

UNITED KINGDOM

Population: 64,100,000 | Income Level: High Income | Policy Decisions: All Levels | Level of Career Development Initiatives on Scale of 1-5: 4

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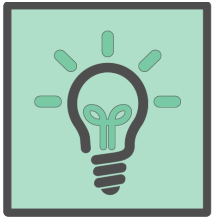
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EMERGING TECHNOLOGIES

Please describe how technologies are CURRENTLY used to support workforce preparation, placement, and development policies for young people in your country.

The UK has a very well developed series of online careers products. These include publicly funded sites, charity and third sector provision and private sector provision. Some examples include:

1. The UK 'LMI for All'

This online data portal connects and standardizes existing sources of high quality, reliable labor market information (LMI) with the aim of informing careers decisions. Data is made freely available via an Application Programming Interface (API) for use in websites and applications. This supports the wider government agenda to encourage use and re-use of government data sets. 'LMI for All' includes information from two key products from the Office for National Statistics: the Labour Force Survey and the Annual Survey of Hours and Earnings; plus data from the UK Employer Skills Survey and UK Working Futures. It also includes vacancy data from Universal JobMatch, and data on skills, interests and abilities from the US O*NET database. The data within 'LMI for All' is available under an open government license. This means that individuals and organizations can use the data for any purpose, including commercial use. 'LMI for All' data is being used to power apps and websites that are supporting careers work. This has been developed, on behalf of the UK Commission for Employment & Skills (UKCES), by the University of Warwick, Institute for Employment Research (IER) and a consortium of providers Visit: <http://www.lmiforall.org.uk/questions-and-answers/>

Top 3 Barriers for Youth Employment:

1. Disconnect between jobs available and education received.
2. Lack of engagement from employers.
3. Lack of experience of the world of work for 16-24 year olds.

2. Telephone Helpline

In England, the National Careers Service's current provision for young people is mainly a telephone helpline, SMS, webchat and email service. However, there has been a steady decline in the use of these services over the last two years. Refer to National Careers Council report to the Skills Minister (2014, p.21 & 22). In late 2014, providers were also given a remit to run local telephone and online careers services for young people only (not adults). For the National Careers Service, a key challenge includes links with Local Enterprise Partnerships (LEPs) and Local Councils with each developing their own online careers support systems.

3. Online Services

Other examples of development policies for young people in schools include: a co-funded initiative with backing from Government 'plotr' <https://www.plotr.co.uk> based on gaming and matching principles and other independent online offers such as 'icould' <http://icould.com>; 'Inspiring the Future' <http://www.inspiringthefuture.org> and online mentoring approaches such as 'Brightside' <http://www.thebrightsidetrust.org> plus many more. Local Authorities are also examining ways to optimize ICT and develop workforce capacity, given their responsibility for delivering a holistic service targeted at young people who have dropped out of education, training and employment, or are 'at risk' of doing so. Operationally there is much more use of social media. However, various research findings have shown that individuals are happy to use online services up to a point, but many still want person-to-person support with career decision-making.

In Scotland, a key driver for change is to improve ICT capability and service modernization with mediated service and self help provision. A distinctive feature supporting workforce preparation is Scotland's emphasis on labor market intelligence, including high level strategic support from senior staff, a dedicated team and budget, there is a distinction between core LMI and careers intelligence to improve focus, a partnership approach with external providers, consultation and regular dialogue with users-demand led /LMI Group of practitioners. All available in from one place: <http://www.skillsdevelopmentscotland.co.uk/resources/labour-market-intelligence/>

4. Unistats

Across the UK (and further afield) Unistats provides prospective students with information to support higher education (HE) choices. The site also has important secondary audiences in those who provide help, support, advice and guidance to prospective students. The site provides users with a useful and usable comparison site. See also: Key Information Sets, or KIS. <https://unistats.direct.gov.uk/find-out-more/about-unistats/>



EMERGING TECHNOLOGIES

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How does the use of technology connect with existing structures or provisions of career guidance?

Significant variation exists in the degree of ICT integration across and within the four home nations of the UK and within differing sectors such as schools, colleges, higher education and public employment services.

In England, the World of Work Careers Centre at Liverpool John Moores University (LJMU) <http://www.ljmu.ac.uk/worldofwork/123832.htm> won a major technology award for successfully embedding their World of Work Certificate into every undergraduate degree. The key technological innovations introduced were: using “mirrored” modules in Blackboard, to automatically manage each program’s students as a separate cohort; using the online marking tool ‘Turnitin’, greatly reducing administrative processes; creating bespoke, criterion-based comments for the marking team, which they then customized, maintaining the personalized nature of each student’s feedback. Also, the Careers Group, University of London’s Enhance Your Careers and Employability Skills MOOC (Massive Online Open Course) commissioned by the University of London International Program, launched in 2014 is designed to equip distance learners scattered around the globe with improved career management skills. <https://www.mooc-list.com/course/enhance-your-career-and-employability-skills-coursera>

In Scotland, Wales and Northern Ireland there is strong support at a policy-maker and higher education institutional level to gather evidence of students’ achievements, including extra curricula events such as participation in career development activities. This involves significant alignment of ICT student data and further development work to ensure recognition by employers. <http://www.hear.ac.uk>

The DWP (Department for Work and Pensions) is the biggest public service delivery department in the UK responsible for welfare and pension policy. It is a lead partner in a European Commission ‘Framework 7’ 4 year funded project ‘EmployID’ (2014-2018) making use of new technologies, including Massive Open Online Courses (MOOCs), online career coaching and ‘Big Data’ (e.g. through use of visualization tools for local, regional and national labor market information) to support work coaches and employer engagement staff. There is significant variation in practices across

the England, Scotland and Wales, across districts within the same country and even between offices within the same district. There are c26,000 work coaches and 1,500 employer engagement staff. Visit: <http://employid.eu/node/98>

The UK Career Development Institute (CDI) is the custodian of the UK Register of Career Development Professionals and the National Occupational Standards (NOS) for the Career Development sector. It currently has 4,300 members and promotes greater use of the professional online register <http://www.thecdi.net/Professional-Register-> and the National Occupational Standards (NOS) to inform Career Progression Pathways and help members to determine their CPD needs, classification of the Resources section of the website; to inform the criteria for Career Assured; for information and marketing and to inform qualification revision and development. <http://www.thecdi.net/National-Occupational-Standards>

What are the challenges your country faces related to Emerging Technologies?

England

National Careers Council (September 2014) highlighted over 1,000+ career websites operating within the careers marketplace. This trend illustrates how government is actively encouraging the private sector to shape the direction of careers support for young people in the absence of state regulation or centralized quality monitoring.

Scotland

The ‘Curriculum for excellence teaching and learning framework’ (Scottish Government, 2008) is the main driving force underpinning new pedagogical approaches in primary and secondary education. Within this, a dominant theme for learners of all ages is to build ‘core competencies’ and ‘career management skills’. The transference of learning for individuals is taking place through the curriculum, web- and telephony-based careers service, entitled ‘My World of Work’. A dual approach in the integration of models of ‘career guidance and coaching’ and greater use of labor market intelligence/information is well underway. Some practitioners are employed as ‘careers and work coaches’ delivering a facilitative and empowerment approach both online and offline.

Wales

Career Choices Dewis Gyrfa Ltd (CCDG) is a wholly owned subsidiary of the Welsh Government. Trading as Gyrfa Cymru Careers Wales, it provides the all age, independent and impartial careers information, advice and guidance service for Wales. The service delivers to a remit set by the Minister for Education and Skills focusing on the Welsh Government’s strategic objectives as identified in the Program for Government and related Welsh Government policies, such as the Youth



EMERGING TECHNOLOGIES

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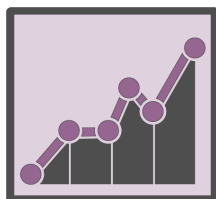
Engagement and Progression Framework (YEPP). Gyrfa Cymru Careers Wales (careerswales.com/gyrfacymru.com) is currently required by Government to develop a new strategy/vision for its future online presence, whilst implementing improved speed, navigation, search and mapping facilities, including key information about jobs. The service has identified both the improved use of diagnostic assessment tools and labor market intelligence/information as key priorities.

Northern Ireland

A report by an independent panel of experts from education and employers on careers education and guidance in Northern Ireland (December 2014) set out five key recommendations including one related to improved access and transparency for users of the Government-owned Northern Ireland Careers Service e.g. Recommendation 2: To ensure that the career system reaches as wide an audience as possible, the online offer must be greatly improved. This includes a key action to establish a central system to support all structured work experiences, including an online portal for the advertising and application of work experience placements. Visit: <http://www.delni.gov.uk/careers-review-2014-final.pdf>

2015 International Symposium Goal:

“Gain new insights on career development and public policies that work in practice drawing upon the various conference contributions from outside of the United Kingdom”



WHY ROI MATTERS

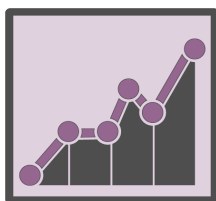
Please describe how the value and impact of policies for workforce preparation, workforce placement, and development of young people is assessed (if at all) in your country.

UK productivity continues to lag behind most Western nations, which is a frustrating long-standing feature of the UK economic history. In 2013, the value of employed human capital was estimated at £17.61 trillion. The UK's industrial sector is forming in key sectors and there are several examples where business, education and trade unions have worked successfully to establish growth and to measure key outputs/outcomes. In 2014, the UKCES Employer Ownership of Skills pilot co-invested £354million of government and employers' funds in eight industrial partnerships. The eight pilots over three years are intended to pilot an employer ownership vision and create space for employers to design and test innovative solutions to skills issues and take forward 'game changing propositions. The industrial partnerships embrace the idea of 'collective employer action' and work with differing providers, including careers providers, to identify industry challenges and

provide solutions. A measure of success is 'for every £1 of government funding, employers have contributed £1.70 cash and in kind'(UKCES, 2015).

Variations in local economies are deeply entrenched and differences have been reinforced by the recession. There is a strong drive towards Governments encouraging networks to cluster expertise and drive up demand, share costs, spread best practice and innovation and to engage small and medium sized enterprises. Schools and colleges are increasingly becoming purchasers of careers services with existing and new suppliers targeting them within a predominantly free and open market. For many, a key question is how best to assess the 'returns on investment' and the degree of maturity of some of the products.

In England, the National Careers Service Satisfaction and Progression Survey used propensity score matching to highlight the added-value returns on investment for careers work with adults due to reductions on levels of Job Seekers Allowance (JSA) dependency and narrowing the employment gap (London Economics, 2012) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/197848/12-1279-exploratory-evaluation-of-next-step-service-updated-reduced.pdf



WHY ROI MATTERS

The Local Government Association (LGA) in England recently reported thousands of teenagers are dropping out of school or college or failing to achieve a passing grade at a cost of more than £800 million to the public purse each year. Latest figures show 178,100 16-18-year-olds failed to complete post-16 qualifications they started in 2012/13, and are at risk of becoming not in employment, education or training (NEET). Analysis for the LGA by the Centre for Economic & Social Inclusion reveals for the first time the cost to the public purse of this wasted education and skills provision is £814 million – 12 per cent of all government spending on post-16 education and skills. <http://www.local.gov.uk/documents/10180/11431/Achievement+and+retention+in+post-16+education,%20February+2015/746a1fb2-2a89-49e9-a53b-f5339288d4b1>

The five key elements within the European Lifelong Guidance Policy Network (ELGPN) QAE Framework have been introduced in a range of UK settings using draft QAE templates to stimulate policy dialogue on lifelong guidance cost benefits to individuals and governments, alongside the ELGPN Evidence-Base Handbook.

The Sutton Trust research demonstrated some small but statistically significant impacts from quality careers provision in schools. <http://www.suttontrust.com/researcharchive/advancing-ambitions/>

How is the value of career guidance provision in supporting such policies measured?

A strong policy driver from the Prime Minister's office is a new requirement to make more explicit careers of the future. This is designed to support young people looking to get a foothold in a good career and for established workers looking to progress in their career by gaining new skills. Forty top jobs and ten job families are presented using four indicators relating to future job openings, future net employment change, current average pay and current business need (skill shortages). An overall composite score is calculated for each occupation based on the weighted sum of scores for each of the indicators and this is used to rank occupations. The ranked list of the "top 100" jobs is provided in Appendix A. <https://www.gov.uk/>

government/uploads/system/uploads/attachment_data/file/385238/cotf_final.pdf The intention was to provide a resource for informed adults (including parents, teachers and careers practitioners) so that they can inspire young people about their career options and potential returns on investment.

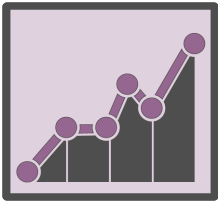
In February 2014, the Gatsby Charitable Foundation, commissioned Price Waterhouse Cooper (PWC) Ltd, to assess the costs and benefits of eight benchmarks of good practice in school career guidance in England. They estimated the costs of achieving each of the eight benchmarks. They used the Standard Cost Model (SCM) to estimate the economic costs of the benchmarks. <http://www.gatsby.org.uk/~media/Files/Education/PwC%20Gatsby%20Assessing%20benchmarks%20of%20good%20practice%20in%20school%20career%20guidance.ashx>

There is a growing movement for public sector services, including the National Careers Service in England, to focus on delivery through a 'payment by results' approach. The National Careers Service has introduced a funding model that focuses on supporting customers to achieve outcomes in line with their career and work aspirations. It delivers approximately 900,000 face-to-face sessions per month and has a specific focus on supporting those looking for work. It has around 2,500 professional careers advisers. Funding is based on three kinds of outcomes: customer satisfaction, career management, jobs and learning (Source: Skills Funding Agency, 2014). <https://www.whatdotheyknow.com/request/185626/response/461894/attach/html/2/NCS%20Market%20Engagement%20Funding%20Model%20Workshop%2014032013%20v4.ppt.html> Evidence is emerging that these blunt 'payment by results' systems distort practice, stifle innovation and result in asymmetric contracting e.g. social investment (SI) is a more subtle way of achieving and paying for outcomes. The UK is a world leader on SI but so far very little has been done to apply this into careers policies, beyond NEET prevention.

For Northern Ireland and Wales a differing approach has been adopted in comparison to 'the English experiment' i.e. 'payment by results' for national careers service systems is not currently a priority.

Scotland has in place targets negotiated between local employers, colleges and welfare to work providers that reflect the priorities for local geographical areas including job outcomes and progression.

It has become increasingly apparent that in order to improve productivity and social mobility, measuring and rewarding educational attainment via qualifications alone is no longer sufficient. This has been recognized and reflected in policy developments across the UK. Different incentives in different parts of the employment and skills system can also lead to complexity and



WHY ROI MATTERS

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inefficiency. For example, Welfare to Work providers are incentive to get someone into a job first, not necessarily to build the skills for sustained employment.

Performance tables continue to sit at the heart of the Government's accountability framework. Destinations of the 2010/11 key stage 4 cohort (16 year olds) were published in the performance tables on 26 June 2014. The destinations of the 2011/12 cohort will be published in the first quarter of 2015. There is an attempt to create viable performance measures on destinations (albeit short term destinations). What the impact of this is on the marketplace is still unclear. http://www.education.gov.uk/schools/performance/download/Statement_of_Intent_2014.pdf

What are the challenges your country faces related to measuring Return on Investment (ROI)?

1. Not enough understood value

The main challenge relates to Ministers and senior policy-makers' understanding of the economic, social and cultural added-value returns from investment in careers services. The Government's Cabinet Office supports UK-wide developments related to Social Return on Investment (SROI). The methodology is relatively new to the UK, but it is attracting considerable interest from third sector organizations, government, funders, investors and commissioners because of its ability to tell a compelling story of change. As well as helping organizations account for their achievements and attract funding, SROI can also help organisations maximize their social impact and improve the lives of the people they work with. There are two types of SROI. Evaluative SROIs are conducted retrospectively and are based on outcomes that

have already taken place. Forecast SROIs predict how much social value will be created if the activities meet their intended outcomes. The SROI Network website contains a range of SROI resources including a guide to Social Return on Investment, a full description of the principles of SROI and details of SROI networks are available from: www.thesroinetwork.org and the Scottish Government www.sroiproject.org.uk.

2. The pace of change

Risk and uncertainty regarding future investment in national careers service frameworks presents a further challenge, particularly in the context of devolved administrations and continued public sector cuts.

3. Not cohesive efforts

Alternative market approaches and funding models for services designed to improve individuals' social and economic outcomes are emerging across the UK, based mainly on different ways of channeling differing sources of funding. Six examples drawn from other allied sectors that can captured interest from some careers providers include: academies and 'free schools'; wholly-owned subsidiary companies in Further and Higher Education Institutions (HEIs); social enterprises; mutuals; social impact bonds; and co-funded community alliances. <http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=LMD836>



ENGAGING EMPLOYERS

Please describe the formal and informal roles and mechanisms that employers play/participate in to support workforce preparation, workforce placement, and development of young people in your country.

Formal roles include: employer (and education) representation on Government Advisory bodies such as the National Careers Council in England (2012 -2014) and the new careers and enterprise company (2015); overseeing industrial partnership pilots on behalf of Government (ongoing); highlighting major challenges related to youth employment – for example, we know that only one in four employers offer work experience placements to young people in education and just 15% of employers have or offer apprenticeships to young people. Structural changes in the labor market mean that young people are competing with older and more experienced workers, who have been forced to trade down for the lower and mid level jobs that young people would normally take. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/326119/14.07.02_Youth_Report_for_web_V3.pdf

Informal public policy roles include: Careers England a trade association for employer organizations and traders involved in the provision of products and services promoting careers education and guidance in England <http://www.careersengland.org.uk>; professional association links with employers and employer bodies to promote key employment and skills messages and joint work as part of National Career Guidance Shows <http://www.nationalcareerguidanceshow.com>; National Careers Week in England (2nd – 6th March 2015) <http://www.nationalcareersweek.com>; The Skills Show - the nation's largest skills and careers event helping to shape the future of the next generation. Attracting almost 74,000 visitors, the show provides hands-on experiences that inspire young people to explore further education, skills and apprenticeships. The Skills Show is part of Find a Future, the organization that brings together the nation's flagship skills and careers experiences. Career development professionals are actively involved in national and regional events <http://www.theskillsshow.com/#sthash.iwQnImcO.dpuf>; the UK Careers Sector Stakeholder Alliance which produced a joint statement published with the support of a wide range of employers, professional bodies and Sector Skills Councils. It calls for collaborative action between professional careers advisers, employers and schools

and colleges in providing careers advice and guidance to young people <http://careersalliance.com/2014/06/15/cssa-briefing-note-13a/>. Also, across the UK STEM related activities are highly prevalent e.g. Teen Tech <http://www.teentech.com>; and the Engineering Council <http://www.engc.org.uk>

What policies exist, if any, to support employer engagement? Please refer to occupational and labor market information, work experience, interventions in education and training institutions, and career guidance.

A broad range of policies exist to support employer engagement. Some examples include:

1. UK-wide 'Growth Through People'

A joint statement recently produced by the UK Commission for Employment & Skills, the Confederation of British Industry (CBI) and the Trade Union Congress (TUC) a comprehensive summary of the UK skills system. <https://www.gov.uk/government/publications/growth-through-people-a-statement-on-skills-in-the-uk>
Refer to the 'LMI for All' initiative outlined above.

2. STEM for Women

Women account for only 7 percent of the professional engineering workforce in the UK, and less than 4 percent of engineering technicians – far less than in other European countries, therefore public policies are focusing more on science, technology, engineering and mathematics (STEM) <http://www.ippr.org/publications/women-in-engineering-fixing-the-talent-pipeline>

3. The Skills Committee

Jointly led by the Scottish Funding Council and Skills Development Scotland. It is a strategic committee to support and advise our respective Boards on the skills challenges in Scotland. The committee works closely with the Scottish Government, employers, business organizations and students to ensure that Scotland has the right high-level skills and an employable and adaptive workforce. <https://www.skillsdevelopmentscotland.co.uk/resources/labour-market-intelligence/skills-in-focus-events/>

4. Monthly Labor Report

In Wales, the Monthly Labor Market Report from the Learning and Skills Observatory Wales (LSO) aims to provide the main headlines on the Welsh labor market and is based on the latest data available. <http://www.learningobservatory.com/uploads/publications/3043.pdf>.

5. Success through Skills Plan

In Northern Ireland, the 'Success through Skills:



ENGAGING EMPLOYERS

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Transforming Futures – Employer Engagement Plan' (2012) has influenced national and local delivery plans. <http://www.delni.gov.uk/success-through-skills-employer-engagement-plan.pdf>

In England, refer to information provided in this paper on the new careers and enterprise company (December 2014), in particular the current emphasis on enterprise passports and a network of Enterprise Advisers.

What are the challenges your country faces related to Engaging Employers?

England

In England, a plethora of employer engagement activity exists within schools, colleges, universities, vocational education and training (VET), public employment services and other community settings that bring significant benefit to learners. Many of these activities need to be incorporated within better co-ordinated structures and local models that allow for a more substantive up-scaling and coherence of provision at a local and national level. Larger employers involved in some form of training are more likely to engage with education, compared to SMEs. Finding ways of incentivising SMEs to work with educational institutions and the National Careers Service is crucial. Barriers to participation of employers with educational institutions are reported as mainly the lack of time and resources needed. The nature and scope of employer engagement varies according to type of educational institution with models of interesting practices evident at a local and national level. However, the majority of activities with employers are organized for learners in the 14-19 age range, with an increasing emphasis on post-16 learners, particularly with regard to work experience and work shadowing. Schools work with 11-14 year olds is under-developed. Employer links not only inspire, inform and advise students about particular occupations and sectors, but also enhance the provision of careers and work-related education in the curriculum. Employer engagement activities in school and colleges need to be promoted alongside

careers education and access to impartial careers guidance, not as an alternative to impartial guidance. Strong school leadership is essential to drive forward new conversations and actions on the added-value contribution of employers/ employees, teachers and careers development professionals to the whole school delivery plan. A recent Government-funded study highlights key opportunities and challenges linked to engaging employers in careers work. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/386030/bis-14-1271-understanding-the-link-between-employers-and-schools-and-the-role-of-the-national-careers-service.pdf

A recent announcement to create a new careers and enterprise company in England, operating alongside the National Careers Service, presents both opportunities and challenges. <https://www.gov.uk/government/news/new-careers-and-enterprise-company-for-schools>. The company is mandated by Government to bring coherence and leadership to enterprise learning in education and will develop an Enterprise Passport and a network of Enterprise Advisers. The role of careers education and guidance has yet to be made clear.

Wales

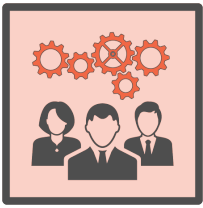
In Wales, the Deputy Minister for Skills and Technology (DMST) chairs the Wales Strategic Forum for Career Development which has identified employer/education engagement to be a key theme of this Forum with regular input of employer representatives. Five key themes provide a focus for ongoing policy dialogue including: employer engagement, labor market intelligence, understanding the World of Work, links to economic strategy; and parity of esteem of learning pathways.

Scotland

In Scotland, a plan aimed at cutting youth unemployment in Scotland by 40% by 2021 has been unveiled by the Scottish government (December 2014). A new youth employment strategy will focus on forging closer links between schools, colleges and employers. It comes in response to a report by Sir Ian Wood's Commission for Developing Scotland's Young Workforce. <http://www.scotland.gov.uk/Publications/2014/06/4089>.

Northern Ireland

In Northern Ireland, a recent major review of careers, led by a major employer which involved a range of employer organizations sets out key challenges. <http://www.delni.gov.uk/review-of-careers>



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

Please describe how policies for workforce preparation (including entrepreneurship) and workforce placement are integrated or coordinated, if at all, in your country. Who and/or what is driving the integration or coordination? How are local communities and public service users involved, if at all, in those policies?

England

Local Enterprise Partnerships and Local Authorities are key drivers for economic growth, enterprise and skills development. The Government has announced the approval of 39 Local Enterprise Partnerships (LEPs). These non-statutory bodies have assumed many of the responsibilities of Regional Development Agencies (RDAs) and have responsibility for Enterprise Zones. Some have taken a strong interest in developing local careers provision, including service users and local communities. Alongside this, there are also city specific initiatives focusing on career guidance systems.

In December 2014, a new careers and enterprise company for schools in England was announced by the Secretary of State for Education, separate to the National Careers Service, with an allocated budget of £20m. The company will focus on young people aged 12 to 18 and will operate at a strategic level encouraging greater collaboration between schools and colleges and employers. The focus of this company is still emerging. On 10th February 2015, Lord Young published a final report in his role as Enterprise Advisor to the Prime Minister: The Report on Small Firms 2010-2015. <https://www.gov.uk/government/publications/report-on-small-firms-2010-to-2015-by-lord-young>. It looks at the rapidly increasing number and importance of start-ups, small firms and self-employment in the UK today and some of the key developments. This is summarized as "the Golden Age for Small Firms" and includes progress made in key areas of finance, public procurement reforms, business support, and fostering enterprise in our education system. Lord Young also considers the changes in technology and culture that are making it possible for more and more people to start a business. Specific mention is given to "a new company will bring coherence and leadership to enterprise learning in education, backed with £20m in the first year. The company will develop an Enterprise Passport and a network of Enterprise Advisers" - no specific reference is made to career development professionals' work or the National Careers Service. The Department for Education is the key driver supporting this new independent body, working closely with the Department for Business Innovation & Skills who has responsibility for enterprise

developments.

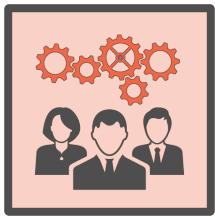
In England, the Departments for Work & Pensions is driving forward workforce preparation (including enterprise) and is currently working with Warwick University IER on an internal MOOC to upskill its workforce work, including the use of labor market intelligence and work with employers. This complements the work of the National Careers Service co-located in JobCentre Plus offices and other community settings.

Scotland

Skills Development Scotland (SDS), working in partnership with Investors in People Scotland, has created an innovative product to support companies with ambitions for growth (January 2015). Visit: <http://www.investorsinpeople.co.uk> The aim is to help small businesses in Scotland achieve their business objectives by providing a free support and consultancy service. This will also link, where appropriate, to careers support services. SDS has also focused on targeting parents as part of its integrated online service, including specific reference to "how entrepreneurial skills can help your child with their career." <http://parents.myworldofwork.co.uk>

Major Challenges:

1. Budgetary constraints and the impact of fast changing and downsized public administration systems.
2. No certainty on what form or direction the new government will take.
3. Changing boundaries between provisions causes too much complexity.



INTEGRATED POLICIES: CREATING SYSTEMS THAT WORK

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Wales

In Wales, there are seven Enterprise Zones designed to grow the local economy and provision of new jobs; act as a catalyst for growth elsewhere in Wales; improve the attractiveness of the Enterprise Zone for investors; and strengthen the competitiveness of the Welsh economy. Each area focuses on a key target sector e.g. energy, financial and professional services, advanced manufacturing, environment, ICT and the aerospace. The sector approach is a crucial part of Welsh Government's continued commitment to creating jobs and sustainable growth. Strengthening links between the Enterprise Zones, schools, colleges, universities and careers services are under-development. <http://wales.gov.uk/topics/businessandeconomy/business-wales/enterprisozones/?lang=en>

Northern Ireland

Education Act (2014) is a key driver for schools and curriculum reform. <http://www.legislation.gov.uk/nia/2014/12/enacted>

Current and future restructuring of Government Departments within and outside of education and employment is likely to impact on the provision of integrated policies.

See also: the Impetus PEF reports on work, NEET and the missing million advocate for a Minister for NEET to join up policies across departments <http://www.impetus-pef.org.uk/>

To what extent do these sectors coordinate such policy or program initiatives? To what extent do they include career guidance/advice/information provision? How useful and efficient are these to support the policy initiatives?

Overall, the division of responsibility between different ministries and agencies makes co-ordination and coherence of policies at a national and local level a real challenge, particularly in England with the marketization of careers work and plethora of market players.

Different structures in each of the four home nations both facilitate and mitigate the development of careers provision in schools, colleges, universities, vocational education and training (VET) and public employment services. All of the above-mentioned policy developments include career guidance/advice/

information provision.

The results from a general election in May 2015, will further inform how the integration (or otherwise) of national and local careers policies will unfold over the coming year.

What are the challenges your country faces related to Integrated Policies: Creating Systems that work?

The main challenges include:

1. **Leadership and future direction of public sector careers services**
2. **The role of 'the state and the market', particularly in England**
3. **Fragmentation of services and connectivity to the UK Industrial Strategy**
4. **Confusion that has arisen in recent years re: 'hot spots' and 'cold spots' in England – see NCC Heatmap; The role and recognition of career development professionals in public policy formation**
5. **The absence of a national career development strategy.**



Are there any other unique challenges within your country to which you would like to draw attention?

Formal government supported structures

England

The situation in England has encouraged some innovation (particularly in the higher education sector) but funding is a significant challenge and the role of Government supporting career development professionals' work in England has been problematic. A new careers and enterprise company with a careers investment fund allocated, as recommended by the National Careers Council (September 2014), should help to address shortfalls in provision for young people. It should be noted this is still in an early development phase.

Wales

In Wales, the Deputy Minister for Skills and Technology (DMST) chairs the Wales Strategic Forum for Career Development and has identified employer/education engagement to be a key theme of this Forum with regular input of employer representatives. <http://wales.gov.uk/about/cabinet/cabinetstatements/2013/8292017/?lang=en>

Northern Ireland

In Northern Ireland, the Minister for Employment and Learning and the Minister for Education established an Independent Panel to include industry, schools, colleges of further education, universities and the voice of young people to provide advice on the overall direction for careers provision in Northern Ireland fully responding to the recommendations stemming from the Committee for Employment and Learning's Inquiry into Careers Education, Information, Advice and Guidance. <http://www.delni.gov.uk/review-of-careers>. The Skills Minister in England (2012) established a National Careers Council to advise Government on careers provision for young people and adults in England. Membership was drawn from a range of senior leaders from education, business, voluntary/community and careers sectors across England. This 'task and finish' group produced two major reports to Government with a clear set of recommendations for careers system improvements. The Council worked with individuals and organizations, including young

people and school governors, to capture the voices of end-users. <https://www.gov.uk/government/groups/the-national-careers-council>.

Scotland

In Scotland, the Commission for Developing Scotland's Young Workforce is made up of people from the worlds of employment and education. The overarching ambition is to enable Scotland's young people to move into sustainable employment. The Commission has focused on measures to strengthen the engagement of employers in the youth employment and education agendas. <http://www.scotland.gov.uk/Topics/Education/edandtrainingforyoungple/commissiondevelopingscotlandsyoungworkforce>

As a Whole

The recent report, Catch 16-24: Youth Employment Challenge, from the UK Commission for Employment and Skills, reveals that nationally, one in five employers say that nothing could persuade them to offer work experience, despite the fact that 66% of businesses say experience is critical when recruiting new staff. It comes as government figures show that around 40% of the UK's 1.9 million unemployed people are aged under 25, and that in contrast to other age groups, unemployment for the youngest workers is remaining stubbornly high. <https://www.gov.uk/government/news/work-experience-lottery-fuelling-youth-unemployment-figures>

Professional and informal structures

The UK Career Development Institute (CDI) is the custodian of the UK Register of Career Development Professionals and the National Occupational Standards (NOS) for the Career Development sector. <http://www.thecdi.net/Professional-Register->

The Careers Sector Strategic Alliance developed a future talent campaign with professional bodies, employers, trade unions and other key stakeholders to keep the spotlight on careers work. <http://careersalliance.com/category/schools-2/>

What is the extent and nature of government funding to support these developments? From which sources and for what purposes (distinguishing system development, system maintenance, and service delivery)? Where possible, please quantify the government funding provided.

In England, in addition to the £20m careers and enterprise investment, there are some interesting policy developments and funding on 'character and resilience' from within the Department for Education. <https://www.gov.uk/government/news/dfe-character-awards-application-window-now-open>. The overall budget for the National Careers Service is provided by a number



ADDITIONAL INSIGHTS

Continued...

of government departments. In 2012/2013 this totaled £106m -£84.4m from the Department for Business, Innovation & Skills (BIS); -£14m from the Ministry of Justice; -£4.7m from the Department for Education (DfE); and £1.5m from the Department for Work & Pensions (DWP). The funding allocation for 2014/2015 is broadly similar, though it is reported by the Skills Funding Agency that the £1.5m allocated from DWP for the Youth Contract is due to end in March 2015 and there are no immediate plans to replace this.

National Careers Service Budget 2013/14

- BIS £94m
- MoJ £14m
- DWP £1.5m

(Source: SFA, August 2014)

Data on funding models in Scotland, Wales and Northern Ireland is not readily available to accurately inform this report.

At present, funding models between the state and national careers services are in place, though there is evidence of funding shortfalls (in line with many other public policy areas).

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