BUSINESS IN THE COMMUNITY

The Prince's Responsible Business Network

HRH THE PRINCE OF WALES ROYAL FOUNDING PATRON

If Only Report

TRANSFORMING OPPORTUNITIES FOR YOUNG PEOPLE

September 2018

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IF ONLY – THE OPPORTUNITY TO TRANSFORM OPPORTUNTIES FOR YOUNG PEOPLE IN THE UK

A call to action for business, schools, families and government

Contents

With huge thanks to UBS for their support of the #IfOnly campaign.

With thanks to Enabling Enterprise, whose Skills Builder framework underpins the research we commissioned on essential skills.

Many thanks to the members of the BITC Education Leadership Team for their support and leadership:

- David Soanes, UK Country Head, **UBS, CHAIR**
- Susan Bright, Regional Managing Partner, UK and Africa, **Hogan Lovells**
- Dame Julia Cleverdon - **Vice Patron, Teach First**
- Ian Gleeson, UK Director of Communications, **McKinsey and Company**
- Angela Noon, Chief Financial Officer, **Siemens UK**
- Jon Hughes, **Goldman Sachs**
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Our call to action to business:

- Run activities that help young people develop skills through partnering with schools – join BITC's Business Class programme
- Use a common language on skills so that young people, teachers and employers can work together to prepare young people for the future of work
- Share your own If Only story and your commitment to inspire others using #IfOnly on social media

The Issue

Skills are vital to business, key to career success for young people, and imperative for social mobility. Business and education must to come together to enable young people to build successful working lives. This is especially critical for the 3.7 million children, 30% of the total number of children in the UK, who live in poverty.

Skills are also vital to tackling the UK's productivity gap. Almost half of the working population in England have only the basic numeracy skills expected of a primary school child, costing the UK economy £20bn a year[1]. It has also been estimated that poor literacy could cost the UK £32bn in growth by 2025.

We know that children in deprived communities need more support. Only one in three young people from low-income backgrounds achieves five GCSEs at grades A*-C including English and maths[2], compared to twice as many from wealthier backgrounds. This is a huge waste of talent.

STEM skills, literacy and numeracy are vital to young people's futures. There is a huge opportunity for qualified young people, with employers facing serious skills shortages - 55% of businesses believe that a lack of candidates with the appropriate qualifications are a main cause of the skills gap[3].

Essential skills, or soft skills, are also vital for success inside and outside of the workplace. According to research by the Education Endowment Foundation[4], these skills correlate with academic outcomes, financial stability in adulthood, and reduced involvement in criminal activities.

Young people in the UK want to learn more skills that they will need for the world of work. A survey of 2,097 adults commissioned by Business in the Community found that many people did not learn skills at school which would have been useful in their working lives. Top of the wish list were computing and coding skills (30% of respondents), followed by leadership and teamwork (29%), seeking out opportunities and aiming high (28%), thinking positively (27%) and problem solving (25%).

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[1] The National Numeracy Trust, 2017. A New Approach to Making the UK Numerate; available at https://www.nationalnumeracy.org.uk/sites/default/files/nn124_essentials_numeracyreport_for_web.pdf [last accessed 17/09/18}.
[2] Teach First (2017) Impossible? Social Mobility and the Seemingly Unbreakable Class Ceiling. Available at: https://www.teachfirst.org.uk/sites/default/files/2017-08/Teach-First-Impossible-Policy-Report.pdf [Last accessed 09/08/2018]
[3] CBI Pearson's Education and Skills Survey (2017). Available at: http://www.cbi.org.uk/index.cfm/_api/render/file/?method=inline&fileID=DB1A9FE5-5459-4AA2-8B44798DD5B15E77 [Last accessed 09/08/2018]
[4] Education Endowment Foundation (2013) The Impact of Non-Cognitive Skills on Outcomes for Young People. Available at: https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf [Last accessed 09/08/2018]

Amongst 18-24-year-olds, many of these figures were even higher – 39% wanted to be taught computing skills and 31% wanted to learn more about thinking positively, whilst 22% wished they'd been taught more creativity skills (compared to 17% overall).

The table below (Fig.1) shows that significant numbers of respondents, 74% and 68%, learnt literacy and numeracy skills at school, and found them useful in their working lives. Essential skills are less widely learnt and used, and computing, including coding, is at only 16%.

Which, if any, of the following skills did you learn at school, that you think have been useful to your career/ working life? (Please select all that apply.

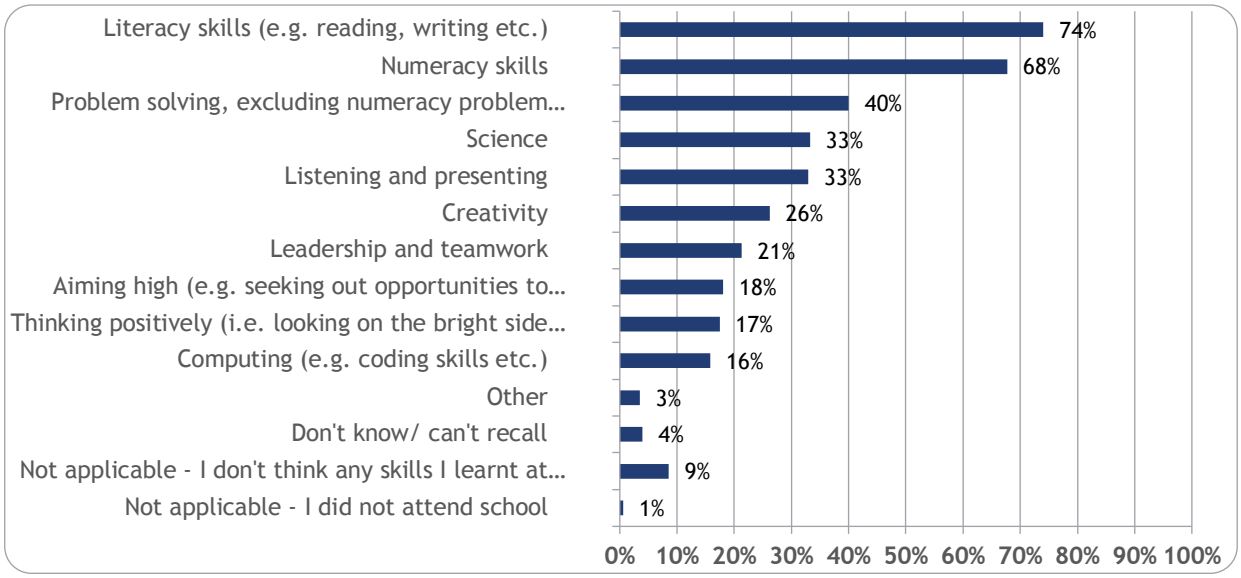

Fig 1.

Fig. 2 demonstrates that 30% of respondents wish they had learnt more computing and coding skills at school, with essential skills such as leadership and team work also recognised as very much needed. Only 17% of respondents feel that they had sufficient skills development at school.

Which, if any, of the following skills do you wish you had learnt or learnt more of at school that would have been useful in your career/ working life?

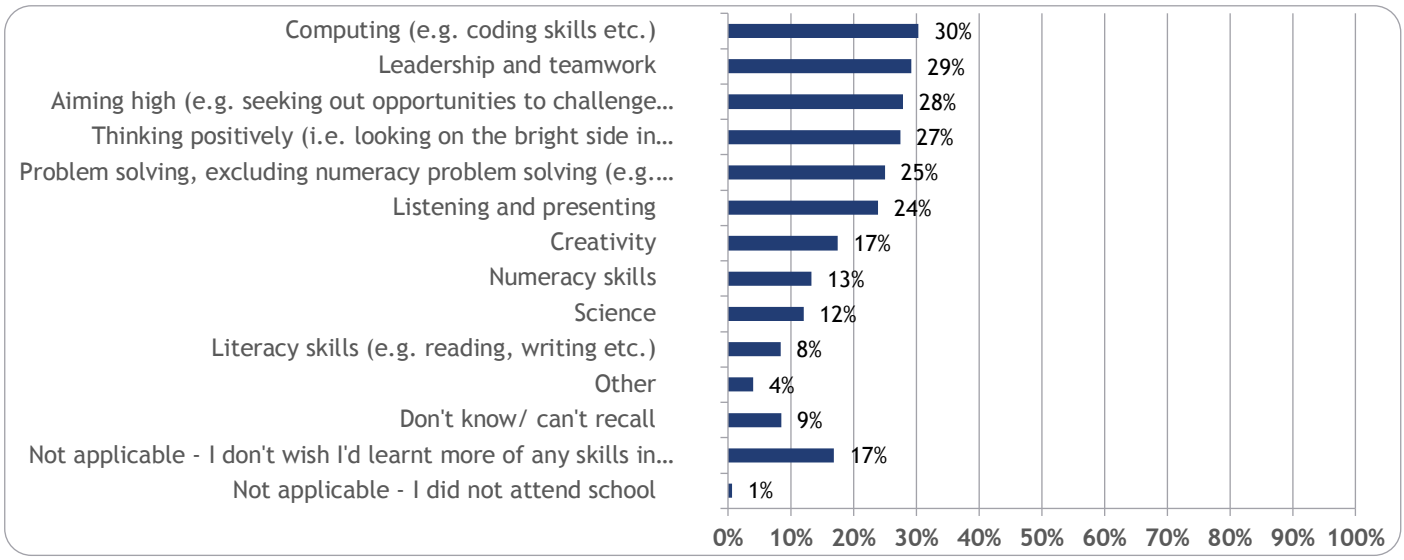

Fig. 2.

The opportunity for business to support schools, teachers and young people in developing the skills that businesses need and individuals want is clear.

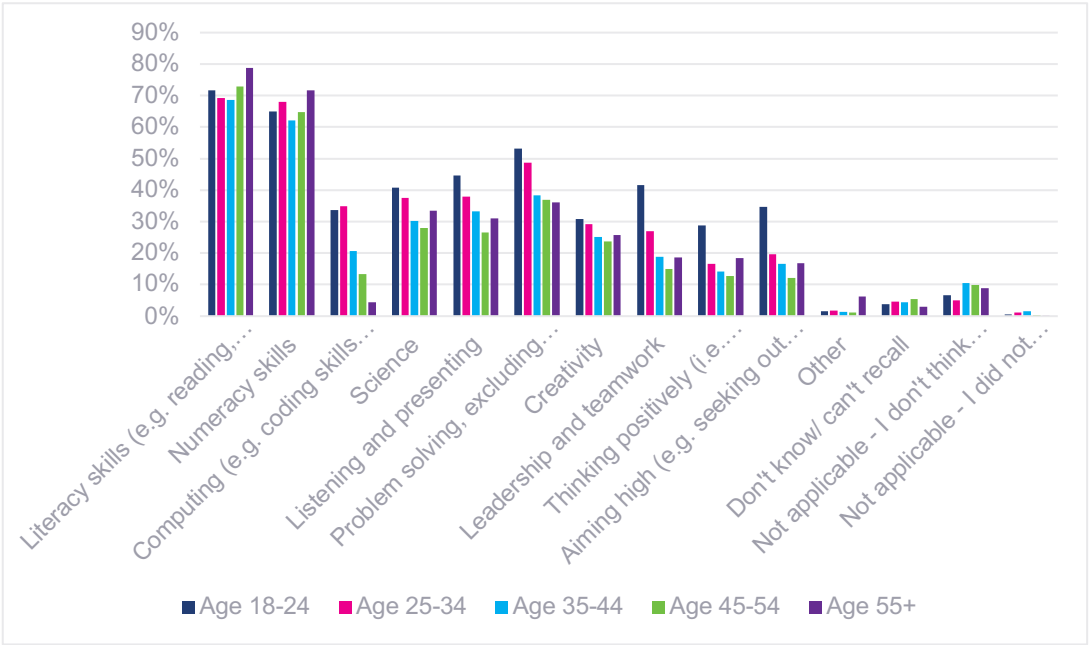

Fig 3 – the data from Fig 2 broken down by age group.

We can see that adults aged 18-24 are most likely to wish they had learnt essential skills such as problem solving, leadership and teamwork and aiming high, whereas older adults are more interested in literacy and numeracy.

What are the skills we need to develop in school?

There are a wide range of skills that young people will benefit from developing, and many routes to success. The arts and music are a vital part of a well broad and balanced curriculum, education, and can contribute to essential skills development. Social action is a vital route to developing resilience, leadership and creativity. The skills set out below are our starting point – skills that are essential to business success, UK productivity and children's futures.

Essential Skills

Essential skills are debated and defined in different ways – but there is a broad consensus that the ability to work in teams, present, problem solve, think positive and aim high are vital to success at school and work.

Of particular importance are emotional and social resilience[5]. Children from poor families are more likely to benefit from interventions in early years, in-school and beyond school support.

Business in the Community is part of the Skills Builder partnership, led by Enabling Enterprise. The Skills Builder framework provides not only a shared language for these skills but also a step-by-step approach that makes it easy for teachers, youth workers and employers to teach these skills explicitly.

We recommend that businesses use the SkillsBuilder framework[6] in education programme evaluation and design to actively measure students' progress in relation to their essential skills.

STEM

Science is an equality issue, and is key to tackling social mobility – STEM qualifications are they key to a wide range of high quality career pathways. The Education Endowment Foundation's Review of SES and Science Learning in Formal Educational Settings[7] states that the uptake of science qualifications by free school meal (FSM) recipients remains poor. FSM students are under-represented in Physics and in Biology in particular, and girls are less likely to take STEM qualifications, and to progress into STEM related careers.

Teachers are crucial to training young people for STEM careers. We have a real challenge, with around one third of all science teachers leaving teaching entirely within their first five years. Research by the Education Datalab for the Wellcome Trust[8] shows that newly qualified science teachers (NQTs) are 20% more likely to leave the profession compared to non-science NQTs, rising to nearly 30% for those with

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[5] FEA (2017) Reflections on Emotional Health, Wellbeing and Character in Education. Available at: https://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/593e63c8579fb3fa4a80e39e/1497261030670/FEA+Wellbeing+Report.pdf [Last accessed 09/08/2018]

[6] Enabling Enterprise (2017) Skills Builder Frameworker. Available at: http://enablingenterprise.org/skillsbuilder [Last accessed 09/08/2018]

[7] Education Endowment Foundation (2017) Review of SES and Science Learning in Formal Educational Settings. Available at: https://educationendowmentfoundation.org.uk/public/files/Review_of_SES_and_Science_Learning_in_Formal_Educational_Settings.pdf [Last accessed 09/08/2018]

[8] The Wellcome Trust and Education Data Lab (2017) Improving Scienc Teacher Retention. Available at: https://wellcome.ac.uk/sites/default/files/science-teacher-retention.pdf [Last accessed 09/08/2018]

a physics or engineering degree. And the House of Commons Education Committee reported in 2017[9] that there has been significant under-recruitment of maths and physics NQTs over the past five years.

With a wide range of great career opportunities available for young people with STEM skills, business plays a vital role in inspiring young people to study STEM subjects, demonstrating the relevance of learning to the real world and supporting teaching and learning in the classroom.

Investing in Teachers

The National Forum for Education Research (NFER) found that engagement underpins retention[10] of teachers, specifically relating to job satisfaction, having adequate resources, reward and recognition, and being well supported by management. Education Datalab analysis[11], looking at the impact of CPD courses provided by STEM Learning[12], found a near-causal link between engaging with STEM Learning CPD and staying in the teaching profession – a 160% increase compared to those not engaging in the CPD.
BP has been funding this CPD through Project ENTHUSE since 2008, alongside the Wellcome Trust, the Department for Education, and a range of other businesses and charities.

Find the full story here. Investing in Teachers

Science Capital

The concept of science capital encapsulates all of an individual's science related resources – their attitudes and understanding of science, science related activities and social contacts. It facilitates a child centred approach to increasing engagement in STEM subjects.

There are eight key dimensions of science capital:

1. Scientific literacy: an individual's knowledge and understanding about science and how science works. This also includes their confidence in feeling that they know about science.
2. Science-related attitudes, values and dispositions: the extent to which an individual sees science as relevant to their everyday life.
3. Knowledge about the transferability of science: understanding the utility and broad application, scientific skills, knowledge and qualifications.
4. Science media consumption: the extent to which one engages with science-related media including television, books, magazines and internet content.
5. Participation in out-of-school science learning contexts: how often an individual participates in informal science learning contexts, such as at science museums, science clubs and fairs.

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[9] House of Commons Education Committee (2017) Recruitment and retention of teachers. Available at: https://publications.parliament.uk/pa/cm201617/cmselect/cmeduc/199/199.pdf [Last accessed 09/08/2018]

[10] National Foundation for Educational Research (2016) Engaging Teachers: NFER Analysis of Teacher Retention. Available at: https://www.nfer.ac.uk/media/1925/lfsb01.pdf [Last accessed 09/08/2018]
[11] The Wellcome Trust and Education Data Lab (2017) Improving Scienc Teacher Retention. Available at: https://wellcome.ac.uk/sites/default/files/science-teacher-retention.pdf [Last accessed 09/08/2018]
[12] STEM Learning (2017) ENTHUSE Partnership Impact Report. Available: https://www.stem.org.uk/resources/elibrary/resource/417168/enthuse-partnership-impact-report-2017 [Last accessed 09/08/2018]

6. Family science skills, knowledge and qualifications: the extent to which a person's family have science-related skills, qualifications, jobs and interests.
7. Knowing people in science-related roles: the people an individual knows (in a meaningful way) among their wider family, friends, peers and community circles who work in science-related roles.
8. Talking about science in everyday life: how often an individual talks about science with key people in their lives (e.g., friends, family members, neighbours, community members).

The Enterprising Science project was a five-year research and development project between University College London Institute of Education, Kings College London, the Science Museum and funded by BP.

For the full report the text above is drawn from, see here[13].

Numeracy

Numeracy is vital to household budgeting and individual efficacy as well as being a vital workplace skill. The cost of poor numeracy skills remain high; the total cost to the UK economy (to the Exchequer, employers and individuals) has been put at £20 billion a year. Within this, the average cost to individuals with poor numeracy is £460 a year[14].

Business can make a difference – by volunteering in schools, from number partners, supporting with basic numeracy, to providing mentors and stretch for the most talented young mathematicians at A level. We know that activities such as Number Partners led to "feelings of heightened self assurance – children believing that if they applied themselves they would be able to solve maths problems – an attitude strongly related to numeric achievement" [15].

National Numeracy Day, founding supporter KPMG, is a brilliant initiative to demonstrate the vital importance of numeracy, and sign post to practical support.

UBS and the Bridge Academy

The award-winning UBS and Bridge Academy partnership is based on a shared ambition to create a programme that gives students, staff and UBS employees opportunities to work and learn together in order to have a positive impact on student achievement, attainment and personal development.

UBS have helped develop early morning reading and numeracy classes in order to tackle any shortfalls in student's numeracy and literacy skills.

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[13] UCL (2017) Improving Science Participation. Available at: https://www.ucl.ac.uk/ioe/departments-centres/departments/education-practice-and-society/science-capital-research/pdfs/improving-science-participation-policy-overview.pdf [Last accessed 09/08/2018]

[14] KPMG and National Numeracy (2017) A New Approach to Making the UK Numerate. Available at: https://www.nationalnumeracy.org.uk/sites/default/files/nn124_essentials_numeracyreport_for_web.pdf [Last accessed 09/08/2018]

[15] Education Endowment Foundation (2018) Employer engagement in education: Insights from international evidence for effective practice and future research. Available at: https://educationendowmentfoundation.org.uk/public/files/Employer_Engagement_in_Education.pdf [Last accessed 09/08/2018]

The partnership has also worked with IntoUniversity which facilitates local learning centres in order to further inspire students to succeed. In addition to this, UBS have provided all sixth formers with the opportunity to have a mentor, which includes subject support, such as maths, as well as job hunting and interview techniques.

Literacy

Literacy is crucial to all of us – the ability to read and write underpins almost every career, and the ability to build professional relationships and networks. The government's Social Mobility Plan is particularly focussed on speech and language in early years, as, according to government data, more than a quarter of four-and-five-year-olds (28 per cent) lacked the early communication and literacy skills expected by the end of reception year. The 'expected level' includes, for example, a child being able to express themselves clearly and read simple sentences.

KPMG's 'Every Child a Reader' Foundation

'Every Child a Reader' is KPMG's successful education focused foundation. It provides education and social projects for disadvantaged children and young people, with an emphasis on unlocking their potential. The foundation exists as a unique partnership between charitable trusts, businesses and government. The foundation has funded the successful Reading Recovery initiative which places highly skilled teachers in primary schools to help children who are most in need.

The initiative shows that with the right resources, literacy difficulties that affect children into adulthood can be easily tackled. The programmes affiliated with the foundation have demonstrated a 21 month average gain in reading age after 40 hours of individual teaching; 78% of children engaged in the programme return to age-related expectations; and follow-up surveys show that children continue to make gains in reading skills three and six months after taking part in the programme.

BITC Next Steps

The Business in the Community Education campaign is committed to supporting one million young people to develop their skills, though scaling up business action:

- Inspire action through Business in the Community's existing networks, doubling our impact in key skills for the 75,000 young people we engage with through Business Class each year.
- Mobilise our 800 business members and the broader business community to take action on skills, with impact measured through our Responsible Business Tracker.
- Work with government, policy makers and opinion formers to integrate skills into the curriculum through partnership with business, and to recognise the contribution of schools and teachers to developing skills as well as knowledge.
- Work with a coalition of policy and delivery partners, leading businesses and government, to mobilise change.

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To get involved, please email Education@bitc.org.uk

www.bitc.org.uk

@BITC_Education

Appendix 1.

What business can do to close the skills gap

The Business Class framework is key in mapping out how a business can enrich and enhance the delivery of education and build the world of work.

Leadership and Management	Curriculum	Enterprise and Employability	Wider Issues.
Vision, Strategy & Planning	Attainment	Enterprise	Punctuality
Governance	Curriculum Enrichment	Employability	Attendance
School Leadership Team	Curriculum Development	Careers & Raising Aspirations	Behaviour
Staff Recruitment, Retention & Motivation	Literacy / English	Apprenticeships	Health & Wellbeing
Staff Development & Training	Numeracy / Maths	Student Leadership	Targeted Groups with Specific Needs
Operational / Financial Management	Science, Technology, Engineering & Maths (STEM)	Role Models	Parental Engagement
Any other Leadership & Governance issues	Other Subject Areas	Other	Other

Fig. 4. Business Class Framework

The Business Class framework is evidence based, developed by a team of practitioners, business leaders and academics in the north west from 2007, and proven to work in practice through 550 strategic, long term partnerships over ten years.

Each Pillar of the framework contains a number of programme themes. The framework as a whole includes the wide range of activities that a successful business school partnership could cover. Some aspects of the framework are skills specific – for example the literacy, numeracy and STEM focus in the Curriculum pillar. Other activities across the framework will also build skills, including resilience, team work and presentation skills.

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