

Insights and Inspiration

Exploring the impact of guest speakers in schools

Education
and
Employers

IN PARTNERSHIP WITH



Christian Percy, Jordan Rehill, Elnaz Kashefpakdel, Nick Chambers
with the support of Ashley Hodges and Max Haskins

Acknowledgement

Education and Employers would like to thank the teachers from the independent schools who agreed to take part in the interviews as well as those who took the time to share their views with us from the state sector. We would like to send special thanks to: Victoria Armitage (Beckfoot Upper Heaton), Jake Armstrong (Addey and Stanhope), George Fussey (Eton College), Kate Madden (Risca Community Comprehensive School), Elaine Patterson (Methodist College Belfast), Jonathan Peace (Preston School) and David Pearson (Christ the King Sixth Form). Emily Steadman provided valuable help proofing and finalising the text.

This is a joint report with our partners Speakers for Schools, and we would like to thank their team for their support along the way.

Published October 2019.

Forewords

Robert Peston | Founder Speakers for Schools

When I created Speakers for Schools in 2010, it was because I was infuriated that only the leading independent schools were asking me to give talks to their students, rather than the kind of state school which gave me such a great and rounded education in the 1970s.

I took it for granted that students would be inspired and excited by brilliant speakers who share their expertise and explain how they overcome the obstacles in their lives that we all have to face at some point. But it is a great reassurance to me, as Speakers for Schools sets out to deliver 1,300 totally free talks in state schools from amazing distinguished people this academic year, that our latest research underwrites my instincts. Schools that engage in programmes like ours are more likely to foster confidence and ambition in their students. And the impact is greatest on those from more disadvantaged backgrounds. This may be obvious, but it was nonetheless important to test it. I am grateful to Christian, Elnaz, Jordan, Ashley and Nick for preparing this brilliant report.

Nick Chambers | CEO Education and Employers

This review highlights the positive impact visiting speakers can have on young people.

I have been fortunate enough to see the difference speakers can make to the lives of young people first-hand. I spent the early part of my career in the 1990s teaching at Lancaster Royal Grammar School. This state school was very forward thinking and developed an extensive programme of talks and opportunities for students to interact with the world of work. These encounters helped excite children about the subjects they were learning, broadened their horizons, raised their aspirations and showed them the range of jobs and career routes open to them. There was no doubt some of these experiences had a profound impact on their motivation at school and the future direction of their lives.

Moving in 2000 to take up a post as Director of Development at St Paul's School, London I was struck by the sharp contrast of how easily the school could access a vast network of inspirational speakers

Today Speakers for Schools is a dynamic independent charity providing both free inspirational talks and top-quality work experience, focussing particularly on students with the greatest needs. None of this would have been possible without the initial support 10 years ago of Nick Chambers and Education and Employers, the generous financial backing and brilliant chairing skills of Andrew Law, and the tireless work of our first chief executive Ashley Hodges, who has just left us to take on a new challenge. And, of course, Speakers for Schools would be nothing without our roster of 1,400 extraordinary speakers. My heartfelt thanks goes to all of them.



and the extensive links it had with employers. This contrast between the state sector and independent sector was one of the motivating factors behind launching the charity Education and Employers in October 2009 – helping to give state schools access to a vast range of employers and volunteers from the world of work. And it's why, when I saw Robert Peston's brilliant idea for Speakers for Schools, I was so keen that our charity should support it.

We are delighted to have helped set up and run Speakers for Schools for the first three years before its transition to an independent charity and to see it go from strength to strength, thanks to the generosity of the Law Family Charitable Foundation.



Table of Contents

| | |
|---|-----------|
| Executive summary | 4 |
| 1. Introduction | 7 |
| What do we mean by guest speaker talks? | 7 |
| What is the policy context? | 7 |
| How does previous research think talks can help young people? | 8 |
| How to organise talks to add most value? | 10 |
| 2. What do schools say? | 12 |
| Why do schools do talks? | 12 |
| How do schools source guest speakers? | 18 |
| How do schools deliver talks? | 20 |
| What makes teachers more confident in their careers provision? | 25 |
| What challenges do teachers face in running talks? | 27 |
| 3. Students' perspective | 29 |
| What benefits do young people say they get from talks? | 30 |
| Are talks correlated to changes in attitudes and career confidence? | 31 |
| What makes talks have more impact? | 32 |
| 4. Call to action | 35 |
| References | 36 |
| Annex | 37 |

Executive summary

Teachers teach because they care about young people and the futures they will have. Their passion is an investment in potential. Guest speakers are one key lever among many that schools use to inspire young people about possible futures and what it might take to reach them, as well as broaden students' horizons to see the world outside of their classroom and local community.

In this study, we've conducted primary research with schools across our networks to create three new UK datasets. Such schools have typically engaged with or shown interest in services to bring employers into their practice. Collectively, these datasets contribute to our understanding of why teachers who invite guest speakers keep doing it, how they deliver talks, and the impact this can have on young people. These datasets consist of:

- A survey with 327 staff from 303 state schools and colleges in our networks plus 6 follow-up interviews
- A survey with 858 state school students from around 50 schools and colleges in our networks
- Interviews with 14 high-performing independent schools, supported by desk research

Our research strongly supported the important contribution of guest speakers to modern education, with key findings including:

- The vast majority of young people are positive about the benefits from talks. Across nine different aspects we asked about, a range from 77% to 91% of young people said the talks had helped, spanning attitudes and motivation, careers understanding and self-belief.
- Young people were particularly positive about the talks having helped them understand that everyone had to overcome setbacks (88% saying that they helped; 51% saying they helped a lot).
- Attitudes and motivation improved most for students who had been to more talks. For "Free School Meal" (FSM)¹ students, there is a particularly strong association with self-efficacy (32% higher odds of self-efficacy with each extra talk) and being confident that "people like me" can be successful (30% higher odds of being confident with each extra talk).
- A programme of talks can also reduce the number of students feeling their background holds them back, from a significant minority to barely a handful. Students who could not recall any talks were five times more likely to believe that their background held them back in achieving their ambitions compared to those who could recall eight or more talks.
- With FSM students typically benefitting more than non-FSM students, we can position talks as one tool for closing the privilege gap in society – invest in guest speakers throughout, and particularly in schools with higher disadvantage.

¹ Often used as a proxy for financially disadvantaged backgrounds.

- Teachers were far more likely to feel their school was doing enough to prepare young people for the future world of work when they offered talks. Teachers who offered talks had 171% higher odds of being confident in their school's career provision than those who didn't.

The findings also support arguments from past research about how to run talks to have greater impact:

- Where students had been prepared for the talks or been able to ask questions, they reported that talks had helped them "a lot" with an average of one more aspect of their attitude, motivation and confidence (out of a total of nine possible such aspects) than those who had not been prepared or been able to ask questions.
- When teachers applied the following into their activities with external speakers, they were more confident that their school was doing enough to prepare young people for their future:
 - Linking some talks to the curriculum
 - Giving students the chance to interact with guest speakers
 - Preparing students for the talk (giving bios and preparing potential questions)
 - Inviting speakers to the school based on who the students want to hear from
 - Allocating lesson time for students to discuss the talk with staff and peers after it has taken place
- Engaged state schools are creative and ambitious in drawing on multiple methods for approaching guest speakers, typically in the face of limited budgets (only 14% of schools had a budget for outside talks). 77% of respondents used four or more out of the five methods listed for reaching out to speakers: formal access databases, online match-making, alumni, informal networks and direct outreach. The more methods our teachers used, the more confident they felt that their school was doing enough to prepare young people for their future.
- When senior leaders were involved in organising the majority of talks, more activities like talks took place – an average of 7.9 over the last school year, compared to 6.7 when the senior team were not involved at all (an increase of 18%).

These findings build on an extensive theoretical and empirical evidence base in support of engaging young people in activities with those from outside the school. As we reference in section 2.c, longitudinal datasets have linked early career wages to talks with external speakers while at school and randomised control trials have revealed benefits in positive attitudes, pathway planning and GCSE results.

Top independent schools ensure guest speakers play a regular and high-profile role in their schools, and strongly encourage their student population to participate in as many activities as possible. Like in the most engaged state schools we interviewed, such speakers are seen as a key part of ensuring a well-rounded education, helping young people to get an excellent understanding of different careers and the routes into them and, on occasion, contributing to learning by giving talks on subjects linked to the curriculum.

The new Ofsted framework launched in September 2019 increases the emphasis on personal development and investing in students' cultural capital, building on the Gatsby benchmarks for good career guidance from 2014 and the Department for Education Careers Strategy from 2017. This research highlights the valuable role guest speakers can play in contributing to these policy priorities

and provides insight on how to ensure guest speakers have the best possible impact on young people, translating their passion into future potential.

Schools explained they bring in guest speakers for a wide range of reasons: for student enrichment, to reflect on different lifestyles and life choices, as part of career education programmes, to support citizenship activities and understanding how different parts of the world work, and to directly support the curriculum.

But it's not easy – 64% of state school teachers told us they struggle to find volunteers. This redoubles our conviction at Education and Employers and Speakers for Schools to build our networks of volunteers and invest in our staff, technology and platforms to help teachers connect with guest speakers – at scale and for free.



1. Introduction

This report draws on surveys of state schools and colleges from the networks of Education and Employers and Speakers for Schools, surveys with their students, and an interview programme with independent schools to understand why teachers who invite guest speakers to give talks keep doing it, how teachers source speakers and run the talks, and how talks relate to changes in attitudes in young people.

We hope not only to shine a spotlight on the benefits of engaging guest speakers but also to provide new evidence on the circumstances in which talks can have even greater benefits to young people, especially those from disadvantaged backgrounds.

This introduction provides a brief overview of what we mean by guest speaker talks, the relevant policy context, and what we learn from the research literature in terms of how talks can help young people.

What do we mean by guest speaker talks?

Guest speaker talks (“talks”) provide an opportunity for students to hear from those outside the school system.

Talks span a wide range of topics, formats and speakers, and should be seen as part of a much broader set of enrichment, curricular and co-curricular activities. Speakers may be explaining a particular aspect of the world of work or how society operates. They may be reflecting on their personal journeys through life. They may be sharing insights on a topical issue or something related to a subject or topic the students are studying. Talks may take place in a small group setting, such as a classroom or with a select set of interested students, or in a large group setting, such as a whole school assembly, and may span from a five-minute introduction to an hour-long lecture.

Reflecting on the role guest speakers can play in expanding young people’s horizons, such variety is more than a function of logistical and curricular jigsaws, it is a fundamental element of delivering a strong programme of talks. A diversity of speakers is beneficial – from the deliberately relatable (such as alumni from the local area or with similar backgrounds to the students) to the deliberately

different – they all help to broaden outlooks and provide insight into how other parts of the world work.

The Speakers for Schools approach draws on leaders within their fields to inspire young people and help them reflect on what remarkable journeys look like in practice. Guest speakers can bring out the human stories behind some of the concepts that might feel abstract or even alien to many students, such as careers in Parliament, Silicon Valley or the Space Station.

What is the policy context?

Today’s society and workplace are dynamic and ever-changing, filled with a dazzling array of diverse opportunities for work and fulfilment for young people. There is no shortage of barriers and challenges, however, both systemic and personal, for individuals to navigate on their way through school and out into their future lives. Personal career journeys take place against a backdrop of growing concern about inequality and an urgency around tackling global challenges before it’s too late.

Appropriate qualifications are vital in making the transition from school to work (Impetus, 2014), but it is increasingly apparent that qualifications are not enough on their own (Impetus, 2019). Personal effectiveness (often grouped under essential skills and competencies) is also paramount when it comes to making young people ready for work and life (Kashefpakdel et al., 2018).

The All-Party Parliamentary Group (APPG) for Education commented in its 2017 report that “the job market is entering a phase of rapid change” (APPG, 2017). According to the group:

The world of work and the labour market is changing, and the education system is not keeping pace with developments. (APPG, 2017: 20).

Businesses are increasingly looking for a broader set of skills and competencies reflecting an expectation of continual change within workplaces considering technological advancements, globalisation and geopolitical factors (Mann and Huddleston, 2016). Recent surveys of businesses and business leaders demonstrate that structural changes in how employers recruit and the skills required by the

modern labour market have significance for schools and for young people (CBI, 2019).

Guest speaker talks frequently provide insights into the world of work, whether via employee volunteers or individual leaders. In doing so, they contribute to the Gatsby Benchmarks (The Gatsby Charitable Foundation, 2014) for good practice careers provision in schools and colleges, emphasised in the Department for Education's 2017 Careers Strategy². Benchmark 5 "Encounters with employers and employees" suggests that "Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes."

Careers guidance and encounters with external speakers are also given a high profile in the new Ofsted inspection framework, taking effect from September 2019. Inspectors will judge whether the school is providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils: unbiased careers advice, experience of work, and contact with volunteers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire (Ofsted, 2019).

The new Ofsted framework separates out a section on Personal Development and includes reference to cultural capital alongside more traditional forms of examination-assessed knowledge in the section on Quality of Education: "leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life."

The recent emphasis by the Department for Education and Ofsted on activities and outcomes that incorporate guest speaker talks reflects practice that has long been commonplace in the independent schools sector.

Research by Education and Employers in 2012 reviewed 20 high-performing independent schools and found significant levels of employer engagement (Huddleston, Mann & Dawkins, 2012). In most cases, all students were expected to participate in activities, which were generally aligned around occupations highly relevant to their career aspirations and to higher education admission. Schools took a "whole year" perspective on students' activities, frequently

encouraging work experience to take place during vacation time.

Students also speak highly of the employer engagement benefits of independent schools. A February 2011 survey of young British adults, analysed in the same 2012 report, asked respondents to reflect on the utility of such activities. It found that in many important areas the former pupils of independent schools felt that they had, for whatever reason, derived a significantly greater value from the activities they took part in when compared to their state school-educated peers (especially those attending non-selective state schools).



How does previous research think talks can help young people?

Talks with guest speakers have the potential to act on aspirations, self-efficacy, resilience and attitudes towards expectations, as well as directly informing life, education and career pathway choices.

This potential is underpinned by multiple models from the social sciences, including various human/social capital theories, career development theory and possible-selves theory, and by empirical evidence, drawing on robust methods such as longitudinal data analysis and randomised control studies.

Theoretical frameworks

Talks with external speakers can be seen as providing a form of social capital, even if only temporary, expanding young people's personal networks by giving them access to larger numbers of professionals with more varied types of experience than would be available from family-based social networks (Raffo and Reeves, 2000). Such

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

interventions have been seen to add particular value by increasing access to “non-redundant, trusted information” about the availability of economic opportunities and the suitability of a potential applicant for potential jobs (Granovetter, 1995).

Temporary social capital can be converted into substantive cultural capital by young people through the act of listening to and engaging in talks and meeting with potential role models. These interactions and talks help them form different attitudes and expectations about their future path and help them grow in confidence about how they might progress along that path. The identity capital model builds on this logic to provide a holistic perspective on how people can strategically manage the various elements of their subjective, interactional and social lives. Identity capital is multi-dimensional by nature, both tangible and intangible in character and acquired through the application of resources in “identity exchanges” (Cote, 1985, 1997). Engagements with others, particularly with novel individuals from a range of backgrounds, afford important opportunities to test, develop and demonstrate such identity capital.

Career development theorists have identified adolescence as a key phase in a young person’s development. Experiences in adolescence are described as foundational in the construction of identity. Observations of attitudes towards work within families, cultural stereotypes and media influence may affect children’s meaning of work and in turn their occupational identities (Skorikov & Vondracek, 2011). Super (1996) describes this period of a young person’s life as the “exploration stage” with young people moving from what he terms genuine “interests” to tentative choices that are made and tried out in fantasy, discussions and work. The concept of self-efficacy is the focal point of Bandura’s 1986 social cognitive theory of career development, where increased self-efficacy reflects greater individual ability to exercise control over their thoughts, feelings and actions. Extensive engagement with guest speakers during this phase not only provides more input to fuel this process, but offers forums in which young people can test different styles of engagement with adults.

Proponents of possible-selves theory provide a vivid account of young people constantly engaged in developing concepts of their future selves. Young people conceptualise their future via multiple, dynamic and subjective visions of themselves in the

present and the future (Markus and Nurius, 1986): present selves (who am I?), hoped-for selves (who I wish to become?), and feared selves (who am I afraid of becoming?). Such competing self-conceptions can potentially motivate them to learn and behave in ways that are consistent with this projection (Wigfield and Eccles, 2002). More accurate cues to future possible selves, such as advice given from an external speaker who has already formed their “self” or “projection” or insight into others’ life journeys, can serve as a schema around which early adolescents collect and aggregate new information that applies to future-oriented self-concepts. Research supports this assumption, showing that student test performance, attendance, and retention are associated with crystallisation of a student’s possible self (Oyserman, 2008).

I enjoyed how genuine Mariella was. Her honesty was compelling and has led me to view life from a different perspective.

(Student email after Bishop Fox’s School talk, March 2019)

Empirical evidence

Analysis by Percy and Kashefpakdel (2018) finds quantitative support in wage outcome data for the proposition that careers activities involving outside speakers have a long-term impact on young people. Using longitudinal data from the British Cohort Study and a diet of control variables, the authors find that those in full-time employment at age 26 had higher wages of around 0.8% for each extra talk they experienced aged 14-15.³ The results support the principle that the type of person who delivers the information can be as important as the content itself, with significant average effects found for external speakers but not for internal speakers.

Survey data, such as those in Rehill et al. (2017), reveals that young people particularly value volunteers with direct experience of the jobs about

³ Control variables included the students’ academic achievement (cognitive test aged 5, Maths results aged 16, highest level of qualification aged 26), socio-economic status (maternal socio-economic status, type of accommodation lived in), early home learning environment (amount of TV watched aged 10), demographics (gender, UK parents or not), and local labour market (economic activity rate). Isolating individual elements of the careers programme (as far as possible within the survey) identifies that external speakers are associated with the most significant wage gains, although it is important to note that students who benefited from richer careers programmes overall tended to report greater impact from external speaker talks.

which they are speaking. Analysing survey data from several hundred teenagers, Mann and Caplin found that careers information derived from direct interactions with employers was perceived to be of more value to young people when thinking about their career choices than information gathered from close ties such as parents or friends or that derived from online sources or media (Mann and Caplin, 2014). Testimony from careers advisors reinforces the point:

(A talk) brings a further dimension. I think it adds so much more. Because I used to teach employability skills and you can stand up in front a group and tell them things about careers or about employability skills and they don't really take notice. But you get someone from outside and they really take notice, it makes them really think about what skills they've got and how they can show them off, especially if the employer asks tough questions. I also think when you get a guest speaker in it makes young people think "hang on a minute she's (my usual teacher) been talking about this all year, maybe it's time I pay attention a bit to what she's said." Someone has come in and backed her up. (Careers advisor, FE College, quoted in Rehill et al., 2017).

In 2019, Education and Employers published the results of a three-year research project into the link between a particular type of guest speaker, the careers talk, and students' attitudes and GCSE results (Kashefpakdel et al, 2019). This randomised control trial of approximately 650 young people in England analysed the impact of three careers talks conducted in the months leading up to GCSEs. The study, "Motivated to Achieve" found a 9% higher increase in weekly revision hours compared to peers in the control group, contributing to an outperformance vs. predicted grades in English, Maths and Science, the equivalent of one student in a class of 25 beating all their predictions by one grade as a result of the career talks (controlling for gender and FSM status). The talks also influenced their thinking about the future: 7% of the students said they changed their future plans as a result of the talks, while around 20%-28% of them questioned their career and education choices. Attitudes towards self-efficacy, the relevance of education, and self-confidence also improved after the talks, particularly among young people that had initially been least engaged.

The empirical work points to continued, even accelerating benefits as the volume of talks and related activities increases. There's every reason to think that guest speakers should be part of the regular rhythm of education – appearing weekly in

some guises, such as assembly talks or optional topic-specific presentations for the interested, and fortnightly or monthly in other guises, such as curriculum-linked talks or compulsory careers and PSHE education.

How to organise talks to add most value?

In a good practice guide for The Careers & Enterprise Company, Education and Employers note that students can be expected to gain more value from external talks with outside speakers when they have had the chance to prepare in advance, perhaps reflecting on questions that the speaker may be able to address (Rehill et al., 2017). Teachers and other school staff can also help debrief what they think they have learned from the talk. This notion has been tested empirically by Percy and Kashefpakdel (2018), who explored the importance of the school environment in determining the potential impact of outside speakers. The findings suggest that teenagers in schools that had a supportive Careers Education, Information, Advice and Guidance (CEIAG) environment saw higher wage premiums associated with external speakers than those who engaged similarly with external speakers but with less rich CEIAG environments.

Recent work by LKMCo (Millard et al, 2019; commissioned by Founders4Schools) on the age appropriacy of different types of employer engagement argues that visits from external speakers can be relevant from age 5 to age 18 and beyond. The format may change by age, but the principle of guest speakers remains the same. They explain that primary-age children might play games like Primary Futures' "What's my line?", asking speakers questions to try and guess their jobs, while older children might do short presentations followed by a Q+A or workshop. Teenagers meanwhile might benefit from longer presentations about specific roles and sectors, taking more time to debate the issues and choices involved in different routes, perhaps presenting scenarios or role-plays based on example workplace events.

The Gatsby Benchmarks emphasise the need for encounters with employers to be "meaningful", recognising that it is too easy to imagine it is sufficient simply to put young people in the same space as employers. Education and Employers provided insights in late 2019 into what it takes to make an encounter meaningful:⁴

⁴ <https://www.educationandemployers.org/meaningful-encounters/>

- **Interactive:** Authenticity is key to students believing and reflecting on what they hear from external voices – giving students the chance to ask questions helps establish authenticity as well as gain more relevant, personalised information.
- **Personalised:** Schools need to understand the interests and experiences of their students through one-to-one careers sessions and they should anticipate, moreover, that young people from less advantaged backgrounds are likely to need greater interventions than their more privileged classmates.
- **Integrated:** Employer engagement is just one element of careers provision and it's vital that all young people have access to high quality, independent, impartial careers advice and guidance and up-to-date labour market information. Activities should be prepared for, debriefed and related to other activities in school – curricular and extra-curricular.
- **Numerous:** Young people need to hear from a wide range of people from different social, economic and ethnic backgrounds, working in different sectors, who have taken different paths to get there.
- **Early:** Encounters should start in primary school (which is not the same as saying careers advice should start in primary school). Encounters should be designed to broaden horizons and challenge the assumptions and expectations which begin in early childhood.
- **Varied:** Different types of encounter, including guest speaker talks, each provide a different blend of information, challenge, skills and experience. It's not enough to just do talks alone or to think that a week of work experience makes up for not having a programme of talks.

The questionnaires used in this research were specifically designed to test how the organisation of talks relates to impact for young people and teachers' confidence in whether their school is doing enough to prepare young people for the future. Topics around preparation, debrief time, opportunities to ask questions, links to the curriculum and the role of the senior leadership team are explored in the survey and subsequent analysis.



2. What do schools say?

327 teachers and other staff from 303 different state schools and colleges were engaged from across the Speakers for Schools and Education and Employer's Inspiring the Future programmes to complete a survey about their motivations and approach to organising talks, along with their assessment of whether their school was doing enough to prepare young people for the world of work⁵.

This survey approach deliberately sought the views of engaged and proactive education providers to understand why teachers that keep engaging employers choose to keep doing it and what approaches they have developed over time to help their students get the best possible benefit from the activities.

At the same time, it was important to ensure a diverse range of organisations responded. Responses were received from all parts of the country, with a particular focus in London and the South East, and from providers with a wide range of FSM eligibility and Ofsted scores. Over 60% of responses were from middle or senior leaders, with a further 17% from career professionals.

In addition to state schools, we interviewed 14 independent schools to understand how schools prioritise and deliver talks when relatively free from relevant government policy and when operating in a privileged social context. For details on the methodology for surveying state schools or engaging independent schools, please see the Appendix.

Why do schools do talks?

State schools

Over 99% of interviewees from our state school survey felt it was important for young people to hear from external guest speakers to shape their aspirations and/or awareness of the wider possibilities. 92% said it was very important. This shows that staff who work to bring in guest speakers do not think of it as a nice-to-have, it's an essential part of their education provision – primarily with

respect to enrichment plans (83%) rather than enhancing specific curriculum subjects/lessons (12%).

In terms of types of impact, teachers focused on aspirations, tackling stereotyping, motivations, self-belief and career goals (all 75%+), rather than developing networks and providing content for CVs, interviews or university admissions (all below 50%). In other words, the impact is primarily via self-belief and internalised attitudes ("cultural capital"), followed by pathway decision-making.

From your experience, what impact can guest speakers have on young people? (Tick all that apply; n=327 state school teachers)

| | |
|---|-----|
| They broaden pupils' aspirations about potential jobs | 93% |
| They tackle stereotyping about jobs and careers | 87% |
| They motivate pupils to study harder | 80% |
| They encourage pupils to believe in their skills and abilities | 80% |
| They help pupils decide on and achieve their career goals | 79% |
| They help pupils develop social or personal skills | 66% |
| They help pupils to cope with obstacles and adversity | 51% |
| They support pupil admission to university courses | 42% |
| They give pupils something to speak about in their CVs and interviews | 39% |
| They help pupils develop networks of value after leaving school | 35% |

⁵ For ease of reading, we refer to "state schools" and "state school teachers" for these survey respondents throughout this report. A diversity of education providers, including colleges, and a diversity of staff, including head teachers, teaching staff, careers professionals and administrators completed the survey. Details can be found in the Appendix.

IMPACT PERSPECTIVES

It is so important for students to contextualise the taught curriculum and be able to hear from inspirational speakers that the skills and values promoted and developed by schools are essential for life beyond school and will lead to successful careers and futures.

For our students it has helped spark interest, aspiration and motivation for their futures. We tell our students that 'anything is possible with hard work and determination'. To have inspirational speakers enforce and demonstrate that is very special.

(Victoria Armitage, Assistant Head Teacher - Personal Development, Beckfoot Upper Heaton)

Given this focus on attitudes and decision making, it is unsurprising that teachers identified learners uncertain about their future and disadvantaged students as the groups benefitting most from guest speakers, identified between them as the most important group by 70% of respondents.

Which students do you think benefit most from hearing from external guest speakers? (pick one; n=327 state school teachers)

| | |
|--|-----|
| Learners uncertain about their futures | 43% |
| Disadvantaged students | 27% |
| Borderline achievers | 9% |
| Disengaged learners | 9% |
| Higher achievers | 6% |
| Lower achievers | 2% |
| Girls | 2% |
| Boys | 1% |
| Learners from an immigrant background | 1% |
| Advantaged students | 1% |
| SEND students | 0% |

Independent schools

Independent schools highlighted the importance of external speakers providing an authentic voice, fostering high aspirations, supporting university admission and helping to develop students' personal and social skills, to develop well-rounded students who would be successful in the future.

Authenticity – Providing an external voice

Interviewees reiterated the notion that visiting speakers offer a certain authenticity that students appreciate compared to other sources of information. Respondents overwhelmingly agreed that messages transmitted from talks (for example, dealing with an obstacle in one's life) were more impactful if they were delivered by someone external.

"They make learning come alive! Of course, students can find out information about jobs from a number of different portals and online resources but there's something about having a speaker there. Having someone stood in front of you telling you about their own unique story and journey can't be easily replicated by an online clip or video. There's an energy that comes across from having an external voice." (Head of Career Education, Independent School).

Interviewees also noted that guest speakers not only provided information about their careers but also provided real and candid insights into the challenges and burdens that come with being in often pressurised working environments.

"I think it can challenge pre-conceived ideas. So when we had our medicine speaker panel the speakers all talked about not only how tough the training and things were, but also candidly spoke about how challenging the profession can be on your social life, your friendships, your relationships. This is information that the students won't be able to get from a university prospectus." (Guidance and Work Experience Co-ordinator, Independent School)

Fostering high aspirations

Typically, speakers address issues related to their profession, often providing insight into their life pathway. All schools interviewed invited visiting speakers, often of high national profile and sometimes alumni, to speak to pupils. High-calibre speakers, in particular, were seen to reinforce the idea that all students should strive for success.

“One of the most valuable things an external speaker can bring is demonstrating to students that there often isn’t a straightforward process or pathway for success. Often the speakers tell our students that they didn’t know what they were going to do when they left school, but they put themselves in a position where they could pick from a multitude of options.” (Assistant Head of Sixth Form - Careers and HE, Independent School).



Recent Guest Speakers at Harrow School

WELCOME TO HARROW | LEARNING | BOARDING | ADMISSIONS
NEWS & EVENTS | OLD HARROWIANS | SUPPORT US | CONTACT

NEWS & EVENTS

- NEWS & EVENTS
- EXPLORE HARROW
- NEWS
- PUBLICATIONS
- OLD HARROWIAN ACHIEVEMENTS
- FREQUENTLY ASKED QUESTIONS
- SPORTS FIXTURES AND RESULTS

HOME • NEWS & EVENTS • EXPLORE HARROW

RECENT GUEST SPEAKERS

Lord Rowan Williams, former Archbishop of Canterbury; **Nicky Morgan**, former Education Secretary; **Indian High Commissioner, His Excellency Y. K. Sinha**; **William Asprey**, founder of luxury goods store William & Son; **Anthony Oppenheimer**, former President of The De Beers Group; **Dr Christopher Tyerman**, **Professor of the History of the Crusades and Fellow of Hertford College, Oxford**; **Sir John Parker** GBE FREng, President of the Royal Academy of Engineering and Chairman of AngloAmerican; **Spencer Thomas de Grey**, CBE RIBA Foster and Partners; **David Rayson** Professor Emeritus Royal College of Art; **Dr James Campbell** MA DipArch PhD (Cantab) RIBA IHBC FSA Director of Studies for Queens' College, Cambridge; **The Rt Hon. Lord Howard of Lympne QC**; **His Excellency Mr Daniel Mulhall**, Irish Ambassador to Great Britain; **David Yarrow**, **Photographer**; **Roger Moorhouse**, Historian; **Crispin Odey**, **Founding partner of Odey Asset Management**; **Sir David Geoffrey Manning**, GCMG, KCVO, former Ambassador to the United States; **Major Thomas Douglas McMurtrie**, MBE; **Stephen Venables**, Mountaineer; **The Hon. Jacob Rees-Mogg MP**; **The Rt Hon. Sir George Young MP**; **The Rt Hon. Lord Butler of Brockwell**; **Sunny Hundal**, editor of the political blog *Liberal Conspiracy*; **Professor Tirthankar Roy**, **Professor of Economic History, London School of Economics**; **Gregory Kronsten**, Head of Economics at CSL Stockbrokers; **Professor Peter Rigby** PhD, FRS, FMedSci, **Professor of Developmental Biology**; **Sonia Purnell**, Author of *'First Lady - The Life and Wars of Clementine Churchill'*; **Bill Browder**, **Author of 'How I Became Putin's No 1 Enemy'**; **Sir John Randall**, Politician; **Brigadier Brian Parritt** CBE; **Alexis Casdagli**, Author of *'Prouder Than Ever: The Story of Major A.T. Casdagli'*; **Nish Kotecha**, **Corporate Financier**; **Mr Paul Manduca**, Chairman of Prudential; **Keith Ward**, **Emeritus Regius Professor of Divinity, University of Oxford**; **Mr Charles Hendry**, President of Russo-British Chamber of Commerce and Previous Shadow Energy Minister; **Professor Neil Alford**, **Vice Dean for Research, Faculty of Engineering, Imperial College, London**; **Dr Oscar Duke**, Chelsea and Westminster Hospital; **The Rt Hon. James Arbuthnot MP**; **Kit Wells**, Managing Director, Little Green Consulting; **Lauren Harris**, **Cultural Attaché to the Embassy of the Netherlands**; **Hendrik du Toit**, Founder, Chief Executive Officer and Director of Investec Asset Management Limited; **Celia Ouellette**, **Staff Attorney, Death Penalty Team, Retrieve**; **Dr Tara Keck**, Neuroscientist, University College London; **His Excellency Alexander Ellis**, **British Ambassador to Brazil**; **Dr Jennifer Rushworth**, Junior Research Fellow in Modern Languages, Oxford University; **Professor William Struthers**, **Professor of Psychology, Wheaton College**; **Professor David Dunstan**, Professor of Experimental Physics at Queen Mary University of London; **Professor George Boys-Stones**, **University of Durham**; **Professor David Carpenter**, Kings College London; **Sir Eric Pickles** MP; **Dale Templar**, Series Producer for *Human Planet*; **Dr Brigitte Steger**; **Director of Studies and senior lecturer in Department of East Asian Studies at Downing College, University of Cambridge**.

Source: <https://www.harrowschool.org.uk/Recent-Guest-Speakers>

Generally speaking, the independent schools interviewed did not use visiting speakers to support classroom learning. Nor, as is more common in the state sector, did they use speakers to increase pupil motivation by demonstrating the workplace relevance of education. The reason given was that there was little need to tackle this issue; pupil motivation was described as high at all ages across all schools contacted.

A number of schools noted that because of the parental demographic at their schools, many of their students had a narrow conception of the career or profession they would like to work in (focussed on professions like finance and law). According to interviewees from these schools, speakers help broaden students understanding of other potentially interesting and rewarding careers that they may not have considered.

“Students at [our] school are generally considered to be very employable. However, I want them to consider jobs that may be outside of what their parents do. I want to open their eyes to careers they may not have thought about.” (Guidance and Work Experience Co-ordinator, Independent School).

“Because of the demographic of the school often students have a very narrow view of what is out there in terms of jobs. Most of the parents of our students are solicitors, lawyers, engineers but they’re often very blinkered outside of this. They know very little about jobs in new and emerging industries and that is why these sorts of activities are most useful.” (Assistant Head of Sixth Form – Careers and HE, Independent School).

Supporting admission to university courses of study

Given parental expectations, it is unsurprising that the emphasis on successful higher education admission is foregrounded in the speakers that the independent schools invite.

Interviewees were keenly aware that demonstrating evidence of interest in a subject of study was often highly desirable or an essential requirement for influencing successful admission to highly competitive university courses. Interviewees noted that where undergraduate courses related closely to a specific vocation, for example, medicine, attending talks from external speakers could provide excellent opportunities for pupils to show insight and commitment to careers linked to intended courses of study.

“In Sixth Form, much of our careers work, including our speaker programme is orientated towards completing that UCAS application. We want to ensure our students have that concrete evidence which they can draw upon when

applying to the top universities.” (Director of Professional Guidance, Independent School)

Guest speakers were also invited from the universities themselves. It was frequently noted that visiting speakers from a panoply of different universities gave valuable insights into the UCAS application process, expectations once on the course, and dealing with the often difficult first few months of attending university. Speakers worked hard to ensure students were aware of the importance of effectively presenting relevant experience in their UCAS applications.

While more infrequent, a small number of interviewees highlighted that they used guest speakers to provide insights about alternative, often vocational, pathways. Two schools mentioned inviting apprenticeship representatives in to talk to students.

Social and personal skills

Respondents often stated that students attending their schools were, by the time they were finishing sixth form, typically well-rounded, effective and motivated young people. Talks and interactions with guest speakers were useful in developing students’ social skills by giving them a chance to interact with an adult that was not their parent, teacher or housemaster.

Talks and interactions with speakers were seen as a means of enhancing pupils’ maturation and often discussed in relation to other activities designed to secure similar outcomes, such as volunteer working, community engagement and extra-curricular activities. Such activities were described in terms of developing “more rounded pupils”. All schools knew this would help to, in the first instance, create a stronger university application and, ultimately, put alumni at an advantage in the job market, as well as give students key capabilities needed to flourish in wider life. However, a small number of interviewees felt that students at their school were already confident and well-rounded and, as a result, any impact of such activities on social or personal skills was minimal.

A small number of the interviewees noted explicitly the desirability of equipping pupils with employability skills, recognised as the sort of personal skills necessary to be effective in the workplace. For example, team-working, problem-solving and communication. Respondents saw employer engagement, in general, and work experience, in particular, as a means of developing pupils’ personal effectiveness in different social settings. “Guest speakers can have a great impact on social skills and self-efficacy if it is run in a smaller group environment, particularly with a networking option.” (Director of Professional Guidance, Independent School).

Summer 2018 Eton College Societies Report



| HOME | ABOUT ETON | ADMISSIONS | SCHOOL LIFE | OEs | COMMUNITY | SUPPORT US | NEWS | CONTACT |

Summer Half 2018 Societies' Report

Eton's society programme had another busy half of meetings during Summer 2018.

The Orwell Society hosted many commemorative events to celebrate the 101st anniversary of Blair KS joining Eton. In the Summer Half, the Society hosted the former Home Secretary the Rt Hon Alan Johnson, who delivered a well-attended presentation on "Eric Blair is dead but George Orwell lives on". Mr Johnson's talk was delivered on a day – 3 May – replete with Orwell-themed events, including an "injustice commission" hosted in partnership with the Orwell Youth Prize, involving 130 students from Eton and its eight closest partner schools in the state sector, with the author's son, Richard Blair, unveiling a new bust of Orwell by Martin Jennings.

In the area of social sciences, the Political Society welcomed former Prime Minister Sir John Major, who gave an address touching on his childhood and education, and the key events that shaped his approach to politics. Sir John went on to discuss the current domestic and global political climate, touching on the threats to global stability. He also discussed his interactions with major world historical figures, such as Helmut Kohl, Boris Yeltsin, Nelson Mandela and Mother Teresa. The Political Society also hosted Sir Noel Malcolm, Senior Research Fellow at All Souls College, Oxford, on the topic of "What's wrong with Human Rights?" on 15 June.



Source: <https://www.etoncollege.com/Societiesreport.aspx>

Which guest speakers came to top independent schools in 2018 and 2019?

When we reached out to schools, there were often too many speakers in different parts of the school to be easily counted! A partial sample of guest speakers, drawing mostly on publicity material, identify well over 40 speakers for schools like Cheltenham Ladies College, Dulwich College, Eton College, Harrow and St Paul's Girls' School.

While there are too many to name individually, a cursory glance reveals that many are senior figures in public life, many represent large employers or high-earning occupations, and many have particularly strong links with universities – an example of ten individuals from each group are listed below. Many of the schools we spoke to were proud to invite all students in their local area, from state schools or otherwise, to join the talks they organised and get an opportunity to learn across backgrounds as well as engage with guest speakers.

Senior figures from public life and celebrities

- Eboni Beckford-Chambers, England Netballer
- Mark Carney, Governor of the Bank of England
- Sir Nick Clegg, Former Deputy Prime Minister
- Sir Richard Dearlove, Former Head of the British Secret Intelligence Service
- Hugh Dennis, TV Comedian
- Sir John Major, Former Prime Minister
- Jacob Rees-Mogg, Politician
- Michelle Obama, Lawyer and Author
- Dr Anna Watkins MBE, Olympic Rower
- Lord Rowan Williams, Former Archbishop of Canterbury

Links with universities

- Professor George Boys-Stone, University of Durham
- Professor Bill Brewer, King's College London
- Dr Rhys Jones, Historian, University of Cambridge
- Keith Light, Head of Admissions at Yale University
- Professor Abhinay Muthoo, University of Warwick
- Dr Marius Ostrowski, Examination Fellow, University of Oxford
- Professor Anne Phillips, The London School of Economics
- Professor Andrew Preston, University of Cambridge
- Professor Sarah Rankin, Stem-cell Researcher, Imperial College London
- Professor James Sparks, Mathematician, University of Oxford

Large employers and high-earning occupations

- Katie Brewis, Google
- Jonathan Caplan, Barrister
- Anthony Corbett, Wealth Manager
- Lord Dyson, Judge
- Rosie Garthwaite, BBC
- Christoph Hittmair, Managing Director at HSBC
- Louise Hopper, Foreign and Commonwealth Office
- Paul Manduca, Chairman of Prudential
- Michael Poulard, Architect
- Selina Sagayam, Lawyer

How do schools source guest speakers?

State schools

It is very common for our sample of state schools to bring in guest speakers – 96% did it at least once in the last 12 months (whether assembly or classroom).

However, there is a wide range in terms of volume of activity. 54% of state schools had done 10 or more short activities (such as talks or visits) over the last school year, while 18% had done 3 or fewer. Even large-scale activities, like mentoring or work experience, were present in 90% of schools in our sample, with 20% having arranged 10 or more over the last school year.

Frequency of activities over the last school year

| | Short activities (lasting one day or less, e.g. insight days, talks, fairs, visits) | Long activities (lasting more than one day, e.g. mentoring, work experience) |
|-------|---|--|
| 1 | 3.4% | 20.2% |
| 2 | 6.1% | 20.2% |
| 3 | 8.3% | 12.5% |
| 4 | 8.0% | 5.5% |
| 5 | 6.7% | 8.3% |
| 6 | 5.8% | 1.2% |
| 7 | 4.3% | 1.5% |
| 8 | 2.1% | 0.6% |
| 9 | 0.6% | 0.3% |
| 10+ | 54.4% | 19.6% |
| Never | 0.3% | 10.1% |

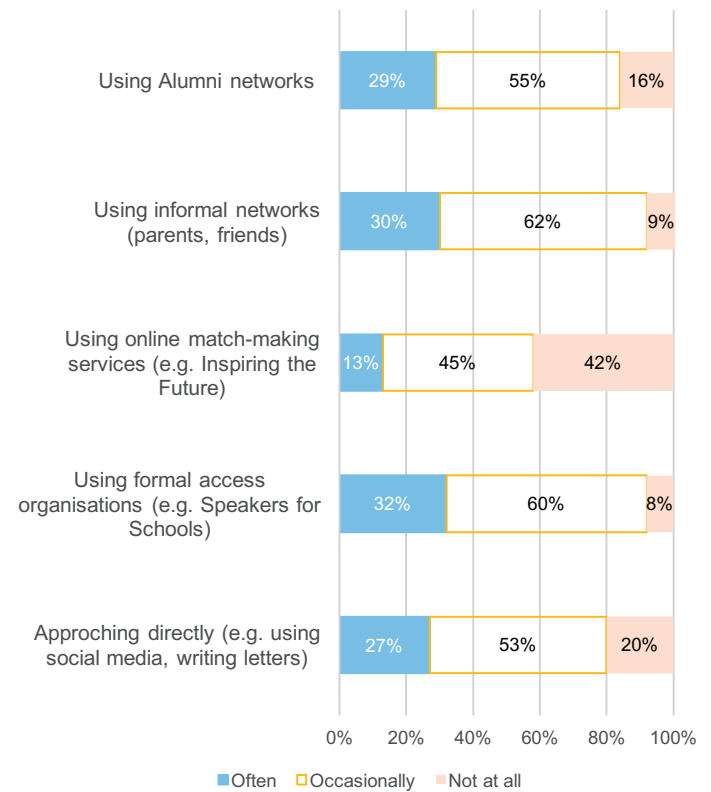
Our sample of state schools also used diverse methods for approaching guest speakers, from direct approaches (e.g. social media, writing letters), formal access organisations (e.g. Speakers for Schools), online match-making services (e.g. Inspiring the Future), informal networks (e.g. parents, friends) and alumni networks. The most common methods in this sample were formal access organisations and informal networks like parents or friends.

Engaged schools are creative and ambitious in drawing on multiple methods for approaching guest speakers. 77% of respondents used four or five out of the five methods listed and 95% used at least three.

This creativity is typically in the face of limited explicit budgets. 74% of schools do not have budget for bringing in external speakers. 14% of schools had budget and 12% were unsure. Within this cohort of engaged and creative schools, having the types of

budget typically available does not act as a material barrier to organising events. The average number of short-duration activities over the last school year was 7.7 for schools with a budget and 7.5 for those without a budget (treating 10+ as 10 for the purposes for averaging; p-value 0.38 two-sample t-test allowing unequal variance).

How does your school attract or approach guest speakers? (N=275-324)



Independent schools

Our independent school interviewees emphasised their efforts to build and sustain productive working relationships with external volunteers in ways which increased the schools' pools of professional expertise and potential invitees for talks.

A wide range of networks were used, including alumni databases, parents, staff and previous speakers. In all schools interviewed, dedicated staff had been appointed to ensure that wider careers provision (including talks) were sustained and developed. Social events for adults and surveys of new parents to the school reinforce the importance of this commitment.

Alumni networks

One of the most common methods used to engage guest speakers in independent schools is alumni networks. Interviewees saw former pupils as valuable conduits into the world of work; details were held on alumni databases. All 14 independent schools made use of alumni networks to engage employers with their pupils. Schools maintained alumni directories and databases and networked primarily for fundraising, but also used these networks to provide talks and other career-related activities of value to current pupils. Alumni

departments often email former students, but also engage alumni through Facebook groups and LinkedIn. Schools frequently hold alumni events, many of which invite students along to engage with former pupils.

“Setting up and maintaining the alumni network is really vital when it comes to events like these [insight talks]. I would say the vast majority, if not all of our recent talks have been given by people that are in some way connected to the school. So, for us as a school and careers team, setting time aside to reach out to alumni is really important.” (Director of Professional Guidance, Independent School)

Interviewees often found alumni useful for engaging students. Using anecdotal evidence, respondents noted that pupils were keen to listen to someone from the same school and background talk to them about their career and where they are now. Some interviewees felt that younger alumni (those that had left school within the last five years) were more relatable, and therefore valuable, to students than older alumni. These younger alumni were able to provide information on the often-tumultuous transition to university, drawing on their own recent experiences to provide guidance on integrating into a new city and social groups at university. Other methods for alumni engagement included inviting

Guest Speakers at St Paul's School Modern Languages Society



St Paul's School
FOUNDED 1509

ST PAUL'S SCHOOL ST PAUL'S JUNIORS ADMISSIONS ABOUT US PRACTICAL INFO OUR COMMUNITY

DAILY LIFE PASTORAL CARE ACADEMIC SPORT THE ARTS NEW

SOCIETIES & ACTIVITIES

Modern Languages Society

The Modern Languages Society (known as Eurosoc) aims to enrich boys' experience of European languages and culture.

The society meets most Wednesdays and hosts outside speakers, invited from higher education, business, finance, political and government departments, as well as from embassies and cultural organisations.

Our location close to central London means we have been able to attract a fascinating range of speakers, who between them cover all the European languages we offer at St Paul's.

This is a snapshot of the variety of talks our senior students have enjoyed recently:

- UK-German Relations, as explained by the German ambassador to the UK
- How an Oxford Student Murdered the Mad Monk Rasputin, delivered by an Oxford academic
- The Importance of the Latin-American Markets presented by the CEO of London's Canning House Hispanic and Brazilian Council
- The Importance of Languages in Business, discussed by a senior representative of the Office for Fair Trading.

Source: <https://www.stpaulsschool.org.uk/st-pauls/daily-life/societies-and-activities/eurosoc>

former students to school events, mentoring opportunities and work experience opportunities.

“We’ve found that getting younger speakers in are much more effective than getting older speakers. For two reasons, the first; they are able to tell it like it is and give an honest appraisal of how tough the move from school to work and then between jobs can be. The second; they can describe the route they’ve taken and give some of the hidden tricks of the trade to getting on the employment ladder, which is obviously more recent and therefore relevant to the students” (Head of Career Education, Independent School).

Parent body

Parental networks are another commonly used strategy for sourcing contacts for guest speakers. In a number of schools in our sample, parents were directly asked if they would be willing to come and speak to a group of students, but in others it was more informal, with pupils (or their parents) speaking to friends’ parents about the possibility of speaking. Interviewees stated that these networks were drawn upon extensively and were particularly valued as a means of sourcing speakers in industries which were especially difficult to find, such as in dentistry, or sourcing high-calibre speakers.

“We have a really supportive community of parents. I’ve worked in the state sector for 12 years before moving to the independent sector and, this is a broad-brush statement, but I’ve noticed a real difference in the level of engagement from parents and families. Because of the nature of fee-paying schools, the parents really want to get involved in everything the school does, and this is really apparent by the number of parents that are able and willing to give up their time to come and take part in one of our events” (Director of Education, Independent School)

Interviewees noted that it was common practice for independent schools to send surveys to parents of new students asking them about their background, occupation and whether they would be interested in volunteering or engaging with the school’s careers provision. Parents were often contacted by career leads asking them if they wanted to give a talk or take part in a career event or seminar.

“One thing we do to encourage our parent body to get involved is to poll our new students. So, every new group of year 7 parents will receive a specific questionnaire about volunteering as part of our careers activities. So, we ask them to tell us what they do, their background and whether they would be willing to give up their time to be one of our guest speakers. So, we’re able to continually grow our pool of parents.” (Careers Coordinator, Independent School)

Using intermediaries and student connections

The use of intermediaries, or brokerage organisations, to engage employers was rare as the independent schools had alternative channels of engagement that saved them time and money. One key such channel was student connections.

In previous explorations of independent school practice (Huddleston et al., 2014) it was reported that pupils were often responsible for independently reaching out to potential speakers and work experience placements. Five years on and the same practices were not reported by teachers in our sample. Some interviewees noted that pupils may occasionally recommend speakers to career leads but rarely invited speakers themselves. Pupils may give recommendations if the school runs a lunchtime speaking event or society and will often suggest a sector or company rather than a specific individual.

“Sometimes students have come in and said they would really like to hear from someone from company A or company B and they would suggest this to me or another teacher, but this is rare. 99% of the time it will be me or another teacher reaching out.” (Careers Coordinator, Independent School)

“I’ve only had one situation where students have invited a politician to come in for a Politics Society dinner, but unfortunately that didn’t come to fruition. So no, it’s not common for our students to invite speakers in themselves. It will always come through me or the alumni office.” (Director of Professional Guidance, Independent School)

How do schools deliver talks?

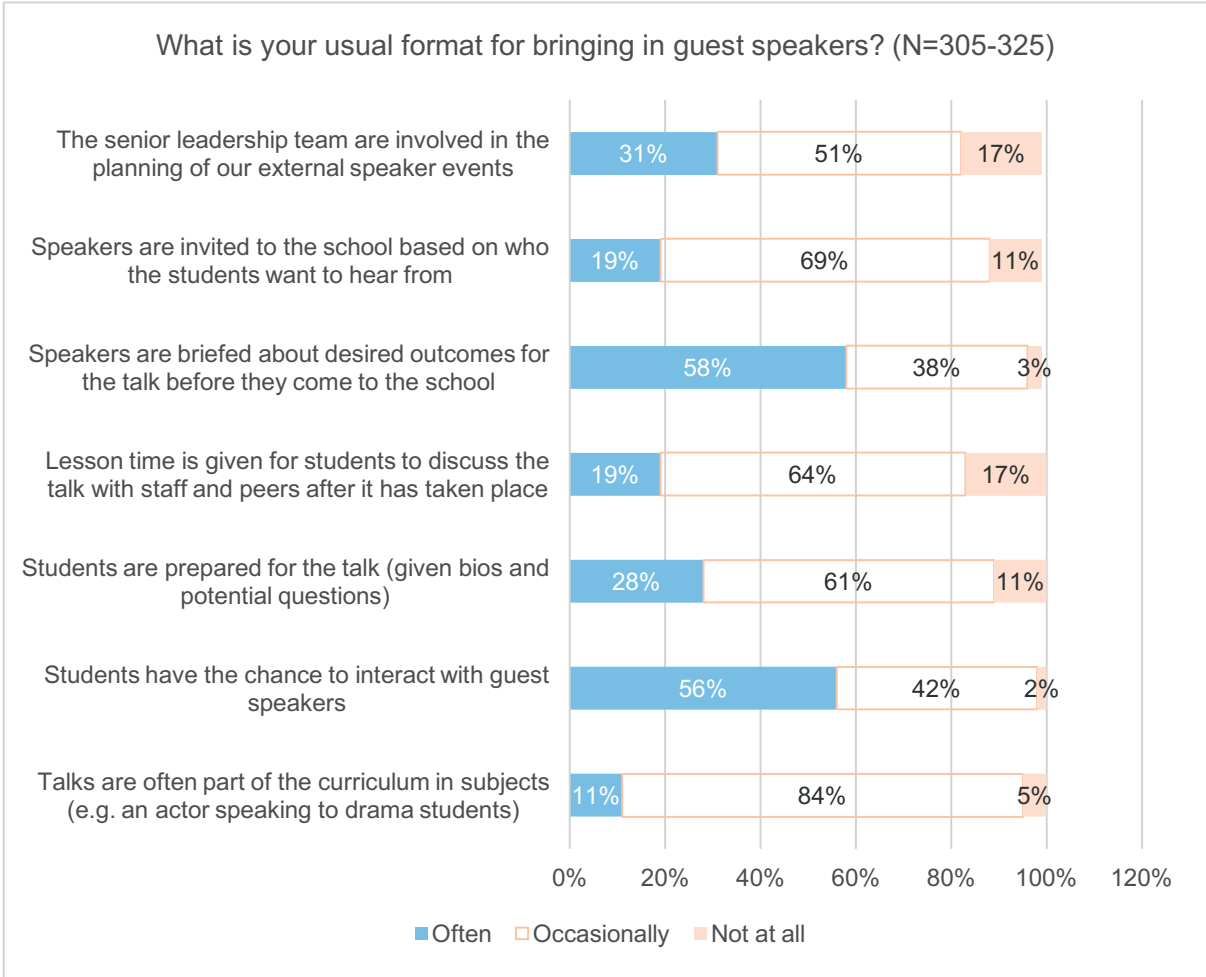
State schools

The majority of state schools in our sample apply good practice guidelines for bringing in guest speakers for some talks. 83% to 98% of respondents said that some or all of their talks involved the senior leadership team, considered what students wanted, briefed students in advance and prepared them, allowed for discussion time after the talk, allowed space to interact with guest speakers, briefed the speakers in advance, and often related talks to curriculum content.

The elements of good practice with least engagement were involving the senior leadership team (17% of respondents said they were never involved with the talks) and freeing up lesson time for discussion after the event had taken place (17% said this never happened). Other elements of good

practice that were hard to achieve on a consistent basis were considering who students wanted to hear from (only applied for every talk in 19% of cases) and freeing up lesson time for later discussion (only applied for every talk in 19% of cases), followed by student preparation in advance (applied for every talk 28% of the time).

Senior leadership team (SLT) involvement is a particularly important driver for volume of talks. Where the SLT were not involved at all (55 respondents), the average number of short duration activities like talks over the last school year was 6.7, compared to 7.5 if the SLT were involved for some talks, and 7.9 if they were involved in every talk (statistically significant at the 5% level or better in regression on number of talks).



DELIVERY TIPS

Be flexible and accommodate speakers where possible. Opportunities don't come easy, so be bold and take time out of the taught curriculum. I always invite the speaker to spend the day with us. It allows you to provide bespoke sessions for students whilst giving the speaker an insight into your school. I have found that this really deepens and strengthens the relationship made with the speaker and has on many occasions led on to a continued relationship. (Victoria Armitage, Assistant Head Teacher- Personal Development, Beckfoot Upper Heaton)

Making sure you match the right students with the speaker. Ensuring the speaker is fully aware of the audience they will be speaking to so they can pitch the talk at the right level. (David Pearson, Director of Wider Learning, Careers & Partnerships, Christ the King Sixth Form)

I would say that support from the Senior Management in the school is really vital because then other teachers will understand that it is something that is valued by the school. (Elaine Patterson, School Librarian, Methodist College Belfast)

Prepare some questions for the students or alternatively get the students to prepare the questions – this ensures they engage with the context of the speaker before they speak at your school. As soon as students realise that the speaker is just another human being, confidence picks up and you often run out of time. This does wonders in developing students' confidence – think about your quieter students – could you give them a question that is pre-prepared? (Jake Armstrong, Careers Leader, Addey and Stanhope)

Organisation is key. Prior to the presentation day, it is vital to contact the speaker to discuss and mould the format of the day so that both parties are satisfied. A high level of hospitality is important too, so I make sure that I have no commitments for the duration of the visit and also ensure that either the School Principal or other senior member of staff is available to meet with our guest and spend time with them also. Lunch or refreshments are always provided. (Jonathan Peace, Subject Leader for MFL, Global Learning Coordinator, Preston School)

Independent schools

Allowing time for interactions and informal question and answer (Q&A) sessions was paramount for all interviewees. All of the schools in this small sample highlighted that students at all speaker events were afforded opportunities for interactions between students and guests (most commonly a Q&A session towards the end of the talk).

“There’s definitely Q&A and interaction built into all of the talks we organise. So, thinking about our lunchtime talks, we actively encourage a more conversational style with the students contributing just as much as the speaker. In our other events, such as our panel discussions with a number of speakers, we have a networking event after the speakers have presented and debated. So students are really encouraged, and given the opportunity, to speak with our visitors on a one-to-one basis” (Director of Education, Independent School)

Both preparing students for insight talks and allowing time and space for adequate reflection appeared to be central to the majority of interviewees’ school and careers approach. Providing students with information not only about the speakers job, but also their background and interests was common across a number of independent schools.

“So, department policy is ‘preparation, activity, reflection’. It’s sometimes a challenge to deliver this, but the fundamental approach is to have a significant amount of signposting for our events, this is usually in assemblies or in the school bulletin. Interested students are then sent a bio for each visiting speaker. For our large events students are sent a large digital document with information about the speakers interests and background, with some potential questions students might ask. After the event we send activities which tutors can deliver for us, building on our school ethos of reflective learning. These are simple activities which ask; ‘What did you learn from the speaker?’ and those sorts of things.” (Director of Education, Independent School)

“For all of our speaker events we send out a digital feedback form which has two real aims. The first is for our own feedback to improve our events. The second is to try and gauge the students’ learning by asking them to tell us ‘what did you engage with?’ ‘what do you remember?’ and ‘what conclusions have you drawn from the event?’” (Careers and Employability Specialist, Independent School)

Provision amongst most schools was age dependant, most often beginning in Year 9, with some optional opportunities for Year 7 and Year 8 students. In the majority of schools, careers provision focused predominantly on Years 11-13. School

activities usually linked together throughout the school year with a focus on post-18 educational choices and career paths (for example, alumni talks paired with higher education applications). Usually, if a school did not provide the compulsory activities in Years 7-9 or Years 10-11 as shown below, these activities were compulsory for the following age group. In a number of cases, teachers noted that they structured their careers provision around the Gatsby Benchmarks and/or Career Mark, despite this being optional for independent schools.

“[Our provision] is driven largely by the well-known Gatsby Benchmarks. And so for each year group there’s a programme of activities and these start from the lower years, so year 7 and 8. Though the programme doesn’t really gather pace until year 9. Each year there is a host of activities that are appropriate for each year group, from skills development events in year 9 to talks and other volunteer-led events in year 10 to year 13.” (Independent School)

While not necessarily compulsory, across the schools there was an expectation that key activities will be undertaken by all, or the overwhelming majority of, pupils in a year group even if events take place outside school hours. As has been highlighted in previous exploratory work with independent schools (Huddleston et al., 2014), such activities are, however, rarely integrated into the curriculum with specified learning outcomes. Consequently, they can be best presented as co-curricular activities. Collaborating with local schools was also often cited by interviewees. Independent schools frequently invited or partnered with local maintained schools and academy schools on careers events.

“We have very good connections with our local state schools, so I will always invite our state school partners and their students to come and attend our big high-profile events.” (Guidance and Work Experience Co-ordinator, Independent School)

Really helpful experience for me because I’m interested in working in the civil service and liked the fact I could ask anything and get an honest answer.

(Student feedback email from Guilsborough School, April 2019)

| | Regularity | Duration | Targeted age groups | Description | Type of speaker | Benefits |
|---|---|----------------|---|--|--|---|
| Lunch/ Breakfast talks | Weekly or monthly (depending on demand) | 40-60 minutes. | All year groups (but commonly attended by Year 10 upwards). | <ul style="list-style-type: none"> Optional talks organised by subject leads or careers lead. Specific career or profession focus. Usually attended by a small number of students (less than 15 in most cases). Time often allocated for informal discussion after the talk. | Alumni or other guest speaker | <ul style="list-style-type: none"> Held at lunchtimes or before the school day to avoid conflict with the school timetable. Smaller groups were perceived to be more impactful. |
| Careers seminar /Careers 'Question Time' | Weekly or monthly (depending on demand) | 40-60 minutes. | Years 10-13. | Optional session featuring five or six speakers on a panel with heavy focus on student participation. | Alumni or other guest speaker | <ul style="list-style-type: none"> Variety of different speakers allowing for greater potential student interest. Student participation encouraged and expected. |
| Networking events | Yearly or termly | 60-90 minutes. | Years 10-13. | One to four networking events a year, related to alumni or industry (Interviewees regularly mentioned finance, business, engineering). | Alumni or other guest speaker University representative | |
| Assembly talks | Yearly | 30-60 minutes. | All year groups. | Compulsory talks organised by the careers lead, alumni coordinator and usually a senior member of leadership team. These are whole school events attended by all students, usually in an assembly format. | High-profile or celebrity speaker, occasionally a high-profile alumni speaker. | |

In all schools interviewed, the majority of guest speaker activities that were open to all year groups were optional. Only as students progress through school do these activities become compulsory. In 12 out of the 14 interviews, respondents noted that only students in Year 10 or above received compulsory talks from guest speakers (unless it was a high-profile speaker).

Independent schools contextualised the role of guest speakers as part of overall careers and enrichment provision.

Most schools adopted a whole-school approach to their careers provision, engaging students with the world of work through optional and compulsory opportunities throughout the school year across several different year groups.

Typical careers provision across age groups in case studies

| Year group | Compulsory | Optional |
|------------|---|--|
| Year 7-9 | <ul style="list-style-type: none"> • PSHE classes on life skills and the world of work • GCSE choices and education path discussions | <ul style="list-style-type: none"> • Lunchtime careers seminars • Whole school/year group talks from high-profile speakers • Insight and careers talks organised through societies (e.g. History society) • Alumni/networking events |
| Year 10-11 | <ul style="list-style-type: none"> • Online career/personality profiling (Morrisby test⁶, Myers Briggs; also taking place in years 7-9 in some schools) • A-level choices and career path discussions • Employability skills • Networking and careers events (guest speakers) • LinkedIn workshops • One-to-one talk with career lead • Work experience opportunities • Parents evenings • Careers fair | |
| Year 12-13 | <ul style="list-style-type: none"> • Comprehensive sixth form careers programme • Higher education, degree apprenticeships and gap year talks (guest speakers) • Networking and career events • CV and interview skills workshops • Careers fair • Online tools to support thinking about post-18 options (e.g. Unifrog) | |

What makes teachers more confident in their careers provision?

Despite being an engaged sample of state schools and colleges, many of our respondents did not feel that their school was doing enough to prepare their students for the world of work (41%). This allows us to analyse under what sort of circumstances respondents were more confident they were doing enough.

Notably, region of the country, Ofsted grade nor the respondent's role are statistically significant drivers in teacher confidence. Good schools are slightly more critical than outstanding schools, subject leaders slightly more negative in general, and schools in London and the West Midlands are more critical, but these differences are neither large in scale nor statistically significant. Schools with fewer students on FSM are more optimistic, but while the association is statistically significant at the 5% level (logistic regression), it is modest in scale. 53% of respondents felt they were doing enough in schools

with 50%+ FSM ratios, compared to 67% in schools with 0%-10%. So what does matter?

The small number of post-16 institutions are more confident (86%, n=21, compared to an average of 57% in other providers). However, the more important driver is what schools are doing, rather than who they are or what circumstances they are working in.

Teachers were far more likely to feel their school was doing enough to prepare young people for the future world of work when they offered talks. Teachers who offered talks had 171% higher odds of being confident in their school's careers provision than those who didn't. And each extra short-duration activity (like a guest speaker talk) that took place improved their odds of being confident by 16%.

⁶ [Morrisby online career tests](#): Online career questionnaire profiling student attitudes, strengths, career and education choices. Often taken by students in Years 8-10 as part of a careers interview or session.

| What schools are doing | Associated average increase in odds of the teacher being confident in the schools' provision for the world of work |
|--|--|
| <i>Delivering activities to young people</i> | |
| Whether schools provided guest speakers in the last school year | +171%* |
| For each extra short-duration activity, like an insight talk or a visit | +16%*** |
| For each extra long-duration activity, like mentoring or work experience | +4% |
| <i>How they reach out to guest speakers</i> | |
| For each extra method (up to five) that they use occasionally or often for reaching guest speakers | +65%*** |
| Often using alumni networks | +190%*** |
| Often using informal networks (parents, friends) | +116%*** |
| Often using online match-making services (e.g. Inspiring the Future) | +32% |
| Often using formal access organisations (e.g. Speakers for Schools) | +48% |
| Often approaching directly (e.g. using social media, writing letters) | +62%* |
| Whether they have a budget for guest speakers | +14% |
| <i>Use of good practice in delivering talks, associated impact per point score (doing something for every talk scores 3, doing it for some talks scores 1, else 0)</i> | |
| Talks are often part of the curriculum in subjects (e.g. an actor speaking to drama students) | +55%** |
| Students have the chance to interact with guest speakers | +41%*** |
| Students are prepared for the talk (given bios and potential questions) | +57%*** |
| Lesson time is given for students to discuss the talk with staff and peers after it has taken place | +46%*** |
| Speakers are briefed about desired outcomes for the talk before they come to the school | +28%** |
| Speakers are invited to the school based on who the students want to hear from | +80%*** |
| The senior leadership team are involved in the planning of our external speaker events | +28%** |
| For each extra point on a good practice score from the total of the above (0-21, st. dev 4.1) | +17%*** |

Single variable logistic regression. * Significant at 10% level, ** at 5% level, *** at 1% level

The message on how to engage speakers is straightforward: the more ways teachers used to reach out to guest speakers, the more confident they are (65% higher odds of being confident for each additional method drawn on). So teachers who aren't currently using match-making services like Inspiring the Future, formal access organisations like Speakers for Schools, or their alumni and parental networks, would likely feel more confident that they are doing enough to support their young people for the world of work if they started using them, no matter what else they are already drawing on.

The analysis also supports good practice guidelines on talks. Every aspect examined was correlated with more confident teachers, with the strongest correlations in place for inviting speakers based on who students want to hear from (+80% increase in odds of being confident for doing it sometimes rather than never), followed by preparing students for the talks (+57%) and relating talks to the curriculum (+55%).

What challenges do teachers face in running talks?

Finding volunteers from the desired sector or profession is the most common challenge state school teachers face in running talks (flagged by 64% of teachers), followed by lack of time to organise (50%). Lack of student interest or lack of teacher/leadership buy-in are not common barriers, faced only by 12% to 19% of teachers in this survey.

That so many schools find it hard to find volunteers, even among those who are already proactively engaged with guest speakers, is the reason a number of organisations exist to support this, whether by providing an introduction service, a brokerage service or a full activity service. Speakers for Schools and Inspiring the Future were established to bring such services to state schools free of charge, recognising that some of the paid-for services are not suitable for all schools (or not available in all areas) and recognising that state schools are often at a disadvantage with respect to top performing independent schools, particularly in terms of the scale of the alumni network and their ability to invest in engaging it.

Career leads in independent schools described some similar challenges, but additionally highlighted difficulties in connecting with volunteers because most intermediaries offering contact with employers do not work with independent schools. As a result, schools were more focused on inviting alumni or parents or those within their networks.

Some independent school interviewees struggled to achieve buy-in from teachers, particularly when trying to get guest speakers into classrooms or balancing guest speaker events with other conflicting

extra-curricular activities. The challenges around finding time in the curriculum and time in the speaker's diary were common to both independent and state schools.

"It can be difficult to try and squeeze in the high-profile speakers, the CEOs or the politicians, because they're just so busy. It is difficult to find someone who can come out for an hour on a Wednesday afternoon!" (Independent School Careers Coordinator)

"I think especially for the state sector lack of time is a real issue. We're quite lucky that we have a small team dedicated to these events and other careers activities, whereas in our local maintained schools it's a curriculum teacher who also has a hundred other things to do. So, capacity is real issue when you're trying to chase down and confirm speakers." (Independent School Head of Careers).

| | |
|--|-----|
| Difficulty finding volunteers from desired sector or profession | 64% |
| Lack of time to organise | 50% |
| Difficulty connecting with local business and organisations | 49% |
| Lack of time in the school day | 47% |
| Difficulty in arranging practical logistics with a guest speaker | 28% |
| Lack of student interest/awareness | 19% |
| Lack of teacher buy-in | 15% |
| Lack of leadership buy-in | 12% |

“What if....?”

We asked our sample of state school teachers about their ambitions for improving career education: “If practical challenges weren’t a factor, what more would you like to do to prepare students for the world of work?” The range and imagination of ideas that came back are a welcome reminder of how more could be done if we had the time, support and resources:

More open curriculum structure – to enable lots more talks

“Set lessons every week to explore career options and prepare for them.”

“Have ‘crashed timetable days’ for the whole school where we could dedicate time and resources to preparing students in the whole school cohort for the world of work.”

“More regular opportunities for guest speakers to attend more than once in an academic year and set days to be mentored.”

“Regular (weekly) talks from aspirational role models.”

“Invite guest speakers for each area of the academic curriculum every year.”

Links from career choices to lifestyle

“More education about practicalities of managing money - e.g. how tax, NI etc work, realistic budgeting for rent, food etc so students can make more informed decisions about what they can afford on different incomes.”

“Not to just look at a career in isolation but how it would fit with the lifestyle you intend to have.”

“I would like our students to meet a range of people from connected career paths so they can truly understand the potential futures their qualifications have opened up for them.”

“We would love to host speakers who are enthusiastic about their work but who can also make valuable points about living well.”

Mentoring and feedback

“Give students a work role with a tutor assigned to them personally. Something akin to a mini apprenticeship. With a frank and honest assessment of how they performed, including their realistic chance of being employed in that role based on their performance.”

“I would like all students to have a mentor in their chosen profession to give them guidance on all aspects of their chosen career.”

More diversity of activities and experiences

“Business competitions as part of the curriculum.”

“Take your son/daughter to work day.”

“More informal networking events.”

“More opportunities for meaningful work experience. We have introduced a lot more but lots of this is organised by students and its limited by their aspirations and/or connections. Often it’s the disadvantaged students that end up working “with their parents” which doesn’t really provide them with a new experience.”

“Have all students feel comfortable with role plays for behaviour in a business setting, and practice making telephone calls.”

“Taking them out of the school environment to colleges, schools, workplaces as soon as they start in Year 7 to encourage the drive and aspirations.”

“Embed weekly work experience in our Btec programmes at post-16.”

3. Students' perspective

We designed a short survey for state school students, capturing the number of guest speakers the student could recall from the last 12 months, the general format of the talks, whether they thought the speakers had helped them understand the relevance of school, feel motivated and confident, build their understanding of work etc., and captured their aspirations and expectations more generally. These questions provided three sets of insights on talks: first, whether students think they are useful in general; second, whether we can relate more positive attitudes to greater talk exposure (providing a more robust and objective assessment of the impact of the talks); and third, whether this impact varies under different circumstances.

As with our schools survey, by engaging students via our network of schools we expect to reach students that have had, on average, a larger number and greater range of talks delivered by more proactive and engaged schools than the average student. More details on the survey methodology, questions and respondent distribution can be found in the Appendix.

The questions also allow us to understand the scale of exposure that students had to employer activities and guest speakers, which is important for understanding the nature of the sample and how engaged and proactive their teachers and schools have been in arranging activities.

Reviewing the data, as set out in the tables below, we see a picture of significant engagement: 38% could recall four or more activities with employers over the last 12 months, 79% could recall guest speakers over the last 12 months and 9% could recall 10+ such guest speaker visits.

As a female student who feels like it's always the guys who can make it to the top, it was so inspiring to see a woman, with a family(!), in that position, despite societal expectations.

(Student at Debbie Klein's talk at Beal High School, March 2018)

“About how many times do you recall your school or college ever arranging for you to take part in any activities which involved employers or local business people in the last 12 months? (E.g. work experience, careers talks, CV or interview workshops)” (n=858)

| | |
|--------------------|-----|
| Never | 13% |
| Once | 17% |
| Twice | 18% |
| Three times | 14% |
| Four or more times | 38% |
| (Did not respond) | 0% |

Eton College Events Page



Lady Antonia Fraser in conversation with the Vice Provost

A healthy crowd of boys and members of the Eton Community squeezed into the 'Holy of holies' venue of the Provost's Drawing room -...

🕒 DATE POSTED: 09/02/19

[READ MORE](#)

Source:

www.etoncollege.com/Eton_News_Events.aspx

“Do you remember any external guest speakers coming in and talking to you about their life stories and experiences in the past 12 months (includes in assembly or classroom)? If yes, how many?”
(n=830)

| | |
|--|-----|
| I can't remember / out of school last 12 months | 11% |
| No | 11% |
| Yes: 1 | 6% |
| 2 | 12% |
| 3 | 16% |
| 4 | 12% |
| 5 | 10% |
| 6 | 6% |
| 7 | 3% |
| 8 | 3% |
| 9 | 0% |
| 10+ | 9% |

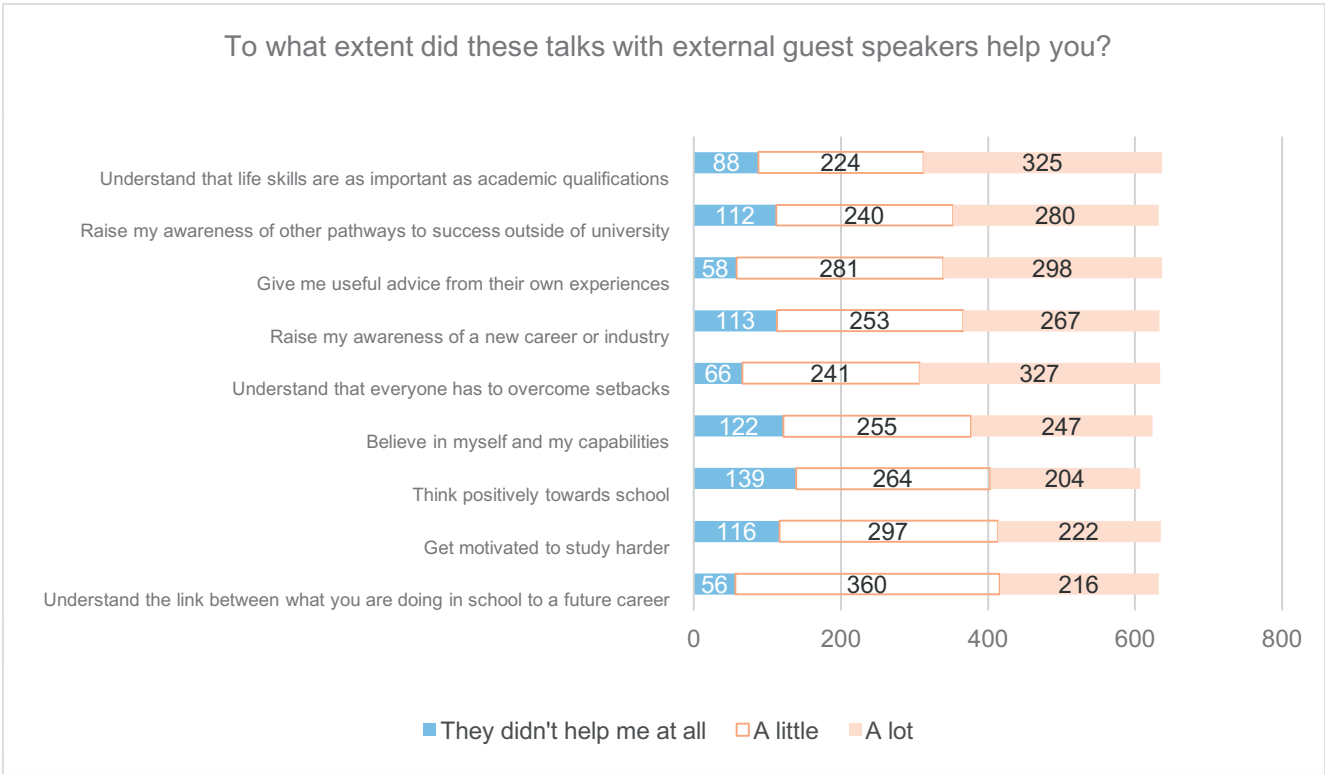
I learnt that you might not have a clue what you want to do when you leave school, but once you have a plan you could achieve what you want and go even further.

(Student at Mark Austen's talk at Regents Park Community College, June 2018)

What benefits do young people say they get from talks?

The vast majority of young people are positive about benefits from talks, with 77% to 91% saying the talks helped a little or a lot across nine different aspects, with 34% to 57% saying they helped a lot (out of those young people who gave an opinion, see chart below).

Young people were most positive that the talks had helped them understand that everyone had to overcome setbacks (51% saying they helped a lot) and that life skills are as important as academic qualifications (51% saying they helped a lot), as well as providing useful advice from their own experiences (47% saying they helped a lot).



84% of those who answered the question (n=555) said the talks helped “a lot” with at least one of the nine aspects and very few students said the talks did not help at all with any of the aspects (4 for all 9 aspects, plus a further 4 for 8 out of the 9).

Are talks correlated to changes in attitudes and career confidence?

Students are more likely to describe themselves as more confident and have more positive attitudes, the more talks they recall participating in.

For instance, in one of the strongest relationships, only 3% of the 98 students who recalled eight or more talks felt that people like them (e.g. accent, home area, or ethnic group) could not be successful, compared to 15% of the 86 students who could not recall any talks. These talks helped to reduce the number of students feeling that their background could hold them back from a significant minority to barely a handful. Across all eight of the statements assessed, students felt more positive on average if they had more talks, with an odds ratio greater than one in the logistic regression coefficient. At this sample size it is hard to identify small effect sizes, but nonetheless the relationship is larger and more consistent for some statements. Across three of the eight statements, the association is

statistically significant at the 5% level or better: confidence in knowledge about all possible routes, confidence that “people like me” can be successful,



and not seeing their current circumstances as a barrier. Across these three statements respectively, each extra talk increases the odds of someone agreeing with the statement by 8%, 15% and 10% respectively.

DELIVERY TIPS

Talks by speakers have all been so different, so there have been successful elements to all of them.

One of the most recent talks was particularly successful as the speaker pitched the presentation at exactly the right level for the students. He made it relevant to them, showing them the power of advertising in modern life. However, he also showed the myriad possibilities for our students who may want to work in the world of advertising in the future.

‘Relevant’ and ‘inspiring’ were the two words that came across from the feedback sessions I conducted.

(Jonathan Peace, Subject Leader for MFL, Global Learning Coordinator, Preston School)

Logistic regression results with controls for age, age squared, gender and FSM status

| Do you agree that? | Odds Ratio for number of guest speakers | Sample | P-value | Stata Pseudo R ² |
|--|---|--------|---------|-----------------------------|
| I am confident there is a job out there for someone with my skills and interests | 1.03 | 707 | 0.63 | 0.01 |
| I am confident I can achieve the job I aspire to when I am older | 1.06 | 707 | 0.16 | 0.02 |
| I have had enough information to make a choice about the job I want in the future | 1.04 | 707 | 0.24 | 0.02 |
| I am confident I know about all the possible routes to employment (e.g. apprenticeships, training, university etc) | 1.08** | 706 | 0.02 | 0.02 |
| I think trying hard at school is important | 1.11 | 707 | 0.19 | 0.04 |
| If I work hard at something, I usually succeed | 1.06 | 705 | 0.27 | 0.01 |
| People like me (with my accent, from my town or region, or from my ethnic group) can be successful | 1.15** | 706 | 0.01 | 0.04 |
| I do not see my current circumstances (the school I go to, my parents' income) as a barrier to my future success | 1.10** | 707 | 0.01 | 0.02 |

Significance levels: *** < 1%; ** < 5%; * < 10%. Robust standard errors. We include respondents who do not recall any such talks and model 10+ recalled talks as 10.

What makes talks have more impact?

More is more: Each extra talk helps

The logistic regressions above suggest that each extra talk is associated with, on average, more positive attitudes among young people. This is reinforced by deeper analysis: More talks continue to add value.

Students are more likely to describe the talks as helping “a lot” across nine different aspects if they’ve done more talks. For every three more talks, students describe, on average, one more of the nine aspects in section (a) as helping “a lot” (robust univariate linear regression, p-value 0.00, R² 0.12). Where students have done eight extra talks they

typically “strongly agree” with one more of the eight attitudinal statements in section (b) (p-value 0.00, R² 0.02).

Talks are better if students are prepared and talks are interactive

On average, students said the talks helped “a lot” with 1.2 more aspects (p-value = 0.00 via univariate robust linear regression) if they were said they were prepared for the talks and with 0.8 more aspects if they said they were able to ask questions (p-value = 0.01).

| Were you prepared for the talks? | Number of responses | Average number of aspects that talks helped “a lot” (up to 9) [st. dev] |
|----------------------------------|---------------------|---|
| No | 381 | 3.14 [2.60] |
| Yes | 267 | 4.35 [2.46] |
| Not applicable | 210 | n.a. |



Student reported helpfulness vs interactive talks

| Chance to ask questions? | Number of responses | Average number of aspects that talks helped “a lot” (up to 9) [st. dev] |
|--------------------------|---------------------|---|
| No | 79 | 2.96 [2.54] |
| Yes | 570 | 3.73 [2.61] |
| Not applicable | 209 | n.a. |



FSM and female students benefit more

FSM students and female students generally report more positive attitudes and greater confidence with each extra talk than non-FSM students and male students (see table below). This positions talks as one tool for closing the privilege gap in society – invest in guest speakers, and focus them particularly on schools with higher disadvantage.

For FSM students relative to non-FSM students, there is a particularly strong association with self-efficacy (when I work hard at something I usually succeed; 32% higher odds of agreeing with each extra talk) and being confident that “people like me” can be successful (30% higher odds of agreeing with each extra talk).

For female students relative to male students, there is a particularly strong association for thinking that trying hard at school is important, with 32% higher odds of agreeing with each extra talk and being confident they know all the routes (12% higher odds with each extra talk).

I didn't realise there were so many job in publishing - the marketing area is exactly what I'm interested in.

(Student feedback email from Kettering Buccleuch Academy, May 2019)

Logistic regression results with controls for age, age squared, gender and FSM status

| Do you agree that? | Odds ratio [p-value] | | |
|--|---|---|---------------------------|
| | FSM students (incl. prefer not to say) N=283-284 | Female students (incl. non-male) N=481-482 | Whole sample N=705-707 |
| I am confident there is a job out there for someone with my skills and interests | 0.99 [0.95] | 1.05 [0.46] | 1.03 [0.63] |
| I am confident I can achieve the job I aspire to when I am older | 1.10 [0.16] | 1.10* [0.06] | 1.06 [0.16] |
| I have had enough information to make a choice about the job I want in the future | 1.06 [0.21] | 1.04 [0.25] | 1.04 [0.24] |
| I am confident I know about all the possible routes to employment (e.g. apprenticeships, training, university etc) | 1.08 [0.15] | 1.12*** [0.01] | 1.08** [0.02] |
| I think trying hard at school is important | 1.12 [0.44] | 1.32** [0.03] | 1.11 [0.19] |
| If I work hard at something, I usually succeed | 1.32* [0.09] | 1.06 [0.26] | 1.06 [0.27] |
| People like me (with my accent, from my town or region, or from my ethnic group) can be successful | 1.30** [0.03] | 1.19*** [0.01] | 1.15** [0.01] |
| I do not see my current circumstances (the school I go to, my parents' income) as a barrier to my future success | 1.13** [0.04] | 1.10** [0.03] | 1.10** [0.01] |



4. Call to action

The surveys, case studies and interviews in this report describe how engaged teachers see guest speakers as playing an integral role in education; how both independent and state schools adopt similar approaches to structuring and investing in insight talks; and the impact on student attitude and confidence.

This research reinforces our conviction at Education and Employers and Speakers for Schools to do everything we can to help schools and stakeholders to:

- Engage as many guest speakers as possible, delivering insight talks and inspiration across the country
- Emphasise as diverse a range of speakers as possible, and draw on diverse sources to engage them: online match-making services, formal access organisations, as well as alumni, parents and direct approaches

- Apply standard good practice – especially inviting speakers based on who students want to hear from, preparing students for the talks, integrating talks with the curriculum and other provision, and making the talks interactive
- Explore opportunities to make the most of individual events, such as by collaborating across local schools, both state and independent, to have more and more diverse speakers engaging with larger groups of students, with events cross-promoted and logistics organised to facilitate joint attendance.

We know that students welcome it and that teachers keep coming back for more. Let's help them make it a success!



References

- Rehill, J., Mann, A. & Kashefpakdel, E. (2017). *What Works in Careers Events*. London: The Careers and Enterprise Company.
- Percy, C. & Kashefpakdel, E. (2018). Insiders or outsiders, who do you trust? Engaging employers in school-based career activities. In A. Mann P. Huddleston & E. Kashefpakdel (Eds.), *Essays On Employer Engagement*. Abdingdon: Routledge.
- Millard, W. (2019). *Careers Education: What Should Young People Learn and When?* London: LKMCo/CFEY.
- Impetus. (2014). *Ready for Work: The Capabilities Young People Need to Find and Keep Work – and the Programmes Proven to Help Develop These*. London: Impetus.
- Impetus. (2019). *Youth Jobs Gap: Establishing the Employment Gap*. London: Impetus.
- Kashefpakdel, E. & Percy, C. (2017). Career education that works: An economic analysis using the British Cohort Study. *Journal of Education and Work*, 30(3), 217–234.
- All-Party Parliamentary Group for Education. (2017). *How Well do Schools Prepare Children for Their Future?* London: All-Party Parliamentary Group for Education.
- CBI/Pearson (2018). *Educating For The Modern World Cbi/Pearson Education And Skills Annual Report*. London: CBI.
- Gatsby Charitable Foundation. (2014). *Good Career Guidance*. London: Gatsby.
- Ofsted. (2019). *The Education Inspection Framework*. Manchester: Ofsted.
- Huddleston, P., Mann, A. & Dawkins, J. (2014). That aroma of where they are likely to go: Employer engagement in high performing English independent schools. In A. Mann, J. Stanley & L. Archer (Eds.), *Understanding employer engagement in education: Theories and research* (pp. 163-175). London: Routledge.
- Raffo, C. & Reeves, M. (2000) Youth transitions and social exclusion: Developments in social capital theory. *Journal of Youth Studies*, 3(2), 147–166.
- Granovetter, M. (1973). The strength of weak ties. *American Journal of Sociology*, 78, 1360-1380.
- Côté, J. E. (1997). An empirical test of the identity capital model. *Journal of Adolescence* 20(5), 577-597.
- Skorikov, V. B., and Vondracek, F. W. (2011). Occupational identity. In Schwartz, S.J., K. Luyckx, K., and Vignoles, V. (Eds.), *Handbook of Identity Theory and Research*. New York, NY, US: Springer Science and Business Media, pp.693-714.
- Super, D.E. (1990). A life-span, life-space approach to career development. In Brown, D., and Brooks, L. (Eds.) *Career Choice and Development*. San Francisco, CA: Jossey-Bass, pp.22-35.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954-969.
- Wigfield, A., & Eccles, J. S. (2002). The development of competence beliefs, expectancies for success, and achievement values from childhood through adolescence. In A. Wigfield & J. S. Eccles (Eds.), *A vol. in the educational psychology series. Development of achievement motivation* (pp. 91-120). San Diego, CA, US: Academic Press.
- Oyserman, D., & Lee, S. W. S. (2008). Does culture influence what and how we think? Effects of priming individualism and collectivism. *Psychological Bulletin*, 134(2), 311-342.
- Percy, C. & Kashefpakdel, E. (2018). Socialised social capital. In A. Mann P. Huddleston & E. Kashefpakdel (Eds.), *Essays on Employer Engagement*. Abdingdon: Routledge.
- Kashefpakdel, E., Rehill, J. and Percy, C. (2019). *Motivated to Achieve: How encounters with the world of work can change attitudes and improve academic attainment*. London: Education and Employers.

Annex

State school survey

Teachers from state schools and colleges were engaged by Speakers for Schools and Inspiring the Future to complete short surveys between June and July 2019. Schools and colleges were mapped to their URN to enable analysis of broader school data (such as the most recent Ofsted score), which was achieved in 322 out of 327 instances. The survey returns passed a quality check and no data cleaning or exclusions were necessary.

The questions for the survey are copied below:

~ ~ ~

Creating connections & sparking inspiration: gauging the benefit of our services

Survey Overview

Over the Summer Speakers for Schools is working on a national research report with Education and Employers charity to show how and why state schools might benefit from bringing in external speakers. This year as a part of our annual impact monitoring we hope we can include your experiences to build an evidence base – for our funders, volunteer speakers and even more educators as to the potential benefits of making time for your talks. We hugely appreciate if you might be able to take 5-10 minutes to complete this survey to help us create a national foundation for how these interactions are managed, their challenges, expectations for impact and more in the hope of providing valuable insights for future practice.

Our schools will all be notified about the launch of the report in due course.

Please simply answers as well as you can on behalf of your entire school, college or academy (not just for your role).

Background

1. **Name of School/College/academy:**
2. **What is your role**
 - a. A classroom or subject teacher
 - b. A teaching assistant
 - c. A middle leader
 - d. A deputy headteacher/assistant head and/or member of your school's senior leadership team
 - e. A headteacher
 - f. A careers professional
 - g. A school governor
 - h. Other (please specify):
3. **Which geographical region is your school in?**
 - a. Scotland
 - b. North East
 - c. North West
 - d. Yorkshire and Humber
 - e. East Midlands
 - f. West Midlands
 - g. Wales
 - h. East of England
 - i. London
 - j. South East
 - k. South West
 - l. Other (please specify)
4. **What percentage of students at your school receive Free School Meals?**
 - a. 0-10%
 - b. 11-20%
 - c. 21-35%
 - d. 36-50%
 - e. 50+%
 - f. Don't know
5. **School Maintenance type**
 - a. Maintained school
 - b. Academy
 - c. Free school
 - d. Other (please specify)

Careers Environment**6. At what age do you begin offering and delivering careers provision?**

- 11-12 years old (Year 7)
- 12-13 years old (Year 8)
- 13-14 years old (Year 9)
- 14-15 years old (Year 10)
- 15-16 years old (Year 11)
- 16-17 years old (Lower Sixth)
- 17-18 years old (Upper Sixth)
- We do not offer careers provision.

7. In the last school year, how many times has your school organised activities with employers which last MORE than a day? (e.g. Mentoring, job shadowing, work experience)

- Never
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10+

8. In the last school year, how many times has your school organised activities with employers which last ONE DAY OR LESS? (e.g. Insight days, careers talks, careers fairs, workplace visits, speed networking/careers carousels)

- Never
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10+

Scope and Nature of Guest Speakers**9. Tell us more about the usual format of a talk from a guest speaker**

| | Often (every talk) | Occasionally (some talks) | Not at all (no talks) | Don't know |
|---|-----------------------|------------------------------|--------------------------|------------|
| Talks are often part of the curriculum in subjects (e.g. an actor speaking to drama students) | | | | |
| Students have the chance to interact with guest speakers | | | | |
| Students are prepared before the talk (given bios and potential questions) | | | | |
| Lesson time is given for students to discuss the talk with staff and peers after it has taken place | | | | |
| Speakers are briefed about desired outcomes for the talk before they come to the school | | | | |
| Speakers are invited to the school based on who the students want to hear from | | | | |
| The senior leadership team are involved in the planning of our external speaker events | | | | |

10. I invite external speakers as part of... (tick all that apply)

- a. My school's enrichment plans
- b. My school's desire to meet the Gatsby Benchmarks
- c. My school's Developing Young Workforce plan
- d. Enhancing specific curriculum subjects/lessons
- e. Other (please specify)

11. How does your school attract or approach guest speakers?

| | Often | Occasionally | Not at all | Don't know |
|---|-------|--------------|------------|------------|
| Using alumni networks | | | | |
| Using informal networks (parents, friends) | | | | |
| Using online match-making services (e.g. Inspiring the Future) | | | | |
| Using formal access organisations (e.g. Speakers for Schools) | | | | |
| Approaching directly (e.g. using social media, writing letters) | | | | |

12. Does your school/college have a budget to bring in external speakers?

- a. Yes
- b. No
- c. Don't know

13. Would your school/college be able to bring in speakers of a high calibre without Speakers for Schools?

- a. Yes
- b. No
- c. Don't know

14. What is the main impact you are intending when you request a guest speaker from S4S?

- a. Broadens students' horizons and extend their aspirations (e.g. set new goals)
- b. Motivates students in their schoolwork and studies
- c. To give a better understanding of the world of work/careers
- d. Build students' confidence in themselves
- e. Pushes students to action – to pursue their path more actively
- f. Build on curriculum subject material
- g. Other (please specify)

15. Why do you think this is the specific impact your students need? (Free Text)**Impact****16. As an educator, how important do you think it is for young people to hear from external guest speakers to shape their aspirations and/or awareness of the wider possibilities?**

- a. Very important
- b. Important
- c. Neither important or unimportant
- d. Not important
- e. Not at all important

17. Which students do you think benefits most from hearing from external guest speakers?

- a. Learners uncertain about their futures
- b. Disengaged learners
- c. Learners from an immigrant background
- d. Advantaged students
- e. Disadvantaged students
- f. SEND students
- g. Lower achievers
- h. Borderline achievers
- i. Higher achievers
- j. Boys
- k. Girls

18. From your experience, what impact can guest speakers have on young people? (please tick all that apply)

- a. They help pupils decide on and achieve their career goals
- b. They support pupil admission to university courses

- c. They help pupils develop social or personal skills, including employability skills
- d. They help pupils develop networks of value after leaving school
- e. They tackle stereotyping about jobs and careers
- f. They motivate pupils to study harder
- g. They encourage pupils to believe in their skills and abilities
- h. They give pupils something to speak about in their CVs and interviews
- i. They help pupils to cope with obstacles and adversity
- j. They broaden pupils' aspirations about potential jobs
- k. Other (please specify)

Challenges...

19. Which challenges, if any, have you faced in inviting guest speakers to your school? (tick all that apply)

- a. Lack of time to organise
- b. Lack of time in the school day
- c. Lack of teacher buy-in
- d. Lack of leadership buy-in
- e. Lack of student interest/awareness
- f. Difficulty connecting with local business and organisations
- g. Difficulty finding volunteers from desired sector or profession
- h. Difficulty in arranging practical logistics with a guest speaker
- i. Other (please specify)

20. Do you think your school does enough to prepare your students for the world of work?

- j. Yes
- k. No

21. If practical challenges weren't a factor, what more would you like to do to prepare students for the world of work? Free text box

Your chance to win!

If you would like to be entered into the prize draw to win one of three £50 high street vouchers, please enter your email address below:

~ ~ ~

Responses were received from all parts of the country, with a particular focus in London and the South East, and from providers with a wide range of FSM eligibility. Over 60% of responses were from middle or senior leaders, with a further 17% from career professionals.

| Region | Respondents |
|----------------------|--------------------|
| London | 93 |
| South East | 56 |
| East of England | 36 |
| West Midlands | 34 |
| South West | 32 |
| North West | 24 |
| East Midlands | 18 |
| Yorkshire and Humber | 18 |
| North East | 11 |
| Scotland | 3 |
| Wales | 2 |
| Total | 327 |

| Percentage eligible for FSM | Respondents |
|------------------------------------|--------------------|
| 0-10% | 64 |
| 11-20% | 80 |
| 21-35% | 68 |
| 36-50% | 55 |
| 50+% | 32 |
| Don't know | 28 |
| Total | 327 |

| Role | Respondents |
|---|--------------------|
| A middle leader | 88 |
| A deputy headteacher/assistant head and/or member of your school's senior leadership team | 87 |
| A careers professional | 55 |
| A classroom or subject teacher | 26 |
| A head teacher/rector | 24 |
| Other | 47 |
| Total | 327 |

| Latest Ofsted Grade | Respondents |
|----------------------------|--------------------|
| Outstanding | 65 |
| Good | 157 |
| Requires improvement | 34 |
| Serious Weaknesses | 1 |
| Special Measures | 3 |
| NA | 67 |
| Total | 327 |

| Type of education provider | Respondents |
|-----------------------------------|--------------------|
| Academy | 203 |
| Maintained school | 94 |
| 16+ Institution | 21 |
| Free school | 9 |
| Total | 327 |

State student survey

Student surveys were collected between June and July 2019 by Speakers for Schools and Inspiring the Future via their networks (primarily via teachers) and at school events, including both paper and online variants. The core of the questionnaires was the same in all cases, covering all the questions reported on in this report. Some questionnaires had additional questions used for separate analysis, not reported on here. A small amount of data cleaning was required due to students providing implausible ages or gender responses (n=5, 0.6% of the survey responses). 858 state school students completed the survey, drawn from around 50 different schools. 750 to 800 students answered most questions, primarily aged between 15 and 17 (73% of those who responded) across a full age range of 12 to 20. Respondents are skewed towards female (64% of those who declared male or female were female).

The core questions for the survey, as used by Inspiring the Future, are copied below:

Supporting You in Preparing for the Future – a survey

As a part of a new major national research project, we are asking for your help in understanding how interacting with people from the world of work while at school can help prepare you for the future.

- Don't worry if you haven't taken part in one of our specific events or placements – your insights as to your experiences and journey so far are what we are after!
- By completing this survey, you are supporting our work which will in turn help us create even more of these opportunities nationally.

Thank you for your time!

Please note: We do not require your name so your responses will remain anonymous.

About your experiences at school or college

1. **About how many times do you recall your school or college ever arranging for you to take part in any activities which involved employers or local businesspeople in the last 12 months?** (E.g. work experience, careers talks, CV or interview workshops.)

Never Once Twice Three times Four or more times

2. **Do you remember any external guest speakers coming in and talking to you about their life stories and experiences in the past 12 months (this includes in assembly or in the classroom)?**

Yes No (If no, skip to Q8, 'Aspirations and Expectations' section) I can't remember

3. **If yes, how many times did you have guest speakers coming to your schools approximately?**

1 2 3 4 5 6 7 8 9 10+

4. **To what extent did these talks with external guest speakers help you?**

| | <i>A lot</i> | <i>A little</i> | <i>They didn't help me at all</i> | <i>Don't know</i> |
|---|--------------|-----------------|-----------------------------------|-------------------|
| Understand the link between what you are doing in school to a future career | | | | |
| Get motivated to study harder | | | | |
| Think positively towards school | | | | |
| Believe in myself and my capabilities | | | | |
| Understand that everyone has to overcome setbacks | | | | |
| Raise awareness of a new career or industry | | | | |
| Give me useful advice from their own experiences | | | | |
| Raise awareness of other pathways to success outside of university | | | | |
| Understand that life skills are as important as academic qualifications | | | | |

Taking Part in a Speaker Event

When answering, please just think about your most **recent activity with an external guest speaker**

4. **Did your teacher/other school staff prepare you before talks with external speakers took place?** (e.g. did they help you consider any questions to have in mind before they came in, did they discuss the potential value of the talk etc.)

- Yes, they spoke to us about it No, they only told us it would be happening
 No, not at all Don't remember

5. Were you given a chance to ask the speaker questions during or after their talk?

- Yes No Don't remember

6. From what you remember, was this talk with an external speaker related to any of the following (tick all that apply):

- A specific subject/lesson Careers education Enrichment activity (e.g. learning by doing) Don't remember

Personal Aspirations and Expectations

7. More generally, how far do you agree with the following statements?

| | Strongly agree | Agree | Disagree | Strongly disagree |
|--|----------------|-------|----------|-------------------|
| I am confident there is a job out there for someone with my skills and interests | | | | |
| I am confident I can achieve the job I aspire to when I am older | | | | |
| I have had enough information to make a choice about the job I want in the future | | | | |
| I am confident I know about all the possible routes to employment (e.g. apprenticeships, training, university etc) | | | | |
| I think trying hard at school is important | | | | |
| If I work hard at something, I usually succeed | | | | |
| People like me (with my accent, from my town or region, or from my ethnic group) can be successful | | | | |
| I do not see my current circumstances (the school I go to, my parents' income) as a barrier to my future success | | | | |

What is the name of your school?

Age.....

Are you, or have you ever been, entitled to free school meals?

- Yes No Don't know Prefer not to say

Are you?

- Male Female Prefer not to say

The distribution of responses for the core demographic questions were:

Age distribution of student survey

| Age | Number of responses |
|--------------|---------------------|
| 12 | 10 |
| 13 | 48 |
| 14 | 39 |
| 15 | 145 |
| 16 | 137 |
| 17 | 289 |
| 18 | 85 |
| 19 | 22 |
| 20 | 5 |
| (blank) | 78 |
| Total | 858 |

Gender distribution of student survey

| Gender | Number of responses |
|-------------------|---------------------|
| Female | 481 |
| Male | 275 |
| Prefer Not To Say | 21 |
| Fluid/Queer | 2 |

| | |
|--------------|------------|
| (blank) | 79 |
| Total | 858 |

Attitude and confidence response of student survey

| Statement | Percentage who agree (of those who gave a view) |
|--|--|
| I am confident there is a job out there for someone with my skills and interests | 93% |
| I am confident I can achieve the job I aspire to when I am older | 88% |
| I have had enough information to make a choice about the job I want in the future | 66% |
| I am confident I know about all the possible routes to employment (e.g. apprenticeships, training, university etc) | 75% |
| I think trying hard at school is important | 96% |
| If I work hard at something, I usually succeed | 92% |
| People like me (with my accent, from my town or region, or from my ethnic group) can be successful | 91% |
| I do not see my current circumstances (the school I go to, my parents' income) as a barrier to my future success | 80% |

Independent school survey

Between May 2019 and June 2019, the Education and Employers research team invited independent school teachers from around the country to share their own experiences of organising insight talks in their school. We drew on our extensive personal network of independent schools, developed partly through our Apprenticeship Schools and Knowledge (ASK) delivery programme, to identify case studies of good and interesting practices.

A total of 14 Career Leads, Heads of Sixth Forms and Higher Education coordinators took part in these interviews exploring inviting guest speakers into independent schools. Seven schools were solely day schools and two schools only accepted boarders. Five schools accepted both types of student; four of these schools predominantly accepted either day or boarder students. Two schools were girls-only schools and four were boys-only.

All 14 interviews were carried out via telephone. Audio recordings were made of the interviews with the consent of the interviewees and in line with research ethical codes of practice. In keeping with standard ethical research guidelines, participating schools have been anonymised in this report.

The case study interviews lasted between 30 to 50 minutes and began with an initial seven questions regarding the respective school's demography. In total, each interviewee was asked 23 questions, covering their school's careers environment, the nature of their guest speaker provision, delivery and its impact on students. Teachers were encouraged to add any additional comments or reflections on insight talks and provided the research team with the opportunity to ask any relevant follow up questions.

In terms of analysis, the transcripts were initially examined, and a coding framework developed in relation to the study's overall aims: the format of insight talks in independent schools, the logistical planning of such talks, and the reasons why independent schools choose to organise them.

Background information: Case study independent schools

Schools were predominantly in the South of England with interview roles ranging from career guidance leads and employability leads through to higher education / UCAS advisers and heads of sixth form.

| No. of Pupils | Type | Gender |
|---------------|-----------------|------------|
| 1001-1250 | Both | Boys only |
| 1001-1250 | Both | Both |
| 751-1000 | Both | Both |
| 501-750 | Boarding school | Girls only |
| 0-250 | Day school | Boys only |
| 1001-1250 | Day school | Both |
| 1500+ | Day school | Boys only |
| 1251-1500 | Boarding school | Boys only |
| 501-750 | Both | Both |
| 1500+ | Day school | Both |
| 1251-1500 | Day school | Both |
| 1001-1250 | Day school | Girls only |
| 501-750 | Day school | Both |
| 501-750 | Both | Both |

About Speakers for Schools

Launched in 2011, Speakers for Schools is a UK education charity. It helps level the playing field for state secondary schools and their students by increasing access to inspiring talks and engagements with today's most prominent leaders and employers. Its investment in state schools gives these students a leg-up by providing access to the same insights, information, encouragement and opportunities as those students in fee-paying institutions. Our high-profile leaders and experts donate their time and travel, keeping all engagements free of charge for schools.

In 2017, Speakers for Schools launched S4SNextGen, a service that connects young people from state schools with work experience and related placements at esteemed companies including Disney, MTV Viacom, the Bank of England, Cisco and M&C Saatchi. The S4SNextGen service facilitates these placements through its advanced safeguarded platform at www.s4snextgen.org.

Founded by the journalist Robert Peston, Speakers for Schools has reached almost 800,000 young people to date through thousands of assembly talks and work experience placements. Chaired by Andrew Law, with a board of trustees, the charity is funded by the Law Family Charitable Foundation.

Our values are:

- Every state school student deserves to be encouraged and given the best resources to help them reach their potential
- We believe leaders of today and their organisations play a key role in changing the status quo
- It is crucial to give state schools fairer access to these world-class experiences and resources
- We believe nothing better inspires young people than the direct sharing of advice and experiences
- When our young people are given a more level playing field, it is better for our society, economy and communities
- Our work should be entirely free to state schools and their students

www.speakersforschools.org

About Education and Employers Charity

Education and Employers is an independent UK-based charity launched on the 15th October 2009 with the vision of *“providing children and young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential”*. It aims to achieve this by working with state schools, employers, the national bodies that represent them, and a wide range of other partners, including the government and third-sector organisations. It also works with partners internationally.

The charity runs Inspiring the Future, a free service that uses innovative match-making technology to connect volunteers with state schools and colleges quickly, simply and at scale. Over 55,000 people have already volunteered in the UK; they come from all levels – apprentices to CEOs – and all sectors – app designers to zoologists. Over 80% of English secondary schools have registered, together with 4,000 primary schools.

People can volunteer from an hour a year in a local primary (Primary Futures) or secondary school to chat informally about their job and career route, take part in a careers speed-networking session, give careers insights, provide mock interviews or feedback on CVs, through to serving as a governor or trustee. There is also the opportunity to link up with schools for workplace visits, job shadowing and mentoring, or volunteer as a governor via Inspiring Governance, the free governor recruitment and support service in partnership with the National Governance Association.

Schools can very easily search a massive database of willing volunteers, filter against a wide range of criteria (e.g. subject, sector, career route) and send them a message inviting them to visit and talk to their students. It gives young people, wherever they live, whichever school they attend, the opportunity to meet people from a wide range of backgrounds doing jobs from across the whole world of work. It has revolutionised the way young people interact with the working world – it is no longer limited to the jobs their parents do, who their parents know, or the alumni that went to their school. Some two million interactions between young people and volunteers from the world of work have taken place to date. And earlier this year it could, previously a separate partner charity, become part of Education and Employers. It provides careers ideas and information for young people through over 1,000 real-life video stories.

The charity undertakes research to understand what difference employer engagement in education makes to young people and the economy. The research, which has informed and influenced a range of government policies, shows that employer engagement helps improve social mobility, reduces the likelihood of young people becoming NEET (not in education, employment or training), increases the amount they earn in adult life and helps them make better-informed career choices. It has shown that encounters with the work of work help to broaden young people’s horizons, raise their aspirations, challenge stereotyping and increase their motivation to learn, ensuring they have the skills and knowledge they need, and are well-informed about the full range of modern jobs as well as the career routes into them.

Its sister charity is Speakers for Schools, which it set up and ran for the first three years before facilitating its transition to an independent charity following generous funding from the Law Family Charitable Foundation.

www.educationandemployers.org

Education and Employers

Quantum House
22-24 Red Lion Court
Fleet Street
London EC4A 3EB

Telephone 0207 566 4880

www.educationandemployers.org

@Edu_employers

Registered Charity 1130760

IN PARTNERSHIP WITH



5 St John's Lane
London EC1M 4BH

Telephone 0207 549 3694

www.speakers4schools.org

@speakers4schools

Registered charity in England
and Wales (N^o 1150411) and
Scotland (SC046586)