

Contemporary transitions: Young Britons reflect on what helps

Education
AND
Employers
RESEARCH

LifeSkills
Created with BARCLAYS

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Background

- The current study is a follow up to a similar survey of 19-24 year olds in 2011 recalling their school days
- 2011 sample size: 1000 individuals who were aged 14-19 between 2006-2011
- Publications based on the 2011 survey:
 - **Mann, A. & Percy, C. (2013)** 'Employer Engagement in British secondary education: wage earning outcomes experienced by young adults', *Journal of Education and Work*, 24(5), 496-523.
The results found that for each additional employer contact young people experienced at school, they benefited from a 4.5% wage premium when in full-time employment. Those who experienced four or more employer contacts could expect to earn an average of 18% more per year in their early 20's.
 - **Percy, C. & Mann, A. (2014)** 'School-mediated employer engagement and labour market outcomes for young adults' in Mann, A., Stanley, J. and Archer, L. (eds) *Understanding Employer Engagement in Education: Theories and Evidence (2014)*: 205.
The results found that when comparing those who had no contact with those who had the highest number of contacts, students with higher number of contacts were less likely to be NEET and more confident in their progression.
 - **Jones et al. (2015)** 'The Employer Engagement Cycle' in Secondary Education: analysing the testimonies of young British Adults, *Journal of Education and Work*

Using textual analysis of testimonies, the study found young adults most frequently cited changes in cultural and social capital accumulation in describing benefits they felt they gained from school-mediated employer engagement.

Supportive theories for 2011 findings

- Interaction with employers can help young people develop:
 1. Skills (human capital): influence qualification decisions & attainment and shape employability skills & attitudes
 2. Contacts & networks (social capital): greater connections to people 'in the know', with useful information, ideas & contacts
 3. Knowledge & self-belief (cultural capital): help young people to know what is (or is not) possible and understand 'the game'

2016 sample

- Undertaken by YouGov
- Survey of 2000 young people age 19-24 who were aged 14-19 between 2011-2016 investigating current labour market and educational experiences and reflections on schooling
- UK coverage
- Survey includes richer socio-economic backgrounds than 2011: parental education, FSM eligibility, school type attended

Volume of activities 2011-2016

	Valid Percent 2016	Valid Percent 2011
Never	17.8	26.4%
Once	34.9	34.7%
Twice	23.1	15.8%
Three times	9.0	7.1%
Four or more times	15.2	8.3%

On average, young people did 1.69 activities in 2016 compared to 1.59 in 2011



The type of activities Young Britons engaged in 2011-2016

	2011 (14-19)	Pre-16 (2016)	16-19 (2016)
Work experience	90%	74%	27.1%
Job shadowing	Not asked	10%	9.3%
Enterprise projects	35%	10.9%	6.5%
Mentoring	19%	2.9%	3.8%
Career talks	50%	21.3%	18.3%

Student perception of activities (2016)

Getting in higher education

Over 80 percent of our sample applied for university at some point

Thinking about when you applied to university, was the involvement that you had with employers whilst at school or college helpful to you?

	Frequency	Valid Percent
Yes	567	33.4
No	965	56.8
Unsure	167	9.8
Total	1699	100.0
Missing System	317	
Total	2016	

Getting a job

Just over half of our sample have applied for a full time job at some point

Was the involvement that you had with employers whilst at school or college helpful to you when applying for a job(s)?

	Frequency	Valid Percent
Yes	268	25.6
No	662	63.3
Unsure	116	11.1
Total	1046	100.0
Missing System	970	
Total	2016	

Pre-16 school type plays a role in the effectiveness of activities but the relationship is only significant when applying for jobs

The likelihood of finding activities helpful in terms of getting into HE and coming from independent schools is 1.2 times greater than state schools

The likelihood of finding activities helpful in terms of getting a job and coming from independent schools is 1.4 times greater than state schools

school type attended pre-16		Helpful for HE		Total
		No	Yes	
Count		685	387	1072
Non-selective state school, i.e. comprehensive school	%	63.9%	36.1%	100.0%
Count		100	77	177
Independent / fee-paying school	%	56.5%	43.5%	100.0%
Count		937	547	1484
Total	%	63.1%	36.9%	100.0%

P-value: 0.01		Helpful for job		Total
		No	Yes	
Count		501	176	677
Non-selective state school, i.e. comprehensive school	%	74.0%	26.0%	100.0%
Count		60	37	97
Independent / fee-paying school	%	61.9%	38.1%	100.0%
Count		644	255	899
Total	%	71.6%	28.4%	100%

Post-16 school type plays a role in the effectiveness of activities but the relationship is only significant when applying for jobs

The likelihood of finding activities helpful in terms of getting into HE and coming from independent schools is 1.1 times greater than state schools

school type attended post-16		Helpful for HE		Total
		No	Yes	
Non-selective state school, i.e. comprehensive school	Count %	260 62.4%	157 37.6%	417 100.0%
Grammar / selective state school	Count %	140 63.3%	81 36.7%	221 100.0%
Sixth form college	Count %	351 63.8%	199 36.2%	550 100.0%
Further Education College	Count %	115 68.9%	52 31.1%	167 100.0%
Independent school / fee paying school or college	Count %	87 56.1%	68 43.9%	155 100.0%
Total	Count %	953 63.1%	557 36.9%	1510 100.0%

The likelihood of finding activities helpful in terms of getting a job and coming from independent schools is 1.1 times greater than state schools

school type attended post-16		Helpful for job		Total
		No	Yes	
Non-selective state school, i.e. comprehensive school	Count %	164 71.6%	65 28.4%	229 100.0%
Grammar / selective state school	Count %	75 68.8%	34 31.2%	109 100.0%
Sixth form college	Count %	225 71.7%	89 28.3%	314 100.0%
Further Education College	Count %	113 73.9%	40 26.1%	153 100.0%
Independent school / fee paying school or college	Count %	47 61.0%	30 39.0%	77 100.0%
Total	Count %	624 70.7%	258 29.3%	882 100%

Do boys get more out of engagement activities or girls?

The difference is not significant between girls and boys in terms of the helpfulness for HE

		Helpful for HE		Total
		No	Yes	
Female	Count	466	292	758
	%	61.5%	38.5%	100.0%
Male	Count	499	275	774
	%	64.5%	35.5%	100.0%
Total	Count	965	567	1532
	% within Gender	63.0%	37.0%	100.0%

The difference is significant between girls and boys in terms of the helpfulness for job; boys are 1.2 times more likely to find the activities helpful for getting a job

		Helpful for job		Total
		No	Yes	
P-value: 0.01				
Female	Count	347	117	464
	%	74.8%	25.2%	100.0%
Male	Count	315	151	466
	%	67.6%	32.4%	100.0%
Total	Count	662	268	930
	% within Gender	71.2%	28.8%	100%

What was it that you found helpful?

For Higher Education

It provided me with something to write about in my UCAS application	63.1%
It provided me with something to talk about at interview	31.7%
It helped me to decide the subject I wanted to study	36.9%
It helped me to decide on the institution I wanted to study at	17.8%
It gave me the confidence to apply	20.6%
It helped me to decide which subjects/options to choose while still at school/college	30.9%
It motivated me to work as hard while in school/college	36.7%
I used someone I met as a referee	24.5%

For Getting a Job

It gave me with something to use in a job application	47.8%
It gave me the motivation to succeed	22.8%
It gave me something to talk about at a job interview	41.8%
It gave me the confidence to apply for a particular job	31.7%
I learned how to produce a good CV or application	45.9%
It helped me to practice my interview skills	39.9%
It taught me what it is really like to work in a particular job	35.8%
It helped me to make better choices about what I studied whilst still in education/training	20.9%
It helped me to understand what I needed to do to get a particular job	29.9%
I met someone who offered me a proper job (eg, part-time job) which proved useful	13.1%
I met someone who gave me a reference	35.8%
I met someone who gave me good advice	29.9%
I improved my soft skills / employability skills (eg, communicating, team working)	49.6%

And the reasons in their words...

Why it was helpful? 188 counts of '**providing a realistic insight**' and 149 '**job realisation**' (either confirmed job choice or proved it was not the right option).

- "This didn't count as careers advice but I found stories of experiences of the teachers themselves were most helpful - I.e talking about what they studied at uni, what they did afterwards, their career paths, how they wound up teaching. I think this was more helpful because it was more 'real', most careers advice just feels a bit flimsy and unimportant. It was also always in a very informal way, during class with us just chatting and grilling our teacher, so we were less afraid to ask questions."
- "My work experience placement, I realised it was a job I definitely didn't want to do, so now I'm not wasting my time doing the wrong degree."
- "We had a tour around a factory once, that reinforced my belief that I never want to have to perform such meaningless, baseless, demoralising work."
- "We had some sort of "apprentice" (tv show) 3 day event where we dressed up in business clothes, and had to design, create (a model) and pitch a rollercoaster to a business man. We were in groups of 5/6 with 200 (age 14) pupils taking part and it was by far the most engagement and enthusiasm (by all pupils) that I ever saw across my entire school/ collage experience. My team won and I found it really useful and inspiring. I think practical and enjoyable application of business is really important in engaging young people in business (and other areas of academia)."

And the reasons in their words...

Why it wasn't helpful?

- *"I can't think of anything. We were pushed towards further education, not towards a future career."*
- *"Honestly none of them. Work experience was too half baked and lacked the follow-up/connections to be meaningful"*
- *"my experience of the working world when I was at school was incredibly limited, as we had no career fairs, no information provided about job seeking, and limited help in seeking part time work"*
- *"None of it. The careers service suggested a job I would have struggled with, the CVs we were taught to write are useless in the working world, and "work experience" was a week making cups of tea."*
- *"None. School was a disaster in terms of adding any value to myself in the working world. From a young age we should be teaching children how to work in the real world and adding value to them so when they leave school they are of economic value. We should train them up in a couple of different vocations from perhaps 11 proportionate to the demand in the labour market for that skill."*



Which activities are
seen as most helpful?
And at what age?

Those who found the engagement activities more helpful in general took part in more activities on average comparing to those who didn't find them helpful (2.10 vs. 1.56)

We filtered the data once for those who found it helpful to get into HE and once for those who didn't and ran the frequency tables accordingly:

Getting
into
university

	Did find helpful to get into HE	Didn't find helpful to get into HE	Impact ratio
Did Wex 14-16	78.3%	76%	1.03
Did Wex 16-19	39.3%	23.2%	1.69
Did Job Shadowing 14-16	15.7%	8.5%	1.84
Did Job Shadowing 16-19	14.1%	8.3%	1.69
Did Enterprise Project 14-16	16.2%	9.8%	1.65
Did Enterprise Project 16-19	9%	6.1%	1.47
Did Mentoring 14-16	4.2%	2.3%	1.82
Did Mentoring 16-19	6%	1.9%	3.15
Did career talk 14-16	29.6%	18.5%	1.60
Did career talk 16-19	25.6%	15.9%	1.61

- Mentoring post-16
- Job shadowing pre-16
- Mentoring pre-16

Getting
into a job

	Did find helpful to get into HE	Didn't find helpful to get into HE	Impact ratio
Did Wex 14-16	78%	75.5%	1.03
Did Wex 16-19	39.2%	19.9%	1.96
Did Job Shadowing 14-16	14.9%	8.3%	1.79
Did Job Shadowing 16-19	17.2%	6.6%	2.60
Did Enterprise Project 14-16	17.2%	7.3%	2.35
Did Enterprise Project 16-19	9.7%	5.7%	1.70
Did Mentoring 14-16	5.6%	1.1%	5.09
Did Mentoring 16-19	6.3%	2.4%	2.62
Did career talk 14-16	27.2%	16.3%	1.66
Did career talk 16-19	19.4%	13.9%	1.39

- Mentoring post-16
- Mentoring pre-16
- Job shadowing post-16

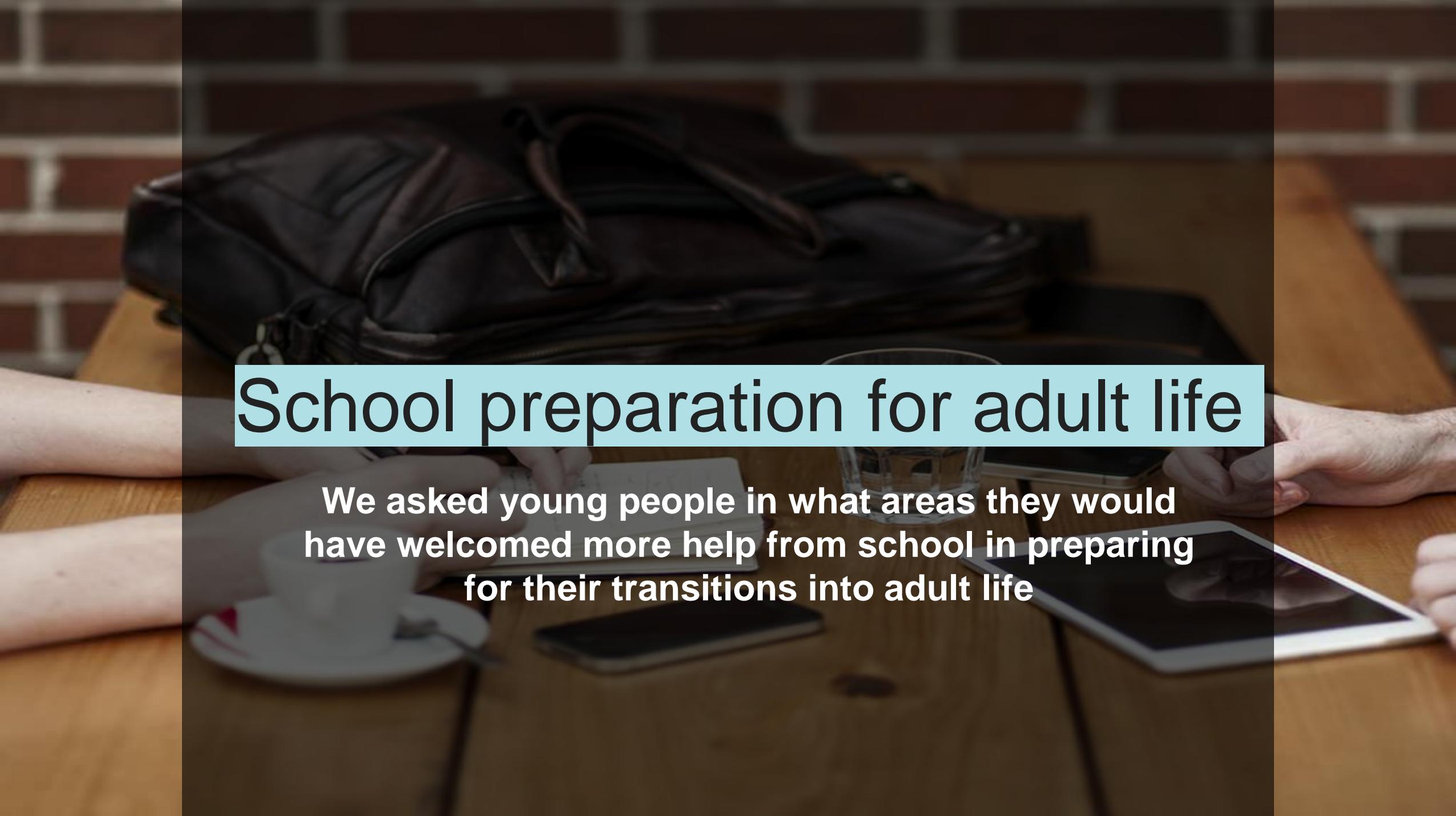
Young people's views on job shadowing in words...

"Shadowing a pharmacist because it gave me an idea of what the job actually involved, much more than reading about the job description ever would have done. I could also talk to the pharmacist about how she decided to become a pharmacist and how she had got there".

"Shadowing because you see what people do in various jobs and it makes them seem more human and achievable".

"My teacher helped organise shadow placements with previous students of the school and this was much more helpful as the experiences were more realistic and had the "personal touch".

"I was pretty convinced I wanted to be a barrister but having shadowed one in Year 12 I decided against it."



School preparation for adult life

We asked young people in what areas they would have welcomed more help from school in preparing for their transitions into adult life

Would you have welcomed more help?	Percentage said yes	Of which, Independent schools (pre-16)	Of which, Women
How the tax/benefit systems work	60.4	50.50%	66.70%
How to create a good CV, or write a good application	60.2	46.40%	64.20%
How to perform well at interview	59.7	45%	64.20%
How employers actually recruit	57.1	49.50%	59.80%
How to manage money once you had income	55.7	45.50%	63.30%
How the world of work is changing and which skills are likely to be demanded in future	49.6	42.70%	52.30%
How to find a job	47.2	35%	52.20%
How to find out what different jobs require in terms of skills, attitudes and qualifications	45.1	37.70%	50%
How job centres and employment agencies work	34.8	25%	39.80%
How to run your own enterprise/business	34.4	30%	34.20%
How to get a part-time job whilst still at school or college	33.2	24.50%	35.60%
How to get into University	26.5	14.10%	28.10%
How to get an Apprenticeship	21.5	12%	22.30%
How common it is to do a job which people of your gender don't normally do	20	13.50%	25.90%

As evidenced before in the literature, access to some of these activities could translate into future economic outcomes



Next Steps:

1. Wage premium analysis when employed full time
2. Impact of social background on participation in school-mediated employer engagement and adult outcomes

Thank you-any questions?



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