

All-Party Parliamentary Group for Education

Chair - Danny Kinahan MP

Vice Chairs - Nic Dakin MP, Fabian Hamilton MP, Andrea Jenkyns MP

Careers Roundtable Transcript (verbatim)

Participants:

Andrea Jenkyns MP (chair)
Anna Cole, Association of School and College Leaders
Jenny Connick, Talentino
Sherry Coutu, Founders4Schools
Alison Critchley, RSA Academies
James Croft, The Centre for the Study of Market Reform of Education
Gavin Dykes, OECD and Education World Forum
Jan Ellis, Career Development Institute
Kieron Gordon, Career Connect
Sean Harford, Ofsted
Dr Deidre Hughes, University of Warwick
Marcus Mason, British Chambers of Commerce
Ruth Mieschbuehler, University of Derby
Seamus Nevin, Institute of Directors
Laura-Jane Rawlings, Youth Employment UK
Jim Skinner, Grammar School Heads Association
Steve Stewart, Careers England
Andrew Thraves, Prospects
Jane Walton, Federation of Small Businesses
Kath Wright, independent careers education consultant

Transcript:

Andrea Jenkyns: What a great session then. We're starting the inquiry "How well do schools prepare our children for their future careers?" Now, we've got several questions here that I know we'd really like to put meat on the bones to, so I'm going to start with probably one of the longer ones first and, so if you really want to...we're really keen to hear your views and because this report we're going to submit to the government and feedback with them. So, I think one of the first questions is how can the business community be mobilised to provide children with high quality encounters with employers? Who would like to kick off with this? Who are you please?

Jane Walton: I'm Jane Walton. I'm here today representing the Federation of Small Businesses and I'm their chair of education policy. But I'm also the chair of Young Enterprise in West Yorkshire.

Andrea Jenkyns: Oh, fabulous. So we need to get together then, don't we?

Jane Walton: Yes, you are my MP. Small world. So I've just put out in the...

Andrea Jenkyns: So you know Chris then I guess don't you, FSB?

Jane Walton: I do, yes. So I've just put out in the FSB newsletter, a call to members – only in West Yorkshire because I wanted to test the ground – asking if they wanted to engage in education and giving several opportunities to do that, one of which is Young Enterprise to become a business adviser. And we're currently recruiting business advisers in schools throughout West Yorkshire as we are throughout the country. The other is through the Prince's Trust, again to be a business mentor for young people maybe who've not had the advantages of other forms of support. But also just as a member of the FSB,

to be in touch with their local school, college or university to volunteer and I offered, in my role in the FSB, to actually make those connections.

Andrea Jenkyns: Fantastic. Would anyone else like to say something? So how can we mobilise the business community?

Marcus Mason: Marcus Mason from the British Chambers of Commerce, and I head up our work on employment and education. And I think really to mobilise more businesses to engage with schools, I think it's really important to have consistent mechanisms, because often the business community can be baffled by the range of different providers that operate within the space, all asking for various different ad hoc interventions and commitments from businesses. That can be very difficult for businesses to navigate and I think greater consistency....

Andrea Jenkyns: So, how can we break down the barriers basically to make it easier...?

Marcus Mason: Breaking down those barriers. And often what happens is, speaking to some of our members, I'll hear perhaps business engaged well with the school for a while but then relationship fell apart because of changes in staff or actually in some cases you need a strong intermediary to make sure that schools and businesses, which operate on very different timetables and have different priorities... to match the two up. So, I think that's really important. Some chambers are very involved in this. So, we have about 2000 education members and some chambers are working in connecting them. I think the work of the Careers and Enterprise Company can probably play a part in driving greater consistency. The only thing I would warn against is, on the Careers and Enterprise Company model, there's probably ...I assume there's somebody here from the Careers and Enterprise Company...but, if a model relies purely on volunteers from the business community as enterprise advisers, as the model does there, then it might be difficult to long term engage business people who are very busy to provide the type of strategic interventions that probably schools want.

Andrea Jenkyns: So, going to the second part of the question then, so let's turn it on its head – what do you think would be high quality encounters that employers can provide our next generation of those going into employment? What do you think will be useful? So, there's obviously the work experience. I know when I was a councillor – as in political counselling, not giving people advice – I did a thing called role model day. When I was a teacher in schools everybody wanted to be a footballer or be on X Factor and have that fifteen minutes of fame really and so I did this thing called role model days which was in five schools in my area where we'd get some business leaders in different industries to go and talk to the children in their assembly. It was really inspiring, we had engineers there and I think it's important that businesses can reach out and....I would like to....I'm going to be getting involved in a bit of a dragons' den in my area because I think it's important...I'd love everyone at school ...business and managing your money as well should be compulsory in school, I'd love to see that. I studied business in school and I think it's skills that you learn at a young age and it sort of stays with you for life really, transferable skills. So, putting it back to you, we've got lots of brains in here, so I'm quite surprised you're silent really. So what experience in your organisation or business provide for young people?

Alison Critchley: Alison Critchley, Chief Executive of RSA Academies, so coming from the 'ask' point of view rather than the business point of view. But I think, looking for a menu of options which can give the businesses different levels of commitment in terms of time, and the schools. One of the things actually is about starting early. So you've talked about primary schools. So for primary schools, the chance to go out and visit somewhere, or have somebody coming in and talking about their job in general terms, not because they're going to persuade 7 year olds that's what they ought to be but just to open their eyes. But then, as you get older, work experience at the sort of the big end of something quite intense. But again, people coming into school. One of the things we've done with sixth form students is encourage them to think about what they might want to do and then try to match them with people in that sphere to do mock interviews and that type of thing. And then the other practical thing that I think we in our schools can do to make it easier, it's the consistency, and there are worries about safeguarding issues for example. So very basic information about safeguarding, or doing a health and safety risk assessment for a visit and helping the employer to do that to break down the barriers.

Andrea Jenkyns: And to be honest I really agree with you there. I just took on an apprentice, a local lad, and he ...we've got to jump through hoops to be in honest to get him on board, with all the health and safety and so it can be quite off putting really.

Alison Critchley: But it doesn't have to be. And that reassurance that an adult can come in and talk to schools, and talk to a group of children, in the assembly and they don't have to have a DBS check or do all of that thing. I think people are just very, understandably, anxious about it.

Andrea Jenkyns: Right.

Patrick Hayes: I just wanted to follow up on that actually. My name is Patrick Hayes, I'm from the British Educational Suppliers Association. In my previous role I worked for a large education company who really struggled with that issue actually, because they wanted to encourage people to go into schools on a regular basis but there was a real kind of perception that it was a very difficult thing to do, that you actually needed to have, well at that point Criminal Records Bureau checks, now DBS checks, and actually the decision was made at a certain point that everybody within the company had to have a CRB check, in case they potentially had to go into a school at some point, which even included IT staff who wouldn't normally engage in schools. So it actually became a bureaucratic nightmare for the human resources team.

Andrea Jenkyns: So we need clarity, don't we?

Patrick Hayes: I think some clarity and guidance would be extremely helpful on that issue to overcome the perception rather than the reality that it's hard for business people to come into schools and engage with students.

Andrea Jenkyns: Ok, thank you.

Gavin Dykes: My name is Gavin Dykes, I'm Programme Director of the Education World Forum. The thing about this is for me it's really about a two way street. We talk in education about actually the relationships are central to being successful in education. The relationship means you're getting some give and you're getting some take and so where I've seen this work well is where schools have offered a service which is about applying the creativity and the innovation that is within the children to some of the problems that the companies face. And there was one school near Bristol which I believe the children helped design a part that is in many jet engines – it may put you off flying but it's not caused problems for me, I'm pleased to say. There were various mechanisms that worked well. It tended to be at colleges and university level. So the College-Business Partnership Scheme helped build a framework around which these things could happen. But actually contributions were being made by young people to what was happening in the company.

Andrea Jenkyns: Do you know the name of this school? Because it might be good for us to follow up actually.

Gavin Dykes: I can get it for you. The other thing was, personally, and this is shifting in to colleges so stop me if you would prefer I didn't, but I worked in a college where we actually went out and tried to engage with industry so that we could give people real experience of it but also so that we could contribute in that way. And the short story is that we eventually won the contract to develop premierleaguelearning.com for the Premier League which was to support the learning of all the young professional footballers. But I won that contract on the basis that I would employ my students to build and maintain the system for the Premier League. So that was a relationship that worked both ways. But we were giving them a service that they wanted but we were providing for them at the same time.

Andrew Thraves: Andrew Thraves, Director of Education from Prospects, I'm also Chair of BESA and I'm trustee of Academies Enterprise Trust, so the biggest MAT in England. And I think one of the key things, turning the question around a bit, is how can government make it easier for employers to get involved? So I was speaking at fringe events at your party conference a couple of weeks ago, with employers, and there's a big one there, the big thing that comes up all the time is the curriculum is too narrow to allow schools to engage with employers and to allow apprenticeship routes to run through schools effectively

and so on. Just at the Westminster Education Forum today, Sir David Carter was presenting his vision for MATs for the future, and there's not much in there either about employability skills, about MATs providing apprenticeship routes, even though MATs will be one of the biggest employers of apprentices moving forward, because they're big businesses effectively. So I think there's something very interesting there, which is about the curriculum as it stands, doesn't necessarily allow or enable employer engagement, apprenticeships, traineeships to work that effectively. So I think that's an interesting case I think.

Andrea Jenkyns: I agree really. And we do need to explore new areas.

Deirdre Hughes: Deirdre Hughes from the University of Warwick Institute for Employment Research. I think just two key points really. One is I think what concerns employers most, large and small, are skills shortages, so actually I think a real focus on engaging with employers around skills shortage areas and better use of labour market intelligence is something. Government currently through DfE has something called *LMI for All* which is really trying to make better use of large government sources of information. So maybe there is something there. And the second brief point, we started off...we're talking activities but we're also talking the macro as well. So just a point on the macro, if I can play devil's advocate. I would say that if you're asking about engaging employers and how they connect with education, *Business in the Community* has a fantastic track record – I think you have someone from *Business in the Community* here already – fine track record on that, as has Young Enterprise. We have many education business partnerships dotted around the country and we also have the Careers and Enterprise Company. So the key question is what is the Careers and Enterprise Company bringing to the table beyond distributing funds on behalf of government, and maybe we have to look at the macro picture and have a very clear narrative about the players who are there, including the National Careers Service who also do quite a lot of work in terms of engaging with business at a regional and local level.

Andrea Jenkyns: I completely agree, and I've always sort of said we need to bring educational leaders together with business leaders and also....because also to future proof, even on a regional level, our economy really. We've got to make sure our youngsters have the right skills, and get the right training to then go into work. Before we go to the lady over there, who offers work experience within their organisation or is a conduit for helping bring people to work experience. It will be interesting to hear your views before we go over to you...how can we offer quality work experience because I know when I was at school I did a couple of work experience things. One was working in a shop where they just made me do the security of the shop at the front of the store for two weeks and make sure nothing got stolen. And the second, I wanted to look at being an interior designer and she got me, the lady got me, and there was her husband's Y fronts. And I'll never forget that, as a 17 year old doing that, so that's quite interesting, so I think there's a lot that can be done. It's not just trying to get people...I think sometimes employers don't know what to do with them. I have lots of work experience people coming in through my office in Morley and also here in Westminster. And I have a plan on all the different aspects to go through and Brandon, who is now my apprentice, he came to me on work experience, I was really impressed, and I've created a new apprenticeship for him. So who would like to just touch on offering work experience and how we can make it really valuable? Anybody here?

Caroline Wright: We took on our first intern over the summer at BESA and we used, I forget the name of the organisation we went to who found them for us, but for us it was a really positive experience. We had to work very hard at thinking about how to engage his interests that he had said he was very interested in, so we tried to think ahead of a mixture of some tasks that would really, really help the team and having him do that as well as some things that he had particularly expressed an interest in and could take ownership for us. And he spent 6-8 weeks with us and we've also said to him, in his next holidays and so on, if he'd like to come back.

Andrea Jenkyns: So, do you think when the schools when they contact the businesses they do need to give them some guidance themselves of the type of skills and experience they're trying to make sure gets covered, do you think that might help?

Jenny Connick: I'm Jenny Connick from Talentino and we do a lot of work with young people with learning difficulties in special schools, and so if I give you an example around actually both work experience and engaging business, mobilising business. So our founder special school, when they started,

they had no employers engaged with them. They now have 59. And what they've done is they've played the business game. So they've talked a business-like conversation, they've been specific about what they need from the business. They've got an eye on it as being a long term relationship not just a one off work experience. And they reward the business. They reward the business by having things like, little things, like employers lunches, they have a range of levels of certificates that businesses get. What happens is those businesses are now doing much, much more. So they're doing things like not just work experience but employer visits, getting involved in the curriculum, providing volunteers, so it's almost kind of like having an eye on the long game and rewarding businesses and talking the same language.

Andrea Jenkyns: I really like that idea of employer lunches. It's very easy for schools now, they've got the facilities and the size to actually get people over for lunch and really try and engage with them. So I think that's definitely something that we can take forward.

Laura Jane Rawlings: I'm not sure who I know in the school I'm a governor of.....

Andrea Jenkyns: Who are you?

Laura Jane Rawlings: Sorry, I'm Laura Jane Rawlings and I'm the Chief exec of Youth Employment UK. I'm not sure in the school that I'm a governor of whose job that would be. That conversation we were just having about schools...and there's no one who is responsible for liaising and coordinating...

Andrea Jenkyns: Shouldn't it be led from the top, from the.....

Laura Jane Rawlings: Well, our Principal and vice Principals are dealing with curriculum and making sure that Attainment 8 measures are in and focusing on EBacc and ensuring that every student is in school. It's a phenomenal amount of work that is there in schools.

Andrea Jenkyns: Could the governors do anything, to engage? Because governors can be as active or as not active as they want really.

Laura Jane Myers: Or as the school allow and engage and support them to be, I think. I think there's a step for me beyond how do we engage employers and what does good quality careers and work experience look like. The blocker is our schools don't know how to deliver this, they don't have a member of staff, the practicality of not having somebody on the ground is the biggest challenge. Some schools when they've got a member of staff who can coordinate work experience and provide that insight and information, gosh, they do it superbly well. But that's the inconsistency that we're dealing with, I think is the biggest challenge.

Andrea Jenkyns: But personally I don't want to see the government is going to say, you must have a careers advisor in the school. I think we need to allow schools to decide how they spend their budget, you know, and also....I do think...the thing is it's not rocket science this, is it? I think teachers, educational leaders, they just need to get behind it, because it's the next stage really, it's joining together – I can say this having worked in education – it's joining together what they get taught at school and it's preparing them for life really. I mean picking up the phone to a few local businesses, would you come for a meeting to discuss work experience opportunities and possibly apprenticeships, I can't see that that is rocket science, that it's got to be a dedicated person. I might be wrong but it will be interesting to know your views actually.

Gavin Dykes: You're absolutely right, you're absolutely correct. The danger of having one person, whoever that is, is that it then gets focused on that one person and what we need to do is build...you want a movement of people who are building education closely related to the employer, I think.

Seamus Nevin: Seamus Nevin, Head of Employment and Skills Policy at the Institute of Directors. I think there's also a role for business bodies in this. So one of the things that we've done in the last couple of years, is started a student membership category for ourselves. So, we have 2000 members. It was originally targeted at universities but we've also opened it up to high level apprenticeships and A-Level students. What has come out of that is, we often have in our various regions, local events that are

catered to student members, so for example they will run competitions like Dragon's Den. One of the most successful ones is a ten pound challenge. Give...a group of students off...give them ten pounds, and tell them to come up with business ideas to multiply that. But we get our members to come along and be mentors alongside the students. And through that there has been a huge amount of interaction because it has become an institutionalised part for the school where they now have a network of contacts that they can tap into in their local business community and those relationships grow from there.

Andrea Jenkyns: There's one thing that's a very good idea, like you said, business buddies really. I do job, skills and apprentice fairs in the constituency. I'm sure you've seen some of them, Jane. I know that Chris has been involved himself in one of them, from the FSB. And so, I think as MPs and politicians we can do stuff. I get all round the constituency and there are businesses who are telling me "we really want some apprenticeships" or "we don't have enough IT skills" and I'll say.... When I'm talking to the education leaders, I'm saying there are some opportunities over there. So I think there's a lot we can do as well. I think it has got to be a concerted effort, pulling together to do the best with this.

Marcus Mason: Just a quick point picking up on what you were saying about people within the education sector getting behind this. As was mentioned before, there are so many different priorities. We've now got a very devolved school system which I think you could argue, certainly this government would argue, comes with many benefits. I think one of the issues of having such a devolved school system is actually you can't really incentivise or get schools to prioritise certain key areas that you might want, as easily as you might want. So, I think what it needs to come down to is much sharper incentives for schools to look at the destinations of their pupils, where they go afterwards – university, apprenticeships, jobs – and then feeding that back in to the accountability system through Ofsted, or through the relevant inspectorates or perhaps other mechanisms, to make sure actually there are some very basic incentives for the governors... are actually taking this seriously, as seriously as Progress 8 measures.

Andrea Jenkyns: I think you've got a point there. I know when I went to university as a mature student, a year later got that letter in the post, asking me to fill in what I'd gone on to do and I think if schools can see that what they taught in schools, the pupils are going on to do this, I think it gets that pride there, like you said, it's seeing what they're going on to, it's seeing that they are progressing and it's quite a badge of honour if they're going on to do well, isn't it really? So I think you're right, that's an area we can really look in to, it's good.

Jan Ellis: Jan Ellis, the Career Development Institute, which is the professional body for the careers sector. And in fact I want to challenge what you said about this isn't rocket science, anyone can do it, surely schools can get their heads around this. We've had endless reports written by government, and sub committees of select committees, all telling us how badly it is done in England and that there needs to be some focus on the whole area of careers education and guidance in schools. Now...

Andrea Jenkyns: Career guidance I agree with....

Jan Ellis: The whole work employability bit....into that space

Andrea Jenkyns: I'd like to throw this back on you because I didn't say about careers guidance, I'm on about actually building that relationship with local employees, so that's not rocket science.

Jan Ellis: But that's going to fall into the department, that's all I'm trying to say, is that every school should have someone who is designated as a career leader, who will take an overview and will be able to manage that. Because if you haven't got someone who's designated in each school, you continue to have the problems that we've already heard. Who do I contact? Who do they respond to? There's no consistency.

Andrea Jenkyns: I agree, but at the same time picking a yellow pages...although everything is online now... that isn't rocket science. All I was talking about was not a big strategy for careers guidance but was talking about work experience if you remember, and actually looking at...picking up the phone and whichever teacher or head teacher or administrator in that school, and... we've got a few pupils who want to go into retail, who want to go into sales, whatever it may be, looking at who the local companies are, organising a roundtable like this and get them engagement. That's what I'm saying is not rocket

science, that is just picking up the phone and just getting people connected. I mean teachers, communication skills is what they're good at. So picking up the phone, to me that should be a natural next stage really.

Jan Ellis: It should be a part of a programme of career learning, shouldn't it? And that each young person should have their own plan of what it is they're looking for and part of a bigger programme of career learning so that if lots of people are going to make those contacts with employers it's got to be held somewhere centrally in the schools, there has got to be a level of organisation, that's all I'm saying.

Jim Skinner: Jim Skinner, Chief Executive of the Grammar Schools Heads' Association, however, earlier in my career I've been a head of careers, I was also in charge of business and industry links in one of the city technology colleges. There's plenty of good practice out there and yes having a link person is crucial, but the real challenge is scale and numbers of getting the quality of provision. And that applies both to work experience but all these other type of business and industry links. And you could debate about work experience in Year 10 as against to Year 12, but the set-up of schools is still going to create pinch points in the year. But even where you've got schemes that can work outside of that, I remember again, ok I'm going back into the 90s but, being involved in those early, modular, science A-Level schemes where they built into it a module which was going out there and doing a science work experience. Now, there was I, at a city technology college, with senior responsibility for that area, we just about found the placements, but the scheme fell apart in two years because other schools simply couldn't do it.

Andrea Jenkyns: What were the barriers then?

Jim Skinner: Well, the barriers are finding enough employers who've got the interest, ability, scope to offer the right types of placements. And if you can't do it in the outskirts of London, where you can get into London easily, you can get out to places like Dartford easily, it's very, very difficult in some other parts of the country. And of course you also get to the point where you'll get to...there are some fantastic employers out there but of course if every school is trying to do these schemes, they say, "Well, we'd love to but I'm already doing it with these other seven schools."

Andre Jenkyns: We've been half an hour on this subject but with the last two speakers it's moved on quite nicely to one of the other talking points. So, clearly we've got issues in the current format. So, how effective is current careers education and guidance, in its current form? So, I think this is going to be one where we can really put a lot of meat on the bone.

Steve Stewart: If we're going to be diplomatic we'd say patchy. If we're going to be honest we'd say not very good.

Andrea Jenkyns: Completely. I fully agree with you.

Steve Stewart: Let me paint a picture for you. I'm Steve Stewart, Chief Exec of Careers England trade body.

Andrea Jenkyns: Don't you think it's been like this for decades though? As I said, twenty years ago when I was in school it wasn't great then either.

Steve Stewart: People talk about there never being a golden era, don't they? That's cobblers. If you want a golden era, go back to the John Major government *inaudible*...actually there was some great stuff went on there and we stopped doing it.

Andrea Jenkyns: What sort of things were going on then, that you thought worked?

Steve Stewart: Simple things, which was, we gave teachers time to do things. What did they do? They did stuff that you were just talking about. I mean, the logistics of organising a work experience placement, by the time you've finished, it's about 3 days per placement. Now work that out with a cohort of 200 kids in a year group and work out how many teachers you're going to need. So, we gave teachers time. We also gave them structure for doing things. So we had things like recording review and achievements. We had things like work experience which was mandatory and all the rest of it. We linked the personal

experience of the young people to career decision making and career action planning. That was the sort of stuff we did. What do we have now in our nation? And this...the picture, the landscape I think looks simply like this. And this isn't just me. This is based on surveys that Careers England did, surveys that Careers England did with CBI, Ofsted's reports, also links to the Careers and Enterprise Company's survey. And crudely you could say we have...you can divide the nation's – and by nation I mean England – schools into three categories. A third of schools I think now are probably doing terrific stuff and maybe even better than they did years ago, and it's good stuff and we don't want to do anything that's going to upset that. You've got a third of schools that are doing some things. There used to be, depending on which figure you use, there used to be something like thirty, forty thousand pounds worth of contribution from school money and local authority money through connections or prior to that through careers companies, to actually delivering those things. They're probably doing maybe five to eight thousand. So they're doing what they can. So, some things happen and a lot don't happen. And a third don't do anything, hardly. And if you categorise that third that don't do anything, what could you say about them? Well, some of them are kind of well, all our kids go to university therefore we don't need it type model. Well, actually that's nothing new. We've always had a few of them around. And the remaining number in my view are schools that are really struggling with everything else they have to struggle with. Ofsted may arrive a week on Wednesday, if we haven't got this, that and the other sorted out you get a vote of confidence from the chair of governors on Friday, sacked on Monday.

Andrea Jenkyns: As we've got a few people who want to speak, Steve. You make lots of valid points so in a nutshell, then...

Steve Stewart: So, you've got thirds, right? So the answer to the question is, we need to do things to incentivise schools so that the two thirds that aren't doing what they need to do, start to do what they need to do.

Andrea Jenkyns: And at the same time incentivising businesses as well to engage as well.

Steve Stewart: I think this it's always been the case that businesses, when approached properly, when the right structure is there, have always stood up and been good.

Ruth Mieschbuehler: I'm Ruth Mieschbuehler, Senior Lecturer and Programme Leader for Education Studies at the University of Derby and I'm also the main author of the *World Class Apprenticeship Standards*, commissioned by Pearson. I've recently visited quite a few schools as part of research that I did for the NAHT and for Teach First as well. And one thing I noticed in the school in relation to careers and advice in schools is that there is a trend to increase careers advice and guidance in the subject teaching. So, teachers are being told, when you're teaching maths, when you're teaching history, part of it should be about careers advice. And I can see lots of people here nodding and probably sort of thinking that's good practice. Actually my point is that it's bad practice. Because what I've found from my research with employers is that what they want, above all, is young people who finish school or rather start employment with a good level of education. And anything that distracts from the subjects, like including careers, actually is to the detriment of the subject knowledge or a good education the students will get. So the diluting of subject, of the education, through careers advice I think is wrong and goes contrary to what the employers I have talked to said they want too. Because what happens is when young people start work without that good level of education, basically they can do maths and they can write essays on English, is when the young people then go into work the employer has to invest extra money or resources or time for the young people to catch up with things they should have had in schools. So good level of education, that's what should take priority. Careers advice and guidance is good but it shouldn't interfere in subjects. That is my point.

Keiran Gordon: I'm Keiran Gordon, CEO of Career Connect. Just back in on Steve's point about the third-third and the comments made about incentivising schools. We do need to incentivise schools, but another way of doing it of course as well is asking schools how do they measure the impact of all these activities. So think back to the last question about all this employer activity –and there is a lot of employer activity goes on, whether it's well coordinated, whether it's easy to arrange or not, there's a lot going on – but I'm not sure much of it gets measured, in terms of the school knows what it gets out of it, the employers know what they get out of it, and therefore you have to ask the question, what do the students get out of it. And I think we need a system where the student's experience, whether that's an

employer coming into the school, them going out of school or whatever type of engagement there is, that something leads on, there's some reflection on that experience... that engagement with employer, they're encouraged to explore further, to research, not just the LMI side, which is very important, but their own capacity to make a decision about a career based on what they've seen. And I think we lack that framework.

Andrea Jenkyns: I think you've hit the nail on the head really.

Marcus Mason: I just wanted to come back on that because I think some point you say is correct. Of course businesses do want employees who can read and write correctly, and add up and do basic maths. That's absolutely crucial, that's why they value the core subjects. But overwhelmingly what we hear is also it's hand in hand. You can't prioritise one at the complete expense of developing other skills that are increasingly important such as good communication, team work...soft skills, such as those are even more important now you could argue in the modern workplace. Just on the careers advice point. What we found...we surveyed our business membership last year on this and actually pretty much 100% of businesses said they thought careers advice needs reform. And they also felt that the... businesses and schools that we surveyed felt that the quality had decreased and in focus groups people felt that it had been de-prioritised since the duty to provide it now falls on schools. And so, as a result that's become patchy, to be diplomatic. And I think just one other point on this as well...the impartiality of the careers advice I think you could argue has suffered as well because schools that have a sixth form are obviously going to be incentivised to promote that sixth form above other options such as apprenticeships. So, for example, chambers of commerce deliver careers events across the country. In some instances they've approached a school and say that there's lots of fantastic local businesses coming to this careers event, as soon as the school finds out that apprenticeships are being promoted there, some schools, not all by any means, but some schools, we've heard this complaint a number of times, will say "we're not sending our pupils there." And I think that point about impartiality, it's really important to address that. And I think although the government isn't in to big interventions in schools policies, it's a very devolved area, in terms of power to go into schools, I think the idea of aiming towards a minimum standard around careers advice is probably something that we should aim for.

Andrea Jenkyns: And what I'd like to see as well is I think it would be useful, you know, where they're getting careers advice whether its given from education leaders or whatever, that they are aware of what are the jobs in the local economy because, you know, I think that's important as well that you may want to do this but, sort of, these are the jobs coming up in our local area because you want to make sure we fill them as well.

Sean Harford: I'm Sean Harford, I'm the National Director of Education for Oftsed. I think that one of the issues here is that we're talking about this in kind of piecemeal parts but its actually a curriculum issue. The issue is somebody, you're right to say to somebody, probably in a senior role in the school, needs to take, either, not necessarily responsibility, but certainly accountability for making sure that things get done and then they decide, whoever that is. But it is about curriculum planning, this is, and actually the two colleagues here should be drawn together because again we've carried out a survey in the spring term, we're publishing this in a couple of weeks, on enterprise which wraps up all of this stuff, and employers did say to us, about communication, about risk management, creativity, effort and initiative – all of those things, when you're teaching youngsters the subjects across the curriculum, if you have a good curriculum for them, all of those things will be taught as you go along, all the knowledge that is necessary but, you know, you don't often meet A* students that aren't well organised and well planned because that's what they need to do, because part of the work they need to do to get like that is to be like that and they learn how to do that and so a number of these things all coalesce. One of the things we did found out though, and this does line up with what the CBI found, is that employers want three things to actually be addressed within either work experience or engagement or whatever, and that is keep the costs down, keep the school administration to as small amount as it possibly can and make sure that the information is there and the objectives are there so people know what they're trying to achieve because too much of this is nebulous and going back to my first point the reason it's nebulous is because no one has sat back from the curriculum sufficiently well and thought about it across the piece. They think about, not to criticise you, but they go in to well what kinds of bits and pieces can we do rather than thinking, "what's the grand strategy?"

Andrea Jenkyns: On the whole, I agree with you, it needs to be set up overall so it's structured so children leave and they've got the skills to go in to employment.

Sherry Coutu: Sherry Coutu from Founders4Schools. We have 14000 leaders of small and medium sized businesses that are growing and volunteer to go in to schools either in class to talk about skills that children might need in addition to the academic subjects or for place visits or to visit careers fairs and on your point of when we surveyed them in 2014, 2015 and 2016, the number one issue that they had was the talent that was coming out of schools and universities and particularly that they didn't have the skills that they needed to fill their customers' orders and it's the number one issue on their minds. It says that it's preventing them from accepting additional customer orders so I think it's urgent and important and linked to our productivity and economic wealth. With regards to do they need an incentive? That's linked to they absolutely don't need an incentive because they know that the student won't be employable for six or seven years but they also know that they have an issue and that it has something to do with, you know, with when they're at school. They have, when teachers ask over our system, whether or not they're willing to come in to the classroom, we have had a fifty percent conversion rate on yeses or nos, a fifty percent response, which is extraordinary. When we set up three years ago we thought it would be less than five percent but it is fifty percent for secondary schools. It's twenty five percent for primary schools but it's quite extraordinary. And it changes behaviour, as we have found from surveying over the last three years. We've got, again, anecdotal, we're trying to link this to the NPD and I think there is a huge global treasure trove with releasing the NPD so that us in education can test to see which student-employer encounters are most effective. But we're getting readings of three times the number of children choosing a STEM subject just after meeting four employers who are willing to go there for free. I think it's something at the school level. I don't know if it's an incentive or what but I think you've got willing people and in enough numbers to be able to service the entire country to go help the teachers out when they need it in schools for whatever it is; careers advice or experience placements.

Andrea Jenkyns: Right, thank you very much.

Gavin Dykes: Three quick points. Just, which I hope are of interest in some way. Denmark, in 2014, introduced a change to the timetables, to teachers' contracts, which was all about actually taking and breaking down the barriers of the school walls. The children learning out in the community and bringing the community back in to the schools. So it might just be worth looking to see whether or not that was helpful or not. Second thing was, whether we subscribe at all to the view that there's lots of jobs that haven't existed yet and preparing students for that situation and so the discussion we're having is very much about what exists rather than what might be coming and so I'm just a little bit concerned that when thinking of enterprise it's nice to think of what exists but actually we should also be thinking about how things are changing, how we move forward, and that makes it a really difficult job for any teacher to be a careers guidance counsellor, for anybody to keep up and I always think of these things in terms of an army of 450,000 if you take all of them – you've got an army of eight million pupils, if you take the pupils, actually drawing in their contributions to thinking about what may be coming next, it's sometimes a useful step to take. And the third point is aspirations. My concern about building things in to the subjects that are already to be done is about taking account of student aspirations because if you can build the aspirations, you get levels of engagement. If you look at the aspirations academies or if you look at what has been written or researched about working students aspirations you find that that has a significant impact on the quality of results that you get.

Andrea Jenkyns: Fantastic, thank you Gavin.

Jan Ellis: Just two quick points. You were talking a bit about changing behaviours earlier and one of the things I buy in to is that you are going to have to do something at the level of the schools and I'll just throw into the pot that there used to be a statutory responsibility on schools until 2011, to deliver career learning and what we might call career education as well. That was removed and since that has been removed, there has been a huge loss to that element of the curriculum and everything that is therein quite honestly and I would ask the government to go back and look at that again. And the second thing is I just wanted to pick up on the point about the careers of the future, which indeed we touched on earlier that actually when the young people we're talking about leave school, it's going to be five, six, seven years hence when there's going to be a whole different raft of jobs out there so, you know, I'm not sure even the employers know about those, so we've got to look at mechanisms as well that are highlighting

what the demands might be for the future and there's a lot of work being done on that; this work, this information does exist and we've already heard about LMI for all and how you get that information in to the school.

Andrea Jenkyns: Brilliant, thank you Jen, and Jim.

Jim Skinner: I certainly would agree that you need some accountability at senior level in terms of the overhaul thing but in terms of the actual delivery of the careers educational guidance I think one of the best models is actually not to have a teacher do it and if you can recruit the right person and build it in to the job of the person who is actually going to run your library resources set up; they're there all the time anyway, they know how to access information, as I say, if you can get someone with good experience of that area then that's even better and dare I say it, they're more likely to give impartial advice than teachers on this issue, we touched on, you know, apprenticeships versus going in to sixth form.

Andrea Jenkyns: Ok, thank you.

Deirdre Hughes: Just very briefly, to pick up on the international theme. It's very interesting, if you look at the Netherlands where the market in this field has been operating for quite some time, they've got serious concerns around social mobility and there are...really looking at how can you inject career dialogue into schools from the leadership so there's an interesting piece of work you might find quite useful...

Andrea Jenkyns: I'm quite passionate about it anyway. I'm involved in the APPG for Social Mobility so...

Deirdre Hughes: You might find it helpful. And I recently completed an international literature review of careers education where we were actually looking at evidence of the impact and the returns not just economic but there are social and educational outcomes so that might be helpful in your ongoing...

Andrea Jenkyns: If you've got something that you can send to the group that could really help.

Deirdre Hughes: Yes definitely. And can I just say, it's wonderful to hear you say what you just said because it's often so easy to say that the teacher just needs to be given more information or need to be able to do things in other countries, and dare I say Finland, there's a profession that has been around since the turn of the century; advisors, career professionals were set up at a time where there was industrial migration, people moving to the cities and findings from Davos this year says that we're in an industrial revolution so if ever there was a need to be paying attention to this area on independent and impartial advice, with a range of players, but not throwing the baby out of the bath water in terms of profession, England at the present time, is called the English Experiment, in terms of what you're doing, not you personally, (inaudible) it's called the English Experiment and quite frankly it's not working and if we could come up with some solutions that would be relevant then super, we're all keen to help.

Andrea Jenkyns: OK, that's good feedback. That's brilliant. So Anna, then Alison. We probably don't want to do too much more on this question as we have a really good, open one towards the end that I think a lot of people want to get involved with so Anna first please.

Anna Cole: I am Anna Cole from the Association of School & College Leaders and I have to say, first of all, with frozen budgets, that schools are struggling and all of this stuff is really important but schools are going to war. This is what's happening with us but I think, I think it's been said already but we need a national framework for careers service providers on both quality and costs and schools need that to be able to do any of this work really. So a more coherent strategy overall, I think.

Andrea Jenkyns: Right, so Alison, thank you.

Alison Critchley: So following Deirdre's point there was one thing I wanted to say. I think that's absolutely right about the networking thing. We've got people, we have a senior person in each of our schools who's responsible for careers and preparation for leaving school in the wider sense and we quite often do have a person in the library or an admin person who's doing a lot of that work on work experience placements and those things but they're quite isolated and so we're networking with one

another but actually to be able to network them more widely would be helpful. But the bigger point I wanted to make is about which groups of young people the careers guidance works for and which it doesn't. Generally our schools find it quite easy for the young people who are on the university path, it's really clear. The universities now are so incentivised to be bringing kids, they're coming out to all these schools (**inaudible**) and things. That's pretty straightforward; yes, demanding to get in but everyone knows it and teachers as well, that's generally the pathway they've been through and we struggle much more with apprenticeships and that other set of paths. We're in a position now where, you know, the pass rates mean that roughly half the kids at 16 aren't going to get 5 As-Cs or the equivalent; what are we offering to that group, both on the run up to GCSE and afterwards? And I think we all struggle with that.

Andrea Jenkyns: And show others that there's value, not just in going the university route; completely.

Alison Critchley: Absolutely. Keep finding information and bringing that in. Having people - we really struggle with so anything we can do to help that would be good

Andrea Jenkyns: I want to put this here because it's going to be an open discussion now so you might want to chip in with bits. Right, I think the final one which we need a good fifteen minutes on really is recommendations to take to government.

Jane Walton: Something that's just been hinted at but not particularly mentioned that's quite interesting is something coming out of Ofsted. People that know me would be disappointed if I wasn't here talking about self-employment because no matter the quality or consistency of careers professional advice or guidance, I spend a lot of time, I was in Woodkirk School last week, I was in Coverdale College yesterday, talking to young people about self-employment because what I find is that it's rarely there is an offer and teachers, tutors, advisors and I'm a librarian, as you know, in my former profession because what those people say to me is that "I teach, I'm a qualified teacher but I'm self-employed", so I teach self-employment and enterprise and entrepreneurship, not particularly in relation to employability because enterprise as part of employability is really important and all young people should have access to those skills but specifically around a career option which is around self-employment...

Andrea Jenkyns: Which resilience is an important skill for that too.

Jane Walton: Absolutely, so many young people I speak to are really interested in it and when they talk to me, I'll give you one quick anecdote. So a young man came up to me and said, "what's all this about?" So I said, "I'm here to encourage you to think about working for yourself – becoming self-employed". And they said, "oh, I'm going in to medicine, I don't need that." So I said, "What form of medicine?" "General practice". "Don't you realise?!" (cut off by laughter). Because it's that lack of knowledge, what tutors and teachers say to me is we can't do that Jane as we don't have the experience of being self-employed elsewhere.

Andrea Jenkyns: Jane, let's get together in my constituency and see if we can work together on this because I'm quite passionate about, you know, promoting self-employment and those skills, yeah definitely.

Jenny Connick: So, in preparation for today, I thought, right, I'm going to try to name all the different groups, all the government groups, committees and companies. Right, so I got to about thirty and I thought and apparently there are about 1300 career guidance associations, so, for me, it's like a rubix cube, you can't go like that (hand gesture). So, for me, it's about having one clear vision that everybody gets behind and that there is one forum that all of these groups contribute to – a bit, kind of like today I suppose - and that vision is grouped around the student experience. Picking up what Kieran said, it's about the outcome, the impact that that student experiences as a result of really good career development.

Andrea Jenkyns: That's a very good point, thank you Jenny, thank you very much.

Kieran Gordon: One idea that we support for our accreditation specifically, and just on the comment from my colleague from the Associated College of School Leavers, that there is a pressure now from within schools. My organisation has been selling direct services to schools, over 100 schools, and they've

been pleased with it but more and more schools are saying to us that they can't afford to buy as much as "we" did last year. Some schools that can't afford to buy at all, "I'm sorry". Now, that's the marketplace but the problem is, it's not that they're turning away services that they don't want, they're turning away services that they want but can't afford; we need to think of new ways of investing. The other part of our business is supplying services, in over 80 schools currently, through a social impact bond. The Commissioner of the Department for Work and Pensions. There are investors queueing up to put money in to initiatives like this where they know what they can make in return, where there are clear benefits, quantifiable benefits for students and I wonder why, or wonder if, the Department for Education will or could get engaged in thinking of other ways of stimulating some kind of growth in schools for this kind of agenda.

Andrea Jenkyns: Well, thank you very much. I thought we'd have more hands up for this. This is everyone's chance to get on the soap box and tell everyone what they think should be done so I'd like to see some more hands raised in a moment, thank you. Andrew, didn't we meet previously? Didn't you come to the Alpha Success launch as well, didn't you? Yeah, I thought that, yeah.

Andrew Thraves: I think we're talking here quite a lot about centralisation...

Jenny Connick: No, I'm not talking about centralisation – I'm so not talking about that.

Andrew Thraves: I think the interesting thing is when this fragmentation of the system, schools had a lot more power than they used to, especially MATS and fragmentation of the system let's say, also the school led system and that's key. So maybe one of the roles of government is to encourage schools, more, to take that on further. We're all talking a bit doom and gloom but look at the university technical colleges, look at careers colleges – they're doing some great stuff. Look at MATs; some of the MATs are actually underpinning their curriculum with a philosophy which might be about apprenticeships or it might be about employer links so I think if we can encourage...a role of government might be to encourage that more because the freedom is there. I don't think it's about changing the curriculum because that's pretty fixed, there's just other ways of encouraging schools; MATs and the others just get on with it themselves.

Sean Harford: The curriculum isn't fixed at all though. For an academy...

Andrew Thraves: Well they all go down the road of doing the core stuff so

Sean Harford: They do key stage four but the amazing thing about schools is at key stage three, they're not tested at the end of key stage three – forty percent of schools don't have to follow the national curriculum, they're academies and what do they do? They just follow the same old thing. So actually, they've got all the freedoms, they're just not using them and the curriculum isn't fixed (inaudible)

Andrea Jenkyns: You can't say that about all academies. We've got some fantastic academies in my constituency, you know...

Sean Harford: Miniscule numbers of them are using their freedoms, miniscule numbers.

Andrea Jenkyns: I mean, I've got the Outwood Grange Academy Trust as well, and they've got several, you know, and they're very innovative so...

Ruth Mieschbuehler: It's about the recommendations too, really. I'd like to come back to this point about not diluting the subjects with careers advice and guidance because I think we should really seriously look at that and look at the effects it has if we do the subject teaching with careers advice and guidance and have an honest discussion about it. The second point is young people go in to jobs if there are jobs and my research has shown that the way, for example, that you create world class apprenticeships is by having world class employers. We need world class employers to have world class apprenticeships and how we get them is through capital investments and investments in technology so that the employers can grow, and they will create jobs and young people will go in to jobs and let me just give you an example why. I think we are placing too much emphasis on bringing employers in to schools. My experience in Switzerland, for example, employers don't go in to schools and yet 70% of all the school

leavers do an apprenticeship and in Switzerland apprenticeships have a really high standard; they give you a career, you know, a successful career. So really, it's about having the jobs and investing in employment rather than bringing the employers in to schools thinking that they have to do, yet, something additional.

Andrea Jenkyns: Thank you, Ruth. Sherry, and then it will be Steve, yep, thank you.

Sherry Coutu: I think the single most important thing I think will help all of us in this room is tying the impact and the impact of all 1300 organisations or whatever. I think the mechanisms that they considered is freeing up the national pupils database. I know it's two different proposals being considered: one is releasing it as an API; and the other is creating a lab. Either of those, I think, would be absolutely brilliant. At the moment it's a treasure trove that is very, very hard to be able to query and what I want to do for, you know, the two hundred schools that are running experiments and doing different student-employer encounters – I want to help them know the things that work. I think there should be lots of things that might work but after doing a few of them I think we might be able to know, and to share with them, you know, so and so in Southampton tried this and "Oh my heavens it's phenomenal with what it did". I think if you could query, again, some of the treasure troves that there are, you know, like the pupils database, very, very easily for a very low cost and I think a quick turnaround, would be, for our organisation, it would be transformational and I'm sure for the Careers Enterprise Company, it would be transformational and I think for all of the schools because then you know what works and then you can get your momentum.

Andrea Jenkyns: So having a best practice model really?

Sherry Coutu: Yes. Well you would learn a lot more because you're getting peer-to-peer sharing of the information but right now the key is held and it's not opening up the database so if you could put winds to the gust of those projects I think it would be brilliant.

Andrea Jenkyns: Thank you Sherry.

Steve Stewart: Three recommendations. First one is, the DfE funded the development of a national standard for careers education, called the Quality in Careers Standard and we've got about a third of schools who've got it are working towards it; I think we should incentivise schools so they can all get there. Second one is the government owns the quality standard for careers information, advice and guidance called the Matrix and we need to make sure that all organisations that are delivering careers information...

Andrea Jenkyns: Sorry, can I just take you back. So incentivise schools, in what way would you recommend?

Steve Stewart: Well, you've got two choices. I mean one is you can threaten them and the other is, and indeed the joint select committee said, Ofsted you should turn around and give everybody a failing grade...

Sean Harford: At which point I said, "well actually, how much do you weight it?" Everything else is good in a school but they don't do particularly good with that but you want a rule out grade and they go "meh, meh, meh, meh, meh".

Steve Stewart: Another way is you actually provide some money to actually help them to...

Andrea Jenkyns: Where are we going to get the money from though? That's the thing, which department do you take it from?

Steve Stewart: Well again, then I turn around and say to you, "what's the cost of not doing it?"

Unknown Speaker: And what's the cost of youth unemployment when it stands at 1.3million?

Steve Stewart: The opportunity cost arguments are very powerful.

Andrea Jenkyns: Do you take it from the NHS or what, you know, it's not as simple as that.

Steve Stewart: Well you could get people to pay their taxes, that would help!

Andrea Jenkyns: I'm sure it would! Well, can we move on from this already? The third point?

Steve Stewart: The third one is to actually, for all we've talked about, for me, personally, especially with the increasing complexity of the labour market, you need people who know what they're talking about; therefore, you should have people who are giving face-to-face careers advice who are accredited with a Level 6 qualification in that area that actually is registered with the CDI and I think if we had those three things, that would make a difference, a big difference to where we are today.

Andrea Jenkyns: Lovely. Ok, thank you very much.

Kath Wright: Kath Wright, independent careers education consultant working with schools and this week I've recently been in to one of the London boroughs viewing one of the school's programmes. For me, the advice is great if you've had the careers education. If students are unaware about themselves, where they can go for information, how they're going to manage it, they're not going to make sense of the careers advice that they could be given so I think there's a real thing about careers education. Now, I know that it was statutory up until 2011/12; however, what I would like to see is that there is a planned programme of careers education in every school so that it does actually cover right across the year groups that students know what they are going to be entitled to and they will be able to have an aggressive programme with good learning outcomes that can be benchmarked, or they can be assessed or audited or see, you know, there should be data there to show where they're going and they do have to, schools have to, record data and destinations and schools are really grappling with that and knowing how to reduce their own needs. You know, if you're an 11-16 school and your students have left, you've still got that responsibility three months on – how do you then keep tracking those students? How do you keep on top of it? Where are the systems to support that?

Andrea Jenkyns: Yeah, exactly, good point.

Marcus Mason: So I'd probably summarise our recommendations as ensuring secondary schools are judged and assessed on the outcomes of their pupils in a job or otherwise. Increasing the number of governors from the business community who join the governing bodies of schools, and that's obviously a challenge for schools and for business people as well. Guaranteeing work experience, or experience of work, pre-sixteen because the duty was dropped in 2012 and I think what we hear is that's had a very detrimental effect in terms of lack of information around options and different career routes – it's a very easy way of tackling that. And also, probably finally, when it comes to careers advice just of reintroducing some kind of duty or more stringent rules around meeting...it's a difficult one that needs to be thought through but meeting some kind of quality standard so that we move away from the situation where you've got some brilliant careers advice in some schools and then hardly any in another.

Andrea Jenkyns: Lovely, thank you.

Deirdre Hughes: Two brief points, really. One is listening to the opinions of young people who are going through the system and I think there is a lot of experience in the room for different ways in which we can capture the voice of young people and I think there's something there that we seem to have lost in recent years. And I think the second point is to support what Jenny just said around having a vision. I've been involved in London Ambitions setting up of a careers programme. I'm pleased to say that in Yorkshire, in the Humber, there's also nice work under way which I'd like to share with you outside of the meeting. But I think unless you have a vision of what it is you're trying to achieve, which is impartial and independent careers guidance involving the governor. Every young person, I believe, by the age of 16 should have had at least one hundred hours of some experience or exposure to the world of work and I think that's critical if we look at where we have some young people who reach the age of 23 who have yet to have any real experience, something's gone wrong in the system. But I think having a vision and no more than seven elements because people can never remember things more than seven, psychologists

tell us, and actually driving that forward and reintroducing being brave to reintroduce some of the things that we thought were a good idea to drop but actually need to come back on the agenda for independent and impartial career guidance again and parents.

Andrea Jenkyns: I'm just going to bring in, I've actually got a work experience lad here this week, David. I'm going to put you on the spot David and I apologise for this but I know he's very confident. Do you find that career guidance for yourself and you and your peers has been quite challenging and, you know, how are you finding work experience? When you go to an employer and want experience what do you look for because I think it would be nice whilst we have David here, just to hear your views, really.

David: Well, I think when you go to work experience what you really want to look for is that it's really a particular job that you're interested in. You want them to be able to show you the kinds of things you'd be doing and also the skills that you'd need to learn. I heard a lot of people talking about learning those skills at school and that's something that we talk a lot about at my school as well. But definitely what you look for is the employer being able to teach you a certain set of skills, being able to also give you the opportunity to show you what you'd actually be doing in the future. I know a lot of people worried that when they go to internships it's just going to be making people's coffee but really what you want to be doing is getting hands on experience and trying it out so you know what you'll be doing and you'll know if it's work that you want to be doing.

Andrea Jenkyns: We've got David involved in all sorts at the moment; from writing press releases to understanding the political side. We've got select committees going on at the moment and sort of voting for that etc. so to understand the side of that. We do try and give you a taster of all sorts don't we really? So, that's very useful feedback, thank you.

Alison Critchley: So, I think you've got your recommendations on two sides, incentivising schools and incentivising business and we talked also about the school side and I think particularly looking at the destinations data and giving prominence to that is a really important thing to do. On the business side I think two things. One, we talked about at the beginning but removing the barriers to businesses getting involved so that procedure stuff around safeguarding, risk assessments. If there are things we can do that make it easier then that would be great but also, how you build the links. So, Marcus touched on it; having governors really encouraging businesses to allow their staff to be governors, giving them time off to do that, because it's got so many wins. It breaks down those barriers between schools and business, then that person might use their connections with their business but also the skills that they can bring to a school governing body and being on a governing body or a governing board of a MAT is a massive thing, lots of transferable stuff, so the more we say to business get your staff involved as a governor, give them a bit of time to do that, it will be a win for you and help the schools too.

Andrea Jenkyns: Thank you.

Seamus Nevin: Just going back to a point Alison raised earlier around what we do with the 50% or so students who won't be going to university and apprenticeships and all of that. It just strikes me that one word that I don't remember hearing during this meeting is parents. We know from the Wolf report that there's a lot of parents who think apprenticeships are great but for other people's kids. There's equally a lot of evidence around parents advising their own kids to go in to traditionally good careers, accountants and finance etc., but they don't understand the opportunities that are out there in the new economy. Given the way the economy's changing and the nature of work is changing, parents have a huge influence on the young people so there is a role for looking at how we facilitate parents in the whole careers guidance system as well.

Andrea Jenkyns: I think it's worth, we've only got one more speaker to go to, but it was worth waiting for that point because, you know, you're right parents; I'm very fortunate that my dad had his own business and he gave me a lot of guidance and my mum sort of growing up around me, not only was that fortunate but I think you're right with that. Finally, Gavin – thank you. Make it a good one!

Gavin Dykes: I'll have to think about this now! I could talk about seven things but I think Tom Peters said if your organisation had three things it was probably too many! One is enough.

I think it's probably beyond the realm of possibility to think about changing the contracts of teachers but actually to think about teachers, to conceive of the job as looking outside and engaging outside rather than of engaging inside and if there's a way that it can be nudged so that we think in that way. It makes me think also of the Partnership Brokering Association is, and I don't know if you know it and there are many people doing that kind of work, but looking at how you actually build successful partnerships is not just something you do, it's something that is worth looking in to and working out how that makes it work for both the employer and the school with which they're working. So, that would be one thing, working with one of those things.

Moving on to entrepreneurship, I take entrepreneurship as not being the standard jobs, not only being the standard jobs, but actually working with all the different opportunities that come your way – how do we get that on board? I think that again is about looking outwards and gathering the information that is coming from pupils and people said this, but to really find a way to do that, systematically, and to take account of it is important. I think that there are programmes like Apps for Good, for example, which is a way, in that children are challenged to come up with something that they believe can be improved within their community and an app can be provided and designed in order to bring that. To take the app forward they aren't made to build the app themselves, they work with professional programmers. Isn't it great when you work with people you discover a bit more about what they're about and you learn what they do but you're doing something really with them and that's the way to get it gently rather than having it forced upon you. So, that kind of programmes excellent and it happens outside of school so we're not taking away from school hours; something that complements school.

And I think the last thing is the aspirations of children – actually use that as the motivating factor – it's not just another thing that we're piling on top. It's something that comes within the remit of the aspirations of children and just on that respect I wanted to add that the school I was talking about earlier is actually John Cabbot in Bristol before David Carter was there. The previous head and the chair of governors happened to be, which reinforces the point made earlier, he was at Rolls Royce and it was Rolls Royce engines which was involved.

Andrea Jenkyns: Ok, thank you very much Gavin. True to time, we've got a minute left so I'd like to thank everybody for coming, there's been lots of passion in the room and shackles raised which is always great but I think that one thing that we got different views here, lots of ideas which is what this group was about really so thank you for coming. I think one thing that we all can agree on is that we all care passionately about the children's futures. So, thank you very much – look out for the report when it's done and look forward to seeing some of you again. Thank you.