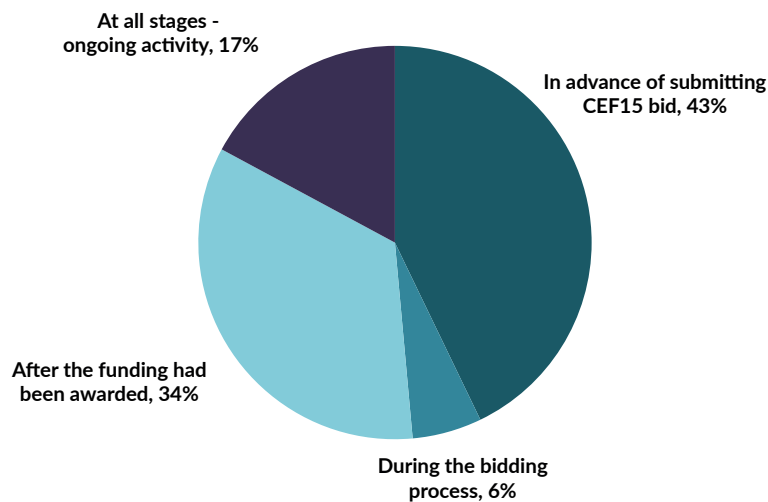
### Engaging employers

**Around half of CEF15 grant recipients engaged employers in advance of the funding being awarded.**

Around two fifths (43%) of grant recipients reported that they had engaged employers in advance of submitting their CEF15 funding bid and a further six per cent engaged them during the bidding process (Figure 4-18). One third of recipients (34%) said that they had engaged employers after the funding had been awarded and the remaining 17% reported that they had engaged employers at all stages of the project, as this was an ongoing activity.

This is in line with the finding that half of all the employers engaged were said to have no previous relationship with grant recipients and that these relationships were established as a direct result of the funding.

Figure 4-18: At what stage did you engage employers?



Source: Consultations with CEF15 grant recipients

Base: 35

**Grant recipients engaged employers through direct approaches, intermediary organisations and existing networks and relationships.**

Grant recipients engaged employers through three main routes. Firstly, through **direct approaches to businesses within their operating areas**. Marketing and promotional activities included sending emails, telemarketing and sending brochures and leaflets. There were also a couple of examples of where projects hosted launch events for their projects and invited lots of employers to attend.



**We compiled a list of businesses in the area, mapped them, and then sat down and rang around – there were no short-cuts available!**

The second main route involved **going through established networks and employer representative bodies**, such as Chambers of Commerce, LEPs and trade associations. In some cases, this involved attending events organised by intermediary bodies, such as business breakfasts, and networking.

The third main route to engagement was **through existing networks and relationships**. There were several examples of where grant recipients had an existing relationship with a national employer in one region and used their contact to get an introduction to the same employer within another region. Similarly, some used existing contacts within colleges or universities as a route to getting introductions to businesses.

### What works?

Grant recipients identified a series of success factors for engaging employers, including tailoring the offer and ensuring effective and ongoing communication from the outset and throughout.

Figure 4-19 provides an overview of the factors identified by grant recipients as being key to effectively engaging employers. They include **tailoring the offer**, being flexible in terms of their potential contribution and aligning this to employers’ corporate objectives. They also include **effective communication** from the outset, in terms of setting expectations, and throughout the project. The sub-sections that follow look at these success factors in more detail.

**It is important to be flexible and offer employers a range of options for engagement.**

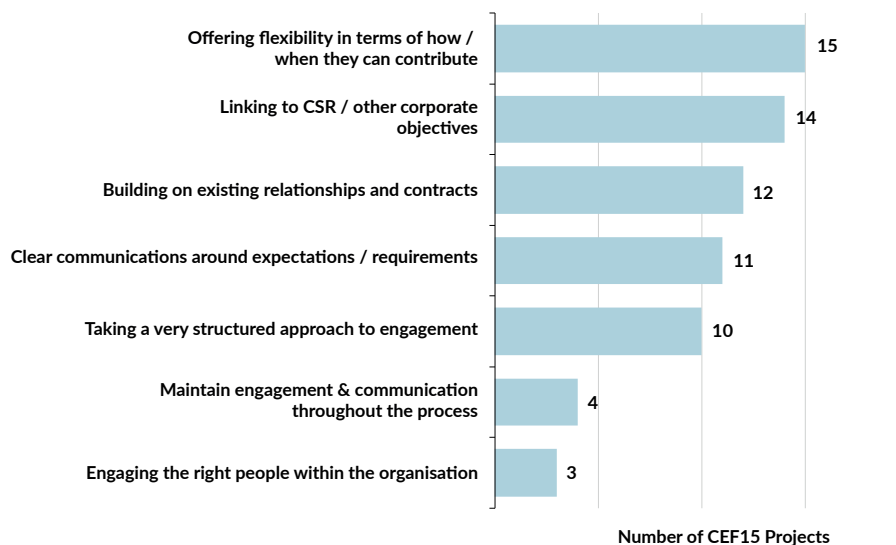
Grant recipients highlighted the need to be flexible with employers by offering them different options for getting involved, ranging from light touch through to intensive engagement. This approach was described as more accessible and appealing to employers than having a single offer.



**There is no ‘right’ way to engage employers – the key is to be flexible and supportive.**

CEF15 Grant Recipient

**Figure 4-19: What works in engaging employers?**



A couple of grant recipients were of the view that it was better to start off with light touch **engagement with employers and build up from there**. This was particularly true in the case of employers who had not been involved in this type of activity before, as it enabled them to try it out with minimal commitment or resource implications. In doing this, it was reported to be useful to offer them something that was “easy to say yes to” and to ensure that it was a **positive experience** for them. There was found to increase the likelihood that they would engage in this type of activity in future.

One CEF15 grant recipient surveyed **84 employers** who had participated in their project. Of these:

- 98% said they would **continue to liaise with the schools** that had participated
- 96% believed that it had provided them with **access to a potential talent pool for future employees**, including apprentices
- 98% believed that this was an effective way for their employees to highlight how lessons in the classroom can be **applied to real jobs and careers**
- 88% believed that taking part had **inspired their staff to consider volunteering** (e.g. through becoming STEM Ambassadors)<sup>16</sup>.

### **In engaging employers, it is important to tailor the offer to meet their corporate objectives.**

A clear and consistent message from grant recipients was that it was **important to tailor the offer to employers to ensure that it met their needs**. This usually involved spending time with them, getting to know their corporate objectives and drivers for engagement, and then tailoring the offer to suit these. This could be a resource-intensive exercise, but was more successful than having a single “off-the-shelf” offer.



**One size does not fit all. Looking at what the employer wants to get out the experience and giving them that is a successful tactic. Some may be focussed on building their brand, others may be interested in attracting employees, some are doing it for altruistic reasons.**

CEF15 Grant Recipient



The employers who engaged with one CEF15 project described the experience as an **effective and high impact way of addressing their organisational objectives** around education, unemployment and local communities. The majority (92%) of those participating agreed or strongly agreed that it had **helped them to build more positive relationships with schools**. They were particularly positive about the fact that the offer had been tailored to their own priorities, the priorities of the sector and the needs of participating young people<sup>17</sup>.



**Employers need to identify the business benefit to their company in engaging – they typically engage for CSR reasons initially, but they need to see that there is a return on investment, in order to sustain this engagement and commit to it.**

CEF15 Grant Recipient

**Employers often get involved in careers and enterprise activity for altruistic reasons, but long-term commitment is secured through clear and identifiable business benefits.**

Grant recipients reported that most large firms have **Corporate Social Responsibility (CSR) objectives** and that these can be a useful ‘hook’ for getting them on board. Whilst smaller firms are less likely to have CSR policies and strategies, they can be incentivised by the opportunity to **put something back into their local community**. In these cases, they often want to work very locally – for example, with the school ‘at the bottom of the road’.

In the case of both large and small employers, the consensus was that social objectives were often the reason they first get involved in careers and enterprise activity, but that long term engagement and commitment could only be achieved if there was a **clear and identifiable business benefit**.

Case studies were described as being a very powerful means to demonstrate the potential business benefits of engagement to employers, alongside statistics and evidence of the impact on **productivity and competitiveness**.

**In the current climate, a lot of employers are incentivised by the opportunity to develop their future workforce.**

Grant recipients reported a **noticeable shift in employers' attitudes towards developing their future workforce**. They were reported as becoming increasingly interested in "tapping into the school leavers' market" rather than just looking for new graduates. In such cases, involvement in CEF15 projects was often viewed as a means to **develop and expand their future skills pipeline**.



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We are proud to be part of an event that inspires and encourages the younger generation in STEM. I genuinely feel that we have opened them up to alternative options.

Employer, Best School Trip Ever

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Working on the Best School Trip has been a great experience and an insight into how children's minds are working and how we might support them moving forward. It's great to give back and hopefully spark the next generation of business teachers and engineers.

Employer, Best School Trip Ever

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Reasons put forward to explain this shift included the potential implications of Brexit on the supply of labour and skills within the UK and the introduction of the Apprenticeship Levy, both of which had led some large employers to develop more vocational career pathways and opportunities within their businesses. There was also a reported realisation on the part of employers that they had a **critical role to play in developing their future skills' pipelines** and that this was not the sole responsibility of education providers.



At the start of the programme, there was a lot of talk about schools not doing a good job. I think the schools have been doing a great job, but have been lacking the voice of the customer. So, if industry doesn't engage with schools, then that's as much as their responsibility as the schools.

Business Champion, Made in Sheffield

One grant recipient reported that they were able to attract corporate volunteers because there were **relatively few skills-based volunteering opportunities available for employers to engage with young people**. The opportunities that are available are often less focussed (such as "painting a fence"), whilst CEF15 projects offered the opportunity for meaningful engagement.



The class that joined us for the day at Salesforce were fantastic. There's not many things that can provide you with motivation to make change in the world than children with an appetite and desire to learn.

Employer, Best School Trip Ever

## Case Study – Made in Sheffield

Marie Cooper is a Made in Sheffield Business Champion working with Bradfield School. Marie is Plant Manager at President Engineering Group (PEGL), now part of global manufacturing company Parker Hannifin. She is convinced of the value of the Made in Sheffield programme for addressing the major skills gap in engineering:

“We need talented young people to secure the future of our industry, but we don’t just want high grades. It’s all about the wider skill set. That’s what Made in Sheffield is all about.”

In her role as a Business Champion, Marie works with students aged 13-16. Activities include interviewing, providing information and advice about the world of work, setting project challenges, giving feedback on student work and helping students reflect on the skills they are learning. Marie comments:

“I love it. The enthusiasm of the students is inspiring. They just need a better understanding of the world of work. The highlight so far was definitely last year’s project for the regional ‘Get up to Speed with Engineering & Manufacturing’ event. We entered the Innovation and Design Challenge with a team of Year 9 pupils on the Made in Sheffield programme, from our partners Bradfield School, and set them the task of designing a portable display stand to show scaled-down models of our valves. It was a real-life issue for us as our products are too large to transport and show at exhibitions. Pupils worked with our apprentice engineers but they came up with the designs and made most of the display themselves. It was fantastic – they were full of ideas and worked really hard.”

### Several grant recipients cited the importance of being clear with employers about what is expected.

A common point of discussion during consultations with grant recipients was the **importance of being specific and clear with employers about what was required of them**. This was considered important in terms of setting expectations from the engagement and ensuring that only those employers who were willing to commit were signed up.



**It’s good to be very defined about what is needed from them. Generic information does not work. You have to be clear on what you are asking them for in terms of time commitment. They do not have time to read a lot of information – face-to-face communication is often best.**

CEF15 Grant Recipient

Clarity of communication was also said to require **having the right people in place** to lead on engagement with employers – this was often people with sales, marketing or stakeholder engagement experience.

**Once engagement has been established, it is important to ensure that this is maintained.**

One grant recipient cited the importance of **following up initial engagement with employers soon afterwards** in order to avoid “falling off their radar”. Employees were described as often very keen and enthusiastic at initial engagement, but then often did not translate this into action. Having a team (or staff member) based in the area in which the project was trying to develop employer relationships was reported to help with ongoing communication and engagement as it made it easier (and more cost effective) to attend meetings and events in person.

The importance of **maintaining ongoing communication and engagement with employers** was also highlighted as being important by several grant recipients, even during times when there was no project activity. Strategies included following up after events to thank them for their contribution and also reporting on the outputs / outcomes of the events. Reporting project activity and impacts in a format that could be shared internally, or with customers and stakeholders, was also found to be attractive to employers.



**The positive feedback we received was great and knowing that we can have a beneficial impact on young people’s lives certainly meant a lot to us.**

Employer (Aviva), Starting Blocks

Several grant recipients cited the importance of having a **clear and easy process for employers to follow for engagement and sign up**. This usually involved grant recipients doing most of the “leg work” so that employers simply needed to show up and deliver their contribution. Processes included, for example, providing employers with a detailed session plan for the engagement event, so that they did not have to spend time planning the session or thinking up things to do with the young people.

## What are the challenges?

### **The crowded landscape of providers looking to engage employers was reported as a key challenge.**

As with schools, grant recipients reported a lot of “competition” to engage employers. The high numbers of careers, enterprise, training and employability providers operating in each area, all with employer engagement objectives, was reported to be resulting in frustration on the part of employers and a reluctance to engage.



**Businesses are suffering from engagement fatigue - they are being asked to support careers and enterprise activities by so many different organisations that they say ‘No’ to everything.**

CEF15 Grant Recipient

One grant recipient was of the view that employer engagement activity **needed to be better co-ordinated at a regional level**. They felt that LEPs would be the obvious choice to take on such a co-ordinating role. However, this was reported to be complicated by the fact that LEPs could also bid for CEF15 funding and so were potentially conflicted. There was a perception amongst some interviewees that LEPs were not incentivised to support grant recipients, particularly in cases where their own bids for funding had been unsuccessful.

### **Employers often need guidance and support to engage young people successfully in careers and enterprise activities.**

A common challenge faced by grant recipients was **preparing employers to engage with teenagers and young people**, particularly those with no previous experience of doing this. This issue was not restricted to small firms, with large organisations often requiring support in order to deliver age-appropriate talks and workshops.



**Employers often struggle to explain what they do in a way that a 13-year-old can understand.**

Several grant recipients also reported **challenges in getting employers to agree to offer work experience placements**, particularly for young people under the age of 16. There was often a nervousness to commit to this, particularly amongst SMEs and / or those who had never done it before and therefore did not have the structures and procedures in place to support this.

A number of grant recipients reported offering **comprehensive packages of support** to employers to prepare them to engage with young people and offer quality work experience placements. One project, in particular, asked employers to participate in **competency-based training** in order to become 'accredited' to work with young people. Their subsequent activities were then subject to monitoring and outcome-based evaluation. Employers that failed to meet the required quality standard in their engagements with young people were removed from the project's list of employers, based on a view that "no employer is better than a bad employer."

# 5 | Engaging stakeholders: LEPs

## Chapter Summary

- There was an expectation that grant recipients would **engage Local Enterprise Partnerships (LEPs) and Enterprise Co-ordinators (Enterprise Coordinators)**, although the specifics of what this engagement would involve were not explicitly stated.
- Most grant recipients (80%) reported that they had engaged at least one of the **LEPs within their operating areas**, but the level and nature of engagement was highly variable.
- The most frequently cited form of engagement between LEPs and grant recipients involved **sharing information** through regular meetings, emails and phone calls, rather than joint working or delivery.
- Some LEPs and Enterprise Coordinators **facilitated links to employers and schools** on behalf of grant recipients, but this was sometimes not on the scale that was expected.
- There is no blueprint for cultivating successful relationships with LEPs, but grant recipients found that it helped to be **persistent, flexible and collaborative**.
- Other success factors included building on **existing relationships**, establishing contact **at an early stage** (ideally in advance of bidding) and demonstrating alignment or contribution to **regional priorities**.
- A key barrier to partnership working between grant recipients and LEPs was a **perceived conflict of interest**, given that LEPs deliver and fund careers and enterprise provision themselves (to varying degrees) and were also eligible to apply for CEF15 funding.
- Other challenges related to a **lack of resource** (particularly amongst smaller LEPs) to support CEF15 projects and the fact that the Enterprise Adviser Network was still in the **early stages of development** when the Fund was launched.



This chapter looks at engagement between CEF15 grant recipients and Local Enterprise Partnerships (LEPs). It begins with an overview of levels of engagement and details of what this involved. This is followed by discussion of what has worked well and where there have been challenges. The information presented is based on consultations with all 35 grant recipients and 20 LEPs<sup>18</sup>.

## Overview

**There was an expectation on the part of The Careers & Enterprise Company that CEF15 grant recipients would engage LEPs and Enterprise Coordinators.**

Whilst there was **no direct requirement** for CEF15 grant recipients to work with LEPs, they were asked to detail in their funding bids how they planned to “work with stakeholders including LEPs”<sup>19</sup>. The prospectus for the Fund also stated that The Careers & Enterprise Company was keen for them to “collaborate with, or support the emergence of, the new Enterprise Adviser Network”. This was reported to have **created an expectation** amongst grant recipients that they would be required to work collaboratively with LEPs and Enterprise Coordinators on project delivery. However, the specifics of what this joint working would involve were **not explicitly stated** – this was left to individual grant recipients and LEPs / Enterprise Coordinators to determine.

Whilst LEPs co-fund the Enterprise Adviser Network with The Careers & Enterprise Company, they had **no direct role (or funding) to support delivery of CEF15 projects**. In fact, LEPs were eligible to apply for CEF15 funding themselves. Grant recipients were therefore dependent on LEPs / Enterprise Coordinators being **receptive to joint working** given that they did not have a specific remit or dedicated resource to support this.

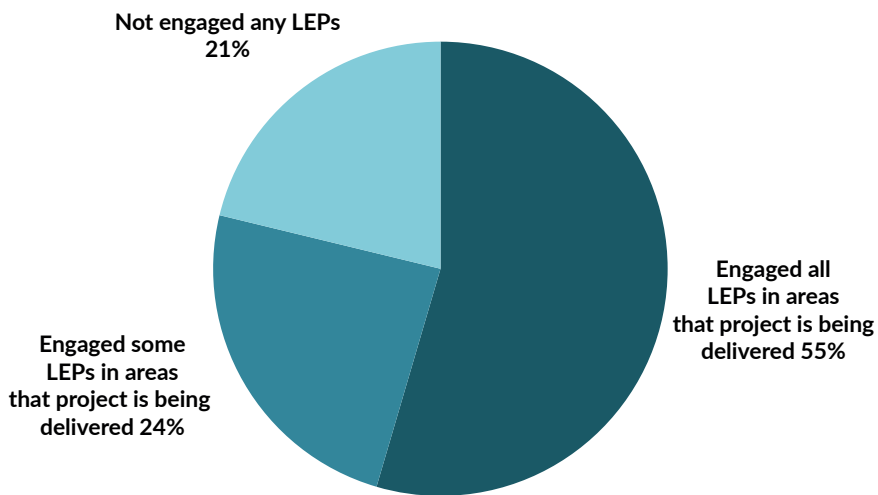
<sup>18</sup> See Annex C for a list of LEP consultees

<sup>19</sup> Source: CEF15 Fund Prospectus

**Around half of CEF15 grant recipients reported that they had engaged all LEPs within the areas that they were operating in.**

Just over half (55%) of CEF15 grant recipients reported that they had **engaged all of the LEPs in the areas in which they were delivering** (Figure 5 -20). A further one-quarter (24%) had engaged some but not all LEPs and one-fifth (21%) reported that they had not engaged any LEPs.

**Figure 5-20: CEF15 grant recipient engagement with LEPs**



Source: Consultations with CEF15 grant recipients  
Base: 33

**Most LEPs were aware of at least one of the CEF15 projects delivering within their area, but relatively few had any direct engagement with them.**

The majority of LEPs consulted (17/20) were aware of at least one CEF15 project operating within their area. However, several of these LEP staff (around one-third of the total) were only aware through word-of-mouth and had had no direct engagement with grant recipients. Just five of the LEPs consulted (one quarter of the total) reported that they had been actively involved with some or all of the CEF15 projects in their area.

**There was no relationship between the level of funding awarded to CEF15 grant recipients and the extent of engagement with LEPs.**

As shown in Figure 2 -4, CEF15 investment was made in 34 of the 39 LEP areas. Levels of investment in these areas ranged from £7k to £500k. There was no relationship between the level of CEF15 investment made within an area and the extent of engagement between grant recipients and LEPs in that area. There was greater awareness of CEF15 projects amongst the larger LEPs, however, who were more likely to have dedicated education and /or skills leads and resources to support engagement.

**Nature of engagement**

**Much of the engagement between grant recipients and LEPs involved sharing information, rather than joint working on project delivery.**

The most frequently cited form of engagement between LEPs and grant recipients involved sharing information through regular meetings, emails and phone calls. The types of information shared by LEPs included details of “cold spot” areas, local labour markets, existing careers and enterprise provision and local / regional priorities. Several grant recipients reported how valuable this was, particularly when they were going into new areas.



**We get a lot of useful information from the LEP. This has helped us to tailor our offer to the needs of the local area.**

CEF15 Grant Recipient



**The LEPs have been most useful in identifying the cold spots. Their local knowledge proved to be extremely useful in ensuring that funded projects reach the neediest schools and not just those who were most interested.**

CEF15 Grant Recipient

The types of information grant recipients shared with LEPs included details of their offer, who they were working with (employers and schools) and upcoming events. Whilst LEPs were grateful to receive this information, several said that they would have liked **more detail on the specifics of what grant recipients were delivering regionally** so that they could promote their offer more proactively to their networks and help to avoid overlap and duplication with other funded provision. They noted that this level of specific detail was not always forthcoming, either from grant recipients or The Careers & Enterprise Company.

Strategic-level engagement was reported to have helped secure senior-level buy-in, to ensure that grant recipients were fully aware of the wider landscape of provision, as well as regional priorities and opportunities. This was done in a variety of ways. Some of the larger LEPs were **members of the Board** or represented on the **steering group** of grant recipients, and there were also some examples grant recipients being **represented on the LEP Boards**. In one project, the Chief Executive of one of the grant recipients explicitly contacted LEP Chairs to request referrals to their education and skills leads, to promote cooperation and avoid duplication of effort.

In some areas with large numbers of CEF15 grant recipients, LEPs facilitated **regular meetings and networking events for grant recipients**. These were operational rather strategic meetings, used to discuss progress in delivery, common issues and challenges, and opportunities for joint working and sharing of best practice.

**Some LEPs and Enterprise Coordinators facilitated links to employers and schools on behalf of grant recipients, but this was sometimes not on the scale that was expected.**

Several grant recipients reported that they had expected LEPs and Enterprise Coordinators to **help them engage schools and employers and promote their projects across their networks**. It is not clear where this expectation came from, as it was not explicitly stated in any of the literature associated with the Fund (indeed bidders had to detail in their funding applications how they would engage schools and employers). Instead, it seems to be associated with the fact that The Careers & Enterprise Company co-fund the Enterprise Adviser Network along with LEPs, which led to an assumption on the part of some grant recipients that the Enterprise Coordinators would have a **remit to support CEF15 delivery**.

The expectation that LEPs and Enterprise Coordinators would facilitate access to their employer and school networks was most prevalent amongst those who were **operating in new areas in which they had limited existing networks and contacts**. In most of these cases, the level of support provided was found to have fallen short of what grant recipients had expected. The expectation was not universal, however, and there were several examples of grant recipients operating in new areas who **saw it as their own responsibility** to source employers and schools and **did ask or expect this input from LEPs / Enterprise Coordinators**.

The extent to which LEPs and Enterprise Coordinators were proactive in facilitating links with employers and schools on behalf of grant recipients was found to be **highly variable**. The support provided mainly centred on facilitating **links to schools**, and there were only a few reported examples of where they had facilitated links to employers.

## What worked well?

**There is no blueprint for cultivating successful relationships with LEPs, but it helps to be persistent, flexible and collaborative.**

A clear message from the evaluation was that there was **no single route** to establishing and maintaining effective working relationships with LEPs. They were each at different stages of development, operating in different contexts with varying levels of resource and distinctive priorities. This means that a **tailored and individual** approach is required.

One grant recipient reflected on how they thought engagement with LEPs would get easier and less resource-intensive with each new LEP that they engaged. However, that proved not to be the case and they noted that they had to **“start from the ground up”** every time. This involved investing time and effort, particularly in the early stages of engagement, and being persistent and flexible. It also involved being **genuinely collaborative** – working together towards shared objectives – rather than expecting LEPs to facilitate access to their networks for no return, a view expressed by both grant recipients and LEPs.



**The key to successful LEP engagement is persistence, which can be a frustrating process but the results are extremely worthwhile. In hindsight, we would have allocated more time to have one-to-one meetings with Enterprise Coordinators.**

CEF15 Grant Recipient



**Delivery organisations need to be prepared to work in partnership with LEPs, rather than see them solely as a source of employer and school contacts.....those projects which have been prepared to offer us information about their delivery and tools have received more support from us**

LEP Consultee

**Engagement with LEPs worked best when grant recipients were able to build on existing relationships and establish contact early.**

Grant recipients reported that they found it easier to engage LEPs with which had **existing relationships**, often built up through previous projects, such as those supported through the European Regional Development Fund (ERDF). Having established relationships usually meant that grant recipients had engaged LEPs at an early stage of the CEF process (often in advance of submitting their bids) and several cited such early/existing contacts as being a **key success factor** in engaging schools, employers and wider local networks.

In cases where grant recipients did not have pre-existing relationships with LEPs, establishing contact at **as early a stage as possible** (ideally pre-application) was found to be a key success factor. LEPs were said to be most receptive to those who had made the effort to engage them early and ensure their **offer was tailored to local need**, rather than approaching them after the funding had been awarded or when delivery was already underway.



The more aligned an organisation is to the LEP's strategic objectives, the more likely it is that they will engage.

CEF15 Grant Recipient

**Engagement with LEPs was found to work well when grant recipients could demonstrate alignment or contribution to regional priorities.**

The consensus amongst LEP consultees was that the aims and objectives of CEF15 were a **good fit with their overarching priorities** around developing the skills and employability of young people. However, relatively few felt that the funded projects aligned strategically to **local area priorities**. Several LEP consultees felt that national organisations delivering across multiple LEP areas, or those who were new to an area, were offering too much of a generic “off-the-shelf” product, which was not always what was needed locally.

LEPs were also keen to know **what was being delivered in their area** to ensure that this was integrated and co-ordinated to avoid overlap and duplication, particularly in terms of schools and employers being over-burdened with approaches.



It takes a lot of time for the “dots to be joined” up between local authorities and their needs across LEP areas. Projects cannot be expected to know all of this and that is where some of the organisations have struggled. This is where LEPs can help – to provide the knowledge across large, diverse areas.

LEP Consultee

## What were the challenges?

### **A key barrier to successful partnership working between grant recipients and LEPs / Enterprise Coordinators was perceived conflicts of interest.**

Several grant recipients cited the **complex funding and delivery landscape** that they were operating in as being a barrier to engaging successfully with LEPs and Enterprise Coordinators. LEPs are strategic partners to The Careers & Enterprise Company in their role as co-funders of the Enterprise Advisor Network. They also have a role to **co-ordinate the public funding coming into their areas** towards meeting their strategic objectives. In addition, they deliver and fund careers and enterprise provision themselves (to varying degrees) and were eligible to apply for CEF15 funding. They are therefore **both strategic and operational partners to The Careers & Enterprise Company**. This was said to have resulted in a lack of clarity around their potential role and incentives for supporting CEF15 grant recipients.



Engagement with the LEP has been challenging. At the first meeting, I felt like I was getting a bit of a telling off. They told me that they were already doing a lot with schools and organisations in the area, and that it was not their job to help us. I then found out that they had applied for funding themselves, so there was a major conflict of interest and that was clearly why they did not want to help us make contact with schools and employers. We have had no contact since.

CEF15 Grant Recipient

There was a general perception that LEPs **favoured local providers** and were less inclined to offer support to those who were new to the area. One grant recipient reported that a LEP they had tried to engage had an “approved provider list” that they were not on and so the LEP would not endorse or promote them. Another said that the LEP did not have much to offer them by way of support as they were “doing very similar things”.

### **Smaller LEPs had limited resources to engage with grant recipients and to facilitate joint working.**

In cases where grant recipients reported limited engagement with LEPs, this was not always due to a lack of willingness on the part of LEPs, but a **lack of time and resource**. This was particularly true of smaller, less well-established LEPs, who did not have dedicated education or skills leads. By contrast, larger LEPs (including some of those in the city regions), had more resources available to engage grant recipients and to facilitate opportunities for networking, joint working and sharing of best practice.

### **The launch of CEF15 coincided with the rapid growth of the Enterprise Advisor Network**

One of the key challenges in engaging Enterprise Coordinators, cited by several grant recipients, was that the Enterprise Advisor Network was **still in the early stages of development** when the Fund was launched. The Network was established in September 2015 and CEF15 was launched three months later in December 2015. This meant that by the time CEF15 contract awards were made, and delivery had started, some Enterprise Coordinators were **not yet in post or had only recently been appointed**. This made it difficult for them to offer full support to grant recipients as they were still trying to establish themselves and their own networks. A further issue was a perceived lack of clarity on the extent to which Enterprise Coordinators were expected to support grant recipients.



**A key issue seems to be that Enterprise Coordinators were new to the role themselves and didn't seem to be clear on the extent to which they should be "pushing" funded projects. Some were a bit unresponsive.**

CEF15 Grant Recipient



# 6 | Engaging stakeholders: Schools and colleges

## Chapter Summary

- **2,380 schools and colleges** were engaged in CEF15 projects, accounting for almost half of all schools / colleges in England.
- Some grant recipients approached **all schools** within the geographical areas in which they were delivering, whilst others took a **more targeted approach**.
- The majority of grant recipients had engaged at least some schools and / or colleges **in advance of the funding being awarded**, whilst around half reported doing this **after the funding had been awarded**.
- Initial engagement with schools and colleges involved getting them **signed up to participate** and commit the required level of resources.
- Ongoing engagement involved grant recipients **working collaboratively** with schools and colleges to deliver the agreed schedule of activities.
- Grant recipients identified a **number of success factors for engaging schools**, including offering a quality product, having a flexible offer and investing time to develop relationships.
- Challenges faced by grant recipients in engaging schools and colleges include a **lack of resource** (time and money) for schools / colleges to support project delivery, the **time commitment** involved in establishing new relationships and **securing space in the school calendar** for activities and events.

**A total of 2,378 schools and colleges were engaged at some level in CEF15 projects, accounting for half of all schools / colleges in England. This chapter looks at the stage at which schools and colleges were engaged and the nature of this engagement. This is followed by a discussion of the key lessons in relation to what works in engaging schools and colleges and the challenges associated with this. The information presented is based on consultations with all 35 grant recipients and representatives from ten schools.**

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**We target schools in more deprived areas and those that are facing budget cuts.**

CEF15 Grant Recipient

## Overview

**Some grant recipients approached all schools within the geographical areas in which they were contracted to deliver, whilst others took a more targeted approach.**

Most grant recipients engaged schools and colleges directly, although a small number (5/35) did not. The latter include those that engaged schools through intermediaries (such as employers or specialist training organisations) and those who recruited young people through other organisations that work with young people.

In some cases, grant recipients approached all schools and colleges within the geographical areas in which they were contracted to deliver. This involved, for example, blanket invitations to launch events or mail shots of promotional material (including magazines). These were usually followed up with telephone calls, emails and on-site meetings to secure commitment to participate.

Other grant recipients took a more targeted approach. They would typically start with schools and colleges with which they had existing relationships and then look to add others based on specific criteria, such as whether they were in “cold spots” or areas of high deprivation, or whether they had a specific sectoral interest of relevance to the programme they were offering.

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**We have engaged a range of schools across the region, mainly concentrated in deprived areas or those most in need.**

CEF15 Grant Recipient

**Most grant recipients engaged at least some schools and colleges in advance of the funding being awarded and around half reported doing this after the funding had been awarded.**

Grant recipients were asked at what stage they had engaged schools and colleges and 29 out of 35 provided this information. The majority (59%) had engaged at least some schools and colleges **in advance of the funding being awarded** – either in advance of submitting the bid or during the bidding process. Almost half (45%) reported that they had engaged some schools and colleges **after the funding had been awarded**. A small number (3/29) described this as an ongoing activity.

The most common model of engagement with schools and colleges involved grant recipients approaching those **with whom they had existing relationships** in advance of being awarded the funding, but holding off on engaging ‘new’ schools and colleges until **after the funding had been confirmed**.

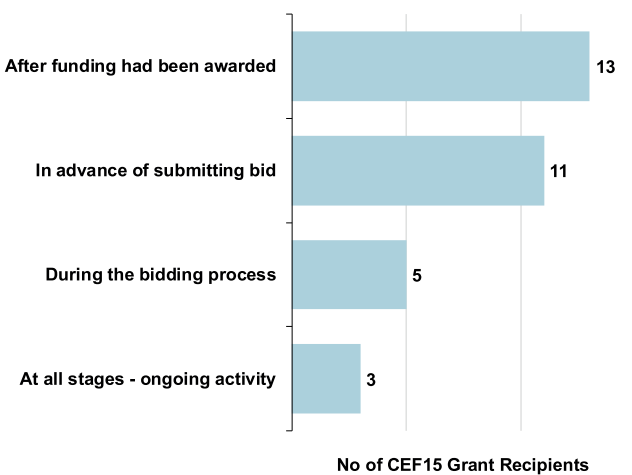


**We did not want to approach schools in advance of being awarded the funding as the project had not yet been confirmed. We waited until we had a signed contract, which meant that we did not get into schools until September.**

CEF15 Grant Recipient

One grant recipient reported that they had **not proactively engaged schools and colleges**, rather they had worked with the schools and colleges that had approached them. They described their offer as being **“in high demand”** and so they could afford to take this approach. It also meant that all of the schools and colleges they worked with were fully committed as they had sought the project out themselves.

**Figure 6-21: At what stage did you engage schools and colleges?**



Source: Consultations with CEF15 grant recipients  
 Base: 29 (could provide multiple responses)

## Nature of engagement

**Initial engagement with schools and colleges involved getting them signed up to participate and commit the required level of resources.**

The early stages of engagement with schools and colleges usually involved **getting them signed up to participate**. This involved securing commitment to release students to take part and provide the resources required to support delivery. This could include financial costs, administrative support to co-ordinate timetables and diaries, management support to oversee the programme of activity and space to host activities and events. This stage also involved negotiating the specifics of what would be delivered which, in a small number of cases, involved grant recipients **co-designing the programme of activity to be delivered** with schools and colleges.

Two examples were provided of where grant recipients had **formalised their engagement** with schools through partnership agreements or Memoranda of Understanding. This was described as a useful means of **managing expectations** and ensuring clarity around **respective roles and responsibilities**.

**Ongoing engagement with schools and colleges involved working collaboratively to deliver the agreed schedule of activities.**

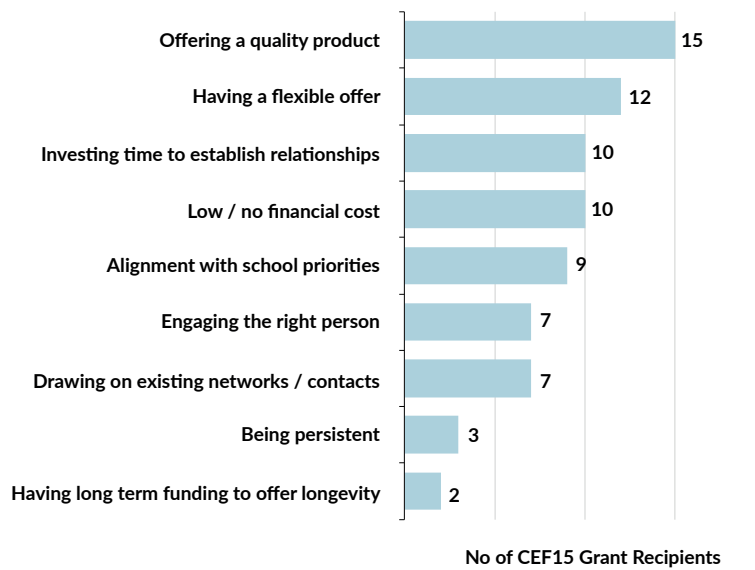
Once schools and colleges had signed up to CEF15 projects, grant recipients **continued to work with them to deliver the programme of activity that had been agreed**. In most cases, grant recipients took on the majority of responsibility for delivery, but they still required input from schools and colleges at various points in the process. This could include, for example, attendance and supervision at careers fairs and events, help to match students to relevant work experience placements and logistical support (such as organising transport for off-site events and activities).

## What worked well?

**Grant recipients identified a range of success factors for engaging schools, including having a quality product, having a flexible offer and investing time to develop relationships.**

Grant recipients were asked what had worked well in engaging schools / colleges and a broad range of factors were identified (see Figure 6 -21). This suggests that there is **no single approach to doing this well**, rather it involves a combination of factors, some of which (around resourcing) have implications for sustainability (see sub-section on **challenges** below

**Table 6-3: What worked well in engaging schools and colleges?**



Source: Consultations with CEF15 grant recipients  
Base: 35

### Offering a quality product

The most commonly cited success factor in engaging schools and colleges, mentioned by one third of grant recipients, was **offering a quality product**. Many of the responses relating to this referenced the value of being able to provide evidence of quality through testimonials, evaluations and case studies.



The main success factor is delivering what you said you would and doing it really well. Having a credible track record and testimonials really helps.

CEF15 Grant Recipient



We now have two years' of outcome data to show that the project is effective. The data is very convincing to schools.

CEF15 Grant Recipient

## Having a flexible offer and alignment to school priorities

Around one third of grant recipients referenced the importance of **having a flexible offer** in getting schools and colleges on board. This involved spending time with them at the outset to **fully understand their needs**, as well as the level of time and resource they were able to commit, and then tailoring the offer to meet suit. This was found to be much more successful than offering a standard “off the shelf” product.



We have a suite of resources for different school-based activities. This means that if a school has a specific request, we can usually accommodate it by adapting our existing resources.

CEF15 Grant Recipient

Related to this, several grant recipients cited the importance of **aligning the offer to school and colleges’ strategic priorities**. This could include, for example, demonstrating the potential contribution of the project to areas for improvement identified by Ofsted, or referencing how it could help them to meet their statutory requirements.



Explaining the fit with Ofsted is a good way of getting into schools.

CEF15 Grant Recipient



A key success factor for us has been ensuring that our programme contributes to schools’ statutory responsibilities in relation to ensuring that pupils have access to employers. This is a key selling point.

CEF15 Grant Recipient

### Investing time to develop new relationships

Several grant recipients referenced the need to **invest time to develop new relationships with schools and colleges**. This usually involved initial engagement with head teachers and senior staff via emails and phone calls, followed up with several face-to-face meetings before commitment was secured.

Getting **senior-level buy** to the project was found to be an important first step. Following this, the need to **engage the right person** to take a lead on the project on behalf of the school / college was cited by several grant recipients as being key to securing long term commitment.

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It helps to get an initial introduction, but then you need to work hard to build the relationship. This is quite resource intensive and can take up to three face-to-face visits. Usually you need to go through the head teacher and several senior staff before you get to the relevant person.

CEF15 Grant Recipient

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Schools can be very excited, but you need an individual to lead and carry the project through. The role demands a lot of time and effort and it can be difficult to find individuals to take this on.

CEF15 Grant Recipient

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Getting to the right person in the school is the initial challenge, but once you get to them, the process runs smoothly. It is most helpful when there is a dedicated school lead in this area, preferably one who is around during the summer holidays.

CEF15 Grant Recipient

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## Low / no financial cost to schools

Grant recipients were divided in their opinion as to whether or not schools and colleges should have to pay for access to the careers and enterprise provision they were offering. Several were of the view that a fee (however small or nominal) was **essential** for ensuring that schools placed a value on the activity. However, others were clear that this was **not an option** as schools simply did not have the budget available to support these types of activities.



**Having a free offer doesn't necessarily make us more attractive to schools. If anything, it works against us. If the schools haven't paid, they feel less obliged to come – many have dropped out at the last minute.**

CEF15 Grant Recipient



**It has helped that we can deliver activity to schools for free. Schools do not have the budgets to pay for careers programmes.**

CEF15 Grant Recipient



**It is easier to engage schools because the project is free, and because we now have two years' of outcome data to show schools that it is effective.**

CEF15 Grant Recipient

Schools engaged with one CEF15 project agreed, without exception, that it would have been difficult and potentially very costly for them to emulate what the programme was delivering themselves. Finding the staff time, fostering employer relations and developing suitable materials would all have been very challenging. The consensus amongst participating schools was that the project offered **excellent value for money**<sup>20</sup>.

One school participating in a further CEF15 project cited the fact that it was free as being the key determining factor for them taking part.



**In truth, the deciding factor in becoming involved was cost. I have a budget of zero, nothing for careers and enterprise work, if it had cost £100 I could not have done it. That is a huge shame, but it is a reality.**

School in Wolverhampton



## Feedback from schools

In addition to the factors detailed above, schools themselves highlighted the importance to them of **being kept well informed** throughout the project. Having good communication strategies (including sending materials and information well in advance) and providing tools and materials which schools could replicate themselves were considered the most valued aspects of engagement.

Schools also referenced the opportunity to enhance their careers and enterprise provision, improve links with employers and access staff development opportunities, as key benefits from participating in CEF15 projects.



**This year we have made a big leap forward, the [CEF15] project seems to have opened the door to new employers and work experience opportunities. We have added a lot of labour market information to Years 9, 10 and 11.**

School in Walsall

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**This project has prompted me to review our enrichment programmes and our links with enterprise – PSHE will be developed to include awareness of careers and enterprise and I am sure we will make more out of the many new employers we met on the day.**

School in Dudley

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## Case Study – Sustainable Alumni Communities

Jackie Druiff, Director of Sixth Form at Coombeshead Academy, explains why she decided to take up the offer of Lead Practitioner training that was made available to her through the Sustainable Alumni Communities project and how it has helped improve her practice.

“I decided to do the Lead Practitioner accreditation because it was a free opportunity to pursue some extra professional development and to review and reflect on my practice. I haven’t had any similar opportunities in school, as most development programmes are geared towards wider school priorities and so this was a valuable new experience for me.

The whole process will definitely help me as a practitioner, much more so than I originally thought when I set out to do it. At first I thought it was a bit of a paper exercise, but in reality it’s really good as it forced me to reflect on what I do as a practitioner, how I do it and the effect of what I do on my colleagues and students. Particularly in the current climate where everyone is really stretched, it’s good to take a moment and reflect on your work. It’s also nice to have someone external to the school looking at my practice.

I know the whole process will encourage me to reflect in the future. Has it changed my practice? Probably. I think to myself, ‘OK, if you had to evidence this, what would you use?’ or ‘what’s the evidence/need for implementing this initiative, and how can I measure the impact?’”

## What were the challenges?

**A key challenge in engaging schools and colleges was the limited resource they had available to support careers and enterprise activity.**

One of the main barriers faced by grant recipients in engaging schools and colleges was the **lack of resource** (both time and money) that schools have available to support careers and enterprise activity. Even when there was no financial cost involved, schools and colleges often said that they **could not commit the time** required to support project delivery. There were several examples of where schools had signed up to projects at the start of the academic year, but subsequently had to withdraw as they could not provide the level of support required.

“

**Schools do not have a lot of time or money, which is a major barrier.**

CEF15 Grant Recipient

“

**There are schools that are interested, but they cannot afford it – cost has been a barrier. They also struggle to find the time to commit to it.**

CEF15 Grant Recipient

In order to overcome this, grant recipients took on board as much of the work involved in delivering project activities as they could, but they still required a minimal level of input from the school or college in order to make it happen.

**The time and resource involved in establishing new relationships with schools and colleges was cited as a major barrier to engagement.**

Several grant recipients reported that they had underestimated the amount of **time and effort** required to establish new relationships with schools and colleges. This usually required multiple face-to-face meetings, which was particularly challenging for smaller organisations to resource as they often did not have dedicated staff to take the lead on this. It was also cited as an issue for grant recipients who were delivering in geographical areas where they did not have delivery teams in place as it involved a lot of travel, which was an additional drain on resources.



**It has been time consuming to engage with schools on an individual level. Schools have needed hand-holding and one-to-one support and so it has cost a lot in terms of time – a lot more than what was anticipated.**

CEF15 Grant Recipient

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**Getting senior-level buy-in is challenging and approaches and preferences vary from school-to-school, meaning that it is difficult to create a standardised approach.**

CEF15 Grant Recipient

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**It has been very difficult and time consuming going into schools cold as there are so many careers and enterprise providers competing for their attention.**

CEF15 Grant Recipient

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**Grant recipients encountered challenges trying to secure time within the school calendar to deliver activities and events.**

A key challenge facing grant recipients involved getting schools to **agree to let young people attend activities and events during the school week**. In particular, getting slots in school timetables was described by several consultees as being a major challenge. The main route to overcoming this was to engage schools early, ideally well in advance of the start of the academic year, so that activities could be scheduled into the school calendar.



**Challenges are fitting the events into the calendar year and getting students off timetable. Getting dates in early in the year can help overcome this.**

CEF15 Grant Recipient

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**The school timetable has changed so that there is less time for extracurricular activity. Our challenge is to convince teachers that the programme is not extracurricular – it will help them deliver their curriculum.**

CEF15 Grant Recipient

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**It is very difficult to take students out of schools.**

CEF15 Grant Recipient

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**Schools are difficult to engage because they are so busy. They don't necessarily want students to take time out of school to participate.**

CEF15 Grant Recipient

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# 7 | Outcomes for young people

This chapter looks at available evidence of the outcomes of CEF15 on young people. It begins with an overview of the change The Careers & Enterprise Company is seeking to effect through the range of products that it delivers, followed by a summary of the available evidence on the potential contribution of CEF15 to this. The information presented is based on project-level monitoring and evaluation data provided by grant recipients. It should be noted that the evaluation materials obtained from projects varied both in quality and in the nature of their coverage. The material cited here is based on the reports that were deemed either robust or as providing valid, comprehensive, or insightful evidence of outcomes

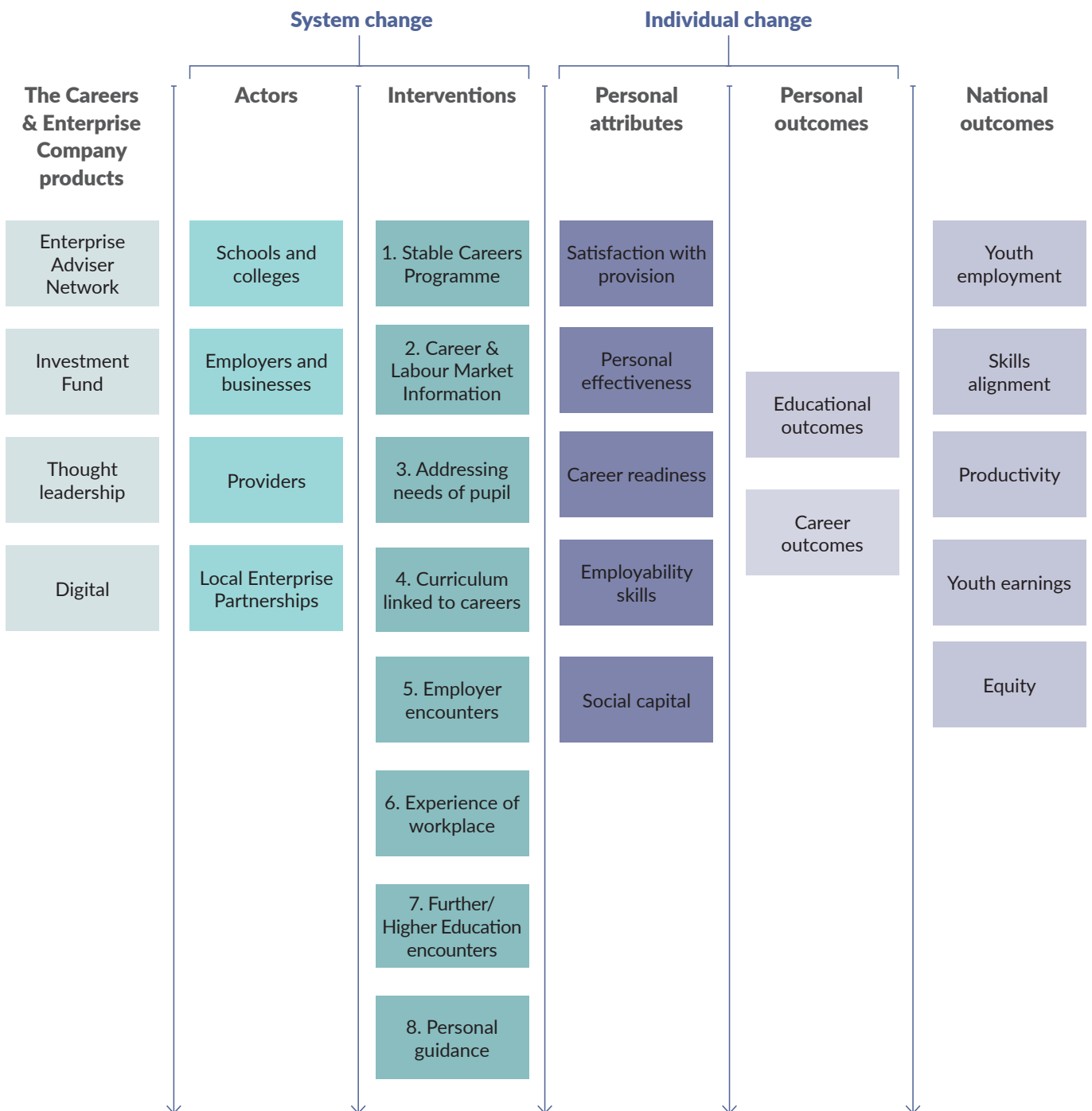
This is not, therefore, a comprehensive assessment of the outcomes and impact of the Fund, rather it is a review of **available evidence on the potential for impact**. The evaluation was commissioned to be **formative rather than summative**, as an impact assessment was not possible at the time the Fund was launched. However, it provides a useful flavour of the nature of outcomes achieved to date and the type of evidence being collected by grant recipients. This should be helpful in informing future approaches to measuring the impact of the investment funds managed by The Careers & Enterprise Company.

## Theory of Change

The Careers & Enterprise Company has developed a Theory of Change, which provides a high level overview of the change they are seeking to effect through the range of products that they deliver (Figure 7 -22). It articulates how these products, including the investment funds, are intended to influence the key actors in the careers system to deliver effective interventions. It also describes how these interventions are expected to help young people to develop and the outcomes that will emerge from this development. Finally, it details the public policy goals that The Careers & Enterprise Company is seeking to influence.

The **Theory of Change** provides a useful framework for exploring evidence of the potential outcomes of CEF15 on young people. The sections that follow report on some of the key evidence gathered through the meta-evaluation in relation to this.

**Figure 7-22: Careers and Enterprise Company Theory of Change**



## System change

**In addition to delivering employer encounters, interventions supported through CEF15 were found to have the potential to improve the overall quality of careers provision within participating schools.**

As highlighted in Chapter 2, all 35 funded projects involved **encounters with employers**, either directly or indirectly. This was a key requirement of being awarded the funding. However, the evaluation found that the range of activities being delivered by grant recipients was **much broader than just employer encounters**. As a result, collectively, the funded projects were found to be contributing to all eight benchmarks of good career guidance identified by the Gatsby Charitable Foundation, particularly those relating to learning from career and labour market information, addressing the needs of each pupil, a stable careers programme and encounters with further and higher education (see Figure 2-8).

This suggests that, in addition to increasing the number of encounters young people have with employers, CEF15 projects have also contributed to an improvement in the overall quality of careers provision within participating schools.

## Individual change

**Grant recipients captured a series of quotes highlighting the outcomes and potential impact of CEF15 on young people.**

On raising aspirations...



**What I've seen from the students that are in our cohort is that when you increase their confidence and aspirations, their work ethos increases along with it because they want to do better and they can see the benefits of having better GCSEs and higher grades because they can see what is out there.**

Teacher, Sheffield

One subject interest...



I just wanted to let you know that my eldest son came home on Thursday full of enthusiasm and inspiration after attending the careers event at the Wadebridge showground. Thanks for organising to take him to such a wonderful event. I think a spark may have been lit and that is a wonderful thing.

Parent of a Year 4 student

On understanding the world of work...



I have learnt something new and now I have better understanding of the qualities and values that help in the workplace. I am also more aware of the opportunities and jobs available, what goes into the behind the scenes of businesses, and the different types of jobs in a company.

Amber (13), KX Express



The level of enthusiasm girls have now for engineering is fantastic. Some of them have said they are going to look at engineering as a possible career. The project has delivered what it was supposed to do

Teacher, Project Blyth



I got a job with Groundwork North East and Cumbria as a trainee youth worker and I am doing a Level 3 Youth Work qualification. Before the Enterprise Camp I wouldn't have even applied for a role like that because I wouldn't have thought I was old enough or experienced enough.

Bradley (16), Groundwork UK



On performance / behaviour...



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The mentoring programme had an impact on a number of our young people. It has contributed to some of them successfully moving back to alternative [mainstream] provision.

Member of Senior Leadership Team, Pupil Referral Unit

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### Cast Study – Enterprise Camp

Whilst growing up, Luke's family life was not easy. This left him with low confidence and issues with communication, which made it difficult for him to make friends. Consequently, he struggled at school and was subjected to repeated bullying.

Luke became homeless at 17 and found himself unable to cope with college and so dropped out of his course. He moved into supported housing for young people and his key worker recommended that he apply for the Enterprise Camp through Groundwork.

Groundwork were mindful of Luke's confidence and communication issues and organised for the interview to be carried out informally at the Subway near his home. In the first few weeks, Luke was a little apprehensive. However, using his hobby, magic, he began to build in confidence. He went on to develop good relationships with tutors and the other young people on the course.

Luke pitched his business idea, which was to become a full-time magician, to local businesses in the 'Dragon's Den' activity. He had considering the feasibility of the business, including costings, and researched local competitors. He also vowed to include free shows at local elderly residential homes as part of his social action pledge.

The 'Dragons' and tutors from Groundwork were so impressed with Luke's pitch that they began to find him opportunities to network and show off his tricks, including at a schools and colleges career fair and a Santander Small Business Networking event. From this, Luke secured his first few paid gigs including for Cancer Help and the University of Central Lancashire. Since leaving the course, Luke has set up a business bank account, created his own business cards and even set up his own website, with a little continued help from Groundwork. Luke has had a number of paid gigs and has several dates in his calendar. He continues to grow in confidence day by day.

"Thanks to Groundwork I can now chase my dream of becoming a full-time magician. This is something I never would have dreamt of. Going up to strangers and having the confidence to talk to them and show them tricks. They have changed my life forever."

**Grant recipients collected a range of survey evidence to demonstrate the outcomes and potential impact of funded projects on young people.**

Volunteer it Yourself carried out a **pre and post survey of 492 young people** who participated in their volunteering programme. The results showed **statistically significant** increases in young people's confidence in meeting new people, trying new things, teamwork, suggesting ideas, leading a team, explaining ideas and getting things done on time.

Several other grant recipients collected survey evidence from young people, although this was generally collected after the end of the intervention. Some of the headline findings from this survey evidence are detailed below.

The Ahead Partnership surveyed 7,700 young people who had participated in the Make the Grade programme. The key findings were that:

- **92%** of young people felt the employability activities with employers had helped them be **better prepared for work**
- **93%** of young people felt that the employability activities with employers had developed their **awareness of career choices and options**
- **88%** of young people that had taken part in mentoring activities felt that they have contributed towards an **increase in confidence and motivation**

Your Life surveyed 2,256 young people that had participated in Best School Trip Ever. Of these:

- **85%** believed that it helped them to **develop teamwork skills**.
- **78%** believed that it helped them to **develop communication skills**.
- **65%** believed that it helped them to develop their **confidence**.
- **60%** believed that it helped them to develop **presentation skills**.
- **40%** believed that it helped them to develop **networking skills**.

Black Country Consortium surveyed 2,226 young people that participated in the Passport to Employment programme. Of these:

- **87%** agreed that it was **important to understand the skills** requirements for certain jobs
- **72%** stated that the workshop had **increased their confidence about their skills**
- **66%** of stated that the workshop had **improved their understanding of the sector**
- **21%** were **more likely to consider an apprenticeship** following the workshop.

The EBP West Berkshire surveyed 726 young people that had participated in the Destinations Expo event in Berkshire. They found that:

- **81%** of young people said that the event had opened up their eyes to **career options available**
- **74%** of young people said that this event will **influence their career choice**
- **74%** of young people indicated they were **interested in apprenticeships** after attending
- **65%** of young people indicated that this event had **increased their knowledge about apprenticeships**.

World Skills UK surveyed 551 young people that had participated in events organised by Championing the Way. The headline messages were that:

- **87%** agreed that they know **more about apprenticeships**
- **85%** said they knew more about **technical and vocational education**
- **92%** said they found out **what skills they are good at**
- **92%** said they would **carry out one or more actions** post event:
  - consider apprenticeships (37%)
  - speak to an adult (36%)
  - find out more about technical and vocational careers (35%)
  - consider studying a technical qualification in the future (22%)
  - contact employers (19%)
  - register for an apprenticeship (18%)

# 8 | Conclusion

**This report has taken a detailed look at what was delivered through the first round of the Careers and Enterprise Fund and the key lessons from this. This final chapter provides summary conclusions, including consideration of the implications of these for The Careers & Enterprise Company in informing the approach taken to future investments.**

## Overview of funded activity

The high volume of bids received for CEF15 points to a buoyant provider base for careers and enterprise activities. This gave The Careers & Enterprise Company a broad base of projects from which to choose, enabling them to target the investment at areas of greatest need. However, whilst the focus on tried-and-tested programmes reduced the risk associated with the investment, it also limited the scope for innovation within the funded activity, as well as opportunities for new entrants to the market.

The investment made by The Careers & Enterprise Company was almost fully matched with funding from other sources. This is indicative of the complex funding landscape in which providers are operating, where they are typically drawing down funding from a range of sources to deliver their programmes. Whilst this has maximised the reach and potential impact of the investments made, it also highlighted questions of attribution and additionality. As set out in Chapter 2, few projects (only two) would have gone ahead without the CEF15 investment. However, most required match funding to achieve their target outputs and goals, suggesting that the Funds alone (and as anticipated at the outset) were insufficient to meet the total costs.

### Recommendation:

The Careers & Enterprise Company should consider introducing an element of risk into the portfolio by allocating a proportion of future funding to testing new approaches.

In addition to the focus on encounters with employers, funded projects were also found to be contributing to a number of other Gatsby Benchmarks of good career guidance, suggesting that the Fund has the potential to contribute to improving overall levels of careers provision within participating schools. Most funded projects focussed on improving the employability and work-readiness of young people, rather than raising their educational attainment. This is important in understanding what the longer-term outcomes and impacts of the Fund are likely to be.

## Delivery and outputs

CEF15 grant recipients were found to have delivered a high volume of outputs relative to the scale of investment made by The Careers & Enterprise Company. In particular, the reach of CEF15 projects in terms of the numbers of schools and young people engaged has been good, whilst the unit costs to The Careers & Enterprise Company have been relatively low. This is, at least in part, due to the scale of match funding secured by grant recipients to support project delivery.

However, two fifths of all projects were found to have under-delivered in terms of performance against their delivery targets. This was found to be a particular issue for grant recipients with mid-range contract awards, although variations in performance across the portfolio of projects suggests that there is no 'optimal' level of contract award.

During consultation, many grant recipients conceded that they had been "overly-optimistic" about what they could deliver within the available timescales. Many were of the view that the Enterprise Coordinators and LEPs would help facilitate access to employers and schools, but this did not turn out to be the case. This points to a lesson for The Careers & Enterprise Company in terms of managing the expectations of grant recipients in terms of the role of Enterprise Coordinators and wider partners in supporting delivery.

A key message from delivery is that, regardless of the quality of the product, it is very difficult to deliver to scale in the absence of existing networks and relationships and a local track record in delivery.

### Recommendation:

The Careers & Enterprise Company should ask future bidders to consider potential alignment and contribution of their activities to the full range of Gatsby Benchmarks.

### Recommendation:

The Careers & Enterprise Company should work with grant recipients at the contracting stage to ensure that delivery targets are realistic and achievable, and that expectations around the support available to engage schools and employers are appropriately managed.

## Engaging stakeholders: Employers

It takes time, commitment and resource to engage employers in careers and enterprise activities. Grant recipients who were doing this successfully drew on a combination of existing contacts and relationships, established networks and employer representative bodies and direct engagement. They also offered options for different levels of engagement, tailoring their offer to ensure that it aligned with corporate objectives and being clear on what was expected. Sustaining employer commitment required further resource, including ongoing communication and engagement.

One of the key drivers for employers to engage with funded projects was the opportunity to develop their future workforce and a pipeline of skills. This was felt to be an increasing priority for employers in the context of Brexit and uncertainty around the implications of this on the future supply of labour. The Apprenticeship Levy was also felt to be shifting employers' focus towards a younger demographic, which grant recipients were able to capitalise on.

The crowded landscape of providers looking to engage employers in careers and enterprise activities has been a key challenge for grant recipients. It was also reported to be a source of frustration for employers themselves, as they were constantly being contacted with requests to engage. In future, it might be worth considering whether LEPs or other regional partners could take on more of a co-ordinating role in engaging employers, although issues around potential conflicts of interest around funding would need to be resolved.

### Recommendation:

The Careers & Enterprise Company should consider options for supporting better co-ordination of employer engagement at a regional level, which could include a role for regional partners such as LEPs.

## Engaging stakeholders: LEPs

Engagement between grant recipients and LEPs was found to be highly variable and dependent on factors such as the strength of existing relationships, the stage at which they were engaged and the extent to which they could demonstrate contribution to local / regional priorities. LEPs were much more receptive to grant recipients who engaged them early (prior to bidding), kept them informed about what they were doing and were flexible and open to being collaborative.

A key challenge faced by grant recipients in engaging LEPs and Enterprise Coordinators related to perceived conflicts of interest around LEPs' combined roles as co-funders of the Enterprise Advisor Network, co-ordinators of public funding within their areas and careers and enterprise providers. This was further complicated by the fact that they were eligible to apply for CEF15 funding. Other challenges related to a lack of resource, particularly amongst smaller LEPs, to support CEF15 projects and the fact that the Enterprise Adviser Network was still in the early stages of development when the Fund was launched.

The evaluation found evidence of a potential mismatch in expectations between some grant recipients and LEPs / Enterprise Coordinators in terms of the level of support that the latter would provide in facilitating links with employers and schools. This points to a need for greater clarity on respective roles at the outset (in advance of contract awards being made).

Feedback from LEPs suggest that they would be receptive to taking on more of a formal role in co-ordinating funded activity within their areas. This could incentivise them to provide more support to grant recipients in facilitating links to employers and schools. However, for this to work, they would need to be excluded from future funding rounds. They would probably also need to be given a portion of the funding to resource this. This is a potential model for consideration by The Careers & Enterprise Company.

### Recommendation:

Grant recipients should aim to engage LEPs as early as possible and consider options for adapting their offer to ensure strategic alignment with regional objectives and priorities.

### Recommendation:

The Careers & Enterprise Company should consider options for giving LEPs a more formal role in co-ordinating funded activity within their areas.

## Engaging stakeholders: Schools

Grant recipients successfully engaged half of all schools and colleges in England in CEF15 activities, which is a significant positive achievement given the scale of the funding that was awarded. Many were already working with large numbers of schools and colleges in the areas that they were contracted to deliver, which provided a good basis for them to build upon. Key success factors in engaging schools included having a quality product (and being able to evidence this), offering flexibility in the offer and investing time at the outset to develop relationships and understand their priorities.

Grant recipients were divided on the question of whether or not schools and colleges should have to pay for the careers and enterprise activities that they were offering, with some being clear that this was not an option and others describing it as being essential to securing commitment. Several schools referenced the fact that they had limited or no budget available to support careers and enterprise activity and so if there had been even a nominal cost involved then they would not have been able to participate.

The evaluation identified an issue around school and college capacity to support delivery of careers and enterprise activities, as well as securing time in the school calendar for activities and events. These are both challenging issues to address, but a key message from the evaluation was that the earlier providers can engage schools and colleges, the easier it is for them to factor in sufficient resource and time within the academic year.

### Recommendation:

Grant recipients should engage schools and colleges as early as possible in the process and consider options for adapting their offer to ensure strategic alignment with school / college objectives and priorities.

### Recommendation:

The Careers & Enterprise Company should consider options for the provision of additional support to schools to enable them to resource the management and delivery of careers and enterprise activities.



# Annex A:

## CEF15 Grant Recipients

**Table A-1: Careers and Enterprise Fund 2015 – Grant recipients**

Grant recipient	Project title
Ahead Partnership	Make the Grade Extension
Black Country Consortium	Inspirations
Business in the Community	Employability for Everyone
Career Connect	Reach for the Future
Cogent SSC Ltd	Futures in Science
Education Business Partnership West Berkshire	Employer insight
EngineeringUK	Tomorrow's Engineers Programme
Enginnering Development Trust	Industrial Cadets
Envision	Community-Apprentice (Envision)
ESCC on behalf of Skills East Sussex	Progress!
Find a Future	Championing The Way
Founders4Schools	Raising career aspirations in England
Future First Alumni Limited	Sustainable Alumni Communities - South West
Futureversity	Vacation Education
Global Generation	KX Express
Greenpower Education Trust	Blyth
Groundwork UK	Enterprise Camp
Ideas Foundation	Creative Ladders
IntoUniversity	Careers Projects
Loughborough College	Bridge To Work at Loughborough College
Outwood Grange Academies Trust (North)	Future Generation (Working Title)
Rebalancing the Outer Estates Foundation	Think Forward
Sheffield City Council	Better Learners Better workers
Solutions for the Planet	Solutions for the Planet
St Helens Chamber	Your Future Careers Fairs
The Access Project	Increasing Access in the Black Country
The Challenge	HeadStart
The EBP	Lumen: Lighting the journey to employment
The Key	The Key to expanding Business Class
The Manufacturing Institute	Manufacturing Institute Market Enterprise Challenge
The Springboard Charity	Hospitality Careers and Education Programme
TwentyTwenty	Impetus
Volunteer It Yourself	Schools Programme
York Cares	Starting Blocks
Your Life Campaign CIC	Best School Trip Ever

# Annex A: Approach to desk review

## Overview

The evaluation team was provided with background documentation, including Delivery Plans, for each of the 35 funded projects. The documents were reviewed using EPPI-Reviewer software, which is designed to support the systematic review of documents containing quantitative and / or qualitative information. The process involved:

- Creating a bespoke EPPI-Reviewer database for the study
- Generating an individual record for each of the 35 funded projects and uploading the documents to be reviewed to each of these
- Developing a coding framework (details below) to categorise projects and capture relevant data from each of the documents
- Coding each report according to the review framework
- Extracting data across each of the coding categories for analysis and synthesis

The EPPI-Reviewer database that was created for the document review was revisited and added to over the course of the evaluation as and when new evidence became available. For example, interview notes from the consultations with grant recipients were added and coded, along with additional background documentation provided by projects (including evaluation / performance reports).

Table B-2: Evaluation of CEF15 - EPPI-Reviewer Coding Framework		
Category	Options	Response Type
Organisation type	<ul style="list-style-type: none"> <li>• Charity</li> <li>• Community interest company</li> <li>• Further Education College</li> <li>• Local employment and skills board</li> <li>• Not-for-profit company</li> <li>• Private sector employer</li> <li>• Public Sector</li> <li>• Social Enterprise</li> <li>• School</li> </ul>	Tick box – Single
Geographic coverage	<ul style="list-style-type: none"> <li>• National – no regional focus</li> <li>• Regional – covering:</li> <li>• LIST OF 39 x LEPS</li> </ul>	Tick box – Multiple
Sectoral coverage	<ul style="list-style-type: none"> <li>• All industries – no sector focus</li> <li>• Part sectoral focus</li> <li>• Full sectoral focus</li> <li>• Sectoral focus:                             <ul style="list-style-type: none"> <li>• Arts, entertainment &amp; recreation</li> <li>• Construction</li> <li>• Education</li> <li>• Energy</li> <li>• Financial services</li> <li>• Health &amp; social work</li> <li>• Hotels &amp; restaurants</li> <li>• ICT</li> <li>• Manufacturing</li> <li>• Professional, scientific &amp; technical (inc engineering)</li> <li>• Public admin and defence</li> <li>• Retail</li> <li>• Transport</li> <li>• Other (please specify)</li> </ul> </li> </ul>	Tick box – Multiple

<b>Table B-2: Evaluation of CEF15 - EPPI-Reviewer Coding Framework</b>		
<b>Category</b>	<b>Options</b>	<b>Response Type</b>
<b>Aims</b>	Select relevant text in section of Delivery Plan covering Aims	Free text coding
<b>Objectives</b>	Select relevant text in section of Delivery Plan covering Objectives	Free text coding
<b>Sectoral coverage</b>	1 - A stable careers programme	Tick box – Multiple
	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	Coded text
	2 - Learning from career and labour market information	
	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	
	3 - Addressing the needs of each pupil	
	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	
	4 - Linking curriculum learning to careers	
	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	
	5 - Encounters with employers and employees	
	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	

Table B-2: Evaluation of CEF15 - EPPI-Reviewer Coding Framework		
Category	Options	Response Type
Sectoral coverage	6 - Experiences of workplaces	Tick box – Multiple
	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.	Coded text
	7 - Encounters with further and higher education	
	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	
	8 - Personal guidance	
	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs	
Gatsby Benchmark / Category / Activity	5 - Encounters with employers and employees:	Tick box – Multiple
	<ul style="list-style-type: none"> <li>• Talks and websites:                             <ul style="list-style-type: none"> <li>- Careers and skills fairs</li> <li>- Careers talks</li> <li>- Comprehensive careers websites</li> </ul> </li> <li>• CV workshops                             <ul style="list-style-type: none"> <li>- Mock interviews</li> <li>- Real interviews</li> </ul> </li> </ul>	

Table B-2: Evaluation of CEF15 - EPPI-Reviewer Coding Framework		
Category	Options	Response Type
Gatsby Benchmark / Category / Activity	<p>5 – Encounters with employers and employees:</p> <ul style="list-style-type: none"> <li>• Mentoring: <ul style="list-style-type: none"> <li>– E-mentoring</li> <li>– Mentoring with an employee</li> </ul> </li> <li>• Employability workshops</li> <li>• Enterprise activities: <ul style="list-style-type: none"> <li>– Enterprise activities</li> <li>– Enterprise competitions</li> </ul> </li> <li>• Employer-Delivered Classroom Learning <ul style="list-style-type: none"> <li>– Employer-led career learning</li> <li>– Employer-led curriculum learning</li> </ul> </li> </ul> <p>6 – Experiences of workplaces:</p> <ul style="list-style-type: none"> <li>• Workplace visits and experience: <ul style="list-style-type: none"> <li>– Workplace visits</li> <li>– Networking with employers</li> <li>– 1-2 week work experience</li> <li>– Part time working</li> <li>– Work related learning</li> </ul> </li> <li>• Work shadowing</li> <li>• Volunteering and citizenship: <ul style="list-style-type: none"> <li>– Volunteering</li> <li>– Skill building and citizenship</li> </ul> </li> </ul>	Tick box – Multiple

Table B-2: Evaluation of CEF15 - EPPI-Reviewer Coding Framework		
Category	Options	Response Type
Target beneficiaries	<ul style="list-style-type: none"> <li>• Young people:                             <ul style="list-style-type: none"> <li>- Year 7</li> <li>- Year 8</li> <li>- Year 9</li> <li>- Year 10</li> <li>- Year 11</li> <li>- Year 12</li> <li>- Year 13</li> </ul> </li> <li>• Young people:                             <ul style="list-style-type: none"> <li>- Free School Meals (FSM)</li> <li>- Special Educational Needs and Disabilities (SEND)</li> <li>- Not in Employment, Education or Training (NEET)</li> </ul> </li> <li>• Schools</li> <li>• Colleges</li> <li>• Employers</li> <li>• Other (please specify)</li> </ul>	Tick box – Multiple
Outcome / output indicator(s)	<ul style="list-style-type: none"> <li>• GCSE Attainment:                             <ul style="list-style-type: none"> <li>- Target number of schools</li> <li>- Target number of pupils</li> </ul> </li> <li>• STEM A-Levels:                             <ul style="list-style-type: none"> <li>- Target number of schools</li> <li>- Target number of pupils</li> </ul> </li> <li>• Women in STEM A-Levels:                             <ul style="list-style-type: none"> <li>- Target number of schools</li> <li>- Target number of pupils</li> </ul> </li> </ul>	Tick box – multiple  Numerical text coding for target numbers of schools / pupils

Table B-2: Evaluation of CEF15 - EPPI-Reviewer Coding Framework		
Category	Options	Response Type
Outcome / output indicator(s)	<ul style="list-style-type: none"> <li>• Apprenticeships:               <ul style="list-style-type: none"> <li>- Target number of schools</li> <li>- Target number of pupils</li> </ul> </li> <li>• NEETs:               <ul style="list-style-type: none"> <li>- Target number of schools</li> <li>- Target number of pupils</li> </ul> </li> <li>• Preparedness for work of 16 year olds:               <ul style="list-style-type: none"> <li>- Target number of schools</li> <li>- Target number of pupils</li> </ul> </li> <li>• Preparedness for work of 17-18 year olds:               <ul style="list-style-type: none"> <li>- Target number of schools</li> <li>- Target number of pupils</li> </ul> </li> <li>• Targets assigned to multiple outcomes:</li> </ul>	<p>Tick box – multiple</p> <p>Numerical text coding for target numbers of schools / pupils</p>
Risk Management	Section of delivery plans covering Risk Management to be coded	Free text coding
Evaluation	Section of delivery plans covering evaluation to be coded	Free text coding
Outcome / output indicator(s)	<ul style="list-style-type: none"> <li>• Survey(s) of beneficiaries:               <ul style="list-style-type: none"> <li>- Young people</li> <li>- Employers</li> <li>- Schools</li> <li>- Other stakeholders / partners (please specify)</li> </ul> </li> <li>• Interviews / focus groups with beneficiaries:               <ul style="list-style-type: none"> <li>- Young people</li> <li>- Employers</li> <li>- Schools</li> <li>- Other stakeholders / partners (please specify)</li> </ul> </li> </ul>	Tick box – multiple



Table B-2: Evaluation of CEF15 - EPPI-Reviewer Coding Framework		
Category	Options	Response Type
Nature of planned evaluation activity	<ul style="list-style-type: none"> <li>• Survey(s) of beneficiaries:                             <ul style="list-style-type: none"> <li>- Young people</li> <li>- Employers</li> <li>- Schools</li> <li>- Other stakeholders / partners (please specify)</li> </ul> </li> <li>• Interviews / focus groups with beneficiaries:                             <ul style="list-style-type: none"> <li>- Young people</li> <li>- Employers</li> <li>- Schools</li> <li>- Other stakeholders / partners (please specify)</li> </ul> </li> <li>• Case studies</li> <li>• Use of monitoring data</li> <li>• Use of secondary data (please code)</li> <li>• Comparison with a control group</li> <li>• Not clear</li> <li>• None of the above</li> </ul>	Tick box – multiple
Mode of beneficiary survey(s)	<ul style="list-style-type: none"> <li>• Young people:                             <ul style="list-style-type: none"> <li>- Postal</li> <li>- Telephone</li> <li>- Online</li> <li>- Paper-based feedback forms</li> <li>- Social media</li> <li>- Other (please specify)</li> <li>- Not clear</li> </ul> </li> <li>• Employers:                             <ul style="list-style-type: none"> <li>- Options as above</li> </ul> </li> <li>• Schools:                             <ul style="list-style-type: none"> <li>- Options as above</li> </ul> </li> <li>• Other partners / stakeholders:                             <ul style="list-style-type: none"> <li>- Options as above</li> </ul> </li> <li>• No beneficiary surveys</li> </ul>	Tick box – multiple

Table B-2: Evaluation of CEF15 - EPPI-Reviewer Coding Framework		
Category	Options	Response Type
Mode of beneficiary survey(s)	<ul style="list-style-type: none"> <li>• Employers:               <ul style="list-style-type: none"> <li>- Options as above</li> </ul> </li> <li>• Schools:               <ul style="list-style-type: none"> <li>- Options as above</li> </ul> </li> <li>• Other partners / stakeholders:               <ul style="list-style-type: none"> <li>- Options as above</li> </ul> </li> <li>• No beneficiary surveys</li> </ul>	Tick box – multiple
Timing of beneficiary survey(s)	<ul style="list-style-type: none"> <li>• Pre-intervention</li> <li>• Post-intervention</li> <li>• Pre and post intervention</li> <li>• Combination of pre / post intervention</li> <li>• Not clear</li> <li>• No beneficiary surveys:</li> </ul>	Tick box – single
Will there be outputs from the evaluation?	<ul style="list-style-type: none"> <li>• Yes:               <ul style="list-style-type: none"> <li>- Monthly reports</li> <li>- Quarterly reports</li> <li>- Interim report(s)</li> <li>- Final report</li> <li>- Other (please specify)</li> </ul> </li> <li>• No</li> <li>• Not clear</li> </ul>	Tick box – single
Is the provider sourcing external support for the evaluation?	<ul style="list-style-type: none"> <li>• Yes – for all of it</li> <li>• Yes – for some of it (please specify which parts)</li> <li>• No</li> <li>• Not clear</li> </ul>	Tick box – single

# Annex B: LEP consultees

## Local Enterprise Partnership (LEP) Consultees

Coast to Capital  
Cornwall and the Isles of Scilly  
Coventry and Warwickshire  
Cumbria  
Derby, Derbyshire, Nottingham and Nottinghamshire  
Dorset  
Greater Birmingham and Solihull  
Humber  
Lancashire  
Leeds City Region  
Liverpool City Region  
Leister and Leistershire  
London  
New Anglia  
North East  
Stoke on Trent and Staffordshire  
Tees Valley  
The Marches  
Thames Valley Berkshire

Source: SQW

# Annex C: Investment and outputs by LEP area

**Table D-3: CEF15 Investment and Outputs by LEP Area**

Local Enterprise Partnership (LEP)	Number of CEF15 projects	Value of CEF15 Contract Awards	Number of Young People Engaged	Number of Young People Engaged as % of all 12-18 year-olds	Number of CEF15 Activities Delivered	Number of Employer Encounters Delivered
Black Country	7	£350,624	3,690	4%	837	2,700
Buckinghamshire Thames Valley	-	-	-	-	-	-
Cheshire and Warrington	3	£84,961	5,013	7%	84	305
Coast to Capital	5	£79,741	13,976	9%	218	11,580
Cornwall and the Isles of Scilly	5	£459,207	17,982	43%	177	11,504
Coventry and Warwickshire	1	£50,000	1,367	2%	0	0
Cumbria	4	£85,098	6,245	17%	74	4,538
D2N2	3	£135,330	772	0%	5,483	245
Dorset	1	£26,923	3,270	6%	9	12,920
Enterprise M3	-	-	-	-	-	-
Gloucestershire	-	-	-	-	-	-
Greater Birmingham and Solihull	6	£314,901	13,191	8%	672	967
Greater Cambridge and Greater Peterborough	3	£46,940	228	0%	2	504
Greater Lincolnshire	3	£123,024	4,596	6%	55	1,862
Greater Manchester	8	£407,538	8,139	4%	2,386	2,839
Heart of the South West	1	£12,517	15,100	12%	187	0
Hertfordshire	-	-	-	-	-	-
Humber	4	£215,098	12,327	18%	328	5,703
Lancashire	7	£238,312	9,184	8%	179	640

Table D-3: CEF15 Investment and Outputs by LEP Area

Local Enterprise Partnership (LEP)	Number of CEF15 projects	Value of CEF15 Contract Awards	Number of Young People Engaged	Number of Young People Engaged as % of all 12-18 year-olds	Number of CEF15 Activities Delivered	Number of Employer Encounters Delivered
Leeds City Region	4	£129,099	20,965	9%	288	342
Leicester and Leicestershire	3	£178,127	10,360	13%	4,808	1,992
Liverpool City Region	6	£290,871	22,587	20%	1,521	2,965
London	9	£482,731	11,997	2%	1,452	2,137
New Anglia	4	£211,715	8,397	7%	119	15,127
North Eastern	2	£75,393	8,168	6%	71	8,081
Northamptonshire	2	£37,637	1,831	3%	13	7,581
Oxfordshire	1	£7,143	2,091	4%	89	89
Sheffield City Region	3	£229,048	3,801	3%	160	7,430
Solent	1	£7,143	4,153	3%	54	73
South East	8	£501,634	59,331	18%	738	2,550
South East Midlands	-	-	-	-	-	-
Stoke-on-Trent and Staffordshire	3	£104,304	6,251	7%	15	21,566
Swindon and Wiltshire	2	£76,323	2,542	4%	8	1,071
Tees Valley	8	£420,958	13,881	26%	3,310	6,311
Thames Valley Berkshire	1	£49,400	11,186	15%	82	489
The Marches	3	£45,137	1,967	4%	9	7,909
West of England	1	£7,143	412	0%	79	98
Worcestershire	2	£37,637	4,509	10%	24	16,822
York and North Yorkshire	6	£249,670	7,430	9%	167	556

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