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Executive Summary

The Careers & Enterprise Company helps careers

Careers and Enterprise Fund 2015 (CEF 15)

The Careers & Enterprise Company's first investment

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

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 chapter reports on the careers and enterprise activity that was supported through CEF 15. 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 Plans³. It also incorporates figures from the quarterly monitoring data submitted to The Careers & Enterprise Company by grant recipients.

Contract awards

The volume of CEF 15 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 CEF 15 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 CEF 15 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**

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

CEF 15 was targeted at successful, proven programmes that were able to address clear needs and identified gaps in existing provision at the local level.

CEF 15 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”

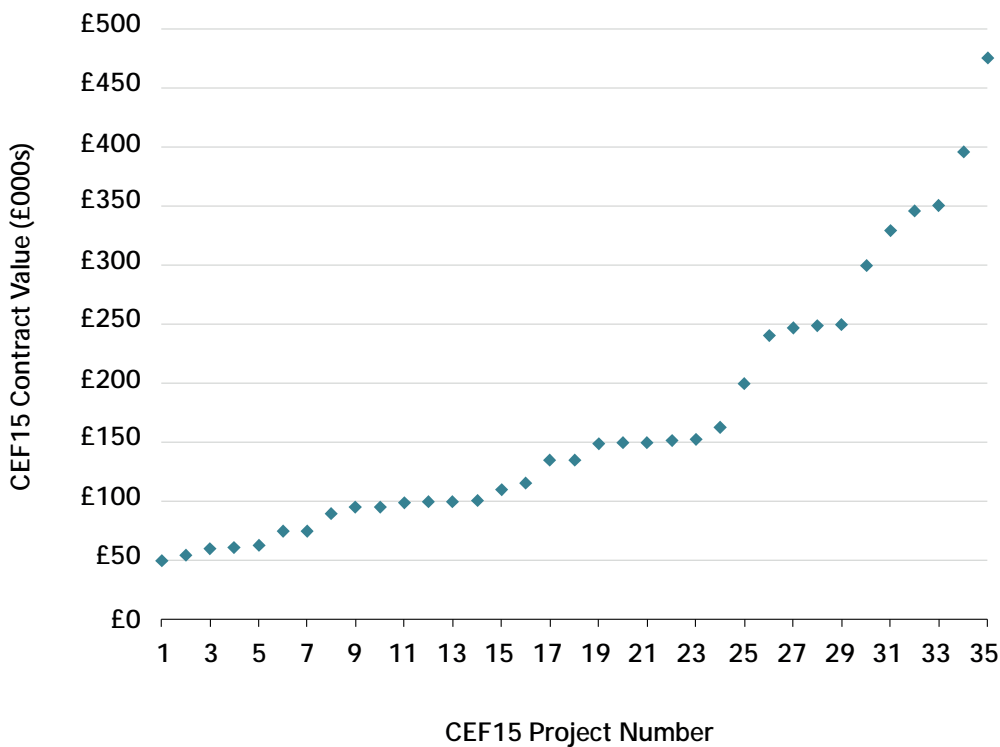
A total of £5.6m funding was invested across 35 projects, with a median contract value of £135k.

The CEF 15 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 CEF 15

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

Figure 2-2 Distribut on of CEF 15 projects by contract value



Source: CEF 15 Monitoring Data
Base: 35 Projects

The £5.6m CEF 15 investment was equally matched with investment of £5.6m from a broad range of other public, private and third sector sources.

The majority of CEF 15 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 CEF 15 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 CEF 15 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 CEF 15 contract awards and the levels of match funding achieved. It also shows that two grant recipients who achieved particularly high levels of match funding

Figure 2-3 Match funding achieved by CEF 15 projects

Figure 2-4: CEF15 contract awards by LEP area

No.	Local Enterprise Partnership	Value of CEF15 Contract Awards (£m)
1	Black Country	£520,000
2	Buckinghamshire Thames Valley	£471,429,999
3	Cheshire East/Manchester	£333,000
4	Coast to Coast	£287,000
5	Greater London	£150,000,000,000
6	Coventry and Warwickshire	£107,000
7	Cumbria	£91,100
8	D2N2	£135,000
9	Dorset	£120,000
10	Enterprise M3	£0
11	Gloucestershire	£0
12	Greater Birmingham	£0
12	Greater London	£0
14	Greater Manchester	£0
15	Greater Manchester	£307,500
16	Heart of the South West	£0
17	Hertfordshire	£0
18	Humber	£200,000
19	Lancashire	£236,500
20	Leeds City Region	£0
21	Leicester and Leicestershire	£0
22	Liverpool City Region	£0
23	London	£0
24	New Anglia	£211,700
25	North East	£0
26	North West	£0
27	Oxfordshire	£0
28	Sheffield City Region	£229,000
29	South East	£0
30	South East	£0
31	South East Midlands	£0
32	Stoke on Trent and Staffordshire	£0
33	Swindon and M4 corridor	£0
34	Tees Valley	£0
35	Thames Valley	£0
36	The Marches	£0
37	West of England	£0
29	Worcestershire	£0
38	York and the Yorkshire	£0

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

Around one third of CEF 15-funded projects focussed on activities relating to professional, scientific or technical industries and occupations.

More than half (57%) of the CEF 15 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

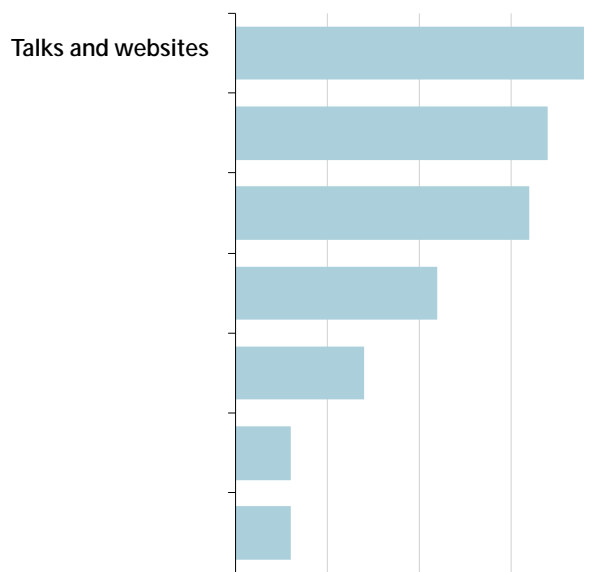
Alignment to Gatsby Benchmarks

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

Figure 2-

Figure 2-9: CEF 15 project activities involving encounters with employers and employees



Outcomes

Most CEF 15 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 CEF 15 projects: 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 provision¹⁰. Table 2-2 lists the seven CEF 15 outcome areas alongside the associated “cold spot” prioritisation indicators.

Table 2-

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Figure 2-10: Target "outcomes" for CEF15 projects

Addit onality

Most grant recipients reported that their projects would have gone ahead in the absence of the CEF 15 funding, but mainly in a reduced state.

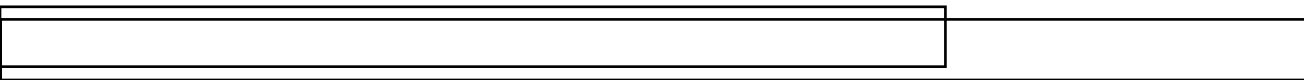
Grant recipients were asked what would have happened to their project if their bid for CEF 15 funding had been unsuccessful and the findings are shown in Figure 2 -11. The key messages from this are that:

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 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.

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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

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 England¹¹. 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 1,400 projects, with an average of 16 young people per activity.

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

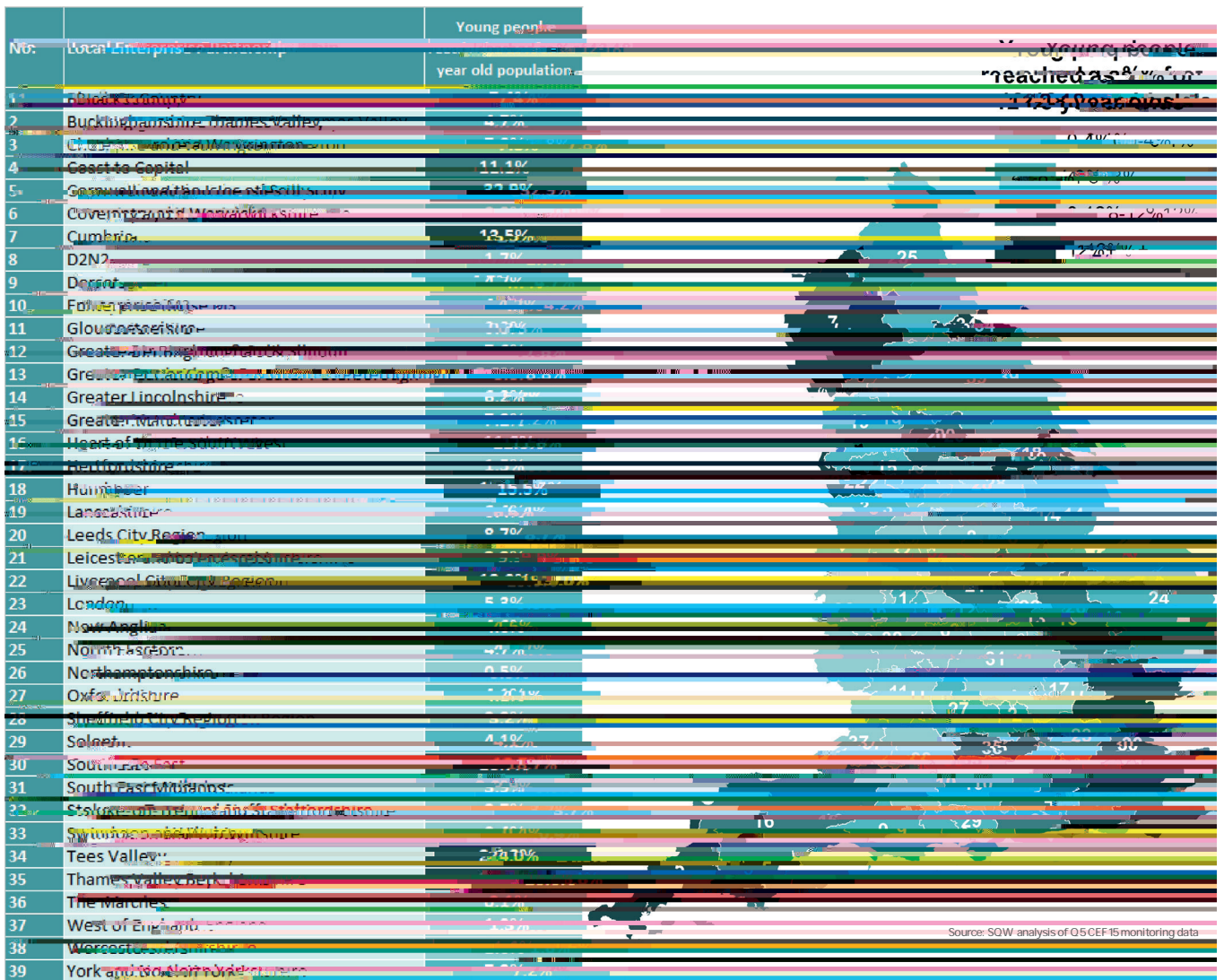
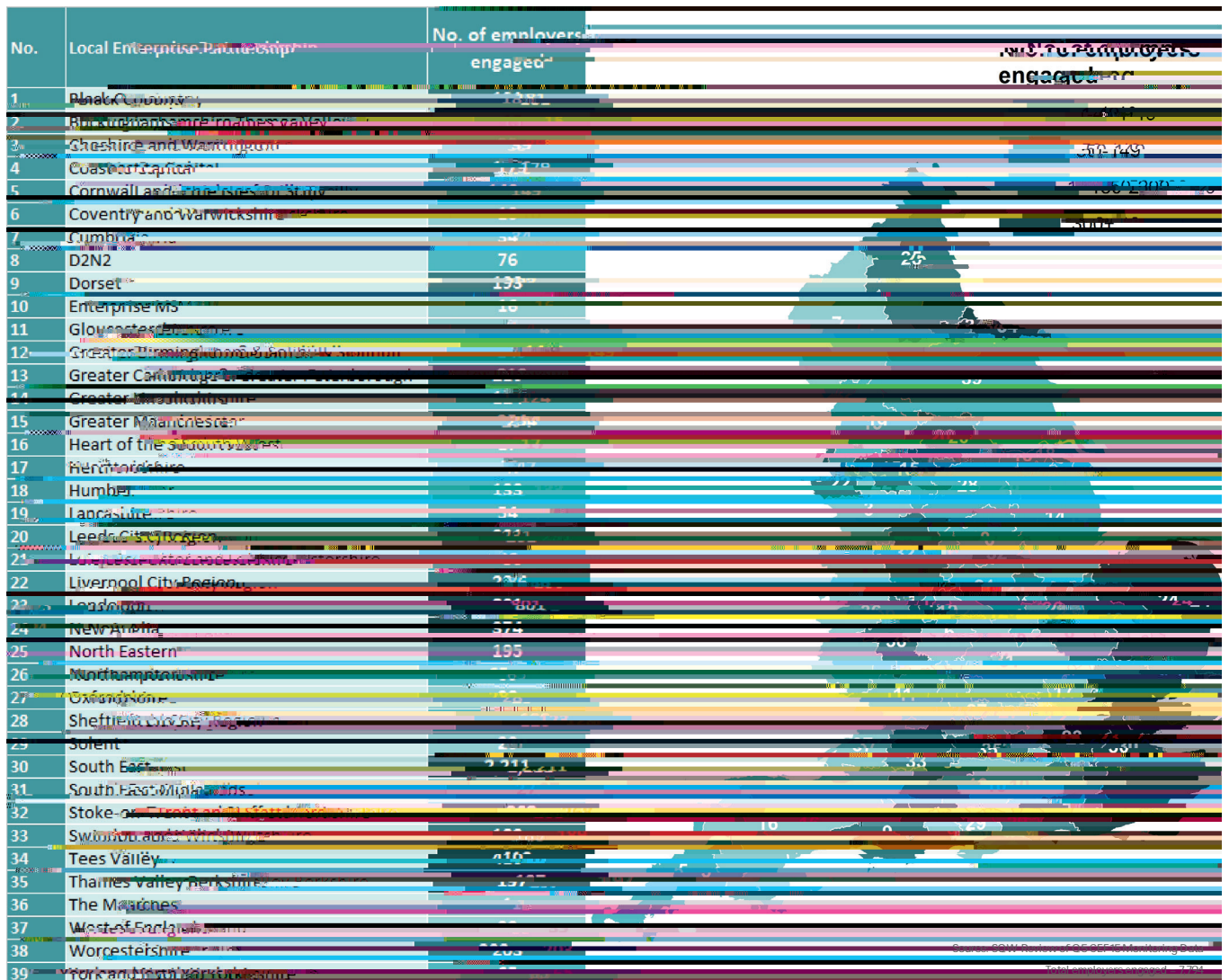


Figure 3-13: CEF15Part cipants by Year Group

Figure 3-14: Employers engaged in CEF 15 projects by LEP area



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 CEF 15 projects (379,000) amounted to 149% of the overall target of 255,000¹⁵. However, progress towards targets at the project level was found to be mixed.

CEF 15 grant recipients signed up to a series of delivery targets at the contracting stage.

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



Figure 3-16: Success factors for project delivery



Number of CEF15 grant recipients citing this

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 LEAs 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 significant 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.

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 **tailor t** **er S** **Q**

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,



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

CEF15 Grant Recipient

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.

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. **d f e a r**

Case Study – Made in Sheffield

Marie Cooper is a Made in Sheffield Business Champion working with Bradford 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 Bradford 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.

CEF 15 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), Start up Blocks

Several grant recipients cited the importance of having **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.

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.

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 **businesses** and **LEPs** was **time** and **cost**. A key barrier to partnership working between **businesses** and **LEPs** was **time** and **cost**.

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 LEPs¹⁸.

Overview

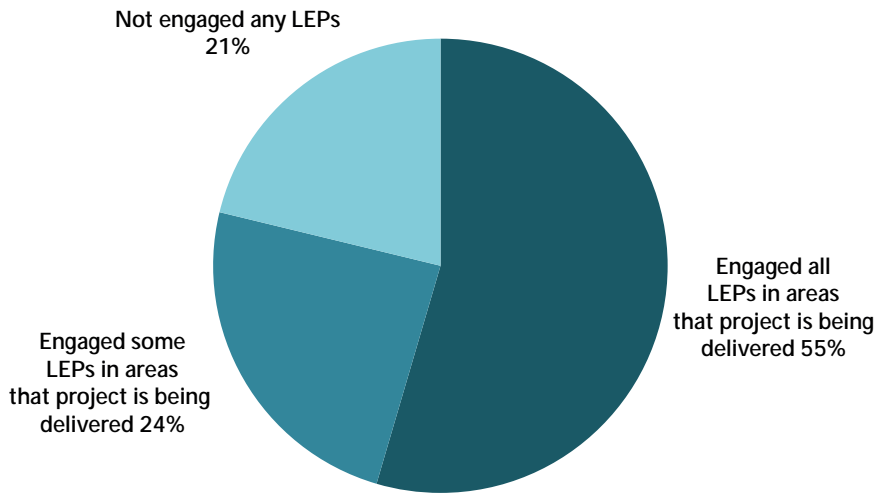
There was an expectation on the part of The Careers & Enterprise Company that CEF15 grant recipients would engage LEPs and Enterprise Coordinators.

Whilst there was no direct requirement on the part of the CEF15 grant recipients to engage LEPs and Enterprise Coordinators, it was expected that they would do so.

Around half of CEF 15 grant recipients reported that they had engaged all LEPs within the areas that they were operating in.

Just over half (55%) of CEF 15 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: CEF 15 grant recipient engagement with LEPs



Source: Consultations with CEF 15 grant recipients
Base: 33

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 **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 engaged

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 CEF 15 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 CEF 15 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.

CEF 15 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".

Separate LEPs reported that

they had

some of

The launch of CEF 15 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 CEF 15 was launched three months later in December 2015. This meant that by the time CEF 15 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.

CEF 15 Grant Recipient

Chapter Summary

- 2,380 schools and colleges were engaged in CEF15 projects, accounting for almost half of all schools / colleges in England.

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.

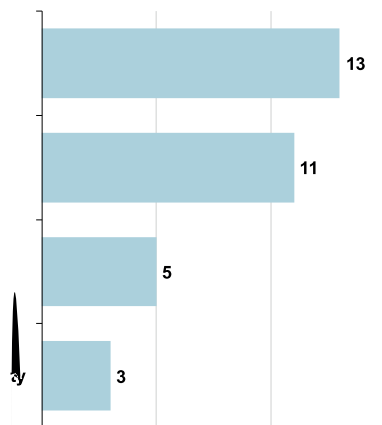


We did not want to approach schools in advance of being awarded the funding as the project had not yet been confirmed. We waited until we had a signed contract, which meant that we did not get into schools until September.

CEF 15 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?



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)

Of ering a quality product

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.



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.

CEF 15 Grant Recipient



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.

CEF 15 Grant Recipient



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 already in this area, 4th year in this area,

Low / no financial cost to schools

Grant recipients were divided in their opinion as to whether or not schools and colleges should have to

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. 6,

Having good communication. E C oq h o o

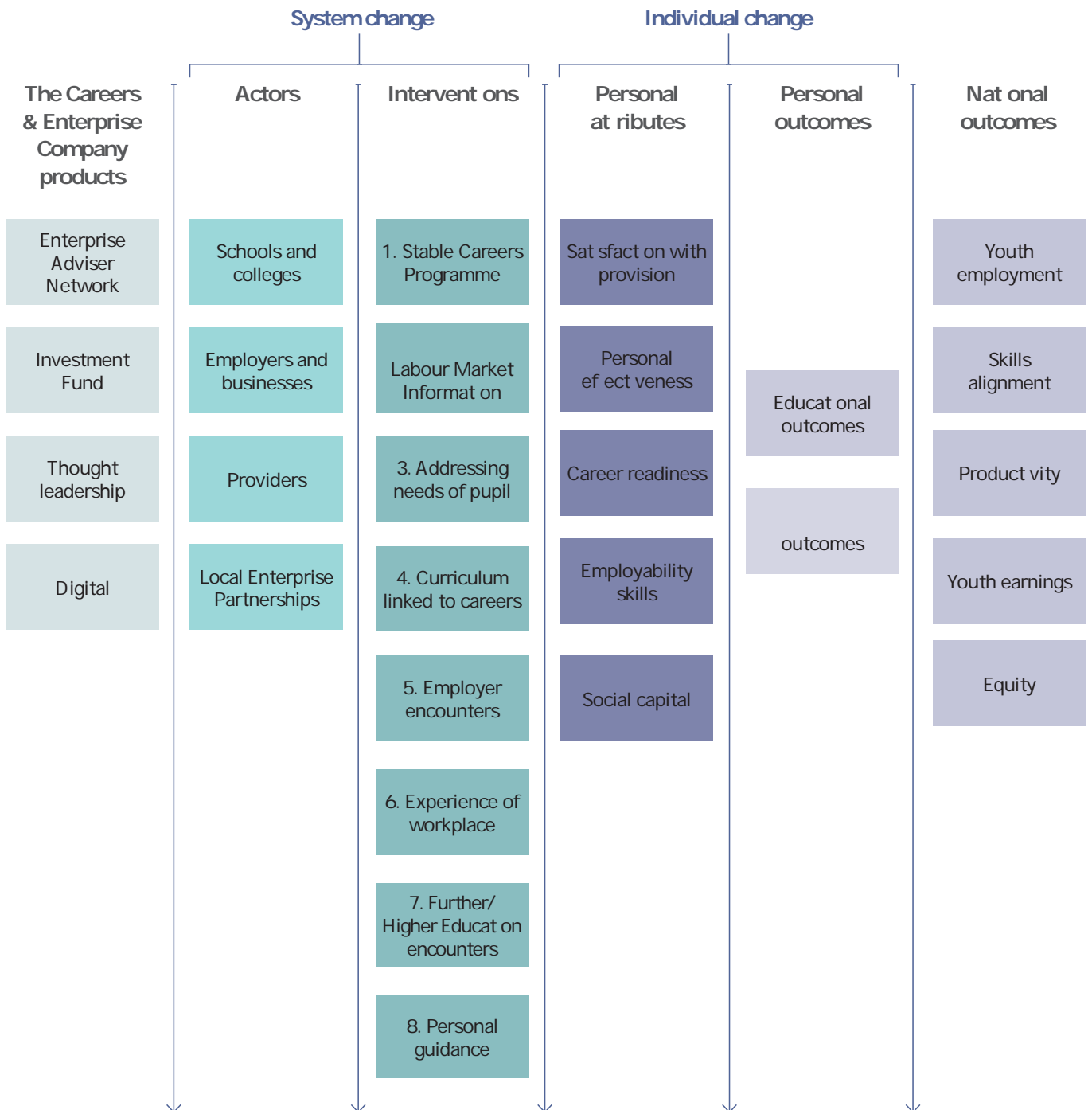
C

Case Study – Sustainable Alumni Communities

Jackie Druif , Director of Sixth Form at Coombeshead Academy, explains why she decided to take up

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 **format ve rather than summat ve**, as an impact assessment was not possible at the time the Fund was launched. However, it provides a useful favour of the nature of outcomes achieved to date and the type of evidence being collected by

Figure 7-22 Careers and Enterprise Company Theory of Change



System change

In addition to delivering employer encounters, interventions supported through CEF 15 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 recipient Q r ed

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

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.

Your Life surveyed 2,256 young people that had participated in Best School Trip Ever. Of these:
 60% believed that it helped them to
 55% believed that it helped them to
 45% believed that it helped them to develop their
 40% believed that it helped them to develop
 35% believed that it helped them to develop

The Ahead Partnership surveyed 7,700 young people who had participated in the Make the Grade programme. The key findings were that:
 70% of young people felt the employability activities with employers had helped them be
 65% of young people felt that the employability activities with employers had developed their
 60% of young people that had taken part in mentoring activities felt that they have contributed towards an

Black Country Consortium surveyed 2,226 young people that participated in the Passport to Employment programme. Of these:
 80% agreed that it was important to understand the skills requirements for certain jobs
 75% stated that the workshop had increased their confidence about their skills

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

of young people said that the event had opened up their eyes to

of young people said that this event will

of young people indicated they were after at ending

of young people indicated that this event had

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

agreed that they know

said they knew more about

said they found out

said they would 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 CEF 15 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 additivity. As set out in Chapter 2, few projects (only two) would have gone ahead without the CEF 15 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 career! K e t l



Engaging stakeholders: Schools

Grant recipients successfully engaged half of all schools and colleges in England in CEF 15 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

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
Educate on Business Partnership West Berkshire	Employer insight
EngineeringUK	Tomorrow's Engineers Programme
Engineering 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	Vacat on Educate on
Global Generation	KX Express
Greenpower Educate on 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 Educate on 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 part of the original data set.

Table B-	

Table B-2 Evaluation of CEF15- EPPI-Reviewer Coding Framework		
Category	Options	Response Type
Aims	Select relevant text in section of Delivery Plan covering Aims	Free text coding
Objectives	Select relevant text in section of Delivery Plan covering Objectives	Free text coding
Sectoral coverage	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	<p>6 - Experiences of workplaces</p> <p>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.</p> <p>7 - Encounters with further and higher education</p> <p>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.</p> <p>8 - Personal guidance</p> <p>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 tailored to meet their individual needs</p>	<p>Tick box – Multiple</p> <p>Coded text</p>
Gatsby Benchmark / Category / Activity	<p>5- Encounters with employers and employees:</p> <ul style="list-style-type: none"> • Talks and websites: <ul style="list-style-type: none"> - Careers and skills fairs - Careers talks - Comprehensive careers websites • CV workshops <ul style="list-style-type: none"> - Mock interviews - Real interviews 	<p>Tick box – Multiple</p>

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"> • Mentoring: <ul style="list-style-type: none"> - E-mentoring - Mentoring with an employee • Employability workshops • Enterprise activities: <ul style="list-style-type: none"> - Enterprise activities - Enterprise competitions • Employer-Delivered Classroom Learning <ul style="list-style-type: none"> - Employer-led career learning - Employer-led curriculum learning <p>6- Experiences of workplaces:</p> <ul style="list-style-type: none"> • Workplace visits and experience: <ul style="list-style-type: none"> - Workplace visits - Networking with employers - 1-2 week work experience - Part time working - Work related learning • Work shadowing • Volunteering and citizenship: <ul style="list-style-type: none"> - Volunteering - Skill building and citizenship 	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"> • Young people: <ul style="list-style-type: none"> – Year 7 – Year 8 – Year 9 – Year 10 – Year 11 – Year 12 – Year 13 • Young people: <ul style="list-style-type: none"> – Free School Meals (FSM) – Special Educational Needs and Disabilities (SEND) – Not in Employment, Education or Training (NEET) • Schools • Colleges • Employers • Other (please specify) 	Tick box – Multiple
Outcome / output indicator(s)	<ul style="list-style-type: none"> • GCSE Attainment: <ul style="list-style-type: none"> – Target number of schools – Target number of pupils • STEM A-Levels: <ul style="list-style-type: none"> – Target number of schools – Target number of pupils • Women in STEM A-Levels: <ul style="list-style-type: none"> – Target number of schools – Target number of pupils 	Tick box – multiple Numerical text coding for target numbers of schools / pupils

Category	Options	Response Type
Outcome / output indicator(s)	<ul style="list-style-type: none"> • Apprenticeships: <ul style="list-style-type: none"> - Target number of schools - Target number of pupils • NEETs: <ul style="list-style-type: none"> - Target number of schools - Target number of pupils • Preparedness for work of 16 year olds: <ul style="list-style-type: none"> - Target number of schools - Target number of pupils • Preparedness for work of 17-18 year olds: <ul style="list-style-type: none"> - Target number of schools - Target number of pupils 	<p>Number of schools</p> <p>Number of pupils</p>

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"> • Survey(s) of beneficiaries: <ul style="list-style-type: none"> - Young people - Employers - Schools - Other stakeholders / partners (please specify) • Interviews / focus groups with beneficiaries: <ul style="list-style-type: none"> - Young people - Employers - Schools - Other stakeholders / partners (please specify) • Case studies • Use of monitoring data • Use of secondary data (please code) • Comparison with a control group • Not clear • None of the above 	Tick box – multiple
Mode of beneficiary survey(s)	<ul style="list-style-type: none"> • Young people: <ul style="list-style-type: none"> - Postal - Telephone - Online - Paper-based feedback forms - Social media - Other (please specify) - Not clear • Employers: <ul style="list-style-type: none"> - Options as above • Schools: <ul style="list-style-type: none"> - Options as above • Other partners / stakeholders: <ul style="list-style-type: none"> - Options as above • No beneficiary surveys 	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"> • Employers: <ul style="list-style-type: none"> - Options as above • Schools: <ul style="list-style-type: none"> - Options as above • Other partners / stakeholders: <ul style="list-style-type: none"> - Options as above • No beneficiary surveys 	Tick box – multiple
Timing of beneficiary survey(s)	<ul style="list-style-type: none"> • Pre-intervention • Post-intervention • Pre and post intervention • Combination of pre / post intervention • Not clear • No beneficiary surveys: 	Tick box – single
Will there be outputs from the evaluation?	<ul style="list-style-type: none"> • Yes: <ul style="list-style-type: none"> - Monthly reports - Quarterly reports - Interim report(s) - Final report - Other (please specify) • No • Not clear 	Tick box – single
Is the provider sourcing external support for the evaluation?	<ul style="list-style-type: none"> • Yes – for all of it • Yes – for some of it (please specify which parts) • No • Not clear 	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: SOW

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

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