

**Manchester City Council
Report for Information**

Report to: Economy Scrutiny Committee – 9 January 2020

Subject: The City’s future economy and labour market requirements - CEIAG and Skills for Life

Report of: The Head of Work and Skills

Summary

Careers education, information, advice and guidance has undergone significant positive transformation over the last four years, with renewed emphasis nationally and investment in resources and infrastructure to improve careers programmes in secondary and post 16 provision. This report provides an update on the developments, including Skills for Life and how they are contributing towards preparing young people for the future labour markets.

Recommendations

To note the report and progress made to date.

Wards Affected: All

Alignment to the Our Manchester Strategy Outcomes (if applicable)

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Careers education plays a crucial role in supporting Manchester’s young people to make informed decisions about their future careers.
A highly skilled city: world class and home grown talent sustaining the city’s economic success	Careers education helps Manchester’s young people to see where the opportunities will be in Manchester in the future and the skills they need to take up those opportunities.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Increasing employer engagement with schools provides Manchester’s young people with real experiences to help them to develop their aspirations and achieve their potential.
A liveable and low carbon city: a destination of choice to live, visit, work	Moving to a green economy will affect every aspect of our lives. Manchester’s young people need to understand the career opportunities this will create along with the behaviour changes they need to

	implement.
A connected city: world class infrastructure and connectivity to drive growth	Careers education is about expanding horizons and growing the aspirations of Manchester's young people: economically, digitally and geographically.

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- Careers Education, Information, Advice and Guidance - Report to Economy Scrutiny Committee, 25 November 2015
- Skills for Life - Report to Children and Young People Scrutiny Committee, 9 October 2019

1.0 Introduction

1.1 This report provides an update on careers education, information advice and guidance (CEIAG) since November 2015, with specific focus on how CEIAG is being delivered in Manchester, how schools are developing the skills needed for future labour markets and on the development of Skills for Life.

2.0 The National context

2.1 From September 2012, schools and colleges have been under a statutory duty to secure independent careers guidance for all registered pupils at the school/college in year 8 to year 13 (aged 12 -18) on the full range of education and training options, including apprenticeships.

2.2 In 2014, the Gatsby Charitable Foundation published analysis of what makes high quality career education, including the eight Gatsby Benchmarks, which are practical things schools can do consistently and well:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

2.3 The National Careers and Enterprise Company was established in 2015 to transform careers and enterprise provision for young people and inspire them about the opportunities offered by the world of work. This organisation has been the main driver for national improvement in CEIAG with tools such as the Enterprise Adviser Network (EAN), Careers Hubs, Careers Leaders training and support, and supporting the implementation of the Gatsby Benchmarks as a best practice standard for careers provision.

2.4 The Careers strategy: making the most of everyone's skills and talents was published in December 2017, bringing a focus to careers education, laying out several aims including adoption of the Gatsby Benchmarks to develop and improve careers provision. It places a high priority on young people having a range of opportunities, to learn from employers, including first-hand experience of the workplace.

2.5 In 2018, new legal duties came into force detailing that:

- Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about the range of careers options and qualification pathways.

- Every school must have arrangements in place to ensure to meet their legal duty and have a careers programme for young people and their parents.

2.6 To support the Careers strategy, the Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff is regularly updated with the most recent version published in October 2018. This document also includes the requirements and expectations on schools.

2.7 Research undertaken by the charity Education and Employers in 2017 shows young people who have 4 or more workplace encounters while at school are 86% less likely to be Not in Education Employment or Training (NEET) and on average will go on to earn 18% more than their peers who did not. Therefore, access to a high quality career education programme with employer encounters embedded throughout is essential for young people to give them the best start to their working life, support them to develop the skills needed for the future labour market and enable them to reach their potential.

2.8 In addition, research by the charity Education and Employers and the Careers and Enterprise Company has shown that family are the key influencers in the decisions that young people make. It highlights that children's aspirations are shaped from a young age and often based on gender stereotypes or socio-economic backgrounds. Parental engagement is therefore essential for this work area.

3.0 The Greater Manchester Context and Activity

3.1 In 2016, GMCA published The Greater Manchester Careers and Participation Strategy, setting out four priorities:

- NEET reduction and positive progression through high quality participation.
- Careers education, information, advice and guidance for young people.
- The Greater Manchester offer for young people.
- Securing good maths and English attainment along with digital skills to enable progression.

3.2 The strategy and its priorities are delivered and supported through the GM Careers and Participation Reference Group and a team based within GMCA. The work of the team is delivered under the name Bridge GM and includes the following activity:

- Enterprise Advisor Networks
- Careers Hub
- GM Apprenticeships and Careers Service (GMACS)
- Mayor of Greater Manchester's Meet Your Future campaign.

3.3 Enterprise Advisor Networks

- 3.3.1 The purpose of the EAN is to create powerful, lasting connections between local businesses and the schools and colleges in our area. The Enterprise Coordinators recruit senior business volunteers (Enterprise Advisers) to work strategically with school leadership teams to guide and influence the development and implementation of an effective careers programme in line with the Careers strategy, statutory guidance and Gatsby Benchmarks. It will have employer encounters and workplace experiences at its heart to inspire and prepare young people for the fast changing world of work.
- 3.3.2 Since May 2017, Manchester City Council has invested in Manchester's Enterprise Adviser Network, by part-funding an Enterprise Coordinator, with an additional Enterprise Coordinator added in September 2018. Currently there is capacity for all secondary schools and colleges to benefit from having an Enterprise Adviser if they wish, who will support them to undertake a diagnostic review of their current careers provision. The review is done through an online platform, which supports schools and colleges to self-assess their performance against the eight benchmarks to identify gaps/priority areas to feed into the development plan.
- 3.3.3 Overall, Manchester is making impressive progress in implementing the Gatsby Benchmarks with 22/41 schools and colleges having achieved 100% implementation of benchmark 5 Encounters with employers and employees, 24/41 for benchmark 6 Experiences of workplaces and 34/41 schools and colleges have achieved 100% implementation of benchmark 8 Personal guidance.
- 3.3.4 Following the lower initial results for benchmarks 4 (Linking curriculum learning to careers) and 5 (Encounters with employers and employees), there has been focused work to improve the employer engagement with schools through the EAN and Manchester is already improving employer encounters and workplace experiences, with more schools:
- focussing on learner preparedness, ensuring students are fully aware of the expectations required of them prior to the placement taking place,
 - working to ensure students are taking part in placements that link to their interests and career aspirations,
 - offering greater flexibility with dates to better meet the needs of businesses,
 - driving and developing their own employer engagement strategy, growing their business networks and building sustainable relationships, and
 - offering alternatives to individual placements such as site/office visits, extended work experience e.g. one or two days a week, bespoke programmes to individual needs.

3.4 Careers Hub

- 3.4.1 GMCA is one of 21 Careers Hubs across England as part of the Government's Careers Strategy. The GM Careers Hub is named the Bridge GM Careers

Hub, is accountable to the Skills and Employment Partnership and was launched on the 3rd October 2018, with the first year of the project officially beginning in January 2019.

3.4.2 The aim of the Bridge GM Careers Hub is:

- To test and innovate against the Gatsby Benchmarks, with a particular focus on Benchmarks 3 (Addressing the needs of each pupil), 4 (Linking curriculum learning to careers), 5 (Encounters with employers and employees) and 6 (Experiences of workplaces).
- To use the learning from this and the EANs to create a community of best practice to be shared with all schools and colleges across GM and nationally.
- For each locality to have a thriving Local Area Careers Hub by July 2020 (year two of the pilot), led by all the schools and colleges in each area. This will complement the existing employer-led EANs. The Hub for Manchester is currently under development.

3.4.3 During year one, careers leads from five Manchester schools and colleges have been involved in workshops to develop their own ability to deliver the above aims, to plan strategically how they will implement the priority Gatsby Benchmarks, and to develop communities of practice to speed up this implementation and support career programme development. The careers leads have agreed priorities for the academic year and are working through an activity cycle in order to manage the change process with opportunities to learn from each other across GM and identify CPD development needs.

3.4.4 Levenshulme High School is an 'innovator' school, which as an exemplar of best practice, is sharing their skills and knowledge to bring the other schools involved up to a similar level of quality in their careers offer and therefore improving their benchmark scores. The same model is being replicated across the other nine GM local authorities. Examples of Levenshulme High School's best practice include:

- A 'whole school approach' to careers that is firmly embedded across the curriculum with a hands on Assistant Head and a Head teacher who is very keen and enthusiastic about careers.
- They treat their careers offer very seriously, invest a lot of time in making it extremely comprehensive and varied, addressing all of the years in the school.
- Established and sustained strong professional relationships with a diverse range of employers and businesses who contribute lots of activities and events in and out of school.
- Continue to evaluate and improve their offer and are keen to work with more businesses to expand their careers related encounters.

3.4.5 Evidence shows that schools and colleges engaged with a Career Hub and the Enterprise Advisor Network provide more effective CEIAG.

3.5 Meet Your Future

- 3.5.1 The Mayor of Greater Manchester, Andy Burnham, launched Meet Your Future in April 2019. Meet Your Future is a campaign to encourage organisations to engage with young people from lots of different communities across Greater Manchester by, for instance, offering work shadowing and workplace safaris/work experience.
- 3.5.2 The Enterprise Coordinators also organised GM Meet Your Future Speed Networking events in June 2019, for young people in years 9 and 10. They were to inspire and inform young people about the range of career options and pathways available to them, and the industries/skills that are growing and in demand across our city region. Four schools from Manchester attended with 15 young people from each, 60 in total.

3.6 GM Apprenticeships and Careers Service (GMACS)

- 3.6.1 GMACS, formerly known as the GM Careers Portal, is a developing resource which was launched by GM Mayor Andy Burnham in November 2019. It will give young people clear information about the opportunities on offer across Greater Manchester, with resources and information on how to secure their future employment.

4.0 CEIAG in Manchester

- 4.1 As set out in the Our Manchester Industrial Strategy, CEIAG is imperative to developing a more inclusive economy, building ambition and aspiration, ensuring young people understand and can access Manchester's labour market. CEIAG is essential for providing the knowledge, understanding, confidence and skills that are necessary for all of our young people to make informed choices and plans for their future learning and career. This is especially important in terms of the support that is required for our priority groups, including the work to prevent young people becoming NEET. It is also key to connect young people to the City's future economy and labour market requirements, and in this way we are supporting the future labour market and economic growth in the city.
- 4.2 There is a fragmented approach to delivering careers across Manchester, with some schools directly employing their own advisors and other contracting on of the numerous IAG providers based in and around Manchester who offer provision to support schools with their careers programme, such as Our Futures, Changing Education, Career Ready and Career Connect. These organisations provide services that schools can buy in, ranging from careers advisers who offer personal guidance, through to organising work experience placements.
- 4.3 In addition the Work and Skills Team, in partnership with colleagues in Education, contribute to this agenda by:
- Facilitating the CEIAG network and supporting events

- Encouraging Quality Provision
- Supporting the most disadvantaged
- Supporting Employer Engagement
- CEIAG for Future Skill Gaps

4.4 Facilitating the CEIAG network

4.4.1 The CEIAG Network was established to enable professional peer support, drive up standards by sharing good practice and provide quality assurance. It meets quarterly and has 92% of careers leads and staff from Manchester schools and colleges engaging with the Network in various forms.

4.4.2 Meetings are themed around pertinent economic issues but to include three standing items:

- Employer engagement and Labour Market Information - employers from each sector are invited to the meeting
- Transition and NEET prevention - The Network work closely on the strategic development and operational improvements of initiatives to promote the successful transition of Year 11 students into education, employment or training such as the NEET Reduction Plan and the Risk of NEET Indicator.
- Enterprise Coordinators and GM updates – covering the latest developments from Bridge GM and sharing the good practice from schools.

4.4.3 In between the quarterly meetings the Work and Skills Team supports the CEIAG Network in the following ways:

- Production of a CEIAG Newsletter,
- Monthly labour market information slide-pack and toolkit,
- Regular engagement through visits, phone and email contact.

4.4.4 The CEIAG Newsletter and Monthly Messages, a monthly labour market information pack, support educational institutions to make young people aware of the changing economy and prepare for career opportunities that underpin our ambition for an inclusive economy.

4.5 Encouraging Quality Provision

4.5.1 The Gatsby Benchmarks set out the activities, that combined, create a high quality careers programme. The Quality in Careers Standard (QiCS), is a National award to quality assure careers programmes making sure that what is being delivered is of a high standard.

4.5.2 Over the last few years, Manchester City Council has been supporting Manchester secondary schools and colleges to begin or continue working towards and achieving the full Quality in Careers Standard. Currently there are 29 schools engaged with Inspiring IAG ensuring that the quality of careers programmes across Manchester is improving.

4.5.3 We have also linked up with Positive Steps, who already work in Greater Manchester with the Inspiring IAG delivery of the Quality in Careers Standard. Alongside the offer of working with primary schools on the Primary Inspiring IAG programme, they have put together a menu of activity sessions including LMI sessions for primary school staff and parents/carers, and a selection of other careers and aspirational sessions. We will liaise with our Education colleagues to target primary schools which are related to areas with high NEET figures and will also have a focus on the transition from primary to secondary school.

4.6 Supporting the most disadvantaged

4.6.1 Manchester City Council has a focus on supporting the most disadvantaged and sharing good practice, linking in with the work around transition and prevention of NEET.

4.6.2 Referrals to the Sir Howard Bernstein Summer School are received from schools across the city with a focus on high NEET producing schools and those with high Free School Meals and Pupil Premium populations. The programme is designed and targeted at vocationally unsure young people and as such potentially NEET, vulnerable and those considering technical and apprenticeship pathways. The project offers transition support, careers inspiration activities and employability skills development through an 8 week programme working with students from the end of their GCSE exams to GCSE results and college enrolment. Sessions are run in conjunction with large and growth sector employers in the city such as Hewlett Packard Enterprises and PWC and focus on raising awareness and skill development. Students receive a weekly bursary conditional on attendance and are supported to open a bank account to receive this. The programme includes several reward mechanisms and provides food as a measure to tackle holiday hunger.

4.6.3 The summer school programme is supplemented with a work experience placement in one of the partner employers, in the autumn or spring terms. The placement also has a bursary attached to fund clothing, travel and lunches and ensure that young people from disadvantaged backgrounds have access to high quality work experience placements without finances being a barrier. The students are then matched with an industry based mentor to provide ongoing inspiration and professional guidance. The matches are not made as vocational matches but to provide a professional network and activities to raise confidence and access to the workplace. In 2019, 17 young people completed the programme and progression rates to a positive post 16 destination were 100%. A young person led focus group will take place in early 2020 with participants from the first two cohorts to name and brand the full offer.

4.6.4 Following a pilot phase, the We Love Manchester - Manchester Rising Stars Grant has been scaled up to a value of £100,000 per annum for the year 2020. This fund gives young Mancunians (aged 16 - 24, and up to 30 if they have experience of homelessness) access to grants of between £200 and £2,500 to purchase tools, equipment, uniform, funds for courses, accreditation

and others costs relating to moving into and sustaining employment, education or training. The eligibility criteria state that young applicants must be in employment (including self-employment), education or training, have an offer of employment, education or training or have a clear goal and plan to move into an opportunity of employment, education or training. As such the grants enable young people to move forward and progress on a successful pathway. A case study about Mariajacky is in Appendix 1 with others available on the website.

4.7 Employer engagement

4.7.1 Manchester City Council recognises the need to support employer engagement with schools and colleges. The Work and Skills Team is both actively encouraging employers to make offers as well as working with schools and colleges to enable them to request and take-up these offers. Our Aim is for schools, colleges and employers to work together to make effective use of each other to achieve the common goal of improving the work related learning and work readiness of Manchester's young people.

4.7.2 The Work and Skills and Education Teams continue to work with large projects to maximise the opportunities for our young people. For example, the Our Town Hall project we organised a workshop to co-design a programme to support work experience. This has achieved three work experience weeks an academic year with 12 places each time. The Factory Project also offered a work experience placement to schools, in summer 2019 with five schools involved. Working with these types of projects helps us to ensure opportunities are available to schools in our priority areas.

4.7.3 The Work and Skills and Education Teams continue to develop and improve the communication channels between schools and employers, which includes:

- Mapping exercise of all known employer engagement methods, routes and brokers to understand the complexity and identify any gaps.
- Developed a Guide for Employers on how best to engage with a secondary school (Appendix 2).
- Neighbourhood level linkages through business networks promoting employer / schools engagement.
- Provided Anchor Institutions with the list of employer engagement opportunities with schools and encouraged involvement.

4.8 CEIAG for Future Skill Gaps

4.8.1 In order to support the development of the skills needed for Manchester's future labour market, the Work and Skills Team have established specific networks for some of Manchester's key sectors: the Manchester Digital Skills Network and the Manchester Construction Skills Network.

4.8.2 The Manchester Digital Skills Network is made up of over 100 digital and education professionals who convene every two months to explore how to support the digital sector to grow and to tackle the digital skills gap, helping

Manchester to become a leading digital and highly skilled city, by developing a strong pipeline of digital talent. The network's focus is on ensuring the people of Manchester have all five basic digital skills and have accessible opportunities to develop technical skills, enabling them to gain digital confidence to participate in and to drive growth in the digital sector and progress in the future economy.

- 4.8.3 A subgroup of the Manchester Digital Skills Network has been established with a focus on young people and exposure to digital skills. It has commissioned an audit of the current digital 'offer' delivered by Manchester's secondary schools, as well as a selection of projects to increase the opportunities available to Manchester's young people, such as InnovateHer and Digital Advantage.
- 4.8.4 The Manchester Construction Skills Group is a group of employers working together to provide employer intelligence that aims to address the skills gaps in the sector and link Manchester residents to opportunities. The Work and Skills Team supported the Manchester CEIAG Construction Sub-group, through which 11 schools were matched with construction contractors to develop activities to improve the schools careers programme.
- 4.8.5 Achieving Manchester's ambition to be a zero carbon city by 2038 provides a number of opportunities for young people within the City. Specifically, there is a need to ensure our young people have the skills necessary to benefit from the opportunities the move to a Green Economy will bring. A paper on the Green Economy was presented to the Economy Scrutiny Committee in November 2019 and has a section on Education and Skills. Awareness raising and consultation with the CEIAG network is in place. The Work and Skills Team, with Education, are developing a skills response which will set out the immediate skill needs for the City. This will include: planning now for the skills demand of young people who are yet to enter the labour market; identifying highly transferable skills which will be needed in a zero-carbon economy, and how best to support those with no or low skills to benefit from the opportunities through the delivery of the Adult Education and Skills Plan.
- 4.8.6 The Manchester College has piloted T Levels, the Government response to the development of technical and vocational skills which are designed to complement apprenticeships and A-levels at post 16, and will be offering four pathways from 2021. They include an industry placement of at least 315 hours (approximately 45 days), which therefore require a considerable level of employer engagement to deliver and management to ensure employers are not inundated with requests. The Manchester College has an Employability Team specifically for this purpose.

5.0 Skills for Life

- 5.1 Skills for Life promotes the use of a common language to describe five key skills and a commitment to increase opportunities for children and young people to practice, reflect and record these skills. The five skills are

Communication, Problem Solving, Self-belief, Self-management and Teamwork.

- 5.2 Papers have recently gone to the Children and Young People Scrutiny Committee. They have focused on the development of Skills for Life, formally known as Curriculum for Life, highlighting the key findings of the pilot project and the next steps to further develop and embed Skills for Life across Manchester.
- 5.3 Through campaigns and promotional materials, Skills for Life will raise the profile of the transferable skills required by all employers so that children and young people understand the importance and relevance, especially in emerging sectors and changing labour market.
- 5.4 The specific work regarding how employers can embed the Skills for Life has developed since the Children and Young People Scrutiny Committee. A new Employer Engagement with Schools booklet developed by the Work and Skills Team sets out a number of asks for employers as follows:
- Spread the word - Raise awareness of the Manchester Skills for Life programme with other employers.
 - Adopt the language - Weave the language of the 5 skills into whatever you do with children and young people.
 - Create opportunities - Provide or signpost children and young people to skill building activities.
 - Test the skills - Find ways to assess and unlock the potential of your future workforce.
 - Value the learning - Support children and young people to reflect, record and own their skills progression.

6.0 Conclusion and Next Steps

- 6.1 Over the last few years, there have been many positive developments in careers education, preparing young people for the world of work by developing the skills they need for future labour markets. Nationally, the Careers Strategy has created clear expectations with roles and responsibilities, the Gatsby Benchmarks and work of the Careers and Enterprise Company provide a structured focus and the Quality in Careers Standard delivers the quality assurance.
- 6.2 As GMCA continue to increase their employer engagement and support improvements to careers programmes, MCC will align its resources so as not to duplicate this effort and will continue to build on the work being undertaken at a GM level, continuing to proactively work with GMCA to develop Bridge GM to ensure that this meets the needs of Manchester's schools, colleges and businesses.
- 6.3 Locally, in order to ensure that we are facilitating an inclusive economy there is an increased need to ensure the universal and targeted CEIAG offers are available, appropriate and promoted effectively. Using data, for example from

the digital audit, to ensure all young people can access opportunities within Manchester's key sectors such as through Digital Advantage with SEND young people.

- 6.4 It is important that both schools and employers recognise and understand the need for flexibility when referring to employer encounters and workplace experiences, especially with the introduction of T Levels. The package of CEIAG activity needs to be bespoke to each young person, developed to engage their interests and meet their skills needs, whilst ensuring that advice is relevant and up to date.
- 6.5 Skills for Life plays an essential part in supporting Manchester's young people to develop the transferable skills required for the future labour markets. It is essential that the five Skills for Life are recognised by employers and that they are built in to any employer engagement with schools as well as recruitment practices, using the same language and providing young people with fair opportunities to demonstrate these skills.