

Skills Builder PARTNERSHIP

Better prepared

Essential skills and employment outcomes for young people

Welcome

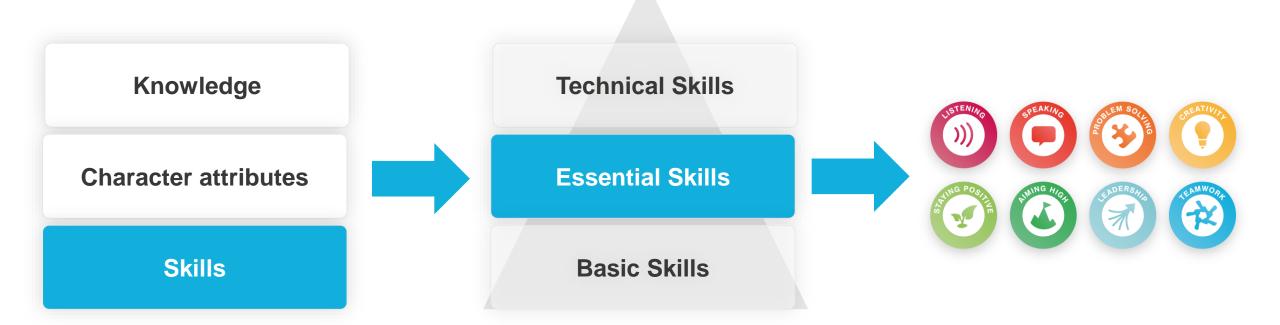
Better prepared

Essential skills and employment outcomes for young people

Elnaz Kashefpakdel, Tom Ravenscroff, Chris Percy February 2021



#skillsweneed @Skills_Builder







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Teamwork

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We work with our partners to help everyone build the eight essential skills for success...

V	V	V
in education	at work	and beyond
We work with	We work with	We work with
430 ⁺	90 ⁺	100 ⁺
schools and colleges	employer partners	impact organisations



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Essential skills and employment outcomes for young people

Robert Craig | COO

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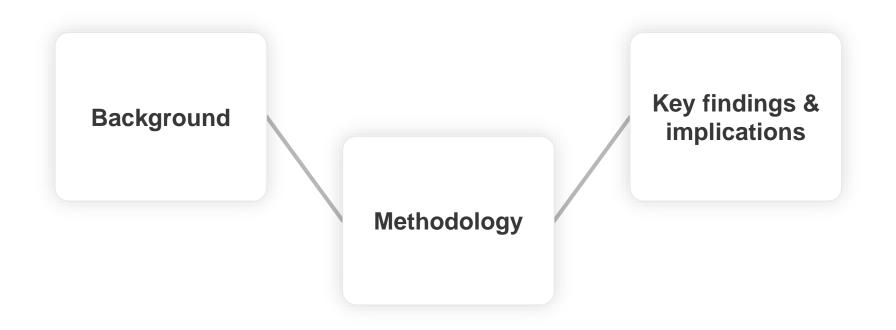
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What we are going to cover in the next 30 minutes...



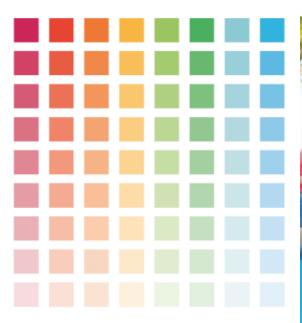


Building an evidence base



Building an Evidence Base: Why build essential skills, and what works?





Towards a Universal Framework for Essential Skills

A Review of the Skills Builder Framework



How do essential skills influence life outcomes?

An evidence review



Essential skills and their impact on education outcomes

A quantitive analysis of the Brilish Cohort Stud

Elnaz Kashelpakdel & Tom Ravenscroft

January 2021



Better prepared

outcomes for young people

Essential skills and employment



YouGov survey: 3,016 young people in the UK aged 16-25



Survey

Self-assessment
against the Universal
Framework (Skills score
= key predictor variable)

Socio-economic factors including gender, school type attended, region, FSM, ethnicity & parental engagement

Reported current economic activity, income if they are in employment & highest level of qualification

Attitudes toward
essential skills, how
they have been building
them & where they are
important

Exploratory analysis showing:

- **1.Who** has essential skills, and how does this vary by socioeconomic background?
- **2.How** young people build essential skills, and what are their attitudes to them?
- **3.What** is the impact of essential skills on employment outcomes?



Young people think that essential skills are important



Of young people	Think that essential skills are important for
93%	employment opportunities and recruitment
90%	overcoming difficulty and adversity in wider life
77 %	academic performance (e.g. exams, coursework etc.)
65%	UCAS applications and university entrance

But young people need more opportunities to build essential skills in education & employment



90% agree
essential skills
should be taught in
schools and
colleges

45% in employment don't believe their employers provide regular opportunities

And higher levels of essential skills are associated with ambition, self-efficacy & perseverance



Career ambition

Those reporting higher skills scores found their career ambitions easier to pursue.

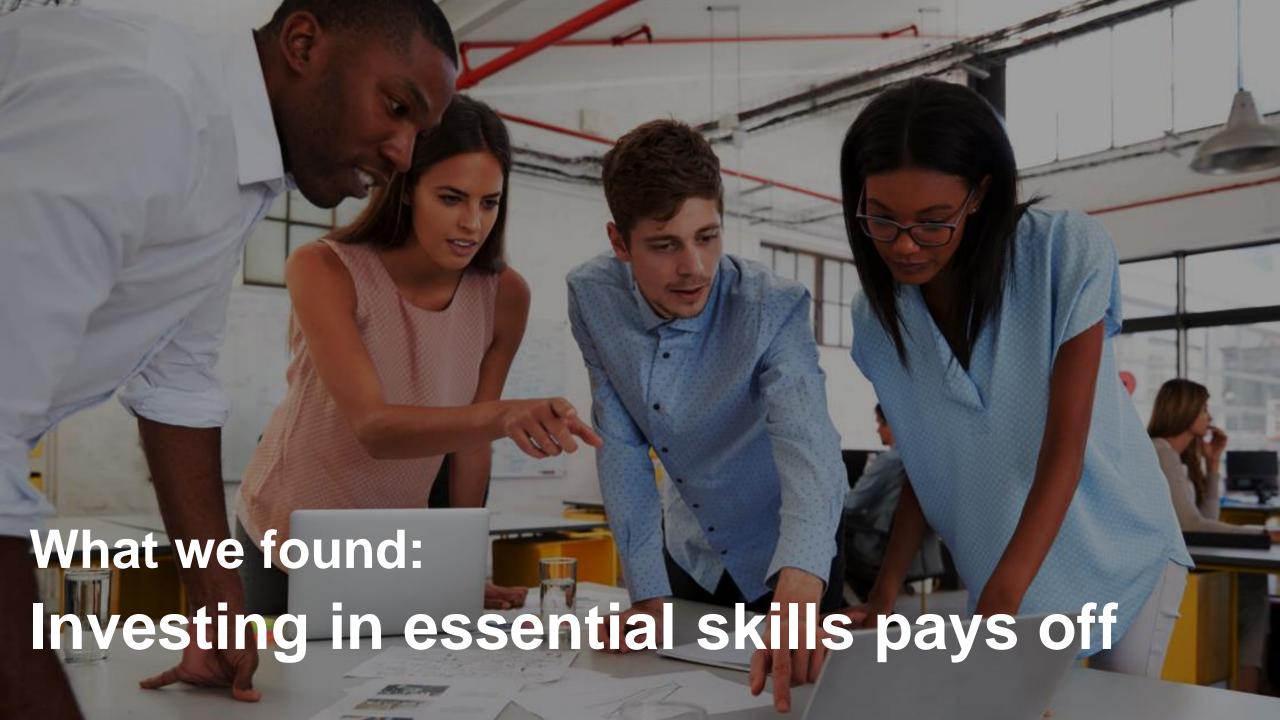
Self-efficacy

Those with higher essential skills scores reported higher levels of self-efficacy, using proxy measurements.

Perseverance of effort

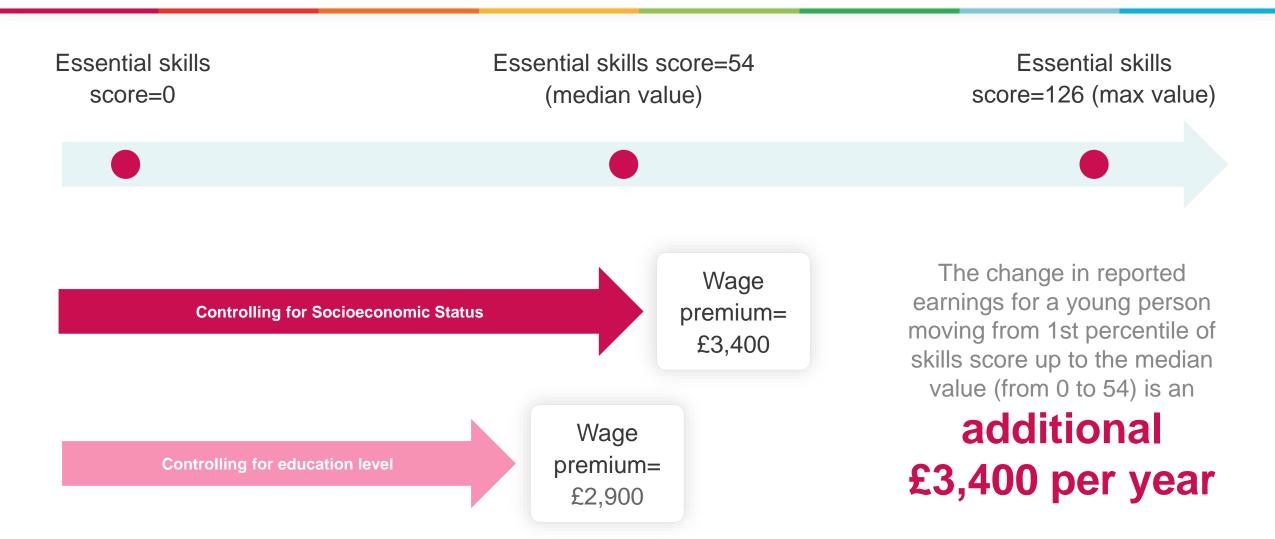
Higher essential skills score and perseverance are positively correlated, using proxy measurements.*

^{*} Using measurements of self-efficacy and perseverance of effort as suggested by the past academic literature; the above relationships are significant at 5%.



We found a meaningful wage premium for individuals with higher levels of essential skills





^{**}For young people in full time employment and age>20; result of the statistical tests is significant at 5% and 10%.

The relationship between essential skills and higher income is particularly strong for those with lower skill levels





The analysis controls for respondents' backgrounds:

- advantage in upbringing (whether on FSM at school; attending a fee-paying school);
- educational context (self-reported level of parental support for education; attending a grammar school; special educational needs);
- demographic background (gender, ethnicity and age);
- region of the UK (providing some adjustment for different economic conditions and incomes between regions).

^{**}For young people in full time employment and age>20; result of the statistical tests is significant at 5% and 10%.

Confidence in applying essential skills boosts that wage premium even further







Disadvantage plays a significant role in whether individuals have built their essential skills



		Total skill score >=54 (sample median)	Median Score
Received FSM at	No	86%	54
school	Yes	14%	42
Social Grade	ABC1	78%	55
	C2DE	22%	41

Young people who received free school meals and are from a less privileged social grade have on average a lower skills score.

Parental engagement boosts skill levels



Parental engagement	Total skill score >=54 (sample median)
Very Engaged	58%
Fairly Engaged	48%
Not very Engaged	44%
Not at all engaged	37%

Young people with high parental engagement are 20% more likely to have an above-average skill score.

School type attended not a determining factor... however, students in Alternative Provision settings are falling behind



School type	Total skill score >=54 (sample median)	Median Score
Non-selective state	51%	55
Grammar / selective state	55%	58
Independent / fee paying	55%	57
Alternative Provision (e.g. Pupil Referral unit, special school)	15%	22

Do you have any additional or special educational needs?	Total skill score >=54 (sample median)
No	54%
Yes	47%



This research highlights the need for a coherent response from educators and employers



Equity of opportunity

Holistic provision of skills

Myth Busting Investment and resources

- Variance requires
 educators & employers
 to build skills in a
 nuanced, granular way
 at the level of the
 individual
- Targeted efforts to combat the effects of disadvantage

- Essential skills require a discreet but holistic focus if we are to 'build back better'
- Educators should find ways to better engage parents & embed skills in everyday school life

- Challenging young peoples' perceptions of their capabilities as more fixed than flexible
- Ditching perceptions of essential skills as 'soft' or optional

- Invest in essential skills to boost outcomes for the less advantaged
- Listen to young people who feel strongly that essential skills should be a normal part of a good education

