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| **Young People Insights** |
| **Overview:** |
| **Changing values and needs of young people**  <https://www.weforum.org/agenda/2014/09/three-ways-young-people-changing-world/>  <https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-gen-generation-z-and-its-implications-for-companies>  <https://nationalcareers.service.gov.uk/home>  <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html>  Young people are the key to change and if given the right support can be the catalyst for further growth and development. Understanding their **changing needs, wants and aspirations** is vital to harnessing their full potential  We are experiencing a **values revolution**. Increasingly, people want to make the world a better place through their lifestyle, their careers and the products they buy. And its young people who are driving this revolution  According to the National Careers Service, 70% of young people want to find a career that changes the world for the better. Meanwhile, ethics as a motivation for buying things has risen 26% since 2008 (Edelman), and 84% of Millennials consider it their duty to improve the world, says a report from Deloitte  Beyond Millennials we now see the increasing influence of Gen Z, the first generation of true **digital natives**. A survey by McKinsey reveals four core Gen Z behaviours, all anchored in one element: this generation’s search for truth. Gen Zers value individual expression and avoid labels. They mobilize themselves for a variety of causes. They believe profoundly in the efficacy of dialogue to solve conflicts and improve the world. Finally, they make decisions and relate to institutions in a highly analytical and pragmatic way    **Changing world of work**  <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/>  <https://www.linkedin.com/pulse/dawn-decade-top-ten-tech-policy-issues-2020s-brad-smith>  Alongside changing young people, the world of work is also rapidly changing:   * **The 4th Industrial Revolution** – unprecedented rapid technological change is impacting on jobs and skills * Almost every industry is seeing **transformation in systems of production, management and governance** e.g. advanced manufacturing, offsite construction and automated logistics * This is leading to **significant changes in job roles and skills demand** e.g. traditional manual manufacturing roles on the shop floor being replaced by computer/machine programmers through automation * Given the pace of change **businesses are reporting skills supply issues which is hindering growth** e.g. high numbers of hard-to-fill digital job vacancies * To make the most of rapid technological advancement and **drive growth and productivity** in the economy, education and skills provision needs to help ensure that young people are equipped with the **right skills to avoid business growth disruption and increasing inequalities**   **What are the emerging jobs which will help drive growth and productivity?**  <https://business.linkedin.com/talent-solutions/emerging-jobs-report/emerging-jobs-report-uk>  The **UK top 3 emerging jobs**:   * AI Specialist (Automation) * Data Protection Officer (Big Data/GDPR) * Robotics Engineer (Automation) * Skills that help improve user experience are also in high demand e.g. qualitative research, usability testing, or content design * Currently a gender imbalance with 65% of all these emerging roles held by men     Many of today’s young people will be applying for jobs in the future that do not exist yet and estimates on the impacts of automation vary widely:   * A report by Dell estimates **85% of the jobs that today’s learners will be doing in 2030 haven’t been invented yet** * OECD estimates **14% of existing jobs are likely to be fully automated within the next 15-20 years** * McKinsey suggest **60% of occupations will have at least 30% of tasks automated**   For current and future young learners from ‘Gen Z’ the changing world of work requires:   * + Open thinking   + Creativity   + Collaboration   + Digital skills   + Entrepreneurialism   + Resiliency, and   + The capacity to continually learn anew   It is important that young people are provided with timely labour market information (LMI) and careers guidance at an early stage of their education to enable them to make informed learning and career decisions which maximises their potential and leads to positive outcomes |
| **Issues and Recommendations:** |
| **Raising Aspirations and Attainment**  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/#closeSignup>  Aspirations are the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good **educational outcomes**. Raising aspirations is therefore often believed to incentivise improved attainment.  **Aspiration interventions** tend to fall into three broad categories:   * interventions that focus on parents and families; * interventions that focus on teaching practice; and * out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.   The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities, e.g. business champions going into schools to promote sectors, and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.   * The **relationship between aspirations and attainment is complex**. In general, approaches to raising aspirations have not translated into increased learning * **Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves** * The attitudes, beliefs, and behaviours that surround aspirations in **disadvantaged communities** are diverse, so generalisations should be avoided * Effective approaches almost always have a significant **academic component**, suggesting that **raising aspirations in isolation will not be effective and a focus on raising attainment may be more helpful**   Currently the SSLEP performs comparatively well in **ensuring that young people are in education, employment or training** with only 2.1% of 16-17 year olds in Staffordshire being NEET or presence unknown in March 2019. This places Staffordshire in the best performing quintile nationally and the best in the WM, while Stoke-on-Trent is in the 2nd best quintile with 4.2% (regionally 4.4% and nationally 5.1%).  However, the area faces a growing problem of declining **school performance**, with both Staffordshire and Stoke-on-Trent performing comparatively poorly for KS4 (A8) attainment, with Staffordshire now the worst out of 11 most similar authorities and below the national average. While performance in Stoke-on-Trent remains significantly worse than Staffordshire and nationally.  This underperformance in schools has a knock-on effect into **FE progression**, where compared to national, Staffordshire has higher Level 2 (GCSE) participation in FE and lower Level 3 (A Level), with nearly one in three (30%) school leavers entering FE in 2017/18 at GCSE equivalent or below. This is likely a reflection of KS4 underperformance hindering school leavers ability to achieve higher level skills in FE.  Considering **education outcomes at the end of compulsory education**, Staffordshire addresses school underperformance by age 19, being in line with the national average in terms of overall Level 2 (GCSE) qualifications. However, ‘lost potential’ remains where Level 3 (A level) performance remains below the national average and addressing our underperformance at KS4 could have a significant impact on the skills agenda with more learners studying at higher levels. Stoke-on-Trent performs poorly for both L2 and L3 achievement by age 19.  Although Staffordshire overall has seen improvement in **Higher Education (HE) participation**, there are inequalities across our localities. In 2018 Stafford (42%) and Lichfield (41%) had well above average (37%) rates of HE youth participation while Cannock Chase (26%), Tamworth (24%) and Stoke-on-Trent (23%) had below average rates. These inequalities are associated to KS4 underperformance and lower levels of FE progression.  Lower achievement of higher skill levels is hindering economic growth and raising levels of productivity which in turn is limiting wage growth and prosperity in Stoke-on-Trent and Staffordshire. It is therefore vital that school underperformance and low educational attainment is addressed to help ensure that more young people have the knowledge and skills they require to access more opportunities and reach their aspirations.  **Career Choice**  <https://www.educationandemployers.org/disconnected/>  As well as raising attainment levels it is also important that we equip young people with the **skills and knowledge that they need to make informed decisions** at key points in their school lives and ultimately to prepare them for the world of work.  Unfortunately, too many young people have **career aspirations which are disconnected from the reality of the jobs market**. For example, a survey of 7,000 young people by the charity Education and Employers suggests five times as many 17- and 18-year-olds in the UK want to work in art, culture, entertainment and sport as there are jobs available. This disconnect means far too many young people are “**destined for disappointment**”.  The analysis also suggests the greatest **shortfall of interest** is in accommodation and catering, which needs almost seven times as many students (9.7% of the economy) as are expressing an interest (1.5%). While Wholesale and retail trade similarly sees a very large shortfall - 2.6% expressing interest against 15.1% required. This means that businesses in these sectors are likely to face difficulties with recruitment which may hinder business growth.  The report says young people's **aspirations are set early - as young as age seven** - and do not change enough over time to meet demand. And this consistency of young peoples' career choices throughout their teenage years (and the **frustrations and wasted energy** it produces) will need significant effort to resolve. The research suggests that young people's career **aspirations need to "be engaged with and, if necessary, constructively challenged.**  **SSLEP over-supply issues**   * **Arts, Media and Publishing:**   + In 2018/19 16% of ESFA funded core learning aims (under 19 at L2/3/4) were in this sector subject area (2nd highest of all SSAs) compared to the arts, entertainment and recreation sector only accounting for 3% of total jobs in the SSLEP area in 2018 and 1% of online job vacancies in 2019   + The sector has also seen a 13% (2,000) decline in jobs over the last 3 years and vacancies have declined by a third (-33%), while qualifications and apprenticeships have remained static over the period   **SSLEP under-supply issues**   * **Retail and Commercial Enterprise:**   + In 2018/19 5% of ESFA funded core learning aims were in this SSA and 14% of under 19 apprenticeships compared to jobs in wholesale and retail making up 18% of SSLEP jobs in 2018 making it the largest sector in the SSLEP economy (4th highest sector for online job vacancies in 2019 with 8% but many vacancies are offline so likely to be higher)   + Higher proportional decline over last 3 years in apprenticeships (-35%) compared to jobs (-1%) and vacancies (-21%), with ESFA core aims declining by 19% over the same period * **Education and Training: (low numbers of qualifications and apprenticeships for under 19)**   + In 2018/19 0.1% of ESFA funded core learning aims were in this SSA and 1% of under 19 apprenticeships compared to 8% of jobs in 2018 making it the 4th largest sector in SSLEP economy and the 3rd largest volume of online vacancies in 2019 with 13% (8,207)   + Jobs in the sector have increased by 9% over the last 3 years while online vacancies have decreased by 15% compared to 25% decline in apprenticeships and 75% drop in ESFA core aims   To address this aspiration-reality disconnect there are calls for:   * significant expansion of career-related learning in primary schools * more support for careers guidance in secondary schools * better labour-market information for young people.   **Business sector champions** are a vital part of this and can help to bring learning to life, showing young people how the subjects they are studying are relevant to their futures.  Ultimately breaking down barriers, broadening horizons and raising aspirations  **Careers Information, Advice & Guidance (IAG)** – there needs to be the right careers advice in schools established through stronger partnerships between educators, employers and other key stakeholders. This should be based on robust Labour Market Information (LMI) which identifies **current and future jobs and changing demands for skills.** Education and skills providers should use this LMI to establish clear **up-to-date career pathways** for young people to follow in order to achieve their aspirations and meet business needs  **Labour Market Information (LMI) - Occupations in Demand** *(Labour Insight)*  The following table shows the occupations in the SSLEP area which were in most demand in 2019 (1,000+ online job vacancies):   |  |  | | --- | --- | | **Occupation** | **Job Postings** | | Sales related occupations n.e.c. | 4,793 | | Nurses | 3,927 | | Care workers and home carers | 3,783 | | Large goods vehicle drivers | 3,423 | | Other administrative occupations n.e.c. | 3,178 | | Customer service occupations n.e.c. | 2,961 | | Programmers and software development professionals | 2,711 | | Teaching and other educational professionals n.e.c. | 2,401 | | Van drivers | 2,141 | | Elementary storage occupations | 2,048 | | Managers and proprietors in other services n.e.c. | 2,031 | | Human resources and industrial relations officers | 1,944 | | Engineering technicians | 1,873 | | Book-keepers, payroll managers and wages clerks | 1,822 | | Secondary education teaching professionals | 1,616 | | Teaching assistants | 1,616 | | Marketing and sales directors | 1,544 | | Chartered and certified accountants | 1,440 | | Science, engineering and production technicians n.e.c. | 1,409 | | IT user support technicians | 1,254 | | Chefs | 1,216 | | Primary and nursery education teaching professionals | 1,158 | | Vehicle technicians, mechanics and electricians | 1,157 | | Kitchen and catering assistants | 1,082 | | Web design and development professionals | 1,036 | | Mechanical engineers | 1,033 | | Cleaners and domestics | 1,003 | | Sales and retail assistants | 1,003 | | IT business analysts, architects and systems designers | 1,000 |   **Work Readiness**  <https://www.fenews.co.uk/fevoices/31433-education-system-leaving-young-people-unprepared-for-the-futureofwork?utm_source=FE+News+Soundbite&utm_campaign=a0f3e31e4e-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_a588419e08-a0f3e31e4e-17376593>  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807830/No_Longer_Optional_Employer_Demand_for_Digital_Skills.pdf>  <http://www.sec-ed.co.uk/best-practice/character-education-raising-aspirations/>  <https://www.cbi.org.uk/articles/getting-young-people-work-ready/>  As well as raising attainment levels in the right sectors it is increasingly important that young people have the transferable skills which make them ready for the world of work.   * 45% of businesses rank work readiness as the most important recruitment factor, but 44% of employers feel that young people are not ‘work ready’ * Half of young people leaving education feel they are not work ready * Require **collaborative working** to ensure provision including curriculum offer meets the changing **needs of employers and raises learner aspirations** with the new Ofsted Inspection Framework having a key role * **Provision which meets key business asks of young people** including:   + **Added value** through a wider portfolio of skills rather than a tightly defined curriculum set   + **Digital literacy** is a critical life skill for higher value employment today, and needs to be embedded in everything education does   + **Entrepreneurial capability** is now an essential component in work readiness   + **Collaboration, innovation and commercialisation** will be key for future workers - whilst machines may have memory, they have no imagination!   + **Character and wider personal skills** are increasingly valued by employers to ensure new ways of working are effective and productive * **Continuous dialogue between employers and educators supporting life-long learning** - many of the top 15 high growth professions today were not the same just ten years ago and this change will continue at an increasing pace!     CBI calls on government to:   * Rethink qualifications including GCSEs * Broaden the EBacc to include a creative subject * Work with the education sector and business to develop a framework and shared approach for essential attributes to sit alongside the Gatsby Benchmarks * Integrate its Youth Charter and Careers Strategy   **New Ways of Working**  <https://www.fenews.co.uk/featured-article/40105-2020-vision-learning-for-the-changing-world-of-work>  <https://www.fenews.co.uk/press-releases/40263-how-digital-nomads-are-shaping-the-world-of-work-in-2020?utm_source=FE+News&utm_campaign=803cc0edd6-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_a588419e08-803cc0edd6-17376593>   * Our world of high growth business is now reliant on internet **connectivity and agile business models** as a means of survival, hence the **rise of the gig economy and the cloud worker** and mega businesses that just ten years ago didn’t exist * Working a 9-5 may still be a norm for many but **Digital Nomads** are now shaping the world of work and are predicted to reach **1 billion by the year 2035** i.e. rise of 5G * **Remote working** leading to increased productivity and less sick leave but require the **right work ethic** - a recent study shows remote workers are 13% more productive than office workers and most likely to take fewer sick days with 23% willing to put in extra hours to finish their tasks * Office space is changing with the **rise of coworking spaces** close to a meeting space when needed, with access to excellent connectivity and business amenities * Creation of **agile virtual teams with flexible contracts** to manage specific projects based on specific competence * Multitasking and life-long learning to support career changes * As well as developing specific digital skill sets, **it is vital that educators are preparing young people in these new ways of working** e.g. work remotely from any location, on any device and at any time   **Digital Skills Spotlight**   * It is **important that all young people have the digital skills** to succeed in the changing world of work, given that such skills are near-universal requirements for jobs in low, middle and high-skill roles * ‘Baseline’ digital skills such as Microsoft Office and other productivity software tools are commonly required in jobs across all skills levels and have become a ticket to entry in the labour market * Digital skills are required in at least 82% of online advertised openings across the UK * When breaking the job market down by skill level into low-, middle-, and high-skill roles, over 75% of job openings at each level request digital skills   **Employer Expectations and Collaboration**  <https://www.fenews.co.uk/featured-article/40105-2020-vision-learning-for-the-changing-world-of-work>   * Businesses expect young learners to be **work ready** and **prepared for the rapidly emerging high growth opportunities** we see right now – however while 45% of businesses rank work readiness as the most important factor they look for when recruiting, 44% of employers feel that young people leaving school, college or university are not ‘work ready’, also almost 1 in 4 young people feel inadequately prepared by their education for the world of work * Education and skills provider **employability strategies and careers advice services need to be closely aligned to LMI** with a focus on current and future demand for skills including:   + Educators and business leaders **building open and sustainable relationships** that aligns learning to the changing world of work   + **Effective business engagement** - strategic and tactical market intelligence being used to quickly inform curriculum innovation and design * Providing young people with **skills sets to transform their life chances** * Leading to a **stronger labour pool** which provides businesses with the skills to gain a competitive advantage, innovate and grow   **Lifelong Learning: Upskilling and Reskilling**  <https://www.institutelm.com/resourceLibrary/workforce-2020-managing-millennials.html>  <https://www.goldmansachs.com/insights/archive/millennials/>  <https://www.inc.com/peter-economy/the-millennial-workplace-of-future-is-almost-here-these-3-things-are-about-to-change-big-time.html>   * The **lifespan of businesses is shortening whilst the working life of all current and future working generations is lengthening,** for training and skills providers this has profound implications * **These two forces are creating a major shift in the world of employment:**   + Millennials now make up half the UK workforce and may well spend sixty years working and on average have 12 different jobs   + A century ago, the average lifespan of a Fortune 500 company was nearly 70 years, now it’s less than 20 * **Changing way young people are thinking about their careers** i.e. multiple career changes / growth in entrepreneurship/self-employment * Current rapid technological change is likely to accelerate meaning future workers will need to **reskill and upskill** to keep up * The **collective challenge to create a learning society** where skills, subjects and diverse stakeholders converge to create **world ready young people** engaged in the world around them and equipped to make something of it |