



Social Mobility
Commission

Masterclass: Outreach

Build an inclusive recruitment pipeline from the ground up

21 October 2021



J.P.Morgan

Event etiquette



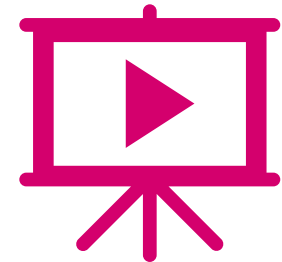
**Remain on
mute**



**Use the Q&A functions
to ask questions**



**Webinar will
be recorded**



**Slides will be shared
with attendees**

Today's session



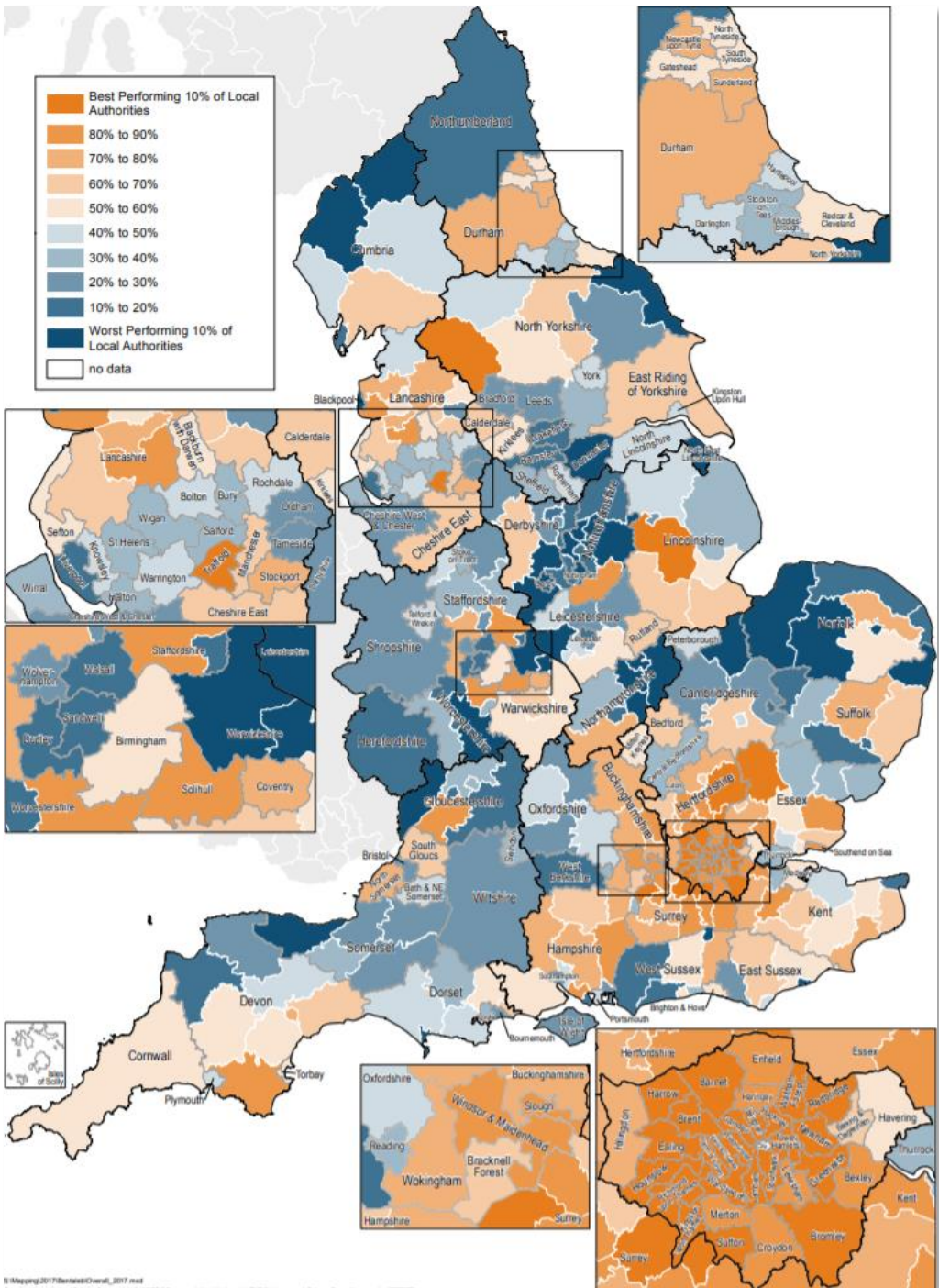
J.P.Morgan

- **Welcome ...** Paula Kemp, Head of employer engagement, Social Mobility Commission
- **Engaging with schools and young people ...** Rachael Saunders, Education and Policy Director & Funbi Akande, Policy Officer, Speakers for Schools
- **Panel discussion**
 - Cordelia Bunnis, Global Philanthropy, JP Morgan
 - Tom Russell, Early Career Manager, Bentley Motors
- **Next steps ...** Resources and support

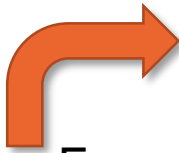
A collage of faces representing social mobility. The background features a close-up of a man's face with a beard and mustache. Overlaid on this are several semi-transparent, overlapping images of other people's faces, including a woman's face with light-colored eyes and a man's face with dark hair. The faces are arranged in a way that suggests a transition or connection between different individuals, symbolizing the concept of social mobility.

What is social mobility?

Social mobility is the link between a person's occupation or income and the occupation or income of their parents. In other words, it's about **ensuring your background doesn't determine your future.**



Talented people are everywhere,
opportunity is not



Expand to
FE colleges

2x
more



**disadvantaged
students in FE than
school sixth forms**

Target social
mobility
'coldspots'*



*A list of coldspots can be found in the Social Mobility Commission's [State of the Nation 2017](#)

SMC research: The road not taken

Even if they perform just as highly as others in their GCSEs, disadvantaged students are still more likely to choose post-16 courses that lead to lower earnings.

40%

of young people don't receive careers guidance before the age of 16.

Only **27%** of women from lower socio-economic backgrounds and **22%** of people from lower socio-economic Black Caribbean backgrounds took courses that led to higher earnings.

Employers can take these actions:



Work with **secondary schools** to provide information, advice and guidance to pupils



Use the personal experiences of **female role models** in industry as part of your outreach strategy to counter gender disparity



Showcase the personal journey and the **specific courses & qualifications** employees took in order to secure high paying roles.

The barriers

Why disadvantaged young people struggle to engage with career information

I tend to seek out information that aligns with my point of view.



confirmation bias

What my friends are doing tonight is way more important than thinking about a future career.



Present bias

I will think about my career options as soon as I'm done with my responsibilities at home



Intention-action gap

I trust my friends' opinions way more than others.



Preference for 'hot' information

I don't believe my career search will be successful



Low self-efficacy

I'd like to pursue a qualification but the cost is too high.



Risk aversion

My aspirations are based on the jobs my family do



Social norms

How can employers build 'Pathways to success'?

- Provide information that will increase pupils' awareness of opportunities and perceptions of belonging.
- Use tried and tested exercises to engage young people
- Offer face-to-face careers guidance and outreach, rather than relying solely on digital platforms.
- Make sure that your guidance is reaching those who need it most
- Create opportunities to boost social capital for those who need it most

Where to start with your outreach

Engage these three dimensions to connect with diverse applicants.

Walk in their shoes -
What motivates applicants?
What channels do they use?
Where do you find them?
What skills do they need to develop to apply?



APPLICANTS



- Create awareness
- Improve opportunities
- Enable social mobility

What do you want to achieve?
Who is in your social mobility squad?
Who is backing this work in your senior leadership team?



YOUR ORGANISATION

COMMUNITY / FE COLLEGES / SCHOOLS / CHARITIES



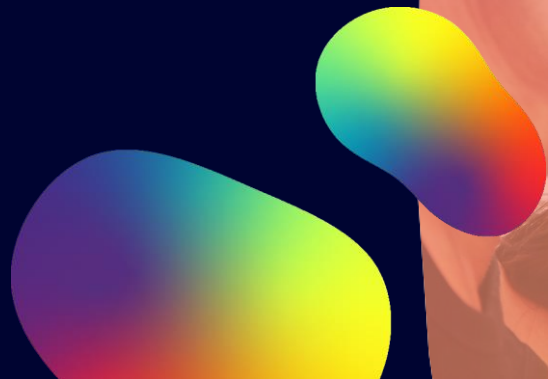
Who works in your area?
What do they do?
What are the challenges?



SPEAKERS
for schools

Outreach and social mobility

Issued June 2021.
All published data correct at time of issue.



OUR STORY TO DATE



2010-2011

Speakers for Schools was launched

Robert Peston initiated what we now know as the Inspiration programme to give young people from UK state schools free access to inspiring talks by high-profile guest speakers to help raise career ambitions and encourage social mobility.

2014-2015

Growth of Inspiration programme

Network of 1,586 schools and 972 eminent guest speakers from the world of business, politics, entertainment, and sport.

2016-2017

Start of our Experience programme

We brought employers into our network to provide young people from state secondary schools and colleges the opportunity to experience the world of work first-hand.

2018-2019

Growth of Inspiration and Experience programmes

Combined network of 2,528 schools connected to a network of 70 employers and 1,400 speakers.

OUR STORY TO DATE



2019-2020

Virtual delivery model introduced for our Inspiration and Experience programmes

Having committed to virtual programmes in November 2019, we were well-placed to counter the effects of the pandemic by offering a fully scalable viable alternative to in-person talks and work experience.

Growth of virtual Inspiration and Experience programmes

Combined network of 3,960 schools connected to a network of 662 employers and 1,500+ speakers. Number of Experience opportunities up by 1,576%. Annual target for Inspiration already achieved.

2020-2021

Introduction of Youth Card mobile app

Youth Card will provide a fully scalable internet-based platform for all our services. This will allow us to target individuals with the highest need as well as to start tracking impact and outcomes for all our services. National roll-out with MIS-integration for our partner schools starts summer 2020.

Planning underway for new Progression programme

We are currently developing a personalised service for young people that will use the data insights from Youth Card to help us offer tailored guidance on post-16 career pathways.

INTRODUCING THE EXPERIENCE PROGRAMME



Together with our growing network of employers, we host high-quality placements for young people to give them meaningful experience of the world of work.

This programme connects young people to leading UK employers:

- to enable young people to experience the workplace for themselves.
- to expand their understanding of the different careers available.
- to educate them on the different pathways into a particular profession.



HOW THE EXPERIENCE PROGRAMME WORKS



YOUNG PEOPLE CONNECT WITH OUR NETWORK OF EMPLOYERS IN ONE OF TWO WAYS:



In-person Work Experience

A placement that involves a young person attending the place of work of an employer.



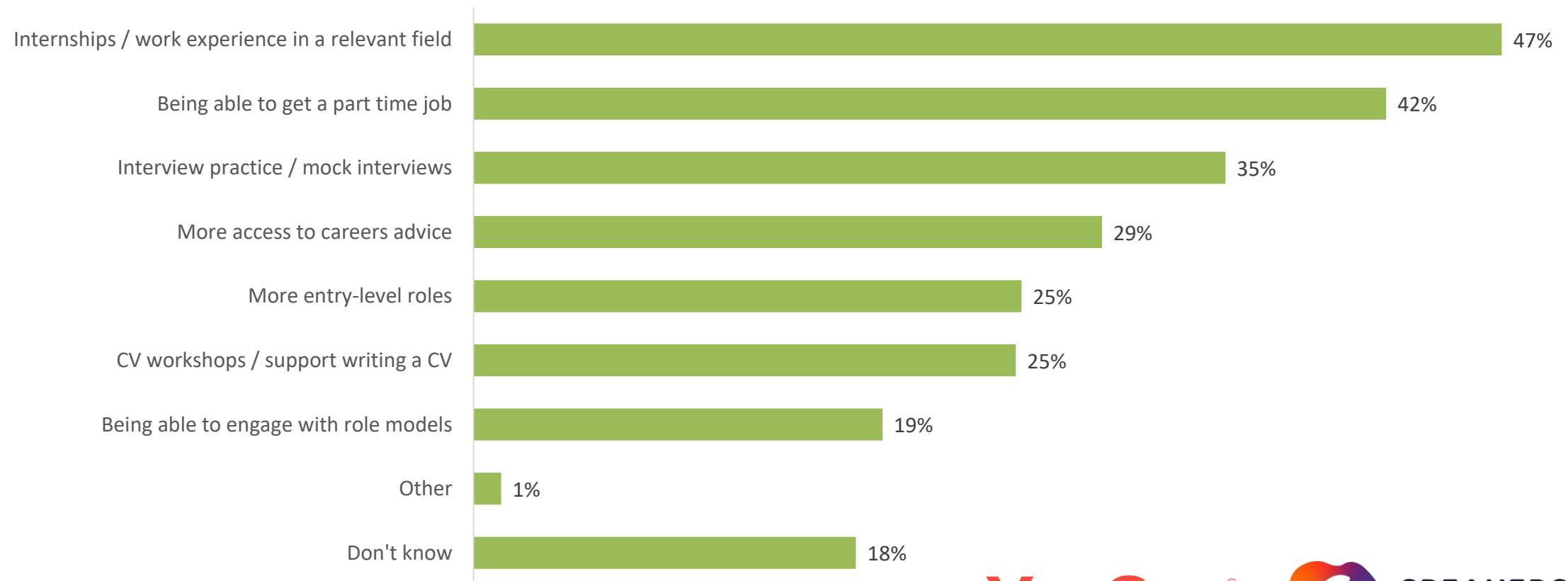
Virtual Work Experience

A placement that allows the young person to remotely access online sessions with an employer using our secure platform.

Both in-person and Virtual Work Experience placements meet latest national standards for best practice in all UK regions, including Gatsby Benchmarks 5 and 6.

Young people view internships/work experience as the most helpful way to improve their confidence in their future career prospects

When thinking about your future career, which of the following, if any, do you think would be most helpful in improving your confidence? Please select all that apply.



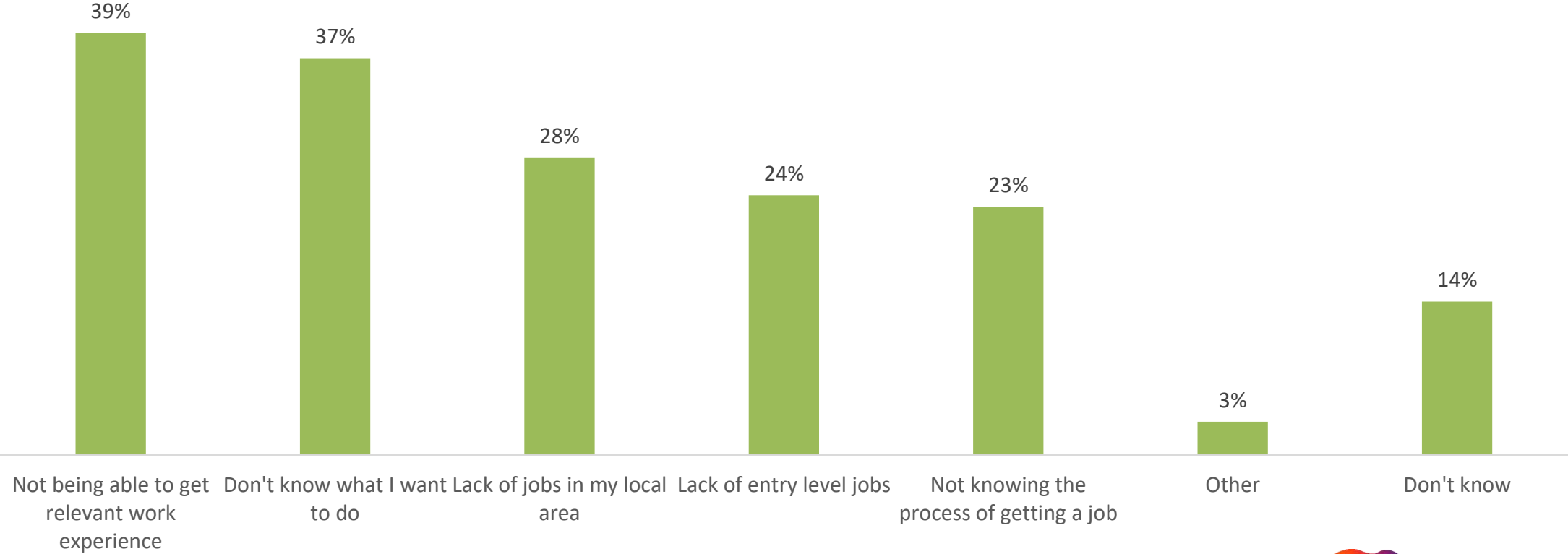
Base: 2,113 Young people (aged 11-19) in UK

YouGov[®]



Young people perceive the biggest barriers to success in their future careers being not being able to secure relevant work experience and not knowing what they would like to do

Which of the following, if any, do you think are the biggest barrier to success in your future career? Please select all that apply.

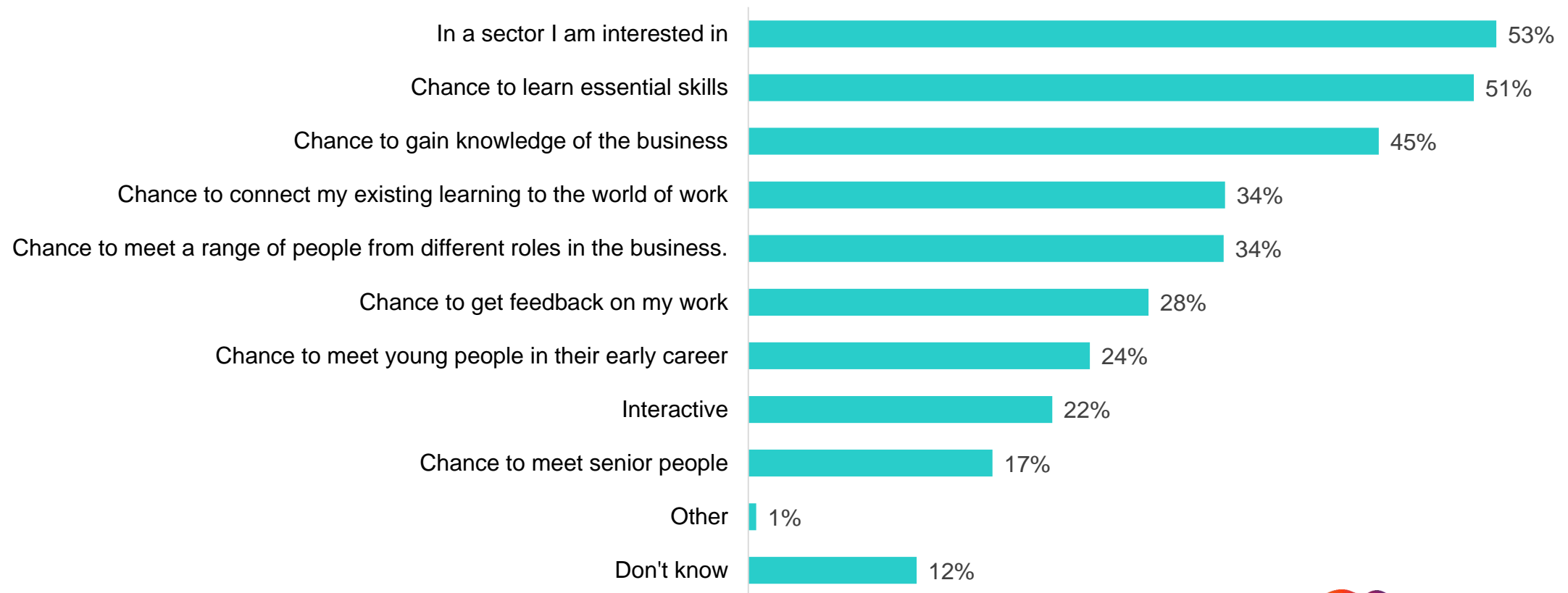


Base: 2,113 Young people (aged 11-19) in UK



Over half of young people say that the most important things to consider when getting work experience is that it is in a sector they are interested in, and that they have a chance to learn essential skills

Now, thinking about work experience in the future. Which of the following, if any, do you think are most important when getting work experience? Please select all that apply.



Base: 2,113 Young people (aged 11-19) in UK



ACTION AND OUTCOMES



Action

- Pre visit prep with yp
- Reflection and follow up
- School leadership support
- Integrated into careers programme
- Curriculum link
- **Interactive**
- **Personalised**
- **Multiple**
- **Challenge stereotypes**
- **Interact with people who have different experiences to share**

Immediate Outcomes

- Increased insights into jobs and careers
- Increased motivation to find out more about potential careers
- Awareness of and opportunity to practice essential skills

Sustained outcomes

- Personal development – increased confidence, self efficacy
- Increased aspiration
- Social and Cultural capital
- Increased motivation to study
- Increased motivation to undertake next steps - employment, FE/HE

Outcomes – what the evidence tells us we should expect from employer engagement in schools (pre pandemic)



The development of personal and cultural capital – this includes confidence and self efficacy in being able to plan and made decisions for the future.

That increased personal and cultural capital leads to increased motivation, which leads to higher academic achievement, greater focus on making future plans, and higher wages.



Our impact data backs this up




This research evidence is borne out by our impact data.

99% of young people who attended Green Skills Week placements (spring 2021) said it made them feel more confident about the world of work. The top 3 areas in which they were more confident were: 1) knowing what careers pathways are available (64%), 2) knowing their career options, (57%), 3) knowing what employers are looking for (49%).

Following their placement, 9 out of 10 young people felt well informed or very well informed about careers in that industry/sector.

Following the placement, the percentage of young people not considering a career in the industry/sector dropped from 19% to 6%, whilst those actively considering a career in the industry went up from 40% to 51%.

And we are keen to learn more – the Youth Card gives us the **opportunity to empower young people, track** young people's journeys, **share data** to prove whether confidence leads to motivation and achievement, as the evidence leads us to expect.

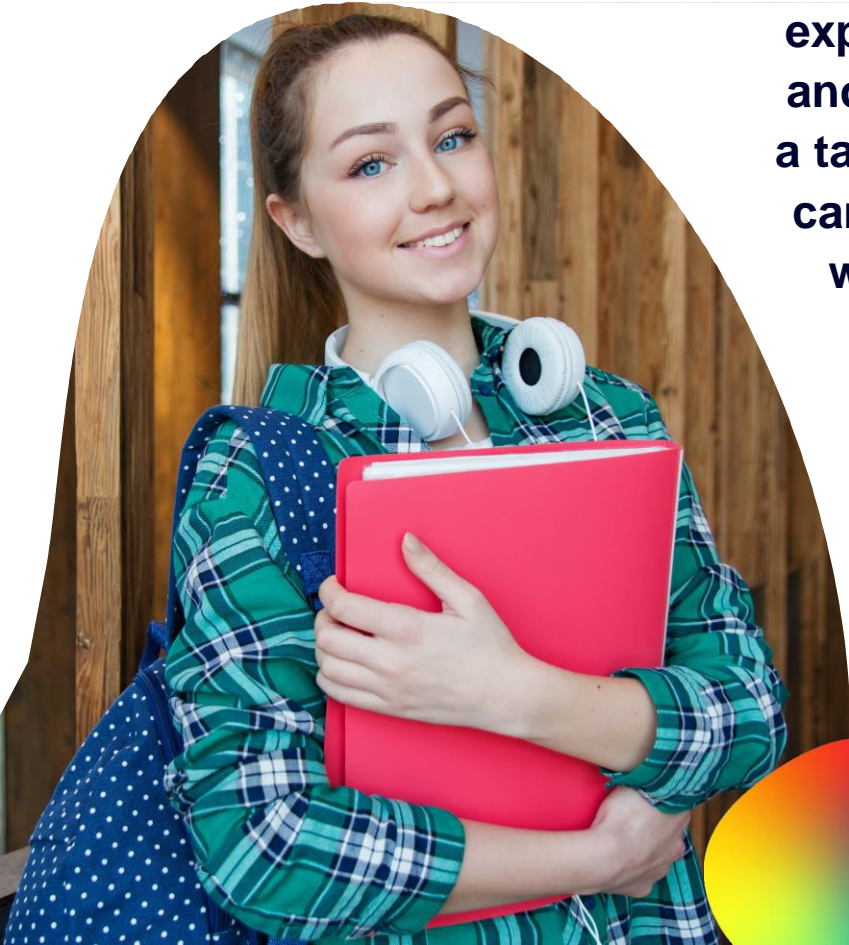


LEARNING

- **Prioritising disadvantage** geography and individual
- **Teacher led** – aligned with careers programme, tailored to young person. Preparation and reflection – how, evidence
- **Partnership** – LEPs, LAs, CEC, Code community. Co creation of content
- Clear **learning outcomes**.
- **Interactive**, and safe – Q&As, whiteboards, breakout sessions, small groups on project work.
- **Individual feedback** on project work that supports the young person's development.
- **Repeated**



WHAT YOUNG PEOPLE HAVE TO SAY



My placement was an amazing experience for me to grow in confidence and team working skill as well in getting a taster of the real world of work in green careers. It's increased my knowledge of working and has made me feel more confident for the future.

It was a great experience and I wish that it lasted longer. I learnt many skills and it was a unique experience that was a positive from this pandemic.



**Panel session:
Building socio-economic inclusion into outreach**



Panel



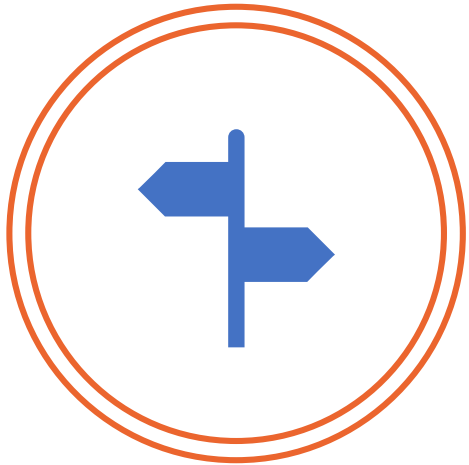
Cordelia Bunnis
Global Philanthropy
JP Morgan



Tom Russell
Early Careers Manager
Bentley Motors

New to this? Start with the basics

Our 'must have' outreach interventions:



Work with partners – do not reinvent the wheel; work with partners in [our directory](#) to reach schools and colleges

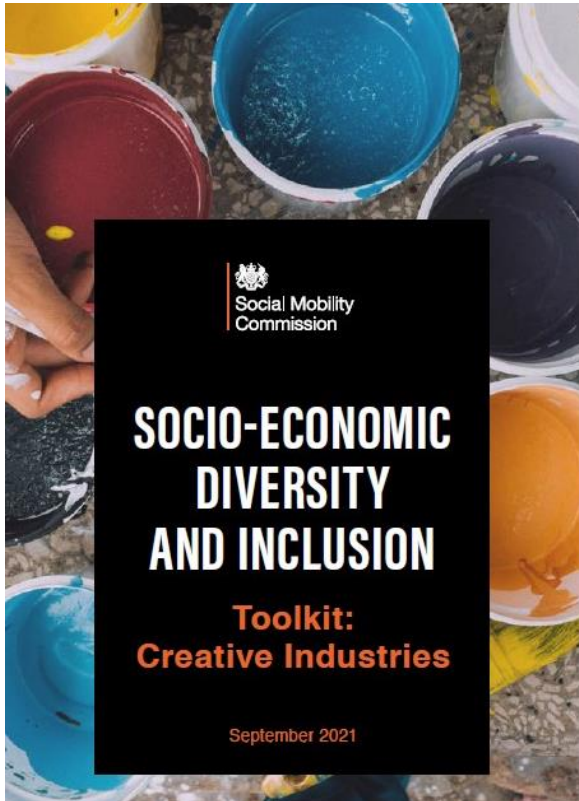
Data – use your data to assess the socio-economic diversity of your outreach efforts

Target – Further Education colleges and schools in geographic social mobility [coldspots](#) for pre-employment programmes (work experience, traineeships, careers guidance visits etc.)

Activate your employees (or social mobility staff network) – if applicable, encourage members to use volunteer days to support outreach work

Be patient! – social mobility is not something you can change immediately

Further resources



LET'S TALK ABOUT CLASS

A collection of resources designed to support inclusive conversations between teams on the importance of socio-economic diversity in the workplace



Maturity assessment

Measure where you currently stand on your social mobility journey

Greater socio-economic **diversity** and **inclusion** can give your organisation the competitive edge. See how well your organisation is doing when it comes to **social mobility** and the next steps you can take.

Stage 1
Answer 12 questions

Stage 2
Receive ratings on a maturity scale

Stage 3
Access an Employers' Toolkit to get practical help and ideas to improve

Glossary of Terms

Diversity – This term captures the importance of recognising and valuing difference among individuals, along the lines of gender, ethnicity, socio economic background, sexual orientation, age, and disability, for example. It generally refers to increasing the representation of groups that are under represented in organisations. It must however be understood alongside 'inclusion'. Diversity in and of itself does not result in an inclusive environment.

Inclusion – This is the meaningful achievement of diversity. This involves creating the conditions to ensure individuals from diverse backgrounds are valued and treated equally, feel empowered and are able to progress.

Social mobility – Social mobility is the link between an individual's income and occupation and the income and occupation of their parents. It is about where people end up in comparison to their parents or relatives to their peers. It is widely adopted as a way of describing the importance of creating opportunities for individuals from lower socio economic backgrounds to enable them to become more economically successful.

[Find out how you are performing →](#)



APPRENTICESHIPS THAT WORK FOR ALL

A practical toolkit for employers, training providers and apprenticeship practitioners

www.socialmobilityworks.org

contact@socialmobilitycommission.gov.uk