What is to be gained through partnership?

Exploring the value of education-employer relationships

Anthony Mann with Desiree Lopez and Julian Stanley

Second edition

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The Taskforce vision: To ensure that every school and college has an effective partnership with employers to provide its young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential and so to secure our future national prosperity.

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Forewords

Professor Hugh Lauder
Professor of Education and Political Economy, University of Bath; and Editor of the *Journal of Education and Work*

The advent of the Education and Employers' Taskforce is to be welcomed, as is this paper which sets out the case for the Taskforce. The relationship between employers and the education sector in Britain can only benefit from the activities of the Taskforce since it often seems that the world of work and that of education are distinct. In some respects this is entirely appropriate, educating for the world of work is but one of the commonly accepted aims of education but it is by no means the only one.

However, it is also the case that as we confront fundamental changes in the global division of labour and, at the same time, the effects of what has become known as the Great Recession constructive dialogue between education and work assumes greater significance.

A major reason for this concerns youth unemployment where the proportions out of work have reached the levels of the early 1980s. In this recession unemployment has fallen on those with good secondary school qualifications as well as those with lower qualifications. If we are not to lose a significant number of these young people to the world of work remedies need to be found urgently.

While unemployment may arrest our attention because it is such an urgent matter it is also the case that the dialogue between employers and education can and should be extended. This paper provides an excellent basis for the initiation of a new dialogue between employers and education, which raises many of the possible ways in which a new form of partnership can evolve.

Hans van der Loo
Vice President (EU Liaison), Shell International and sherpa to Shell CEO in the European Roundtable of Industrialists (www.ert.be)

The world is changing rapidly. We are faced with unprecedented challenges. Take one example: energy demand growth. Due to changing demographics and economic development, global energy demand may well double by 2050, yet there is also need to cut CO_2 by 50% in the same period. Technology will play an essential role in answering that challenge. We do not yet know how such problems will be resolved, but we do know to whom we will look to solve them: the future scientists and engineers who are now at school and college. And there is an urgent need to give these young people the

best possible start in their careers. We need to inform and excite them about the ever growing range of careers which are open to them, encourage young women and young men from all backgrounds to think about the roles that they can play in making our world a more sustainable and prosperous place.

Talent is a precious resource of creativity and innovation. Society must foster talent resource and ensure it is directed towards finding solutions for society's most pressing challenges. To ensure a healthy talent pipeline, we must think systematically about input, flow and output. We know that employers, of all sectors and sizes, have essential roles to play work with schools to inspire and enable that talent. A first essential step is to understand much better what actually happens when employers engage with education: how they can make a difference to the lives of all young people. There is too much we don't know and urgently need to. This document draws on the best evidence to explain why it is so important that business rises to the challenge and work with schools in a spirit of real partnership. It so doing, it makes an important contribution to our collective knowledge.

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Summary of key findings (with Edcoms)

The Education and Employers Taskforce brings together leading national partners to work in a spirit of greater collaboration to increase the effectiveness and efficiency of education-employer activity undertaken by public, private and third sector organisations. In taking forward its mission, a key objective of the Taskforce is to understand better what happens when employers are engaged in educational processes.

A current barrier to further engagement is a lack of understanding among participants of the benefits of partnership. This paper, the second edition of *What is to be gained through partnerships?* uniquely addresses this gap in understanding. This paper recognises that while the evidence base in the field of employer engagement in education is improving, it is still uneven and much of the best quality material is not well known. In part, the evidence base is imperfect, in part because the subject matter itself is complex. Isolating the impact of any one factor – in this case, engagements with employers – requires robust, long-term evaluations that are often expensive and unfortunately rarely published.

Importantly, since the first edition was published valuable new material has come to light and this paper aims to contribute to the growth in understanding of the benefits to all participants of employer engagement in education.

Benefits to young people
There is strong evidence to show that employer engagement typically makes learning more enjoyable and interesting for young people. A 2008 IEBE-led survey of young people who had recently completed a work placement showed that 49% found it "very enjoyable" with a further 31% agreeing their experience had been "mostly enjoyable". Evidence shows that young people, and their parents, value, and want more of,

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educational experiences which engage employers because their involvement brings a new perspective to learning, creating relevance for pupils through real life connections.

Furthermore young people benefit from employer engagements through having an increased motivation to succeed in school. This is highlighted by Professor Andrew Miller's in-depth investigation of the impact of business mentoring, who concluded that the "majority of students said that mentoring has affected their wish to do well at school. Three quarters of these said that mentoring has had a lot of impact on their motivation in GCSE subjects". Ofsted reports that the best engagements of employers in education have "significantly enhanced" pupil "learning and enthusiasm for the subject" of study. The evidence base on transferring an increased motivation to succeed to a causal link between employer engagement and an increase in actual academic attainment has not been systematically explored. Perceptions from school leaders are that employer engagement goes beyond motivation and helps to improve attainment levels.

A 2010 survey by KPMG of 151 primary and secondary school heads showed that 75% of respondents agreed or strongly agreed that involvement of employers in pupil learning specifically has a positive impact on attainment. However while perceptions are important, they do not, in themselves, demonstrate a causal link between employer engagement and improvements in exam results. While the depth of evidence is thin, what does exist suggests strongly that young people have much to gain from engagement with employers.

A 2008 literature review commissioned by DCSF looked at 161 reports and evaluations considering employer engagement in education. Of these, just 15 used methodologies sufficiently robust to allow a judgement on impact. All showed positive impacts for young people, with eight reports, related to five specific programmes of employer

engagement in the UK and US, demonstrating "evidence of measurable improvement in grades, or other measures of student attainment".

The concept of pupil achievement is wider than exam success and a broader conception of student achievement that includes reference to labour market outcomes provides perhaps a fuller test of the efficacy of employer engagement. There is strong evidence from the United States that young people who participate in programmes with high levels of employer engagement do much better than their peers in the labour market. The high quality evaluation of the Career Academies programme finds that participants were earning 11% more than their peers at age 26, eight years after they graduated from high school. Furthermore a series of studies in the UK indicate that there is evidence to show those young people who have had most chance to interact with employers at school are better placed to make informed and confident choices about future careers.

Employer engagement can be seen as an intervention that gives young people access to new information, practical experience and networks relevant to the connections between school life, further study and adult work. Leading independent schools recognise this and look actively to engage employers in pupil experiences. Employer engagement can be particularly relevant to those people who are disadvantaged in the labour market and who risk becoming NEET, as they often don't have access to networks and the level of support from parents to support them into further education and employment. Consequently, evidence suggests that there is an important link between employer engagement in education and ultimate social mobility.

Benefits for schools and colleges
The research base on the influence of employer engagement on the performance of schools and colleges is more limited. Perceptions though are clear. School leaders and classroom teachers overwhelmingly value and appreciate engagement, and want more

engagement across all levels of the institution. There is also growing interest in working with employers to support the development of staff and the wider leadership and governance of the school. Employers are playing an increasingly important role as school governors and able to contribute positively to the leadership of schools through the commercial skills they bring. Academic research by Chris James, Professor of Educational Leadership and Management at the University of Bath, highlights the importance and relevance of skills developed in the workplace to effective school governance which in turn relates to school performance.

Benefits for employers

Understanding of the benefits to employers of engagement in education is growing. Research has shown that benefits to employers can be catagorised into four main themes:

- staff recruitment
- staff motivation
- staff development
- building a strong corporate identity.

Employers therefore primarily choose to engage in education to achieve associated business benefits and research has shown that many would hesitate to engage unless there was a clear business benefit.

To employers the benefit of directly recruiting an individual is of considerable interest and in some ways work experience can be seen as the best possible interview for a position, providing reliable information for prospective employers concerning key attributes which are rarely accounted for within formal qualifications. With the Chartered Institute of Personnel Development estimating the average costs of filling a vacancy at over £6,000, the benefit of a more reliable recruitment process is also of key economic interest to employers.

Engagement in education also supports the retention of staff as a commitment to corporate social responsibility is seen as a key driver of employees' engagement and pride with a company. Furthermore, research by IES at the University of Sussex, has shown that employees who demonstrate engagement are "more likely to stay with the organisation, perform 20% better and act as advocates". Recent research undertaken by Corporate Citizenship with 546 employee volunteers with schools from 16 City of London firms has highlighted the positive benefits to volunteers in developing their skills and competences, particularly focusing on softer skills, such as communication, leadership and team working of direct relevance to company staff development priorities. The research concludes that "volunteering assignments represent a highly cost effective way to develop certain core competences".

Many employers, while recognising the internal benefits, see opportunities to work with schools and colleges as an attractive means of building awareness and positive reputation within a community. While this is the perception and evidence from school readers collaborates this, employers are often cautious on the appropriateness of linking marketing priorities too closely to community engagement – as a result the evidence base is particularly limited and sensitive.

Concluding points and next steps
The evidence base on the benefits of employer engagement with schools and colleges to young people, teachers and employees is growing and increasing compelling. There is a need for future work to understand the extent of benefits and the means most likely to be conducive to optimal effects, and the real costs involved . Developments supported by the European Union are likely to improve the evidence base further in the near future and are to be welcomed. The Taskforce and its partners continue to work together, under the auspices of a shared Research Strategy, to continue to build a robust evidence base and ensure that the best quality reviews and evaluations are easily accessible. A key stage in that process is the inaugural Taskforce research conference (University of Warwick, October 2010).

1   Background

1.1   *About the Taskforce*

The Education and Employers Taskforce was launched in October 2009 as an independent charity supported by initial funding from the Department for Education to ensure that every school and college in England has an effective relationship with employers.[1] The Taskforce brings together leading national partners from the worlds of education and employment to work in a spirit of greater collaboration to increase the effectiveness and efficiency of interventions from the public, private and third sectors.

In taking forward its mission, a key objective of the Taskforce is to understand better what happens when employers are engaged in educational processes. By doing so, the Taskforce is better placed to develop and articulate the evidence-driven case to potential partners to become involved, and to identify and address gaps in current provision. This research objective is more challenging than might first appear. Information on the extent and value of current activities has historically been held by a great range of organisations from public, private and third sectors and is not easily accessible. With the launch of the Taskforce, new opportunities have emerged for collaborative working. Taskforce thinking has benefited greatly from the contributions of a wide range of partners many of whom are represented on the Taskforce Research Group which brings together analysts, researchers, policy makers and practitioners from a range of interested organisations (see annex 1). Taskforce publications are aimed at interested audiences in schools and colleges, employers of all sizes and sectors, national and local policy makers, and intermediaries, and are published at www.educationandemployers.org

1.2   *The purpose of this paper*

This document is the second edition of a key publication for the Taskforce. Its publication coincides with the inaugural Taskforce research conference *The point of partnership: understanding employer engagement in education* (University of Warwick, 15 October 2010), and we are grateful to our two keynote lecturers, Professor Hugh Lauder (University of Baths, editor of the *Journal of Education and Work* and Hans van der Loo (VP (EU Liaison), Shell International) for their strong support. In planning the event, the conference programme committee, chaired by Professor Prue Huddleston (University of Warwick), was struck by the strength of academic interest in the subject and appetite for engaging in discussion with peers, policy makers and practitioners. The conference will provide us with significant new understanding of key areas of impact. Many papers will appear ultimately as articles in a dedicated edition of the *Journal of Education and Work* and we will work to spread awareness of all the papers through the conference website (www.educationandemployers.org/researchconference) which will also host a permanent record of a live blog of the event.

 The first edition of *What is to be Gained?*, published in March 2010, was designed to build and share understanding of what is known about how young people gain from the engagement of employers; the benefits that accrue to teachers and schools; and how employers benefit from their relationships with schools and colleges. A clear current barrier to engagement is a lack of understanding, among participants, of the benefits of partnership.[2] It is widely recognised that people working in the field of work-related learning find it hard to access the range of high quality research material which is in existence and understand how they relate across the perspectives of all participants. This document, uniquely, addresses that gap. It draws on robust findings from professional studies to demonstrate in accessible language what can be gained from partnerships for all parties. It is not the purpose of this paper to analyse the relative effectiveness of different approaches. That work, which is absolutely central to the purpose of the Taskforce, will follow. This second edition draws on a number of

important new research publications, including the evaluation of the first year of Diploma teaching (National Foundation for Educational Research/University of Exeter), landmark new research on employee benefits from volunteering with education (Corporate Citizenship), important new findings on the effectiveness of employee governors (University of Hertfordshire) and longitudinal reviews of relevant US programmes, notably Careers Academies. Moreover, the second edition takes a closer look at the academic literature on employer engagement and its impact on educational and social outcomes experienced by young people. Annex x, co-written with Julian Stanley (University of Warwick), takes the theoretical concepts of human, social and cultural capital which are widely used in academic debates concerning social mobility and life outcomes, and draws connections to the literature on employer engagement activities. In so doing, this work encourages a richer dialogue between university researchers, policy makers and practitioners.

1.3   *How the paper was produced*

The Taskforce is grateful to Edcoms (www.edcoms.com) which has provided valuable pro bono support. Edcoms' Desiree Lopez and Liz Watts provided valuable help in developing the paper through a long period of drafting which included two seminar-style in-depth discussions with members of the Research Group. The second edition has been further developed through two detailed further discussions during Group meetings. The work draws on the conclusions from a wide range of published and previously unpublished sources. It is not a typical academic literature review. Indeed, arguably, traditional reviews have always struggled to capture the breadth of relevant work found in academic journals, government publications, employer and third-party reviews, and address the overarching questions consider in this document. In this creative process, the Research Group members have themselves shared their own deep professional knowledge to identify material of relevance. Through this process, research outputs from sources across private, public and third sectors have been made available and their appropriateness considered and confirmed by the Group.

1.4   *The scope of the paper*

This paper considers specifically those relationships between employers and their employees and schools and colleges, serving young people aged 5-19. In doing so, it concentrates on the National Framework of activities identified by Taskforce partners as priority areas for engagement.[3] It excludes non-educational initiatives involving children, post-16 vocational training, and educational initiatives funded by employers that do not draw on employer volunteers, such as the successful Every Child a Reader programme which channels private sector funding to schools to employ additional education specialists.[4] The paper does not discuss the dynamics of partnerships and the mechanisms by which the relationships are built and sustained by the most effective and efficient means. This delivery issue is of key importance to the Taskforce and will be a prime subject of ongoing research interest.

The paper uses the term "employer" to describe members of local and national economic communities, from private, public and third sector of all sizes, including the very smallest enterprises. In discussing "schools and colleges" it refers to all publicly-funded providers of education in England for young people aged 5-19 including primary schools, secondary schools, academies, Pupil Referral Units, Special schools, Sixth Form Colleges and Further Education Colleges. Our understanding of "employer engagement" is broad. It is understood that the range of engagement can be enormous. At one extreme, in qualifications such as the Diploma or Young Apprenticeship, employers often work very closely with teaching staff in designing programmes of learning that offer young people intense work-related learning (up to 50 days of work experience in the case of the Young Apprenticeship).   At the other end of the spectrum, children and young people may engage in a standalone visit to a workplace, take part in a careers fair or a learning material developed with/or by an employer. Between these two extremes sit a range of activities of varying degrees of intensity including work experience, enterprise activities and mentoring. All are in scope, and it is a question of ongoing

importance to the wider work of the Research Group to understand the impact of different interventions in the experiences of different learners at different stages in their education.

While the work of the Taskforce is currently limited to England, it is strongly recognises that English educationalists and employers can learn much from experience elsewhere in the UK and internationally. The literature on what is known as career and technical education in the US is especially helpful. Researchers there have addressed many questions of real interest to policy makers and practitioners in this country. Of equal relevance, there is a growing body of research coming out the European Union countries.[5] We can expect that to increase significantly with the commitment in this year's Europe 2020 strategy to encourage closer working between employers and schools, facilitated through a new European Co-ordinating Body, due for launch early in 2011.[6]

1.5   *The nature of the subject*

Specialists in this area recognise that while the evidence base in the field of employer engagement in education is improving, it is still poor. The discussion in a 2008 literature review commissioned by the Department for Education is prefaced with this apt statement:

> There is no shortage of literature on employers and/or business involvement in education. Much of this literature, however, was excluded from the scope of this review, mainly because it is largely anecdotal …, or not evaluated to even modest scientific standards. There is a particular shortage of studies of employers' links with education that have used robust research designs … that can provide robust evidence of an impact. Many studies are descriptive and/or are based on single group before and after designs without a true comparator…. Another weakness of the studies in this area is that they have small sample sizes with low statistical power. This can lead to either inconclusive findings or to erroneous conclusions.[7]

In part, the evidence base is poor because interest is divided between so many organizations, each working to tight objectives, budgets and interests which do not

always lend themselves to full publication of findings, but also quite simply because the subject matter itself is challenging. Children do not live their lives in laboratory conditions. In the mystery of the learning process, they are exposed to a multitude of influences and activities. Isolating the impact of any one – in this case, engagements with employers – requires approaches that must be tested over time in different circumstances across comparable groups of people. Equally, employers operate to conflicting objectives and it is rarely in their interest to commission and publish academically robust evaluations of the programmes which they sponsor. The world, however, is changing.

As this paper highlights, there is an increasing volume of activity from all sectors and the pool of data upon which all interested parties can draw grows each year. Significant new material has come to light over the last six months. This paper contributes itself towards that growth in understanding. It recognizes that there will be robust research of relevance not included here and urges readers to share resources of which they are aware and contribute thoughts on the paper's content and conclusion. Details of the most relevant publications can be found on the Taskforce website. The Taskforce partnership provides new opportunity to build real understanding of what actually happens when employers come into partnership with the world of education. By sharing that knowledge, we can help to ensure that every school and college can benefit from effective relationships that truly serve the needs, interests and aspirations of all parties.

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2   Benefits for young people

Employer engagement has become common in the educational experiences of young people across the world. In this chapter, we highlight research findings which show that employer engagement typically makes learning more enjoyable and interesting for young people, increasing their motivation to do well at school and so achieve more in their examinations. Exceptionally strong evidence from the United States shows that young people who participate in programmes with high levels of employer engagement do much better than their peers in the labour market. A series of UK studies indicate that employer engagement in schools can lead to greater labour market success because it equips young people with 'employability skills' and provides practical experience highly valued by recruiters. More than that, there is evidence to show those young people who have had most chance to interact with employers at school are better placed to make informed, and confident, choices about their future careers. Finally, the chapter explores the link between employer engagement and social mobility, highlighting the high levels of engagement undertaken by the highest performing (by exam results) independent schools and impact on those young people at greatest disadvantage.

2.1   *Making learning more enjoyable and interesting*

Activities that bring employers into contact with schools and colleges are enjoyed by young people. Work experience is especially popular. A 2008 IEBE-led survey of 15,025 young people who had recently completed a work placement showed that 49% found it "very enjoyable" with a further 31% agreeing their experience had been "mostly enjoyable".[8] The results tally with other survey data, such as the 2005 survey overseen by a team from the University of Buckingham, led by Professor Becky Francis, of 566 year 11 pupils in mixed-ability classes from 18 schools which showed 67% enjoyed their work experience placement "a lot".[9] In 2004, 2007 and 2009, as set out in Table 1 below

on behalf of the QCA/QCDA, Ipsos MORI polled several thousand young people aged 11-16 to gauge their involvement in educational activities engaging employers, and their experience of them.

Table 1. *Views of young people on school-based work-related learning activities typically engaging employers– QCDA Ipsos MORI survey of year 11 students (2004-09). Weighted data.*[10]

	% having participated			% finding helpful	
Activity	2004	2007	2009	2007	2009
Been on a work placement for one week or more	80	88	83	87	84
Visited a work place, such as a factory or a shop	54	60	58	76	69
Listened to, or spoken with, a visitor from business	46	59	46	75	72
Taken part in a mini-enterprise or other enterprise project[11]	17	48	34	68	64

The conclusions are echoed by surveys young people commissioned by the Edge Foundation. Its 2009 survey (Table 2) of 1,710 young people studying at key stage four (aged 14-16) or above found substantial appetite for more involvement from employers in school life.

Table 2. *Views of young people on whether opportunities to participate in school-based activities engaging employers have been sufficient, YouGov for Edge, 2009. Weighted data.*[12]
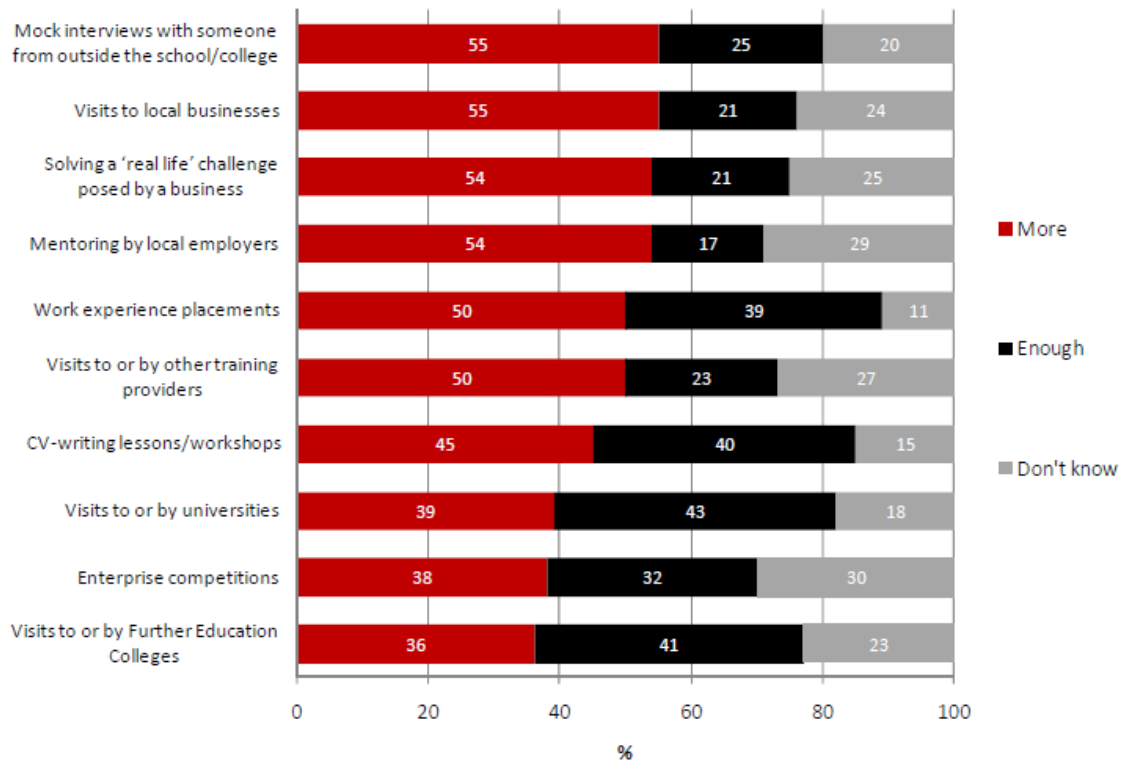
And there is evidence to show that the view is shared across the primary sector. The principals of 48 Northern Ireland schools taking part in the well-received Business in the Community scheme that brings employee volunteers into primary schools to support literacy activities, overwhelmingly agreed that the scheme increased enjoyment of learning and the self-esteem of children.[13]

Pupil perspectives are shared by parents. In 2004, 95% of parents surveyed agreed that it was important for students to learn about jobs and working life, no matter what they want to do after the end of compulsory schooling. In 2007, the QCA reported, more than 70% of parents were "generally or very" positive about work-related learning in the school curriculum.[14] A 2009 survey by YouGov for the Edge Foundation found that only

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37% of parents felt that their school-age children have enough opportunities to experience the workplace whilst at school.[15]

Young people enjoy and value educational experiences which engage employers because their involvement brings a new perspective to learning. The 2006 NFER literature review by Pippa Lord and Megan Jones looked at 314 research publications exploring young people's perceptions published since 1990, and gives an insight into why this might be the case. In a thorough assessment of young people's views on the learning process, the review found that real-life connections to be especially important in creating relevance for pupils; that young people place high value on clarity of explanation and subject knowledge, and "welcome sessions with professionals from within the field (e.g. health professionals, visitors from colleges, the workplace and so on)."[16]

A recent research exercise commissioned by the Royal Society seeking to understand the impact of external role models in changing pupils' perceptions about scientists and engineers and related careers, drew on the results of sixteen discussion groups with young people. That work builds understanding of why members of the adult economic community can have just positive impacts on young people:

> Role models are seen as intrinsically interesting just because they are not teachers and therefore not associated with discipline and school: they are not "strict" like teachers. Their relationship with the ideas they are conveying and the reasons for their presence in the school are seen by the children as different to those of teachers. Their work in the "real world" and their obvious enthusiasm for their subject and ability to bring SET [Science, Engineering and Technology] to life, combined with the absence of an explicit teacher / student relationship all help to engage the young people directly with the ideas. Teachers point out that there are rarely any behavioural problems amongst pupils taking part in role model schemes.[17]

2.2   *Increasing motivation to do well at school*

Survey evidence suggests strongly that young people come away from engagements with employers, and within the workplace particularly, more determined to succeed in school. As Table 3 shows, young people, aged 14-16, who had recently completed work experience reported high levels of agreement.

Table 3. *Views of young people after work experience – IEBE survey of 15,025 young people, 2008. Unweighted data.*[18]

I understand better why it is important to do well at school	Strongly agree	50
	Agree	40
	Disagree	7
	Strongly disagree	2
I am more prepared to work hard in lessons and my coursework	Strongly agree	42
	Agree	47
	Disagree	9
	Strongly disagree	2

More in-depth studies have shown comparable results. Professor Andrew Miller's 1998 investigation of the impact of business mentoring on 103 Year 11 students found that the "majority of students said that mentoring has affected their wish to do well at school. Three quarters of these said that mentoring has had a lot of impact on their motivation in GCSE subjects." Improved motivation "was shown through more time spent on coursework and homework, and paying more attention and being more enthusiastic in class." Interesting, many of the students who said that mentoring had little or no impact on their motivation "thought that this was because they were already well-motivated."[19] The 2009 evaluation of the Hackney Schools' Programme by the Centre for Education and Industry at the University of Warwick considered a multi-faceted programme bringing staff from legal firm Linklaters into contact with young people aged 7 – 16 in 46 schools across a range of activities, including literacy and numeracy support, work experience, mentoring and careers advice. The review

concluded that an area of "strong impact" for the programme was the development of positive attitudes towards learning.[20]

The schools inspectorate, Ofsted, has also found evidence that suggests that structured engagement of employers through work-related learning educational provision at key stage 4 can have a very impact on the motivation of young people to learn. The inspectorate's 2009 review of Diploma provision drew on interviews with employers, young people and teaching staff from 66 different schools and colleges engaged in delivery of the first Diplomas. The review found young people responding positively to teaching which systematically engages employers in classroom activities, workplace visits, and in development of learning materials and classroom work. The inspectors argued that the best examples of Diploma delivery provided pupils with "a range of inputs and visits, which significantly enhanced their learning and enthusiasm for the subject." The reviewers concluded that in almost all of the Diploma teaching group visited, students "were well motivated by the applied nature of their learning and the opportunity to work in realistic vocational contexts."[21]

Such perceptions are significant. Recent research commissioned by the Joseph Rowntree Foundation ran analyses across four important British longitudinal studies and concluded "a quarter of the gap in GCSE results between children from rich and poor families is associated with ... differences in attitudes, beliefs and behaviours."[22] It is a conclusion which helps to explain the reality behind the strength of belief among young people and teachers that employer engagement makes a real difference to educational success.

2.3   *Doing better in exams*
There is evidence to show that school leaders believe that employer engagement goes beyond improved motivation and helps to improve attainment levels (ie, better exam

results). Certainly, there is survey evidence to show that is the strong belief of a majority of head teachers.

A 2010 survey by KPMG of 151 English primary and secondary school heads showed that 75% of respondents agreed or strongly agreed that involvement of employers in pupil learning specifically has a positive impact on attainment.[23] KPMG's finding is in line with earlier survey work by Business in the Community and Edcoms who in 2007 found that 73% of 200 secondary head teachers, and 60% of primary school head teachers, agreed that employer engagement led to increased pupil attainment.[24]

However, while perceptions are important, they do not, in themselves, demonstrate a causal link between employer engagement and improvements in exam results. Educationalists describe the experience of learning as a black box, with multiple influences (notably, but not exclusively, teacher quality, learning resources, parental levels of education, peer influences, socio-economic status, ethnic group membership) contributing to a learning experience which leads ultimately to measured learning outcomes. To isolate any one specific intervention, such as an engagement with an employer through work experience or mentoring, is challenging, and can only be demonstrated conclusively by comparing the experiences of young people who shared the intervention with those of a very similar cohort of young people who did not. Such surveys are expensive, time-consuming and frustratingly rare.

A 2008 literature review commissioned by the Department for Children, Schools and Families was tasked with searching through scores of published reports and academic studies on education initiatives that involve employers to test and identify measurable impacts of employer engagement in pupil attainment. That study highlighted the paucity of high quality evaluations. An initial trawl identified 161 reports of likely relevance. Close examination showed that just 15 of the reports covering a range of very different initiatives held up to scrutiny as using scientifically robust methodologies. Of

these, all showed measurable positive impacts for young people, including preparedness for work, developing job and work skills, improving work-based competencies, attitudes and behaviours, enhanced employability and higher initial wage rates. None showed employer involvement in education decreasing attainment - an important conclusion as often employer related activities can be seen occupying learning time which might otherwise be used to engage learners in traditional teaching methods. Eight reports, related to five specific programmes of employer engagement, demonstrated "evidence of measurable improvement in grades, or other measures of student attainment", through application of robust social science methodologies.[25] Put another way, just 9% of the reports, reviews and evaluations identified were felt to sufficient quality to form a view, of any sort, on the impact of employer engagement on exam success, and of those relevant reports, all showed measurable positive impacts, and 53% showed meaningful increases in grades. Our conclusion: the research base is thin, but strongly suggests that young people have much to gain from engagement with employers.

Of the fifteen reports identified, five were from the UK, and ten American. Three of the UK reports, published in 2004-06, demonstrating improved grades relate to the Increased Flexibilities for 14-16 Year Olds Programme (IFP) which found "that having employers as visiting speakers, and having them on the steering group of the IFP partnerships, contributed to students gaining higher qualifications."[26] Importantly, the research highlighted in the review demonstrates that positive impacts on attainment vary with both programme design and individual circumstances so cannot be taken for granted. Professor Andrew Miller's 1998 UK study on business mentoring, for example, showed "significant" positive impact overall, but that impacts were concentrated in four out of seven schools. The study revealed that no significant improvement in attainment could be identified where young people mentored as a group, rather than on a one-to-one basis. These pupils showed no significant improvements in attainment.[27]

Approaching the subject from a different perspective, recently published research from the US shows an intriguing, and ostensibly powerful, correlation between the involvement of non-parental adults from a range of backgrounds (including teachers, relatives, youth workers, religious figures as well as employers) and the educational success of young people. Involving close analysis across a number of high quality surveys involving thousands of students the research discovers impact "in terms of both educational performance in high school and overall educational attainment. The effect of [this informal] mentoring on education remains strong even after social background and parental, peer, school, and personal resources are controlled." The study concludes: "Youths with a mentor are 53% more likely to advance to the next level of education than are youths who do not have a mentor."[28]

2.4   *Going into better paying jobs*

Pupil achievement includes more than exam success. Through their years of education, young people develop a range of skills and knowledge which is linked to the jobs they do in later life. A broader conception of student achievement that includes reference to labour market outcomes provides perhaps a fuller test of the efficacy of employer engagement. Two US studies are of particular interest, because these combine those gold standards of social science research: they are longitudinal studies which track the experience of participants over time and compare their experiences to a control group of young people who did not experience the intervention.

The 2008 evaluation by MDRC of the US Career Academies programme is especially rigorous and interesting as it tests impact eight years after the participation, at 16-18 years, in a series of intensive work-related learning initiatives, and tracks the experiences of both students who took part in the scheme and a comparable group made up of similar students who applied to take part, but for whom spaces did not exist. This use of a randomized control group is the single best way to test impact. Researchers were able to keep track of some 1,500 (81%) former students split between

the two groups – an excellent retention rate. The evaluation finds that students who took part in the Career Academies programme were earning 11% more than their peers at age 26, eight years after they graduated from high school.[29]

Figure 1. Wage returns expected by former participants of US Careers Academies programme compared to control group over eight year period

Career Academies Evaluation

Exhibit 2

Month-by-Month Impacts on Total Monthly Earnings for the Full Sample
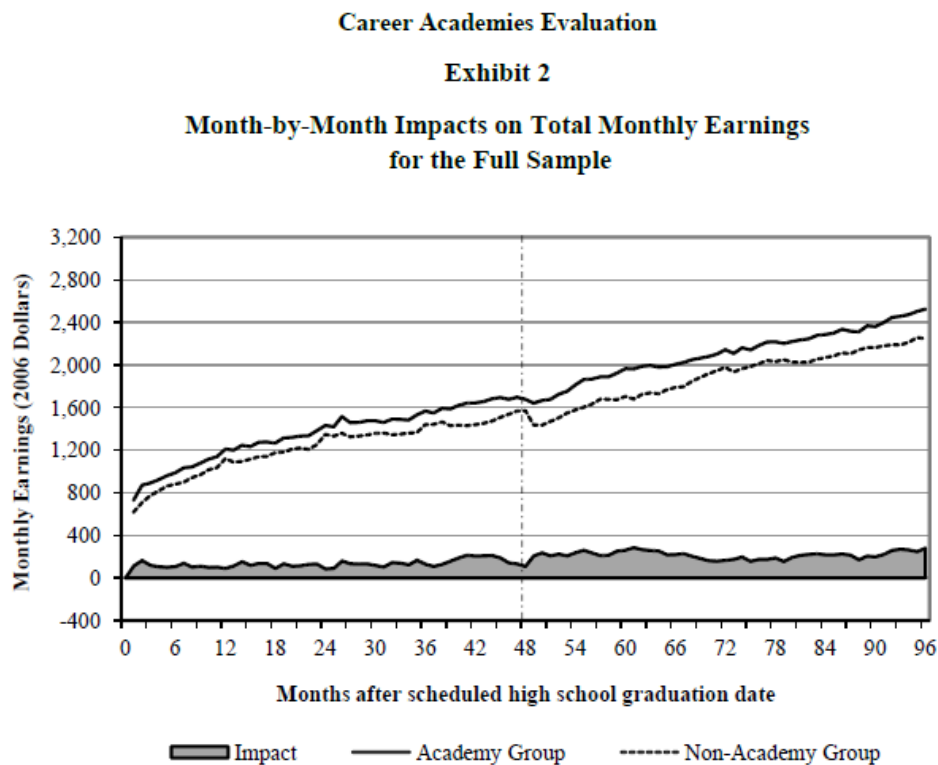
SOURCES: MDRC calculations from the Career Academies Evaluation Four-Year and Eight-Year Post-High School Follow-Up Surveys.

For young men, the impact was even higher, giving them a boost in earnings of 16%. The report concludes that this systematic engagement with employers over the final two years of schooling is of no detriment to academic attainment and produces "substantial and sustained improvements in postsecondary labor market prospects." In fact, "the magnitude of the impacts on monthly earnings for young men exceed differences in earnings that have been found in other research comparing young

workers who have two years of community college with those who have only a high school diploma."[30]

Reviewing three decades of evaluations, researchers at the University of California at Berkeley conclude that Career Academies "have been found by a conclusive random-assignment study to be effective in improving outcomes for students during and after high school. Career Academies have therefore become the most durable and best-tested component of high school reform strategy to prepare students for both college and careers." As the authors note, the Academies 2008 longitudinal evaluation produced "conclusive evidence that career academies improve students' performance in high school especially for students at greatest risk." Moreover, the "evidence of effectiveness of career academies is stronger and clearer than for other high school reform strategies [such as reducing school size]. This provides an exceptionally solid basis for designing new policies and practices to improve high schools."[31]

A second longitudinal study from the US using a control group of comparable students shows similar impact in the labour market. The 2002 evaluation of the Lansing Area Manufacturing Partnership (LAMP) – a scheme which included employer-driven project-based learning with close working between teachers, employees and students in the final year of secondary education – showed that students taking part in the scheme were more likely to go on to higher education than their peers (85% against 77.5%) and eighteen months after leaving high school were typically, and successfully, combining study with work which paid a much higher rate than their peers ($11.12 an hour, compared to $8.86) – a difference of 25% in earnings.[32]

*2.5   Becoming more employable, getting access to better opportunities*
The reports do not systematically explore why graduates from the schemes would enjoy such significantly higher wage returns. Other work, however, suggests two reasons which might be behind the success, both of which are closely linked to the engagement of employers in education: the development of 'employability' skills valued by

prospective employers; and, the creation while at school of personal networks which would allow students to move into the labour market with better information and contacts than their peers.

In 2009, the UK Commission for Employment and Skills published *The Employability Challenge*. The work offers a helpful overview of what is meant by "employability skills" and including an assessment of more than 100 UK and international definitions of employability skills, published since the 1980s, and found large overlap between them. The synthesis definition adopted by the Commission is given at Figure 2 [FN -33]. As described by Commission chair, Sir Mike Rake, employability skills "make the difference between being good at a subject and being good at a job." The key elements comprising employability skills are illustrated below:

Figure 2. Summary of UK Commission for Employment and SKills definition of Employability Skills[34]
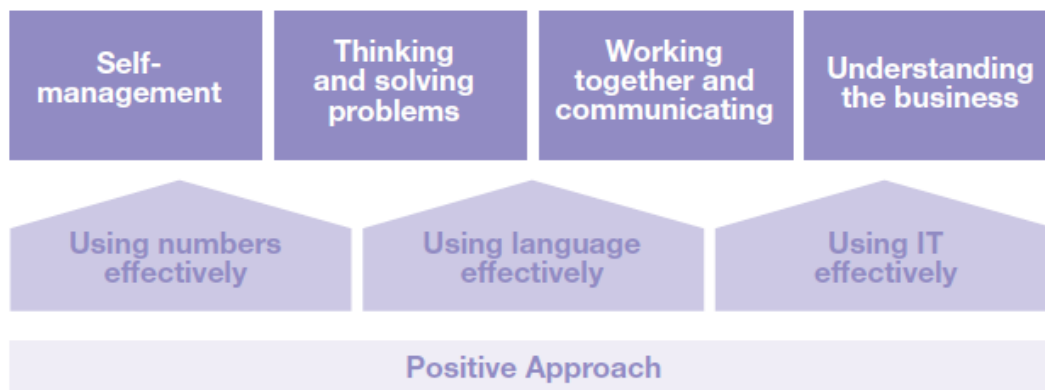
To Mike Rake, employability skills are "the lubricant of our increasingly complex and interconnected workplace" and are more highly in demand from employers, than ever, because of the changing character of the modern workplace.[35] The Commission argues that employability skills are of unprecedented importance because, more than ever, the working world is:

interconnected: almost all twenty-first century jobs involve teamwork. Few workplaces flourish if workers can't communicate. Most employees need to understand and care about the people (customers, service users, tax-payers) whose needs their employer has to meet
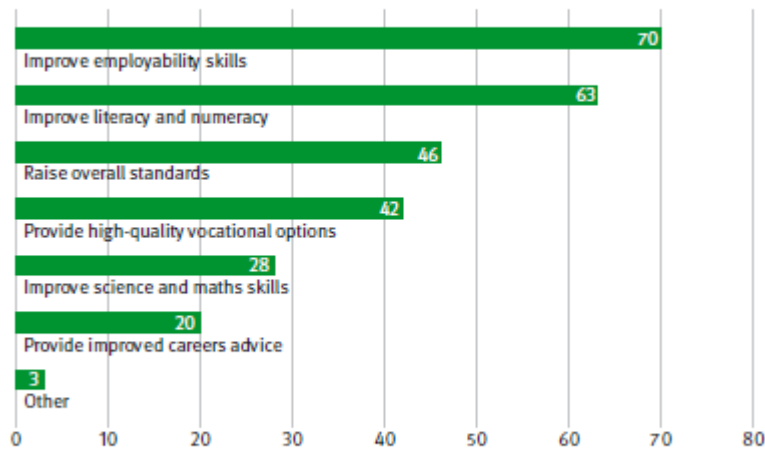
complex: few jobs offer satisfaction and progression without demanding an ability to use numbers, computers, telephones and the written word to get things done. The ability to think independently and to solve problems is also essential to enjoyment and success

rapidly changing: there are few jobs-for-life in the twenty-first century workplace. Most people will work for several employers, often in different sectors, over their working life. The pace of change means many specific skills will rapidly become obsolete.

The Commission argues that employability skills are both in heavy demand from employers and in short supply. It is an analysis which is shared by the UK business representative organization, the CBI. Its 2010 survey of 694 employers identified improvements to employability skills as the most important priority for schools.

Table 4. EDI survey of 694 CBI member companies (2010). Weighted data.[36]

Exhibit 3 Business priorities for schools and colleges (%)

	%
Improve employability skills	70
Improve literacy and numeracy	63
Raise overall standards	46
Provide high-quality vocational options	42
Improve science and maths skills	28
Provide improved careers advice	20
Other	3

Note: Respondents were asked to identify their top three priorities

Interestingly, the respondents top priority for universities was also the improvement of employability skills identified by 81% of respondents, significantly above the second more important priority for higher education (an increase in science and engineering

graduates mentioned by 42% of respondents). The survey results reinforce the Commission's argument that employability skills are required to make specific knowledge and technical skills fully productive.[37]

This analysis from two organizations with close interests in ensuring that the UK's working population have the skills which employers most demand provides a means of explaining why the robust, if rare, analyses of intense, co-ordinated work-related learning show substantial increases in wages for participants. The Commission's research argues that the "key to developing employability skills is to start with the employer… drawing on the expertise and authority of employers to help individuals acquire these skills [and] involving employers in the process to make it real to learners."[38] By way of example, the Commission highlights work placements, workplace visits, mentoring, teacher placements and employer support for the development of learning materials as key forms of employer involvement. The CBI's survey respondents agree. Over half of employers (56%) believe the biggest single contribution they can make to preparing young people is to give them opportunities to gain work experience, while others favour mentoring, classroom visits and support for careers information advice and guidance.[39] Consequently, the best way to help young people to develop employability skills is to engage employers in their education.

Both reports highlight the importance of experiential learning. Respondents to the CBI survey overwhelmingly see practical experience, including work experience while in full-time education, as the single most important thing that young people can do to secure advantage in the labour market. The UK Commission agrees, arguing there is "strong evidence that work experience in particular is effective in improving the employability of different groups."[40]

Table 5. EDI survey of 694 CBI member companies (2010). Weighted data.[41]

Number of employees	1-49	50-199	200-499	500-4,999	5,000+	All
Gain practical experience	58	68	70	63	73	65
Properly prepare all job applications	9	8	11	14	15	12
Develop clear understanding of what you want from a career	9	11	5	9	6	8
Maintain a positive attitude	9	6	7	10	4	8
Undertake further study	14	6	7	4	1	6
Other	1	1	0	1	1	1

Exhibit 22 Employer advice for young people looking for work (%)

Research into specific employer engagements in education help understand how young people can benefit from work-related learning activities as they move into the labour market. Ofsted's interviews with employers supporting the Young Apprenticeship programme (which is designed for mainstream students with clear vocational goals and includes 50 days of work experience) provides further evidence. Ofsted reports that employers they interviewed as part of their evaluation argued that the programme benefited young people because pupils:

> developed skills and attributes which made them more employable, including a willingness to learn, interpersonal skills through working with adults in the work place, communication skills, team working, good timekeeping and attendance…employers also identified benefits in the programme for their own organisations. In young apprentices they saw young people who were developing the skills and aptitude to progress in their industry. The young apprentices would join the labour market with desirable skills and an understanding of different aspects of the vocational area. These would enable them to make a fuller contribution to an organisation when they entered full-time employment. Employers in some vocational areas saw the programme as a means of introducing more able students to vocational areas which they might not otherwise have considered. …Some employers also used the programme for assessing and recruiting potential employees. Young apprentices have gained employment as a result of successful work placements.[42]

Ofsted's analysis highlights the importance both of the skills developed by individual students and the access to networks of employers looking for recruits with their interests, knowledge and abilities. School-based involvement with employers is a means of securing access to desirable paid employment. In the LAMP study, considered above, a large proportion of the 25% higher wage returns enjoyed by graduates from the scheme came from a far higher success in securing well paid employment with General Motors, a key sponsor of the scheme and whose employees worked closely with teaching staff.[43] Similarly, later unpaid experience often leads to paid employment. A survey of 14,000 graduates by the High Education Careers Service Unit in 2010 found that one in five had worked for their current employers as a student before they applied for a graduate role.[44] Jeremy Higham's review of work-related programmes in Ontario, Canada offers a further perspective highlighting the importance of relationships being built between teachers and employers. As Higham notes, where working relationships are strong, a teacher's recommendation would often lead to valued work opportunities for young people. The link between the connections developed through unpaid work experience and subsequent paid employment is of particular interest to the Taskforce and remains a rich area for further study.

2.6   *Making better career decisions*

Employer engagement in education can underpin the achievement of young people and make it easier for them to develop skills highly valued by employers at all levels of job entry. More than that, there is growing evidence to show that engagement can have an important effect in helping young people to make informed decisions about their career choices and the education, work and training routes which best lead to them.   The 2009 report of the Panel on Fair Access to the Professions presented evidence of widespread unhappiness of young people in the helpfulness of the careers advice which they had received at school and the lack of confidence of parents in their ability to provide appropriate advice. Drawing on work undertaken by a team at the University of Derby

in 2005, the Panel report highlights the fact that fewer than half of the 190 parents of Year 8 students surveyed expressed confidence in being able to offer their children good advice on their career choices and decisions around curriculum choices.[45]

Table 6. Survey (by postal questionnaire) of parents of 190 Year 8 students from 10 English schools (urban and rural) including two special schools. 2005. Unweighted data.

Figure 5e: Percentage of parents stating influence on career planning at school[22]
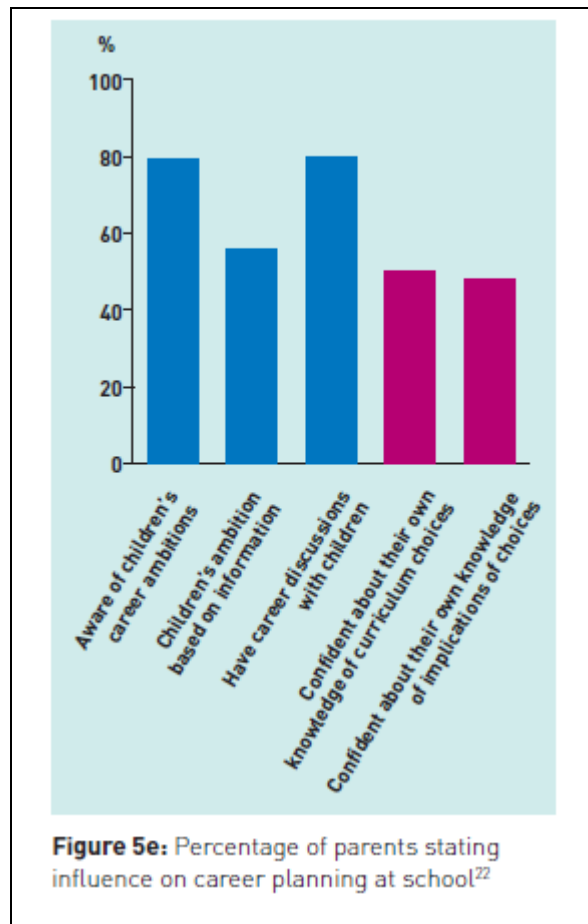
The results are of particular interest as there is evidence, from 165 in-depth interviews with pupils aged 14 and 16 carried out by NFER in 2005-6, that "few young people, particularly at age 14, made the link between careers education and guidance activities and the personal decisions about courses and pathways they were making".[46]

Work undertaken in 2005 by a team from Loughborough University for the Department for Education and Skills on the views of 20,150 young people, aged 16-18 and their parents of 16-18 year olds found that between a third and one half of parents felt that advice given to young people on what to do after Year 11 was inadequate (see Table 8).[47] As table 7 shows, many young people found decision making at 16 a difficult exercise.

Table 7. Results of face-to-face interviews with 21,500 young people and their parents in the first year following end of compulsory schooling, 1999-2000. Unweighted data.

Table A2.14   Post-16 Decision-Making: An Easy Decision?

	Full-time education	Work with training	Work with no training	NEET	Column per cent All
Very easy	27.2	27.6	21.1	20.1	26.1
Fairly easy	37.3	32.8	28.4	24.9	35.1
Neither easy nor difficult	11.1	11.4	14.6	15.5	11.8
Fairly difficult	18.4	19.2	23.6	24.2	19.4
Very difficult	6.0	8.9	12.3	15.3	7.6

Base: Combined cohorts of young people who were interviewed at age 16 (N = 21,238)).

Table 8. Results of face-to-face interviews with 21,500 young people and their parents in the first year following end of compulsory schooling, 1999-2000. Unweighted data.

Table A3.5   'The advice given about what to do after Year 11 is inadequate': Parent - Young Person Responses

	Young person's agreement	Row per cent			Column per cent
			Parent's agreement		
		Strongly/ agree	Neither agree nor disagree	Strongly/ disagree	All
NEET	Strongly/agree	71.5	11.8	16.7	53.1
	Neither	58.3	21.2	20.5	15.9
	Strongly/disagree	55.1	13.3	31.6	31.0
	All	64.3	13.8	21.9	
Work: no training	Strongly/agree	68.5	12.5	19.0	47.0
	Neither	47.2	23.6	29.1	16.8
	Strongly/disagree	47.6	13.1	39.2	36.2
	All	57.4	14.6	28.0	
Work with training	Strongly/agree	68.1	13.1	18.7	37.8
	Neither	56.1	18.3	25.6	19.2
	Strongly/disagree	46.2	13.0	40.8	43.0
	All	56.4	14.1	29.5	
Full-time education	Strongly/agree	60.5	15.2	24.3	35.9
	Neither	46.7	21.8	31.4	18.0
	Strongly/disagree	39.6	18.5	41.9	46.1
	All	48.4	17.9	33.7	

Base: Combined cohorts of young people who were interviewed at age 16 with a responding 'parent' who provided relevant data. (N =20,040).

In contrast, the results from a recent survey of 333 young commissioned by Deloitte and carried out by B-live shows a persuasive correlation between the intensity in which young people engage with employers in educational settings and subsequent confidence about careers choices. Young people who had been in contact with four or more employers in the last 2 years of school were nearly twice as likely to believe that they had a good idea of the knowledge and skills needed for the jobs they wanted to do.[48]

Table 9. Deloittes/B-live survey of 333 young people aged 11-18 (71% aged 13-16) from 120 different English schools. 2010. Unweighted data.

Statement	% strongly agreeing with the statement, with respondents grouped by the number of different employers respondent has received careers advice or information from			Improvement in numbers strongly agreeing with statement
	None	**1 to 4**	**>4**	
I feel confident to make a decision on my career, with the information I have	26%	23%	37%	+11%
I feel I know what I need to do to get the sort of jobs I want to do	21%	25%	36%	+15%
I have a good idea of the knowledge and skills I need for the jobs I want to do	23%	26%	44%	+21%
I am confident that I am developing the right knowledge and skills to get the sort of jobs I want to do	23%	23%	41%	+18%
I am confident that I will be able to find a good job	18%	29%	45%	+27%
I feel excited about the jobs that I could do when I leave education	34%	36%	46%	+12%

The results tally with surveys of young people completing work experience.

Table 10. Results of three surveys investigating link between work experience and young people's confidence in career choices, 2005-10.

Survey team (year of survey): statement	Number (sample)	% agreeing strongly/finding very helpful	% total agreeing/ finding helpful
IEBE (2008): "I am clearer about what I want to do in my future education and career (post-16)". Unweighted data.[49]	15,025 (Age 15-16)	37%	75%
London Metropolitan University (2005): "encouraged/discouraged you from choosing work like this". Unweighted data.[50]	566 (15-16)	N/A	60%
Loughborough University (2005): "work experience was helpful in making post Year 11 decision". Unweighted data.[51]	18,989 (16-18)	34%	65%

Perhaps unsurprisingly, the Deloitte survey of young people reveals a keen appetite among young people for closer direct involvement from employers – 95% want more at a general level - in the careers information advice and guidance which they receive.

Table 11. Deloittes/B-live survey of 333 young people aged 11-18 (71% aged 13-16) from 120 different English schools. 2010. Unweighted data.[52]

Employer involvement	Young people reporting this involvement	Young people wanting more of this form of engagement
Employers coming into my school/college to talk about their company	36%	55%
Employers coming into my school/college to talk about particular jobs	32%	63%
School trips to employers	22%	62%
Mentoring by employers	9%	39%
Interview practice/CV preparation tips from employers	23%	46%
Employers' video case studies, podcasts or blogs	11%	26%
Information via the internet (e.g. case studies, job descriptions, company background, career opportunities)	42%	43%
Talking to employers at careers fairs	25%	45%
None	31%	6%

2.7   *Increasing aspirations*

There is evidence, therefore, to show that employer engagement can give young people information which they particularly value in helping to decide on careers path. More than that, employer engagement can be a means to excite and nurture the interest of pupils in specific careers which they may not otherwise have considered. An interesting 2009 study of the attitudes of a randomized sample of 450 Oxford University undergraduates and postgraduates, for example, showed both a strong belief among female students that employers in the financial services sector would behave in discriminatory fashions, and that the single best source of evidence to inform student opinions on discrimination was personal experience as in an internship, cited by 80% more than twice the level of students would rely on the views of company representatives.[53]

NFER's 2008 study of influences on Black and Minority Ethnic students in choosing science courses of study provides further evidence of impact. The study involved 24 focus groups of 'A' level students and 24 in-depth interviews with undergraduate students. The project identified "perceptions of careers with physics or chemistry" as one of four high-influence factors in decision making and "images of scientists and the work they do" as one of four medium-influence factors. Positive images, the authors stress, were "often due to work experience where they had seen what scientists do and talked to them about it."[54]

Recent work by American sociologists on the links between practical experience of the world of work and educational outcomes highlights the way in which workplace experiences can nurture and validate career aspirations. Following 33 students who had achieved well and were very interested in science careers at 14 through to age 16, the detailed study led by Pamela Aschbacher *Is Science Me?* identified three discrete groups of students – *Lost Potentials* (who abandon science as a subject of study); *High Achieving Persisters;* and *Low Achieving Persisters.* One of the key differences between the groups was access to real world adults working in scientific environments, demonstrating a connection between engagement with the workplace and successful educational progression towards a career goal.

> Most High Achieving Persisters took part in extracurricular hands-on experience in real science labs, hospitals or zoos, where they had opportunity to see the work being done, participate in doing it themselves to some extent, and interact with scientists, doctors or vets. In these communities of practice, they discovered some passion and ability in scientific activities, raising their sense of self-efficacy in science.
>
> Facilitated by parents, many participated in compelling extracurricular opportunities where they apprenticed with SEM [Science, Engineering and Maths] professionals, described as inspiring role models who helped students find their strengths in science while practicing authentic work, and influenced

their judgments about the extent to which learning and doing science could be enjoyable, relevant, feasible and desirable.

Low Achieving Persisters described their families as having few role models in SEM careers other than nursing, and little knowledge about possible science-related jobs, appropriate preparation, or career paths. [55]

Family access to workplace opportunities, consequently, played an important role in determining the ultimate educational success.

The evaluation of the Careers Academy Finance internship programme by the Centre for Education and Industry at the University of Warwick found that the collaborative venture between colleges and finance sector employers "was perceived to have significantly enhanced the curriculum available to students taking part in the programme, as well as extending their horizons in terms of both career and higher education opportunities… Teaching staff viewed the Academy of Finance progamme as an extremely effective programme, particularly in relation to motivating young people and raising their aspirations"[56]

2.8   *Employer engagement and social mobility*

The discussion above suggests where employers engage successfully in the educational experiences of young people, pupils can secure significant meaningful positive benefits in terms of achievement, aspiration and access to the information and networks which influence the jobs and careers they ultimately undertake as adults. There is a strong case, therefore, to explore further the link between employer engagement in education and social mobility. Can engagement of employers in the school lives of young people help break the pattern of children going on to experience the same levels of relative income and occupations as their parents? [57] There is evidence to suggest that engagement can be an important force for both increasing or reducing social mobility.

Questions around social mobility and how education affects it have been the subject of a huge amount of interest from academics and in annex 2 of this document, we attempt to connect the academic literature to the reviews, evaluations and reports discussed here on the impact of different employer engagement initiatives. The annex looks particularly at the different resources which help determine adult outcomes in the workplace. Specifically, it looks at three areas – aspiration, access to information and networks, and achievement and related theories of cultural, social and human capital – all of which are heavily influenced by family background.

As Sarah Gracey and Scott Kelly of the LSN argue, parental support "creates the conditions for informal advice networks, work experience and exposure to opportunities."[58] And families have very different levels such resource to draw upon. Parents who left school at earliest opportunity, for example, and work and socialize exclusively with friends and relatives from the same background find it much harder to advise a child on which university course to do, or even whether to go at all, than would parents who both have postgraduate qualifications. As the US study *Is Science Me?* showed, young people can benefit significantly from the workplace contacts that are generated through families. Employer engagement can be seen as an intervention that gives young people access to new information, encouragement, practical experience and networks about the connections between school life, further study and adult work.

A number of studies have provided evidence to suggest that young people who are most disadvantaged, and can be expected to have the fewest family resources to draw upon, benefit the most from educational experiences involving employers. The 2008 review of US Careers Academies found that the most consistently positive impacts accrued to those students of highest risk of dropping out of education.[59] Also in the US, a recent in-depth study of the resources which 60 students aged 16-18 interested in following careers in healthcare, found:

> For low-income urban adolescent girls with an interest in healthcare, access to school- or community-based individuals within higher-level healthcare career

positions can augment their informal mentoring networks such that they are more likely to strengthen their academic, college and career preparation, thereby making their aspirations for college and professional careers more realistic.[60]

In the UK, the 2008 DCSF commissioned evaluation of Key Stage 4 Engagement Programme – a personalized work-focused programme of learning, including realistic experience of work for two days a week aimed at young people most at risk of disengagement concluded:

> For most pupils, the KS4EP programme has contributed to improving levels of engagement in learning and confidence; and the development of employability and vocational skills. The skills developed, experiences gained and support received are having a positibe influence on most pupils' aspirations, preparation for a job or further learning and decisions about what they want to do after year 11.
>
> The case study evidence highlights … that for some pupils who staff would have expected to disengage from learning altogether during year 11, remaining in learning over the course of the year is regarded as a significant achievement.[61]

A group of specific interest in the UK is those young people aged 16 to 18 who are not in education, employment or training, the so-called NEETs.   Work by Ofsted published in 2010, based on interviews with some 700 NEETs, showed that many "had stereotypical views of work and job roles and, consequently, what they might do themselves. This influenced their thinking about what they could or should do. The courses and programmes they were pursusing reflected stereotypical work roles followed by males and females. They also failed to challenge negative attitudes to certain job roles that young people may have inherited from their families." The report concludes that the most effective interventions include "structured approaches to work experience through volunteering, combined with mentoring and financial, were particularly effective."[62]

This connection between family background, career planning and NEET status builds on conclusions from a survey of 20,461 young people and their parents by the team from

Loughborough University in 2005. That work showed young people who became NEET at 16 did not receive the same levels of support from parents as other young people into further study or work. While a fifth of parents of NEETs used their contacts to try and find a young person a job, at the time of the survey, their efforts had proved unsuccessful, perhaps because of the narrowness of their networks. Certainly, young people who became NEET had fewer resources to draw upon in making decisions.

Table 12. Results of face-to-face interviews with 21,500 young people and their parents in the first year following end of compulsory schooling, 1999-2000. Unweighted data.

Table A2.7   Number of Sources of Advice for Deciding upon Post-Year 11 Destination

	Full-time education	Work with training	Work with no training	NEET	Column per cent All
None	1.7	3.4	5.4	9.6	2.9
One	7.6	11.7	14.1	15.0	9.2
Two	18.8	23.6	21.1	24.5	19.9
Three	29.3	27.7	24.9	25.7	28.5
Four or more	42.5	33.6	34.5	25.2	39.5

Base: Combined cohorts of young people who were interviewed at age 16 (N = 21,273).

Parents of NEETs, one-half of whom did not have any educational qualifications, were also much less confident in their knowledge of modern qualifications to give their children proper advice as to what they should do after the end of compulsory schooling.[63]

Table 12. Results of face-to-face interviews with 21,500 young people and their parents in the first year following end of compulsory schooling, 1999-2000. Unweighted data.

Table A1.6   'I don't know enough about modern qualifications to give my
              son/daughter proper advice about what to do'

	Full-time education	Work with training	Work with no training	NEET	Column per cent All
Agree strongly	6.3	6.3	8.3	13.8	7.2
Agree	36.0	41.0	47.9	53.5	38.9
Neither agree nor disagree	12.8	12.4	11.6	11.1	12.6
Disagree	36.5	36.2	29.0	19.1	34.3
Disagree strongly	8.3	4.1	3.2	2.5	7.1

Base: Combined cohorts of young people who were interviewed at age 16 with a responding 'parent' who provided relevant data. Unweighted N = 20,430.

New research presented by Taskforce analyst Christian Percy at the *Point of Partnership* conference (University of Warwick, October 2010) on the connection between part-time working in years 9, 10 and 11 and subsequent NEET status after completion of compulsory schooling, using data from large scale longitudinal surveys, shows a "compelling and beneficial" relationship. As table x shows, the average time spent NEET over a 21 month period after leaving school is around two weeks for those who worked part-time in each of those three years, but nearer five weeks for those who did not work at all.   Moreover, the beneficial effect on those of greatest risk of becoming NEET is even stronger.[64]

Table 13. Analysis of Longitudinal Study of Young People in England data - 10,017 representative young people who completed compulsory schooling in July 2006 over 21 month period from September 2006 to May 2008[65]
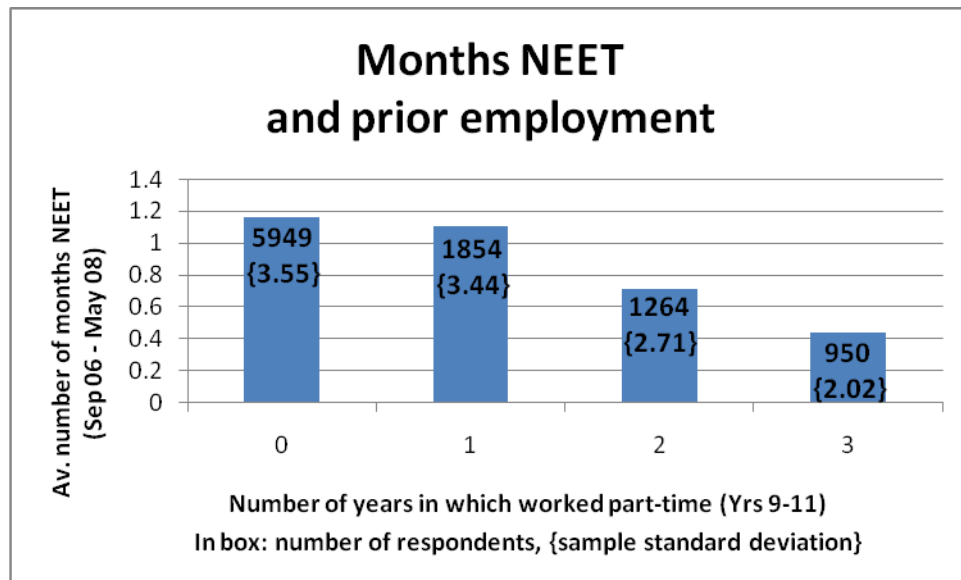
Experience of the working world can therefore compensate for lack of family resource, but if can also serve to increase inequalities. At the other end of the social spectrum, it is interesting to note the extent to which the leading independent schools in the UK involve employers in pupils' educational experiences. Desk research undertaken by the Education and Employers Taskforce shows significant levels of engagement. Annex 3 presents the initial results of an ongoing project. The work demonstrates that of the 20 highest performing schools – by 2009 exam results – in the independent sector:

- 20 engage in enterprise activities, primarily Young Enterprise
- 18 provide or require pupils undertake work experience
- 17 engage employers in direct provision of careers advice to pupils
- 16 arrange presentations from guest speakers including employers/employees
- 9 arrange work-place visits for pupils
- 5 provide opportunities for students to be mentored by someone from business

A typical means of sourcing speakers, mentors and work experience opportunities is through former pupils. As the website of Winchester College appeals: "Perhaps you are a barrister and can help a current Wykehamist discover something about chamber life?" These independent schools have a healthy interest in finding means to expose their pupils to the world of work and members of the economic community. Given the close responsiveness of independent schools to parental demand and determination to secure the highest possible educational outcomes for pupils, such behaviour is of real interest. Of interest here is the fact that many admissions procedures for access to university degree courses, including some of those which are hardest to get into and lead to high paying careers, such as veterinary science or dentist, require work experience in the field. And parental background and connections are highly relevant in securing such experience because, in state schools, a very large proportion of young people (or their parents) identify their own work experience placements.[66] It will be the subject of further study and provides a context for the discussion which follows on benefits of employer engagement for the mainstream of the student population. [67]

A key question is, therefore, how employer engagement impacts on the relative advantages and disadvantages experienced by young people. High quality US studies have explored the link. Lance Erickson's work on the power of informal mentoring relationships – which found a very significant link with educational success - concludes:

> Contrary to usual expectations, much of the evidence shows that mentoring relationships that develop naturally have the potential for contributing to— rather than reducing— social inequality. First, youths have unequal access to the benefits of informal mentoring. Overall, those with an advantaged background are more likely than the disadvantaged to have an informal mentoring relationship. In other words, mentoring is most common among youths who already possess a wealth of social resources. Second, relatives appear to be more effective as mentors for the educational attainment of youths who have many personal resources on which to draw. This finding suggests that young people with a great many personal resources are in a better position than are others to take advantage of the guidance, advice, and support provided by relatives in the mentor role. In these ways, mentoring serves primarily as a complementary resource for advantaged young people.

When disadvantaged young people do develop relationships with mentors, however, they "benefit significantly".

> The presence of mentors is related to substantial improvements in the educational fortunes of disadvantaged youths, even in those instances when mentoring does not provide benefits as profound as (360) those for more advantaged youths.[68]

This is an area of strong interest to the Taskforce. As it embarks on new research into the link between employer engagement and social mobility, it encourages equally scholars and researchers to consider the importance of the questions raised here and in annex 2 of this document which addresses the question in closer detail.

3   Benefits for teachers and school and college leaders

There is very strong survey evidence to show that school leaders and classroom teachers overwhelmingly want more engagement from employers across the breadth of school life. In this chapter, we look at two important areas where employers engage to support the school and college performance: governors and staff development. Of particular interest is recent research which shows employee governors often play very significant roles in strengthening boards of governance which can lead ultimately to improved pupil attainment.

3.1   *Schools want more engagement from employers*

Teaching staff and schools are consistently very positive about their experiences of working with employers. Like young people, polling evidence shows enjoyment and appreciation of the experience. Asked whether they wanted to work more, the same, or less closely with employers in the future, 87% of respondents to BITC's survey of 400 senior school leaders (split equally between primary and secondary schools) wanted more, picking out the following areas of greatest desire for future collaboration:[69]

Primaries (all cited by 80%+ of respondents):
- sponsorship and funding
- curriculum linked lessons and resources
- gifted and talented programme
- extended schools
- investment in the school infrastructure
- working with disengaged pupils
- personalised learning

Secondaries (all cited by 90%+ of respondents):
- working with disengaged students
- work-related learning
- work experience
- sponsorship and funding
- curriculum linked to lessons resources/activities
- gifted and talented programme
- careers guidance

The results tally with a 2010 survey of 143 school leaders undertaken by KPMG on behalf of the Education and Employers Taskforce:

Table 14. KPMG survey of 143 school leaders in England. 2009-10. Unweighted data.[70]

Table 3.1 Response to how beneficial schools believe it is to work with employers

How beneficial?	Primary (n=82)	Secondary (n=49)	Total (n=143)
Not at all	0%	0%	0%
Of little benefit	18%	4%	13%
Of some benefit	33%	11%	24%
Very beneficial	35%	47%	41%
Extremely beneficial	14%	38%	22%

The 2009 survey of 1,034 classroom teachers working with young people aged 11-19 showed that just 1% felt there was too much employer engagement at their school with 59% wanting more. With regard to specific initiatives, all but one of the 48 principals taking part in the Northern Ireland *Time to Read* programme (where employee volunteers listen to primary school children read) agreed that they would recommend the scheme to other schools.[71]

2.2   *Supporting school and college governance and performance*

School interest extends beyond interest in supporting classroom teaching. There is also growing interest in working with employers to support the development of staff and the wider leadership of the school. In terms of governance, national structures, such as the School Governors' One-Stop Shop (SGOSS), now actively encourage and enable employers to encourage and support staff members to become school governors. The impact of this new resource is subject to ongoing evaluation and provides an exceptionally helpful insight into the positive impact that employers can make to the performance of schools.

The 2008 School Governance Study commissioned by BITC, sponsored by Freshfields, and carried out by the University of Bath concluded that:

> The involvement of businesses and their employees in school governing is greatly appreciated by schools, employee volunteers themselves and the businesses that are most proactive in supporting their employees' volunteering activities.[72]

More recent research digs into the factors behind this appreciation. Work undertaken by Anne Punter and John Adams at the University of Hertfordshire, on behalf of SGOSS, provides compelling evidence of the importance of employee governors. Over 2009 and 2010, the Hertfordshire team surveyed and interviewed more than 100 employee governors (recruited through SGOSS), chairs of governing bodies and head teachers to understand what additional value, if any came, from the contribution of the employee governor. Questioning all three parties in the same school or college allowed the team to triangulate results and capture the professional opinions of school leaders on the performance of the employer-supported governors.

Table 15. Results of telephone interviews with 60 'employee governors', 50 head teachers, 30 chairs of Boards of Governance undertaken Spring 2010 by University of Hertfordshire team.[73] Five being maximum effectiveness.

	Very effective % of SGOSS Governors	Effective % of SGOSS Governors	Combined Very effective and Effective % of SGOSS Governors	Mean effectiveness rating of SGOSS Governors (5 max)
Head Teachers	56	30	86	4.32
Chairs	43	40	83	4.17
Head Teachers & Chairs	51	34	85	4.25
SGOSS Governors self-rating	15	55	70	3.80

Table 7 Judgements by Head Teachers and Chairs of the Effectiveness of SGOSS Governors.

Punter and Adams (Table 15) find parallels to the role that the employee governor plays in the role that a non-executive director typically plays in business governance structures.

Table 16. Results of telephone interviews with 60 'employee governors', 50 head teachers, 30 chairs of Boards of Governance undertaken Spring 2010 by University of Hertfordshire team.[74]

Role rated by Head Teachers and Chairs combined	Very valuable % of SGOSS Governors	Valuable % of SGOSS Governors	Some value % of SGOSS Governors	Combined Very valuable, Valuable and Some value %
Challenging the leadership to effect improvements for pupils	48	29	15	92
Challenging the leadership to ensure all pupils' needs are met	50	26	15	91
Monitoring and evaluating school improvement plans and targets	26	44	18	88
Getting to know the strengths and areas for development of the school	40	36	11	87
Supporting the Head Teacher and the senior management team	56	26	4	86
Holding the leadership to account for the performance of the school	41	33	11	85
Involvement in school improvement planning	29	40	13	82
Acting as a 'Non-Executive Director'	38	35	8	81

Table 3 Roles in which SGOSS Governors gave the most value, as judged by Head Teachers and Chairs.

Considering the results, the authors note:

> Most significantly, these eight roles are the most central to the governance function. It is a point worthy of emphasis that schools value most highly the SGOSS Governors' contribution to the most important aspects of governance.
>
> The roles are the distillation of that 'Non-ExecutiveDirector' approach that provides the objective checks and balances for the Executive, while being supportive and committed. Many of the respondents asked for clarification of the term 'Non-Executive Director' in the interview, as it is not used in the Ofsted documentation and is not part of a shared vocabulary in education. As soon as a definition was offered, however, respondents were swift to acknowledge the relevance of this term to the role of their SGOSS Governor.[75]

Chris James, Professor of Educational Leadership and Management at the University of Bath, who led the BITC-supported research project into school governance offers further insight. He argues:

> The composition of school governing bodies is specified by legislation but there is some flexibility. Good schools take advantage of this flexibility to recruit the governors they need and to enhance the quality of their governing bodies. Research evidence shows that the specific functional skills of individual governors, such as expertise in financial management, can be very useful. However, the most important qualities are those that relate to being able to scrutinise the work of the school – to ask the difficult questions - and to having the inter-personal skills to make that kind of contribution in a helpful way in a group setting. Those are the capabilities that lead to effective school governing and they are typically the skills that are developed in the work-place.
>
> 'Good school governing' contributes to the management of the school, and good school management enables the teachers to teach to the best of their abilities. In this way, the skills and capabilities developed through employment can enhance the effectiveness of school governing bodies which in turn can contribute to enhancing the work of the teachers. This kind of relationship is supported by research undertaken by the University of Bath which shows that there is a link between the effectiveness of the school governing body and school performance.[76]

Forthcoming work led by Professor James and Steve Brammer (University of Bath) on behalf of the CfBT Education Trust deepens our understanding both of the importance of the school governor as "a significant educational and community leadership responsibility" and the impact that governors have on school performance. As James and colleagues stress, the "lack of a capable governing body is not a neutral absence for a school; it is a substantial disadvantage." Comparing survey results from heads and governors with school performance data from 545 primary schools and 169 secondary schools, the study finds that schools vary in the extent to which they found it easy to recruit governors, suggesting a targeting of employee governors may be an effective means of strengthening the governing body of schools in most disadvantaged settings. There was evidence that high performing schools attract governors, especially those with professional occupations. Such governors may be expected to have a strong

'starting capability' for governing. There was some evidence that attracting governors to schools that were not performing well was more difficult. This matter may well play into the relationship between effective governance and pupil performance.[77]

Governance is a prime arena for employers to provide positive support for schools and colleges, and the better understanding and improved awareness of the evidenced benefits of partnership to all parties is a Taskforce priority. The discussion of the skills to be developed by employee volunteers as governors continues below.

2.3   *Supporting staff development*

While less is known of impacts than is the case with young people, there is evidence to show that schools and colleges have much to gain from collaboration. The 2009 evaluation of the first year of Diploma teaching by a team from NFER and the University of Exeter included survey returns from 166 classroom teachers from 74 institutions, combining these results with a series of formal interviews and discussion groups. The report found that teaching staff enjoyed the opportunity to teach in close co-operation with employers and their employees:

> Most of those teaching the Diploma welcomed the link between theory and real world practices of industry, business and the professions. One teacher, for example, described how the Diploma was '*making learning come alive*'. Work-related learning, including taking students out for visits and having employers and professionals to talk to and engage directly with learners, made the Diploma different and helped learners to make sense of what they were doing in the classroom. One line of learning lead described it in a practical sense of '*putting the classroom and the workshop together*'. Examples included seeing how a software programme that students had learned about was used in a leisure centre, or how business and the art world came together in the organisation of a gallery exhibition. Survey responses to an open-ended question on how teaching had changed included similar references to integration with industry, and increased use of visits to businesses and other organisations. The benefits of these links with 'the real world', in terms of increasing learners' motivation and putting learning into context, were evident across all five [Diplomas].[78]

NFER's 2008 study *Mentoring and coaching for professionals: a study of the research evidence*, considered 13 UK studies into the impact of mentoring for teachers, schools and other professionals, and the circumstances under which approaches were most effective. [79] The review highlighted a host of benefits:

> *For mentees/coachees*
> Increased reflectivity and clarity of thinking; Improved psychological wellbeing and confidence; Better problem-solving skills; Gains in practitioner knowledge and skills; Improved sharing of practice; Better communication and relationships; More positive attitudes towards professional and career development; Self-management and self-learning skills

> *For organisations (schools/college)*
> Impacts on organisations' culture; Impacts on organisation leadership; Improved professional and career development; Greater external links; Enhanced knowledge and skills shared within the organisation; Recruitment and retention of personnel; Improved organisation politics, systems and processes

The research base on the impact of employee governors is growing quickly and includes strong evidence that employers often play a significant role in supporting school and college performance by encouraging able staff to act as governors. Evidence on wider aspects of staff development and partnerships in provision of expertis is much shallower and remains an area of ongoing research interest.

4   Benefits for employers

Hundreds of thousands of employers are already involved with schools and colleges. Motivations for engagement, however, can vary considerably. Research shows organisations wanting to be involved in order to carry out market research, to support product development and testing, to better understand the education system, to provide support to the schools and colleges attended by children, to increase attractiveness to Socially Responsible Investment Funds or to help the development of the national skills base.[80]

Surveys by the Edge Foundation/YouGov and the CBI highlight four primary motivations of direct and theoretically measurable benefits that motivate employers current involved with schools and colleges.[81]

Table 17. *Edge/YouGov survey - Private (N=325) and public (N=143) employer views on the main benefits of current engagement with the education sector, 2009. Weighted data.*
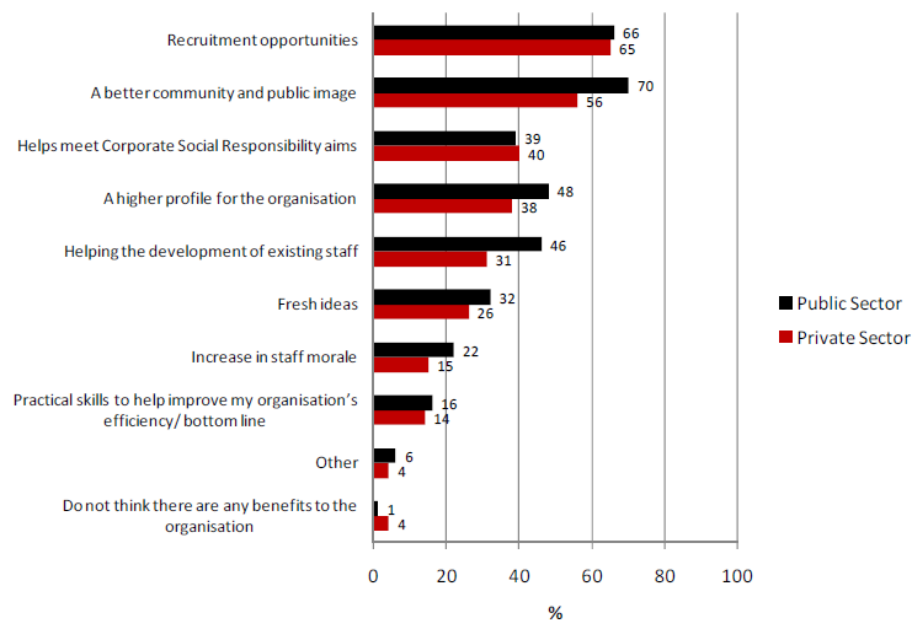
Table 18. EDI survey of 694 CBI member companies (2010). Weighted data.[82]

Exhibit 28 Benefits to business of offering work experience (%)

Number of employees	1-49	50-199	200-499	500-4,999	5,000+	All respondents
Future recruitment	42	68	71	79	90	72
A better community and public image	27	55	73	66	70	61
Helping the learning and skills development of existing staff	41	23	28	31	34	30
A higher profile for the organisation	20	21	25	33	24	27
Brings in fresh ideas	41	22	30	21	30	26
Increases staff morale	9	12	4	6	5	7
Don't feel there are any benefits to the organisation	12	12	6	4	2	7

Employers choose to engage with education, therefore, primarily in order to achieve business benefits clustered around *recruitment, staff development, staff motivation/performance*, and *public awareness and reputation of an organisation, good or service*. Evidence of impact against each of these motivations can be opaque, however. Employers can be reluctant to assess or to share the full details of the activities which inform their Corporate Responsibility programmes. This may be in part due to an unwillingness to speak candidly about the motivation for engagements with the community, or it may be due to an unwillingness to assess the value of the engagement with the same rigour which typically surrounds other investments of staff time and resource. A growing literature, however, considers the business benefit of community engagement in general, and involvement with schools and colleges in particular. And, it is important to understand what those benefits are. The joint Edge/IEBE/BITC 2007 survey of 500 private sector businesses showed that one in four would hesitate to engage in education unless there was a clear business benefit.[83]

4.1   *Recruiting staff*

Motivations surrounding recruitment fall into three discrete categories. A number of employers see education links as a means of either recruiting new employees directly – from school, college or university – or indirectly, through being seen by job switchers as an attractive place to work.

Direct employment is of particular interest. In some ways, work experience can be seen as the best possible interview for a future position. The employer has opportunity to learn about a potential employee and make an informed judgment of her or his likelihood to succeed in the workplace. Given the increasing focus on attitude and capacity to work with others effectively in the workplace, work experience provides reliable information to a prospective employer concerning key attributes which are rarely well accounted for within formal qualifications. Put simply by the UKCES "work placements put students in front of employers so that the employers can make an informed judgement to recruit the students."[84]

The question of whether, and how, school-age students gain paid employment following unpaid employment has been largely unaddressed by researchers. A rare survey of employers in animal care and welfare businesses, commissioned by Lantra, in 2010 showed that three-quarters of 166 responding equine businesses, veterinarians and animal care professionals had recruited staff directly from work experience. Further research in this area, especially where related to competitive fields of university study requiring work experience within admissions applications, such as veterinary science, would be very welcome.[85]

Certainly, there is useful evidence to show that graduate-recruiting employers certainly see work experience placements (including those on sandwich degrees) as integral parts of recruitment processes. A survey of 66 graduate recruiters by the University of Manchester Careers Services in 2004, concluded that the "primary purpose of work experience (for recruiters) was to recruit students into graduate roles" and that recruiters "felt that work experience students were more likely to accept a graduate job offer than students that had not

previously worked for the company." On average, the survey showed "former placement/vacation students represent around 40% of companies' annual graduate intake".[86]

The Manchester survey found that smaller companies were generally more likely to take on further work experience students than larger enterprises. Such recruitment techniques may well be typical of the sector. As a 2003 study investigating the employment practices of 33 small enterprises undertaken by a team from Leeds Metropolitan University, for the Joseph Rowntree Foundation, discovered:

> Smaller employers, family businesses and infrequent recruiters of young people tend to mention 'personal recommendation', 'word of mouth' or similar phrases relating to informal recruitment methods. A particularly favoured route is to employ friends or family of existing employees or the business owners. Several employers stated that they used 'word of mouth' as their preferred method, but would resort to more formal techniques such as newspaper advertising as a fallback if nobody suitable could be found through informal approaches.[87]

Where employers work successfully with schools and colleges to attract the right candidates to employment opportunities, recruitment savings may be considerable. The Chartered Institute of Personnel and Development (CIPD) reports that the average recruitment cost, in 2009, of filling a vacancy per employee is £4,000, increasing to £6,125 when organisations also calculate associated labour turnover costs.[88] Recruitment provides, potentially, a quantifiable means of gauging financial benefits to employers from engagement with schools.

Interest in recruitment may be so high because young people demonstrate career aspirations which are often out of kilter with the reality of the labour market. A 2009 DCSF survey of 610 year 7 pupils found that 42% were interested in pursusing careers in just seven highly competitive areas: performing arts, professional sports, teaching, veterinary science, law, policing and medicine. Mapped against the national labour market, as Table 7 shows, discrepancies are sharp.[89]

Table 19. *Occupational preferences of year 7 pupils mapped against UK labour force by sector, 2009. Unweighted data.*

Industry	Total number employed in that industry	% employed in that industry	% of Y7 choosing these careers (n=483)
Agriculture & Fishing	250,943	0.9	0.21
Energy & Water	171,718	0.6	0.21
Manufacturing	2,875,201	10.6	0
Construction	1,280,044	4.7	5.18
Distribution, Hotels and Restaurants	6,477,187	23.8	2.28
Transport and Communication	1,580,448	5.8	6.42
Banking, Finance and Insurance	5,760,210	21.2	3.11
Public Administration, Education and Health	7,329,546	27	36.23
Others	1,455,977	5.4	46.38

Many employers seeking to attract appropriate recruits with skills and knowledge related to Science, Technology, Engineering and Maths (STEM) subjects see working with schools as a key means to raise awareness, and encourage interest, in careers in their sector. A 2010 survey of 1,141 scientists commissioned by the Royal Society highlighted the importance of such influences with 24% mentioning visits to a scientists or engineers place of work as major influence on their decision to go into a scientific career. The same survey highlights the importance of personal contacts, with 22% citing the influence of family member in shaping their decision and 4% work experience.[90] Employer motivation is in part explained by the failure of employers generally to attract a diverse range of recruits, particularly women and members of ethnic minorities and the general pattern of declining interest in STEM subjects among all young people across the OECD countries. Closer engagement between schools and employers is seen by organizations such as the European Roundtable of Industrialists as having a key role to play in increasingly supply of talent into a key industrial sector.[91]

A further motivation behind engagement with schools and colleges, of course, is to increase the stock of employability skills through direct experience or through wider

work-related learning possessed by young people. This culture of recruitment might well explain why the primary motivation of the 500 private sector businesses surveyed by Edge/BITC/IEBE in 2007 was to "help young people gain experience of work and life."[92] As the recent report of the UK Youth Employment Taskforce of the Recruitment and Employment Confederation explained, the "lack of practical experience is a major barrier for young jobseekers entering a competitive jobs market."[93] It is in the hands of employers to solve some of their own recruitment problems.

4.2   *Motivating staff to perform well at work*

Engagement with schools and colleges can have a significant impact on the recruitment and retention of staff. Engagement is also relevant to the recruitment of graduates as well as school leavers. A 2005 CIPD survey showed that 63% of graduates agreed that a company's ethical and environmental stance would influence their decision whether or not to apply for a specific job.[94] Employees like working for organisations which support communities through corporate social responsibility. A 2005 MORI poll of 856 working adults found that 86% of employees consider it to be very or fairly important that their own employer is responsible to society and the environment.[95]

A growing body of literature concludes that employers are best placed to recruit, retain and motivate high performing staff by creating a "sense of pride and spirit" in the organization.[96] What market research company Gallup refers to as the "engagement ratio" is a high level indicator of an organization's health that allows executives to track the proportion of engaged to actively disengaged employees. It believes that in "world-class organizations" the ratio of engaged to actively disengaged employees is 9.57:1. In "average" organizations that ratio is 1.83:1.

Recent work by the Institute for Employment Studies at the University of Sussex argues that employees who demonstrate engagement with their employer "are more likely to stay with the organisation, perform 20% better than their colleagues and act as

advocates." Taking forward the analysis, researchers argue that commitment to corporate responsibility forms one of six key drivers of engagement.[97]

Links are, therefore, increasingly being drawn between community involvement, including engagement with schools and colleges, and pride in the organisation. It is not necessarily the most important factor, but is a significant factor in affecting pride in their employer.

Drawing on a sample of 4,712 employees in a large national UK financial services company in 2002-03, academics from the University of Bath found compelling evidence that "employee perceptions of corporate social responsibility have a major impact on organisational commitment." Results were "particularly important in the light of observed relationships between organisational commitment, labour retention, labour health and staff performance. Taken together the contribution of CSR to organizational commitment is at least as great as job satisfaction."[98]

A landmark report by research company Corporate Citizenship, commissioned by the City of London Corporation, in 2010 sought to understand the specific impact of engagement with education on the performance of employees volunteering in schools both in terms of staff development – see below – and in terms of engagement. Questioning 546 volunteers from 16 large employers and many of their line managers, the work showed that "the individual employee benefits from improved morale and increased motivation, job satisfaction and commitment to the company, all as a direct result of the opportunities afforded by their volunteering experience."[99]

Table 20. Survey of 546 employee volunteers with education from 16 City companies. 2009-10. Unweighted data.[100]

Table 5
The personal impact of volunteering

The volunteering activity improved / increased my...	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable	Response Count
Self confidence	1.7%	10.3%	66.3%	12.9%	8.7%	526
Sense of well being / happiness	0.6%	4.2%	56.7%	34.6%	4.0%	526
Understanding of and empathy with others	0.8%	2.9%	59.3%	35.4%	1.7%	526
Awareness of wider social issues	1.0%	3.0%	48.3%	45.4%	2.3%	526
Job satisfaction	2.1%	12.9%	50.7%	18.0%	16.3%	527
Pride in the company	1.1%	9.4%	50.4%	23.5%	15.6%	524
Commitment to the company	2.1%	16.0%	48.1%	17.9%)	16.0%	526
Motivation	1.9%	13.2%	53.7%	19.7%	11.5%	523

4.3 *Developing staff*

The focus of the Corporate Citizenship report, however, was on the developmental

impact of volunteering. The report conclusions are worth quoting at length:

> The majority of respondents report that volunteering has developed their skills and competencies across a broad range of business relevant areas. These competencies are strongly related to an individual's personal effectiveness in their work role and include:
> - o   Communication skills, including the ability to communicate clearly and concisely with a wide range of people and listen actively.
> - o   Ability to help others, set individual performance goals, coach and counsel, provide training and development and evaluate performance.
> - o   Adaptability and ability to be effective in different surroundings and with different tasks, responsibilities and people.
> - o   Influencing and negotiating skills, including persuading others, resolving conflicts and negotiating agreed solutions.
>
> The evidence is corroborated by the overwhelming majority of line managers who say that volunteers acquire useful skills from their volunteering experience. Line managers see measurable gains in the same business-relevant skills as those reported by the volunteers themselves. It is also important to note that different

volunteering activities are effective in developing different skills and competencies

…there is clear evidence that the skills and competencies developed through volunteering assignments are of direct relevance to the companies involved. Nearly all of these skills feature in the mainstream competency frameworks used by companies to monitor and guide staff development; and all of the companies are investing significantly in training and development programmes to build these competencies in their staff.

Such strong conclusions from a high quality piece of research are of great significance, especially as the work goes on to explain why such positive impacts were being experienced:

The research found that the experiential nature of the learning achieved by the volunteers makes it hugely valuable in the skills development process and sets it apart from more traditional approaches to training. Volunteering requires employees to step outside their normal working role and build relations with people who may have a very different world view from their own. Respondents report that moving outside their "comfort zone" in this way is extremely useful in both developing their skills and transferring these skills back into the workplace.[101]

Line managers perspectives – see table 21 below – show that benefits are clustered around what are typically seen as employability skills: adaptability, team-working, communication, ability to build relationships.

Table 21. Survey of 31 line managers on the development of employee volunteers with education from four City companies. 2009-10. Unweighted data.[102]

Table 6
Line managers' assessment of the skills gain in their reports

	No difference	A little development	Some development	Significant development	Not relevant/ Don't know
Adaptability	37%	5%	47%	10%	
Team working	37%	10%	21%	31%	
Communication	47%	21%	26%	5%	
Influencing / negotiation skills	37%	37%	21%		5%
Problem solving skills	42%	37%	21%		
Leadership skills	42%	16%	21%		21%
Planning & organisational skills	47%	21%	31%		
Decision making	58%	26%	5%	5%	5%
Helping others improve	53%	10%	10%	16%	
Financial skills	63%				37%
Ability to build relationships	42%	10%	21%	16%	10%
Continual improvement	47%	5%	31%	16%	
Business awareness	58%	16%	21%		5%
Technical / professional skills	63%	5%	16%	10%	5%

Helpfully, the report authors have distilled results to isolate connections between different forms of employee volunteering and employee development.

Table 22. Corporate Citizenship analysis of effectiveness of different volunteering opportunities on employee skills development, based on responses from 546 employee volunteers and 31 line managers from 16 City firms. 2009-10.[103]

Table 3
Developing skills through different volunteering activities

♦ Very effective in developing this skill/competence
✔ Useful for developing this skill/competence
– Less effective in developing this skill/competence

	Reading, language or number partners	Student mentoring	Enterprise workshops	Supporting an education charity	School governor
Adaptability	✔	♦	♦	✔	✔
Teamworking	–	✔	♦	♦	♦
Communication	♦	✔	♦	✔	✔
Influencing negotiation	♦	♦	♦	✔	♦
Problem solving	✔	✔	✔	✔	♦
Leadership	✔	✔	♦	✔	✔
Planning & organisation	✔	✔	♦	✔	✔
Decision making	✔	♦	✔	✔	♦
Helping others improve	✔	♦	♦	✔	✔
Financial skills	–	–	–	♦	♦
Building relationships	✔	✔	♦	♦	✔
Willingness to improve	✔	✔	✔	✔	✔
Business awareness	–	–	♦	–	♦
Technical / professional skills	–	–	–	–	♦

Comparing the real costs of volunteering activity to comparable, traditional staff development tools designed to support similar competency development, the report authors conclude that volunteering assignments represent "a highly cost-effective way to develop certain core competencies."[104]

The Corporate Citizenship conclusions on the employee benefits of being a school governor complement the findings of research carried out in 2007 by the University of Hertfordshire which looked specifically at the key impacts on personal development of 600 school governors recruited through the School Governors' One-Stop Shop. Surveyed respondents identified benefits in developing better understanding of the

education world, specifically in school management, school funding and local authority involvement, but also felt they had developed generic skills such as chairing meetings, developing patience and listening skills, making staff appointments, financial management, growth of self-confidence and seeing different perspectives.[105]

The perceptions of line mangers found by Corporate Citizenship are shared by HR professionals. The IRS Employment Trends research found that practical challenges give employees the opportunity to develop project management, planning, communication, budgeting and trouble-shooting skills, and that volunteering has a role to play in the development of effective leadership. In their 2002 study, IRS found that 64 per cent of organisations believe that volunteering increases leadership skills among employees.[106]

In a 2004 study of the volunteering experiences of Barclays Bank employees, staff identified a range of perceived positive impacts, covering personal gains such as increased confidence and self-esteem, and work skills including team work, communication, leadership and project management.[107] Barclays managers saw the greatest impacts on their staff in terms of increased communication, teamworking and leadership skills:

- 61% of managers reported that staff communication skills had improved
- 56% felt staff leadership skills had improved
- 58% reported that staff worked better after volunteering
- 49% saw employee volunteering as 'very effective as a team building exercise'

Volunteers reported, moreover, that skills tended to increase with the frequency of volunteering: over half (56%) of those who had volunteered four times or more reported that their decision-making skills had increased, compared with only 37% of those who had volunteered once or twice.

Consequently, it is unsurprising that a growing number of employers are exploring how skills-based volunteering activities can be formally integrated into staff development programmes, explicitly aligning competency development with organisational needs.[108]

4.4   *Building public awareness and reputation of an organisation, good or*
        service

Many employers see opportunities to work with schools and colleges as an attractive means of building awareness and positive reputation within a community. Education is an especially attractive field of community activity with which to be associated: in 2004, there were 7.4 million households with 13.1 million dependent children in the UK.[109] Certainly, school leaders feel that this is one of the great gains that employers can expect from their partnerships. The 2007 BITC survey of school leaders in 400 schools, split equally between primaries and secondaries, found that nine out of ten respondents across both groups felt that the two key benefits to employers from becoming involved with schools were "stronger links with the communities in which they operate" and "improved reputation."[110]

This is an area of engagement with schools and colleges, however, where public information is particularly limited and sensitive. As the Federation of Small Businesses reports, many employers are ambivalent about the appropriateness of linking marketing priorities too closely to community engagement. Many parents, teaching staff and young people are wary of the commercialisation of childhood.[111] Reflecting on a 2007 survey of 1700 small businesses, the Federation reported:

> Many small businesses are not driven by any commercial or monetary benefits from engaging with social and environmental issues but consider these activities to be good and responsible business practice. 45% considered that social and environmental responsibility could be a useful marketing tool for business but over a third of respondents (31%) were ambivalent about the marketing opportunities CSR provides. A number of businesses were at pains to state that they felt it was inappropriate to 'shout' about their activities. However, evidence from the survey suggests that businesses are waking up to the value of communicating the type of work they undertake and would benefit from help from other businesses in this regard.[112]

Many employers do link educational activity to marketing objectives and in these cases, the generation of awareness about a brand is a key measurement. This is often captured in customer surveys or extrapolated from data looking at the reach achieved by a project.

Many companies encourage PR coverage of their education programmes, the success of which would be measured, at least in part, by assessment of the equivalent value that would have come from paid-for advertising. Private companies have been reluctant to release information on the success of such initiatives, but this does not mean engagement is unimportant. In the US, recent studies show that reputation is the prime driver of corporate citizenship with the chief executive leading the agenda in three out of four companies.[113]

5   Conclusion and next steps

This document does not attempt to offer a definitive definition of the extent to which employer engagement in education increases the school achievement and life success of young people. It recognises that the research base, as is, would not allow for such a conclusion to be made. And that is a problem. It is a problem because there is such a wealth of material now in existence to suggest that young people, schools, colleges and employers all have something meaningful and valuable to gain from employer engagement in education. Our knowledge is growing, but still incomplete, as to how great benefits can be, or typically are. That is a key question for ongoing consideration. This review of the literature suggests that there is a link between the intensity of employer involvement and impact on young people, as in the case of the US Careers Academies programmes and in Andrew Miller's review of mentoring, but the shallowness of the research base makes it difficult to make firm conclusions. Does more mean more? [114] Moreover, in taking forward this work, we are curious to understand better the involvement of employers as something which is extra-curricular as compared to engagement which is embedded in core curriculum.

This edition of *What is to be Gained through Partnership?* has attempted to make a closer connection between the academic literature on social mobility, and reviews and evaluations of employer engagement activities. In doing so, it offers a new means of understanding the importance of employer involvement across all groups of young people. Children are born into families with definable and very varied levels of resources – in family contacts, understanding of the education system, school geography and performance - which help determine aspirations and success going into adult life. Employers can give young people access to new, additional resources, which can help address inherent social inequalities. Our ongoing work to understand the behaviour of leading independent schools will help build understanding on how engagement makes a difference to life outcomes.

The Taskforce Research Strategy (www.educationandemployers.org) guides the short-term work of the Taskforce and its partners. There is a strong collective appetite to see more, and better research undertaken, addressing questions of key importance in understanding what happens when employers engage with education. And as the research base grows, it is essential that practitioners, policy makers and analysts have easy access to the best quality research. In looking forward, we recognise the importance of the European Union commitment to making easier for learning to take place across Europe through the creation of a new coordinating body. It will help broaden the evidence base. The inaugural Taskforce research conference, moreover, has shown there to be a real desire from many individuals and organisations working in this field to come together to share learning. That conference can be seen as the creative moment for a new community of interest – one united through intense curiousity as to how employer engagement can make a difference, how it does so, and the extent to which change occurs – and it is a commitment of the Taskforce to nurture the growth of that community over the years ahead.

Annex 1

Terms of reference and membership of the Education and Employer Taskforce Expert Group on Research (September 2010)

Background

The Taskforce needs to come to a view on what an "effective partnership" actually consists and to identify means of ensuring that all schools have an effective relationship with employers which provides all young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential. The Taskforce also needs to consider how support from employers can be mobilized to support schools, identifying the tangible benefits, and the circumstances under which these are most likely to be secured, to partners on both sides.

Objectives of the research strategy

- develop shared understanding of current and planned research across partners and wider stakeholders, creating a research strategy that is relevant and useful to partners
- develop a shared understanding of the characteristics of an effective relationship between employers and schools/colleges
- ensure that the Taskforce, its partners and wider stakeholders are aware of the most compelling and robust evidence demonstrating the real benefits of partnership to young people, teachers, schools, employers, employees and to the nation as a whole
- enable future research commissions by the Taskforce, partners and other stakeholders to draw on shared understanding of the developing evidence base
- ensure that Taskforce communications are informed by an evidence base which is relevant and compelling to target audiences
- ensure relevant and appropriate benchmarks for the current level of quality and quantity of partnerships between education and employers are identified

The role of the Taskforce Expert Group on Research

The Taskforce is committed to supporting the work of partners and other stakeholders by bringing them together to provide a forum to share and discuss information of mutual interest, identifying opportunities for future collaborative working.

The Taskforce Expert Group on Research will include:

- nominated representatives of the members of the Partnership Board
- nominated representatives of the Trustees
- nominated representative of the Taskforce executive

The Group will also include representatives from:

- stakeholder groups
- academic community

The members of Expert Group on Research will:

- report to the Partnership Council and Board of Trustees, providing advice on policy matters related to research
- meet quarterly, unless members agree otherwise
- provide advice and guidance to partners, and other stakeholders, on research proposals in relation to the agreed Taskforce research strategy
- support the objectives of the Taskforce in ensuring that communications, and other activities, are informed by relevant and robust research
- review the continuing relevance of the Taskforce Research Strategy after 12 months of operation
- review the continuing purpose and effectiveness of the Taskforce Expert Group on Research after 12 months of operation

Membership

Taskforce   Dr Anthony Mann (Chair)

Partnership Board nominees

DfE   Rebecca Rylatt
Edge / IEBE   David Harbourne
NCB   Becky Fauth
SSAT   Gary Forrest
STEMNET   Dr Rachel Crossley
UKCES   Alison Morris

Co-opted members

From academia

Professor Louise Archer   King's College, London
Professor Steve Brammer   University of Bath
Professor Prue Huddleston   University of Warwick
Professor Chris James   University of Bath
Dr Desiree Lopez   Institute of Education/Edcoms
Julian Stanley   University of Warwick
Dr Ciaran Sugrue   University of Cambridge

From the private sector

Jennifer Shaw   BDO Stoy Hayward LLP
Sophie Hulm   City of London
Tanya Kuveljic   B-live
John Lakin   PWC
Desiree Lopez   Edcoms/Institute of Education

Sue Husband	McDonalds
Matthew Sparkes	Linklaters LLP
Catherine Skilton	Freshminds
Dr Michael Wagstaff	YouGov
Liz Watts	Edcoms

From the public sector

Michelle Brassell	CILT
Richard Brooks/Gwen Coates	Ofsted
Rhian Dent	QCDA

From the third sector

Nick Chambers	Education and Employers Taskforce
Kathleen Collett	City and Guilds Centre for Skills Development
Ruth Dwyer	Shine Trust
Anne Evans	HTI
Professor Becky Francis	Royal Society of Arts
Andrew Grimley	Young Enterprise
Amanda Jordan	Smart Company
Derek Kozel	Young Chamber
Fiona Murray	Private Equity Foundation
Raj Patel	Learning and Skills Network
David Walker	Career Academies
Karen Whitby	CfBT Education Trust

Observer

Sefika Mertkan-Ozunlu	University of Cambridge

Annex 2

Employer engagement in education: connecting with the academic literature on educational performance and social mobility

This document aims to analyse the impact of employer engagement in education in terms of three concepts drawn from the academic literature relating to educational and social success. These concepts or theoretical domains can be understood as three broadly defined factors that influence the future life chances of young people: their aspirations, their access to information and social networks and their current level of achievement. Each of these domains has been explored in an extensive academic literature which has sought to define and scope out what is meant by them and to research empirically how and to what extent each contributes to the success and progression of individuals over time. If we can understand how employer engagement can influence the progression of young people in terms of these factors, then it may be possible to build a more coherent and detailed picture of how employer engagement combines with other factors to influence educational and social outcomes. In particular, we can explore how employer engagement can intercede in relation to educational outcomes which are closely associated with economic and social inequalities.

Researchers working in different disciplines have drawn upon the economic concept of capital to describe the various resources possessed by an individual as he or she moves through the educational process and into the labour market. Scholars have taken the traditional concept of capital as a varying financial resource influencing the options and opportunities of economic agents, and looked at the broader resources – the human, social and cultural capital - which influence the life outcomes an individual can expect. The three conceptions do intertwine, and complement one another and scholars have spent considerable time in seeking to understand the connections between them. In this document, we seek to understand them as distinctive strands of influence which allow a clearer understanding of what can happen when an employer becomes involved in the educational process.

Individuals are raised in families and other unequal social settings which generate different amounts of human, social and cultural capital. Families are of huge influence in determining the educational success of children (human capital), the broader networks which can influence and enable career aspirations (social capital) and the attitudes and assumptions, knowledge and understanding which underpin educational and career aspirations and parental ability to operate strategically through the education system (cultural capital). The cumulative impact of these three resources, combined with financial resource, powerfully shape the life chances of an individual, helping to explain the inequalities of outcome in employment and income which characterise societies.

Individuals are born, raised and then educated, therefore, in social settings which provide initial and enduring advantages or disadvantages. In this document, we argue that the engagement of employers in educational experiences can and does influence the accumulation of these resources. More than that, the accumulation can either complement initial advantages – and so increase social inequality and reduce the likelihood of intergenerational social mobility – or compensate for initial disadvantages so serving to decrease social inequalities and increase the likelihood of social mobility. Theoretical approaches surrounding each of these resources do inform the wider literature on the impact of employer engagement in education, but often in an oblique manner.

However, we want to reflect more explicitly on how suitable these theoretical approaches are to inform research into employer engagement and upon what these theories suggest about how employer engagement influences young people. In particular, we hope that this will help researchers to:

1. assimilate what we know about the effects of employer engagement to other research about factors that bear upon social and educational progress

2. deepen our understanding of the processes by which employer engagement has the particular effects that it has

3. understand how particular employer engagement interventions combine with other interventions and a background of other factors to have complex outcomes over time.

It may be that a strategy of trying to make explicit theoretical thinking that is shared by researchers exploring employer engagement and other educational researchers can help both parties. Employer engagement research may be able to fortify its claims if it can find a way of making use of evidence and theory that is emerging from the rest of educational research. Equally, social researchers will have the opportunity of investigating how the concepts of human, social and cultural capital perform when applied to the field of employer engagement in education.

Human, social and cultural capital

Achievement, in this paper, is understood to be equivalent to the concept of *human capital*, being the combination of skills, knowledge and know-how which shape the labour market opportunities and the rewards open to an individual. The idea itself is long standing. Adam Smith saw human capital "as the acquired and useful abilities of all the inhabitants or members of the society." Through the work of economists such as Theodore Schultz and Gary Becker in the 1960s, human capital has become a commonplace concept for measuring the value of workers' skills and identifying the

means by which workers can be made more productive through 'investments' in education, training or healthcare. Such investments can be understood as improving the volume or quality of human capital. In these terms, education qualifications provide signals to employers about the likely human capital possessed by an individual.

Research into human capital is able to conceptualise how the productivity of labour is affected by changes in the labour market linked to technological and organisational change. In the twenty-first century, the OECD nations have increasingly focused on a core of skills and attitudes – effective use of literacy, numeracy and ICT combined with self-management, analytical capacity, team working and communication and business awareness which make an individual fully employable in the modern workplace. The UK Commission for Employment and Skills has synthesised the results of over 200 international analyses, since 1990, of the skills and attitudes most in demand by employers and found a consistent focus on the same set of skills and attitudes. A recurring conclusion is that a primary means to equip young people with the skills most valued by employers is to involve employers directly in their educational experiences. (UKCES 2009).

We can therefore seek to understand employer involvement in education as serving to increase the human capital resource possessed by an individual. A number of studies demonstrate links between academic attainment (exam success) and intense, co-ordinated employer engagement while others have found relationships between employer engagement and the development of the softer employability skills which allow someone to be effective in the modern workplace. Hence, the high regard given by recruiters to practical experience, whether work experience, internships or paid employment, as a trustworthy indicator of an ability to be effective in a working environment. The correlation between higher wage returns and experience of an intense work-related learning experience demonstrates that human capital accumulations of school-leavers due to work-related learning is recognised and valued within the labour market. (Kemple et al, 2008). It would be wrong to suppose that all employer interventions impact upon human capital (achievement) in the same way or in a straightforward and direct manner. However, increasing human capital does provide one way of understanding the value of employer engagement.

Social capital addresses, in essence, the power of relationships between people and the link between the volume and character of relationships and actions available to, and to be expected of, different individuals. The link with the concept of human capital is close and to some extent, accumulations of social capital can be conceived as a resource which directly or indirectly contributes to the human capital accumulation of an individual. For example, the role of mothers and peers in influencing the educational choices of young people is well documented (Reay *et al.* 2005). Scholars have identified a link to educational performance and career advancement across two key areas: the ability of an individual's social network to influence their educational decisions and

outcomes; and, the provision of trusted information and supportive networks which serve to help an individual to identify and secure educational and vocational objectives.

The American sociologist, Robert Putnam's work *Bowling Alone* has been highly influential in shaping discussions concerning the first of these areas: the ability of community norms to influence the behaviour and experiences of individual members. His work found a strong correlation between the strength of community engagement and the educational performance of young people.   Schools which engage closely with parents and other members of their communities perform better, trust in schools is higher and community members are more active in reinforcing educational messages. He finds a strong causal correlation between the extent to which individuals were involved in their communities (membership of organisations, voting patterns) and educational performance.

The American sociologist James Coleman helped define social capital as a relational resource of considerable value to an individual, strengthening their human capital. Networks of family, friends, colleagues and acquaintances sustain and communicate a high degree of trust and shared values. As young people negotiate the transition from education to the world of work, young people can benefit from these relationships which can help them secure opportunities in further study and ultimately in the workplace. Work by sociologist Mark Granovetter has highlighted the extent to which job seekers secure employment opportunities through their social networks. Conceptualising "the strength of weak ties" Granovetter highlights the importance of indirect contacts, friends of friends, in securing opportunities. It follows that the volume and character of social capital possessed by an individual will affect which economic opportunities open to them in the workplace. This analysis of the power of social capital offers a tool with which to conceptualise the impact of this employer engagement. Access to unpaid work experience placements and other opportunities to forge relationships with adults in employment can offer young people significant benefits in securing ultimate paid employment and in securing practical experience of relevance to progression to higher education. More than this, access to formal or informal workplace mentors can provide improved understanding of employment and education markets and, in the form of job references, tangible resources of ongoing value.

Of course, the social backgrounds of individuals, and the social composition of educational institutions will also exercise an influence; evidently some families and some schools are able to offer particularly advantageous opportunities. There is some controversy as to whether social capital serves only to reproduce social inequality or whether it can increase social mobility and social inclusion. However, there is research which suggests that interventions can act to supplement social capital for those who are 'socially' disadvantaged (Passey *et al.* 2009). It seems probable that interventions can either complement or compensate for initial advantages or disadvantages.

The terminology of *cultural capital* originates from French sociologist Pierre Bourdieu's work in the 1960s that sought to understand the assumptions and value judgements which reinforced identities, and helped to reproduce a social elite. However, Bourdieu's work belongs to a longer tradition of cultural sociology and in this discussion we understand cultural capital to address those beliefs and values that a young person holds that carry an influence upon their educational and social decision making and actions. In particular, we will focus on the notion of 'aspiration'. Although this is a narrower concept than cultural capital, it has received considerable attention in educational research and it offers a way to understand what is meant by cultural capital. 'Aspiration' itself can be a problematic term, bringing with it value judgments on assumptions about what is appropriate for young people to aim for. Policy debates addressing the 'poverty of aspiration' in working class communities can suggest that educational failure is largely a matter of choice.

More sophisticated discussions of aspiration explore ways in which individuals make subjective sense of the objective social positions they occupy, generating explanatory values and ways of thinking which Bourdieu termed 'habitus'. In educational terms, families possess different degrees of this "taken-for-granted knowledge of 'how things work' and an instinctive feel for the unspoken 'rules of the game'." (Archer et al, 50) The concept, therefore, can help explain the decisions that young people, and their families, make concerning educational progression (e.g. university attendance) and career pathways. It helps to explain the influence of social, gender and ethnic backgrounds in career aspirations and why, for example, some ethnic groups appear to be more successful than others at using education to overcome social and economic disadvantage (Strand 2007).

In the light of this understanding and of research which explores how interventions have sought to engineer changes in cultural capital, it is possible to understand some employer engagement as seeking to change the knowledge and understanding which shape attitudes, values and aspirations. Direct encounters between young people and employers, can expose young people to unfamiliar attitudes and values, and an experiential learning style has the potential to bring about affective as well as cognitive changes. Some programmes which have engaged employers have been explicitly focused on aspirations, for example, Enterprise UK's Make Your Mark Campaign.

A Lifecourse Model

Another virtue of an approach that conceptualises education and development in terms of human, social and cultural capital is that it converges with what is known as a lifecourse model. The lifecourse model understands the outcomes of learning and development as inputs which influence the decisions, processes and outcomes of subsequent stages (Gorard *et al.* 2006). Thus, educational achievement is a key determinant of subsequent gain in achievement: those pupils with the highest achievement at the end of Key Stage 2 go on to make the most progress during the

course of Key Stages 3 and 4 (Schools Analysis and Research Division 2009). Generalising, we need to recognise that if employer engagement has an effect on human, social or cultural capital during a particular stage of development that can have a knock-on effect on how successfully an individual exploits the opportunities that they encounter during the next stage. Given that employer interventions are sometimes short-lived but relatively intensive and memorable, the lifecourse model recommends that researchers concern themselves not only with immediate but also with long term impact.

Conclusion

A case has been made for investigating the impact of employer engagement with the help of the concepts of human, social and cultural capital. Such an investigation might take the form of new research or of meta-research, which is concerned to analyse existing research in terms of what implicit or explicit use it makes of these concepts. We believe that it would be of value to test out this proposal to see how closely it aligns to the way that researchers understand and explain the impact of employer engagement and further to see if it suggests new hypotheses or alternative ways of making sense of the evidence.

It must be admitted that all three of these concepts are contested. A particular problem concerns the relationship between them; while they can be analytically separated it is more difficult to distinguish them in action. Furthermore, the use of these concepts is associated with a lengthy history of political, methodological and philosophical controversy. Understandably, some of those researching the field of employer engagement might take the view that these controversies are likely to bring as much noise as light. From a more optimistic point of view, it may be that researchers are ready to move on from old, polarised debates and that the domain of employer engagement research offers a fertile field on which these conceptual tools deserve an outing.

Anthony Mann and Julian Stanley

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Annex 3

Independent schools engagement with employers

The Taskforce has carried out initial desk research, primarily via school websites, on how the top twenty performing private schools – by exam results, 2009 – engage with employers to support pupil learning experience and transitions. The project explores whether, how and why these schools engage employers in careers education information advice and guidance (IAG), in provision of work experience, in providing business mentors to young people, supporting enterprise activities, arranging work-place visits or invitations to visiting speakers of relevance to future student employment .

Institutions	Types of Employer Engagement					
	1 Careers IAG	**2** Work Experience	**3** Business Mentoring	**4** Enterprise Activities	**5** Work-place Visits	**6** Visiting Speakers
Withington Girls School	✓	✓		✓		✓
Westminster School	✓	✓	✓	✓		✓
North London Collegiate School	✓	✓		✓	✓	✓
St Pauls School	✓	✓		✓		✓
Magdalen College School Oxford	✓	✓	✓	✓	✓	✓
St Pauls Girls School	✓	✓		✓		✓
Stephen Perse Foundation/ Perse Girls	✓			✓	✓	✓
Wycombe Abbey School	✓	✓		✓		✓
Royal Grammar School, Guilford	✓	✓		✓		✓
City of London School for Girls	✓	✓		✓	✓	✓
Lady Eleanor Holles School	✓	✓	✓	✓	✓	✓
Eton College	✓	✓	✓	✓		✓
Kings College School, Wimbledon		✓		✓	✓	
Sevenoaks School	✓	✓		✓		✓
Guildford High School For Girls				✓		
Haberdashers' Aske's School for Girls	✓	✓		✓	✓	✓
Haberdashers Aske's Boys School	✓	✓	✓	✓		

Oxford High School GDST	✓	✓		✓	✓	✓
Winchester College	✓	✓		✓	✓	
South Hempstead High School GDST		✓		✓		✓

Performance can be measured in a multitude of different ways. For the purposes of this paper, the methodology of *The Times* newspaper has been used. Journalists at *The Times* combined GCSE and A levels scores (the proportion of exam entrants receiving A* or A grades at GCSE, A or B at A level) to identify the twenty "top independent secondary schools."

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Endnotes

[1] For information about the National Council for Educational Excellence and its recommendations, visit http://www.dcsf.gov.uk/ncee. The Taskforce, and its partners, have agreed a definition of 'effective' which informs its ongoing work. For details, visit http://www.educationandemployers.org/.

[2] IEBE/Edge/BITC, *Raising the bar and removing the barriers – what employers can offer education* (2007), 23 argued from a survey of 500 businesses, that "employers need bringing round to the idea that involvement in education can be a benefit to their business rather than a drain on time and resources."

[3] In undertaking this work, the Taskforce is implementing a key recommendation of the 2008 report of the National Council for Education Excellence (NCEE). The NCEE identified a national framework of priority areas for increased collaboration between employers and schools and colleges which was agreed by the Department for Children Schools and Families in a slightly revised format. The Framework covers: *leadership and governance*, including governors and teacher professional development; *supporting the curriculum,* including basic literacy, numeracy and life skills, science, technology, engineering and maths skills, and Diplomas; *enterprise and employability skills*, including work experience, mentoring and enterprise activities. Young Apprenticeships, work-related learning, careers advice and mentoring. See http://www.dcsf.gov.uk/ncee.

[4] See the impressive evaluation at Every Child a Reader, *The results of the third year* (2008).

[5] See for example Thomas Spielhofer and Mathew Walker (2008), *Evaluation of Skills for Work Pilot Courses*

[6] In the UK and internationally, interest in the relationship between employers and schools and colleges has never been stronger. The 2000 OECD thematic review of transitions from education into workplace across 14 countries found that many countries had "invested substantial effort during the 1990s in attempting to increase the availability of school-organised workplace experience." A decade later, the QCDA reported that many countries were "combining upper secondary education with significant workplace experience." OECD, *From initial education to working life – making transitions work* (2000), 17; QCDA, *Teaching and learning in the Diploma – an international perspective* (2009), 12. See also, Ofsted, *Work-related learning: the story so far* (2005).

[7] AIR UK, *The involvement of Business in Education: A rapid evidence assessment of measurable impacts* (DCSF, 2008)*,* 28.

[8] IEBE National Support Group for Work Experience, *Students' Perceptions of Work Experience* (2008).

[9] Becky Francis et al, *Gender equality in work experience placements for young people* (2005), 38.

[10] Ipsos MORI *Young People Omnibus 2009 – Wave 15. A research study on work-related learning among 11-16 year olds on behalf of the Qualifications and Curriculum Authority (QCA). January – April 2009* (2009), 4-5. The CBI's 2007 survey of 1,034 students aged 14-16 who had recently completed work placement provided similar results, with 87% enjoying the experience and 88% agreeing that the placement had given them a good insight into the world of work. CBI, *Time Well Spent* (2007), 31.

[11] Not all enterprise activities will involve employers coming into a school or college, but many do.

[12] YouGov, *Edge annual programme of stakeholder research: business in schools* (2010), 15.

[13] BITC, *Time to read – a ten year review* (2009), 23

[14] QCDA, *Work-related learning at key stage 4. First replication study: a QCA-commissioned report on the development of work-related learning in the three years since September 2004* (2007), 11.

[15] YouGov, *Edge annual programme of stakeholder research: business in schools* (2010), 9

[16] Pippa Lord and Megan Jones, *Pupils' experiences and perspectives of the national curriculum and assessment – final report of the research review* (NFER, 2006), 3-4

[17] Royal Society, *Taking a leading role.* Accessed 19 August 2010. http://royalsociety.org, 5

[18] IEBE National Support Group for Work Experience, *Students' Perceptions of Work Experience* (2008).

[19] Andrew Miller (University of Warwick), *Business and Community Mentoring in Schools* (1998), 3.

[20] Centre for Education and Industry (University of Warwick), *Evaluation of the Hackney Schools' Programme: 'Linking Work with Learning'.* (Report for Linklaters LLP, August 2009). Pp 6, 23.

[21] Ofsted, *Implementation of 14–19 reforms, including the introduction of Diplomas* (2009), 36. These findings support those of a review of the Young Apprenticeships programme, also led by Ofsted. Ofsted's review of the work of schools and colleges in 54 delivery partnerships over the period 2004-07 found (p.5) in "almost all the partnerships throughout the three years of inspection, students have been enthusiastic, well motivated and well behaved."

[22] Alissa Goodman and Paul Gregg eds, *Poorer children's educational attainment: how important are attitudes and behaviour?* Joseph Rowntree Foundation (March 2010), 51

[23] KPMG, *Evaluation of Education Employer Partnerships* (2010), 16

[24] Business in the Community/Edcoms, *Business in school research findings* (2007)

[25] The five studies demonstrating increases in attainment are: *Business Involvement in Mathematics Program amongst Latino students in Salinas, California* (Henderson and St. John, 1997); *Business Mentoring in Schools in England* (Miller, 1998, 1999); *Increased Flexibilities for 14-16 Year Olds Programme in England* (Golden et al, 2004, 2005, 2006); *Re-inventing Education Program in the USA* (Center for Children & Technology, 2004).

[26] AIR UK, *The involvement of Business in Education: A rapid evidence assessment of measurable impacts* (2008), 17

[27] Andrew Miller (University of Warwick), *Business and Community Mentoring in Schools* (1998), 3. AIR UK, *The involvement of business in education* (2008), 18. A recent US study of mentoring by university aged students found similar evidence of improved, if uneven, academic attainment – Institute for Education Science, *Impact evaluation of the US Department of Education's student mentoring programme* (2009), 10. See also, John C Hall. *Mentoring and young people: a literature review*. The Scottish Centre for Research in Education, University of Glasgow (2003)

[28] Lance D. Erickson et al,"Informal Mentors and Education: Complementary or Compensatory Resources?" *Socioology of Education* 2009, 82, 359, 355.

[29] In the US Career Academies programme, students aged 16 to 18 are largely taught together following a college-preparatory curriculum with a career theme, such as heath care, business, communications media or transportation technology. Teachers work with an Advisory Group of local employers, colleges and universities, with Group members giving advice on the curriculum, hosting workplace visits, providing classroom presentations, student internships, mentoring and offering financial or in-kind support to partner schools. David Stern et al, *Career Academies: A proven strategy to prepare high school students for college and career* (2010), 5-6*.*

[30] James J. Kemple with Cynthia J. Willner, Career Academies Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood, June 2008 MDRC, 7, 39. The newest findings in this report are based on data collected from 1,428 youth who completed the Eight-Year Post-High School Follow-up Survey. This represents 81 percent of the 1,764 young people in the full study sample: 82 percent of the Academy group and 80 percent of the non-Academy group.

[31] David Stern et al, *Career Academies: A proven strategy to prepare high school students for college and career* (2010), 2, 17-21. The review contests a narrow interpretation of academic attainment as a gauge of student achievement pointing towards the significant benefits which come to individuals in the labour market through additional years of secondary schooling and the proven impact of Career Academies in reducing drop-out rates. In also investigates whether the better performance of Academy students may be caused by greater dedication of resources and argues that existing evidence suggests the success does not come at the expense of non-Academy students.

[32] Keith MacAllum et al (2002), *Moving Forward – college and career transitions of LAMP graduates – findings from the LAMP longitudinal study*. Academy for Educational Development/National Institute for Work and Learning, p 12 Numbers are much smaller than in the Career Academies study.

[33] Vicki Belt et al, *Employability Skills: A Research and Policy Briefing* (2010), 3. The UKCES defines employability skills as "the set of basic/generic skills and attitudinal/behavioural characteristics that are

believed to be essential for individuals to secure and sustain employment, and so secure and sustain employment, and also to progress in the workplace."

[34] UKCES, *The Employability Challenge: Full Report* (2009), 11

[35] UKCES, *The Employability Challenge: Full Report* (2009), 3

[36] EDI/CBI, *Ready to Grow: business priorities for education and skills – education and skills survey, 2010*, 11

[37] EDI/CBI, *Ready to Grow: business priorities for education and skills – education and skills survey, 2010*, 11

[38] EDI/CBI, *Ready to Grow: business priorities for education and skills – education and skills survey, 2010*, 19

[39] EDI/CBI, *Ready to Grow: business priorities for education and skills – education and skills survey, 2010*, 37

[40] Vicki Belt, et al, *Employability Skills: A Research and Policy Briefing* (2010), 39

[41] EDI/CBI, *Ready to Grow: business priorities for education and skills – education and skills survey, 2010*, 25

[42] Ofsted, *The Young Apprenticeships programme: 2004-07: an evaluation* (2007), 13. The US Lansing Area Manufacturing Partnership (LAMP) programme, evaluated in 2002, provided an employer-driven curriculum to young people with project-based learning, team teaching and close, ongoing involvement with employer representatives. This allowed young people to apply classroom concepts to real-world experiences in the automotive/manufacturing sector. In a longitudinal evaluation tracked 128 LAMP participants and 128 members of a comparison group in the years after high school graduation. The findings indicated that LAMP graduates had high rates of enrollment and continuity in post-secondary education, had sustained high levels of employment, higher hourly wage rates, and were progressing toward their career goals. See AIR UK, *The involvement of business in education* (DCSF, 2008).

[43] Keith MacAllum et al, *Moving Forward – college and career transitions of LAMP graduates – findings from the LAMP longitudinal study*, (2002), 12

[44] HESCU, *Graduate Market Trends – summer 2010*, 6

[45] Sandra Morgan et al, *Effective transitions for Year 8 students* (2007), 10

[46] Sarah Blenkinsop, Tamaris McCrone, Pauline Wade and Marian Morris (2006), *How do young people make choices at 14 and 16?*, 1

[47] Joanne Rennison, Sue Maguire, Sue Middleton and Karl Ashworth, *Young People not in Education, Employment or Training: Evidence from the Education Maintenance Allowance Pilots Database* (2005), 77

[48] Education and Employers Taskforce, *Helping Young People Succeed: how employers can support careers education* (2010), 50, 53, 55

[49] IEBE National Support Group for Work Experience, *Students' Perceptions of Work Experience* (2008).

[50] Becky Francis et al, *Gender equality in work experience placements for young people* (2005).

[51] Joanne Rennison et al, *Young People not in Education, Employment or Training: Evidence from the Education Maintenance Allowance Pilots Database* (2005), 53

[52] Education and Employers Taskforce, *Helping Young People Succeed: how employers can support careers education* (2010), 56

[53] Jonathan Black and Kat Wall "Employers hold the key to unlocking Oxford undergraduate potential" (2010)

[54] Iain Springate/Jennie Harland/Pippa Lord/Anne Wilkin, *Why choose physics and chemistry? The influences on physics and chemistry subject choices of BME students* (NFER, 2008). Survey evidence suggests that teaching staff agree that employer influence in career decision-making extends to other subject areas. A 2009 survey of 204 Yorkshire schools found 36% of school respondents agreed that enterprise education has a positive impact in encouraging young people to consider self-employment/setting up their own businesses - Dubit/Young People's Enterprise Forum, The State of Enterprise Education across the Yorkshire & Humber region (2009). CBI, *Time well spent* (2007), 31.

[55]   Pamela R Aschbacher, Erika Li, Ellen J Roth "Is Science Me? High School Students' Identities, Participation and Aspirations in Science, Engineering and Medicine" *Journal of Research in Science Teaching* 47 (2010) 564-82. Quotes, pp. 576, 579, 577.

[56]   Centre for Education and Industry (University of Warwick), *Evaluation of the Academy of Finance Programme* (Report for the UK Career Academy Foundation (2006), 4, 30.

[57]   Orsetta Causa, Sophie Dantan and Asa Johansson (2009), "Intergenerational Social Mobility in European OECD countries", 5-7, 25.

[58]   Sarah Gracey and Scott Kelly, *Changing the NEET mindset – achieving more effective transitions between education and work* (LSN Centre for Innovation in Learning, 2010), 11.

[59]   James J. Kemple with Cynthia J. Willner, Career Academies Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood, June 2008 MDRC, 23

[60]   Becky Wai-Ling Packardet al, "Composition matters: multi-context informal mentoring networks for low income urban adolescent girls pursuing healthcare careers" Mentoring & Tutoring: Partnership in Learning 17 2009 196

[61]   York Consulting for DCSF "Evaluation of the Key Stage 4 Engagement Programme: Key messages" (2008)

[62]   Ofsted, *Reducing the numbers of young people not in education, employment or training: what works and why* (2010), 26, 5

[63]   Joanne Rennison et al, *Young People not in Education, Employment or Training: Evidence from the Education Maintenance Allowance Pilots Database* (2005), 26. Young people who became NEET were less likely to have recall being offered work experience (80% against to 93% for the cohort average) and to have undertaken work experience (87% against 96% for the whole group), 53, 26.

[64]   For those young people at risk of becoming NEET, for each extra year in which the person worked part-time there is a correlated decrease in average time spent NEET by seven weeks over the 21 months following the September after completion of compulsory schooling. If the comparison is only made with those with the same GCSE/key stage 4 results, there remains a positive effect of nearer 3 weeks on average. Although headline statistics do not identify exclusive effects or causation, the overall correlation is both intuitive and convincing. For more details, see www.educationandemployers.org.

[65]   Christian Percy, *NEET status during sixth form years vs. part-time paid work in years 9, 10 and 11 – an initial statistical analysis using the LSYPE*. Paper given at UK Education and Employers Taskforce research conference (October 2010).

[66]   Becky Francis et al (2005), *Gender equality in work experience placements for young people* (2005).

[67]   The work-related learning statement of the City of London School for Girls is especially interesting: "The work related programme is designed to meet the needs of pupils in this school. It is differentiated to ensure progression through learning activities that are appropriate to pupils' abilities, interests and aptitudes. At this school pupils are entitled to work related learning that is carefully planned and relevant. It is integrated into their experience of the whole curriculum and is based on partnership between the school, the pupils, their parents or carers, former pupils, and the local Connexions Service. Work related learning results from activities in which pupils can learn through work, about work and for work." http://www.clsg.org.uk/uploads/1/Work_Related_Policy.pdf - accessed 3 Oct 2010.

[68]   Lance D. Erickson et al "Informal Mentors and Education: Complementary or Compensatory Resources?" *Socioology of Education* 2009, 360, 361

[69]   Business in the Community/Edcoms, *Business in school research findings* (2007)

[70]   KPMG, *Evaluation of Education Employer Partnerships* (2010), 6

[71]   YouGov, *Edge annual programme of stakeholder research: business in schools* (2010), 10; Business in the Community, *Time to Read – A Ten Year Review* (2009)*,* 24.

[72]   Business in the Community/University of Bath, *Governing our schools* (2008), 60

[73]   Anne Punter, John C Adams, *Governors mean business – School Governors' One-stop shop volunteers – their contribution and added value to schools in England* (Sgoss, 2010), 16

[74]   Anne Punter, John C Adams, *Governors mean business – School Governors' One-stop shop volunteers – their contribution and added value to schools in England* (Sgoss, 2010), 11

[75] Anne Punter, John C Adams, *Governors mean business – School Governors' One-stop shop volunteers – their contribution and added value to schools in England* (Sgoss, 2010), 12

[76] Correspondence with Professor Chris James, University of Bath, October 2009.

[77] Chris James, Steve Brammer, Michael Connolly, Mike Fertig, Jane James and Jeff Jones, *The 'hidden givers': a study of school governing bodies in England* (forthcoming, 2010).

[78] Sarah Lynch, Tami McCrone, Pauline Wade, Gill Featherstone, Kelly Evans and Sarah Golden (NFER) and Gill Haynes (University of Exeter) National Evaluation of Diplomas: The first year of delivery (2010), 47

[79] Pippa Lord/Mary Atkinson/Holly Mitchell, *Mentoring and coaching for professionals: a study of the research evidence* (NFER, 2008), 31-36.

[80] IEBE/Edge/BITC, *Raising the Bar* (2007); H. M. Government, *Corporate Responsibility Report* (2008), 7. See also UKCES, *The Employability Challenge* (2009), 25 which describes benefits for employers in engaging with education including: reliable source of candidates with appropriate skills; increased workforce diversity; improved retention by targeting recruitment at local residents; increased motivation of staff; development opportunities especially for managers or potential managers; improved perception by community and customers; as well as deriving value from the work actually undertaken by students.

[81] YouGov, *Edge annual programme of stakeholder research: business in schools* (2010), 18

[82] EDI/CBI, *Ready to Grow: business priorities for education and skills – education and skills survey, 2010*, 31

[83] IEBE/Edge/BITC, *Raising the Bar* (2007), 22

[84] UKCES, *The Employability Challenge: Full Report* (2009), 21

[85] Lantra "Work experience survey shows long-term employment win" (24 August 2010) http://www.cisionwire.com/lantra/work-experience-survey-shows-long-term-employment-win

[86] University of Manchester and UMIST Careers Service "Work experience recruitment survey" (2004)

[87] Steve Johnson and Tom Burden "Young people, employability and the induction process" Joseph Rowntree Foundation 2003

[88] CIPD, *Recruitment, Retention and turnover: annual survey* (2009)

[89] Graeme Atherton et al (University of Westminister), *How Young People Formulate their Views about the Future – exploratory research* (DCSF, 2009), 18. Research by the B-live Foundation provides comparable results. An opt-in online survey of 1,700 young people between ages 10 and 19, half of whom were aged 13 or 14, in 2007 found that 36% aspired to employment in 10 vocations (acting, sport, law, accountancy, teaching, medicine, beauty therapy, music, fashion and policing) leading to a potential oversupply of applicants against labour market demand:

Oversupply of applicants	Ratio Candidates: Jobs
Vet	44:1
Actor / actress	41:1
Singer / musician	35:1
Fashion / jewellery designer	22:1
Artist	21:1
Beauty therapist	20:1
Psychologist	19:1
Sportsman / sportswoman	14:1
Midwife	11:1
DJ, TV or radio work, including presenter	11:1
Paramedic	11:1
Architect	8:1

Data is unweighted. Source: B-live Foundation CIC, *Cool careers culture widens the UK's skill gap* (unpublished paper, 2007 – paper now available at www.educationandemployers.org).

[90] Royal Society, *Taking a leading role.* Accessed 19 August 2010. http://royalsociety.org

[91] http://www.slideshare.net/europeanschoolnet/ecb-proposal-summary-european-schoolnet-ert-pic-meeting-041109-brussels

[92] IEBE/Edge/BITC, *Raising the bar*, 22

[93] Recruitment and Employment Confederation, Avoiding a Lost generation – preparing young people for work now and in the future – recommendations of the REC UK Youth Employment Taskforce (2010), 24

[94] Chartered Institute of Personnel and Development, *Graduates in the Workplace. Does a Degree Add Value?* (2006)

[95] Ipsos MORI, *Corporate Responsibility Study* (2007)

[96] See for example the work of Gallup on employee engagement http://www.gallup.com/consulting/52/employee-engagement.aspx

[97] Gemma Robertson-Smith/Carl Markwick, *Employee Engagement – A review of current thinking* (Institute for Employment Studies Report 469, 2009), 32, v "Engagement is consistently shown as something given by the employee which can benefit the organization through commitment and dedication, advocacy, discretionary efforts, using talents to the fullest and being supportive of an organisations's goals and values. Engaged employees feel a sense of attachment towards their organization, investing not only in their role, but in the organization as a whole."

[98] Stephen Brammer/Andrew Millington/Bruce Rayton "The contribution of corporate social responsibility to organizational commitment" *International Journal of Human Resource Management* (October 2007), 1715

[99] Corporate Citizenship, *Vounteering - the business case. The benefits of corporate volunteering programmes in education* (2010), 3

[100] Corporate Citizenship, *Vounteering - the business case. The benefits of corporate volunteering programmes in education* (2010), 35

[101] Corporate Citizenship, *Vounteering - the business case. The benefits of corporate volunteering programmes in education* (2010), 2

[102] Corporate Citizenship, *Vounteering - the business case. The benefits of corporate volunteering programmes in education* (2010), 41

[103] Corporate Citizenship, *Vounteering - the business case. The benefits of corporate volunteering programmes in education* (2010), 31

[104] Corporate Citizenship, *Vounteering - the business case. The benefits of corporate volunteering programmes in education* (2010), 3

[105] Anne Punter/John Adams, Leah Kraithman, *Adding value to Governance: an evaluation of the contribution made by governors recruited by the School Governors' One-Stop-Shop to their schools' governing bodies and to their own development*. (University of Hertfordshire, 2007), 4

[106] IRS, *Employment Trends research* (University of Sussex 2001, 2002).

[107] Institute for Volunteering Research, *Community investment: the impacts of employee volunteering at Barclays Bank* (2004). See also, Ellen J Benjamin "A look inside corporate employee volunteer programs" *International Journal of Volunteer Administration* (2001), 76.

[108] See, for example, Deloitte, *Deloitte Volunteer IMPACT Survey* (2009)

[109] National Statistics http://www.statistics.gov.uk/cci/nugget.asp?id=1163

[110] Business in the Community/Edcoms, *Business in school research findings* (2007)

[111] This is the subject of the DCSF sponsored Buckingham Review. See http://www.culture.gov.uk/reference_library/media_releases/5067.aspx

[112] Federation of Small Businesses, *Social and Environmental Responsibility and the Small Business Owner* (2007), 19

[113] Boston College Centre for Corporate Citizenship, *Weathering the Storm – the state of corporate citizenship in the United States* (2009), 12-13, 19, 23. The Centre surveyed 756 executives from a range of small, medium and large employers and notes an increase in supporting public education.

[114] Corinne Alford et al, *Looking inside the black box: the value added by Career and Technical Student Organizations to Students' High School Experience* (2007), 29 argues that the answer to this question is "an unequivocal yes." This interesting US comparison of student outcomes over one academic year

(2005/06) found engagement in work-related learning – described as a CTSO or career and technical student organisation - to be beneficial to students in a number of different ways. "Specifically, we found that the more the students participated in CTSO activities, the higher their academic motivation, academic engagement, grades, career self-efficacy, college aspirations, and employability skills."

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