

‘Some whats and hows...and an invitation’

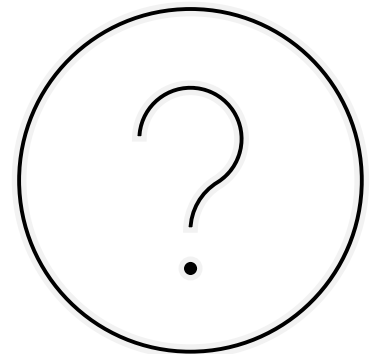
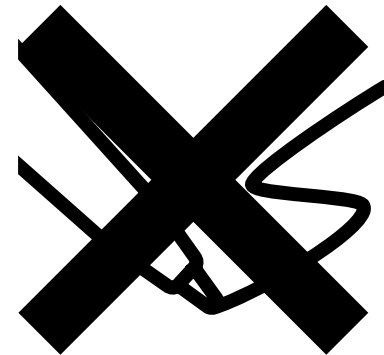
Part 2



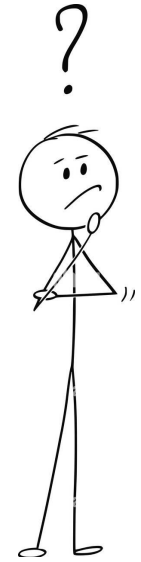
Peter Gaul, CEO, Belonging Schools

A workshop in five parts:

1. *Summary of the learning from Phase 1* of the Equalex Pilots: (25 minutes)
2. *Discussion of the emerging themes* from Phase 2 of the Equalex Pilots: (15 minutes)
3. *Next steps thinking* for Lancashire (5 minutes)
4. *Group discussions:* What do we need? (20 minutes)
5. *Plenary* (15 minutes)



The Equalex Framework



On a scale 0-10, how familiar are you with the Equalex Framework?

Outcomes Framework 3

Core Theme: Introduce & Inspire	
Learning Outcome	Learning Objectives
Increased Opportunity Awareness Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, full-time, part-time, and zero-hours employment. Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in. Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.
Improved Self-Awareness Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework. Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways. Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.
Inspiration Learners are inspired and motivated by careers opportunities which they may not have otherwise considered.	Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them. Learners can identify career role models and articulate their early career aspirations.

Outcomes Framework 4

Core Theme: Investigate & Explore	
Learning Outcome	Learning Objectives
Career Readiness Learners have developed essential skills which will support them to transition to the workplace.	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework. Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment. Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.
Exploration of roles and responsibilities Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Learners understand the different routes into employment and understand the differences between pathways. Using real life examples, learners can describe the roles of different people within an organisation and talk about what they do. Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.
Understanding of growth sectors and the changing economy Learners understand how the local and national labour market is changing and what this might mean for their career choices.	Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors.

Outcomes Framework 5

Core Theme: Apply and Demonstrate	
Learning Outcome	Learning Objectives
Applying Knowledge and Skills in the workplace Learners can evidence when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experiences to make informed career decisions.	Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work. Learners can demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making. Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres. Learners can compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making. Learners can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.



Quality

equal^{ex}

equitable experiences

What we learnt from **Phase 1**?



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Challenges of traditional WEX models

1. Young people don't get enough experiences – what they do get is **inequitable** and varies in quality
2. Traditional models of work experience often do not reflect modern work practices or offer opportunities for **skill development**
3. Young people traditionally undertake work experience after making options choices; this may be **too late**
4. Schools recognise the potential drawbacks of running blocked work experience but are faced with many **barriers**
5. Planned intent, **learning outcomes** and evidenced application of knowledge, skills and behaviours is rare
6. Employer capacity to engage with work experience is limited – there are **not enough opportunities** in the system



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 **Belonging
Schools**
connect learn grow

Aims of equalex

- Reinventing work experience
- Responding to policy ambition
- Reaching **all** learners

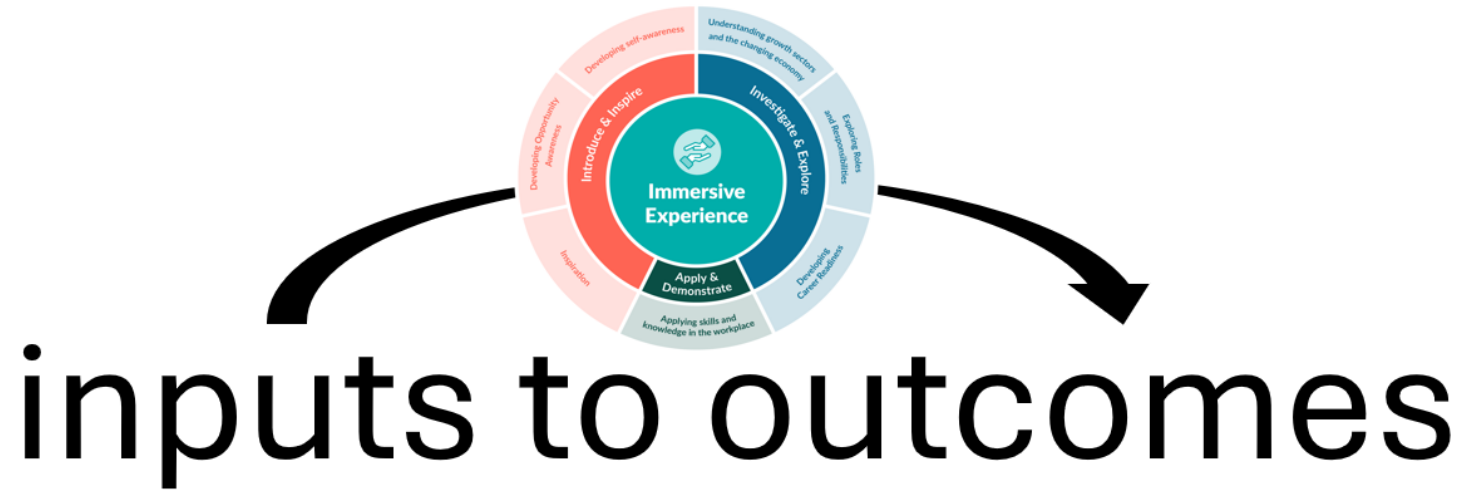
As the national body for careers education, we aim to:

- drive new/emergent practice
- change the dynamics from inputs to learning outcomes
- provide clarity on quality
- add rigour to building skills
- address social mobility and gaps in access
- speak to a wider education agenda about a rich and rounded experience
- Be responsive to employers
- Support education and employers

A programme of modern work experience should...

- Prioritise young people who are missing out and provide targeted support
- Include experiences that are employer-led in their design
- Enable meaningful relationships between the employer and young person and school?
- Start early, allowing access to multiple, different industries and occupations
- Be underpinned by learning outcomes, to ensure a progressive high-quality approach
- Offer meaningful experiences as defined in updated Gatsby Benchmark 6

Phase 1 in a nutshell



From inputs to measurable, progressive outcomes via the equalex framework...

Equalex emerging themes: the here & now **& the over time**



Defining *meaning of meaningful for* education & employers



Progression delivered via outcomes and objectives



Establishing **sustainable** partnerships, locally and across the CA



Defining a new **language** / lingua franca



Scaling up: **volume** of activity & depth

Core concepts & questions:

1. Outcomes underpin everything: a brilliant framework but how do we set them up as a progressive model? What does progression mean for businesses, schools, CLs and the young person? And how do we deliver them?
 2. What is meaningful activity?
 3. Conditions for collaboration: making strong connections?
- iv. How to get to scale?*
- v. How will the language evolve?*



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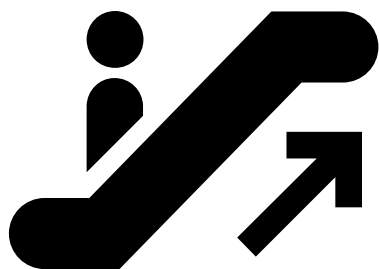
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1



Progression & Outcomes

Why take a progressive approach?

Traditional

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Year 7

Year 8

Year 9

Year 10

Year 11

Post-16

Work
Experience

Work
Experience



Progressive programme of workplace experiences



Introduce & Inspire



Investigate & Explore

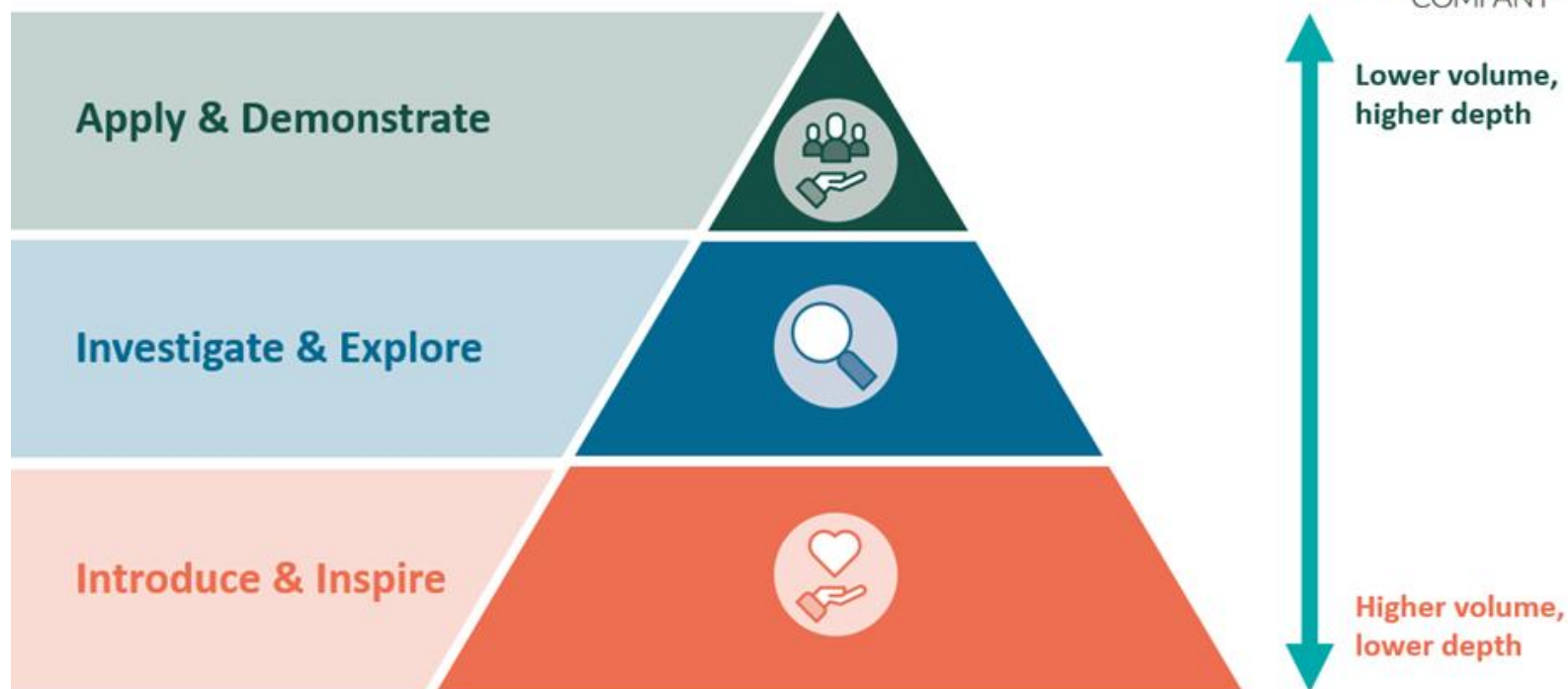


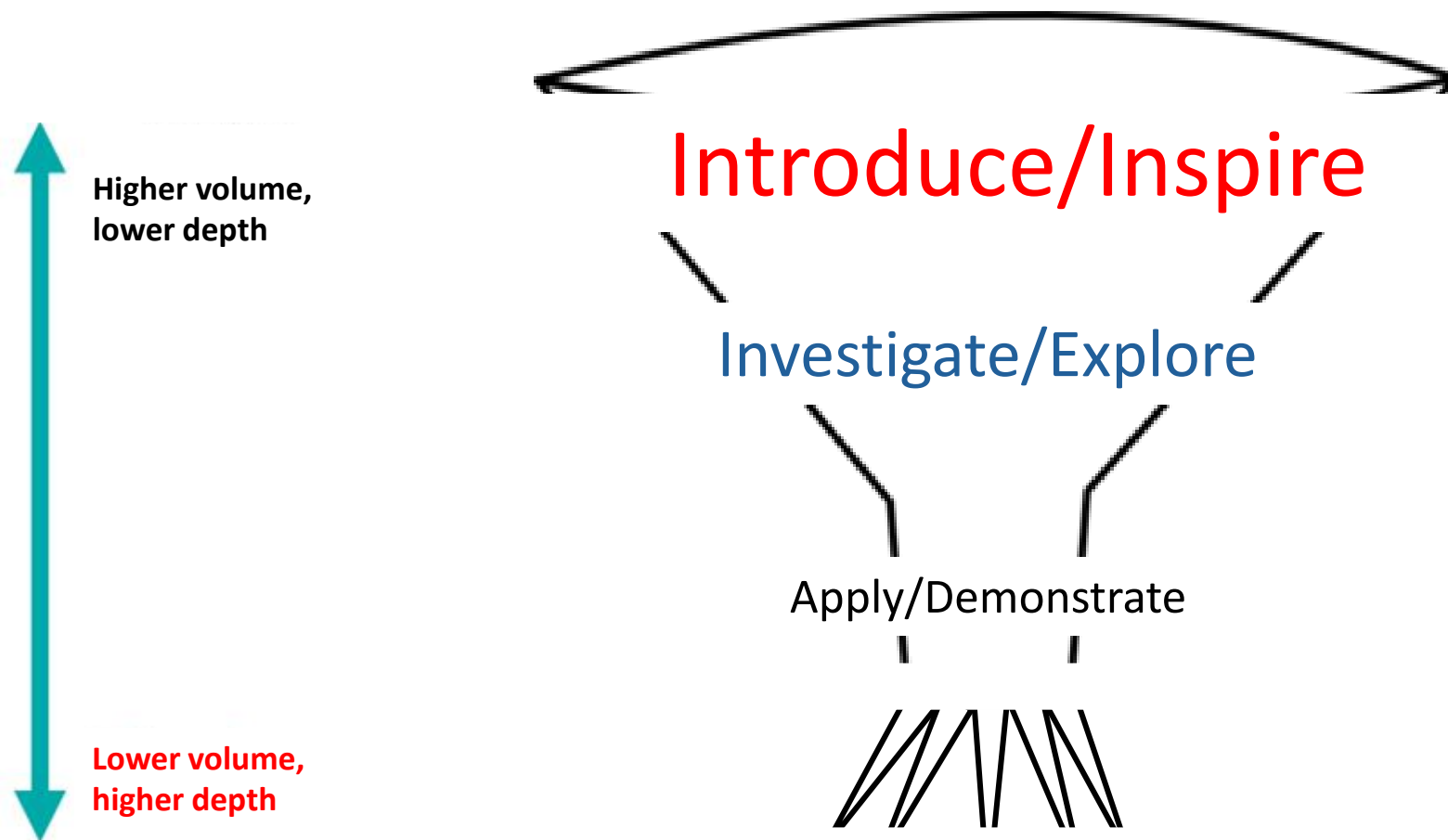
Apply & Demonstrate

How can we work together on
the concept of progression?

Ensuring the quality of meaningful, multiple, and progressive workplace experiences

Workplace experiences as a progressive programme

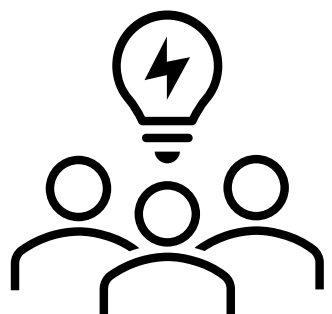




Workplace experiences as a progressive programme



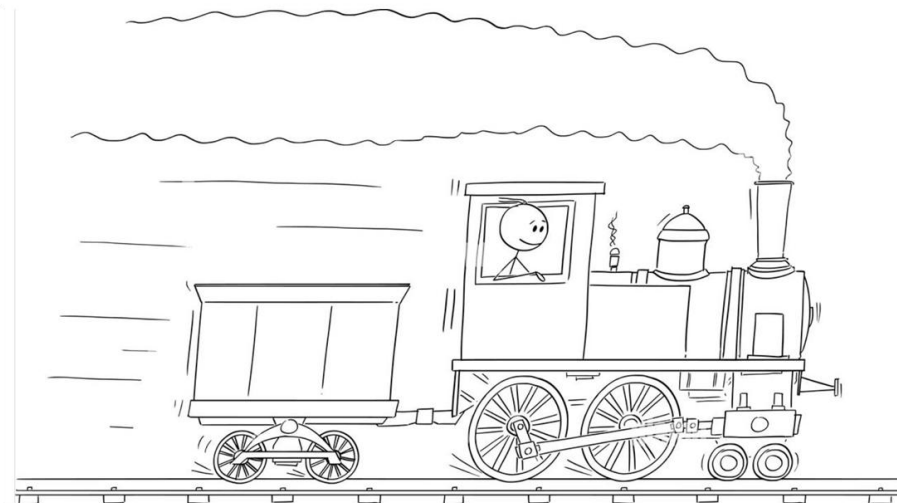
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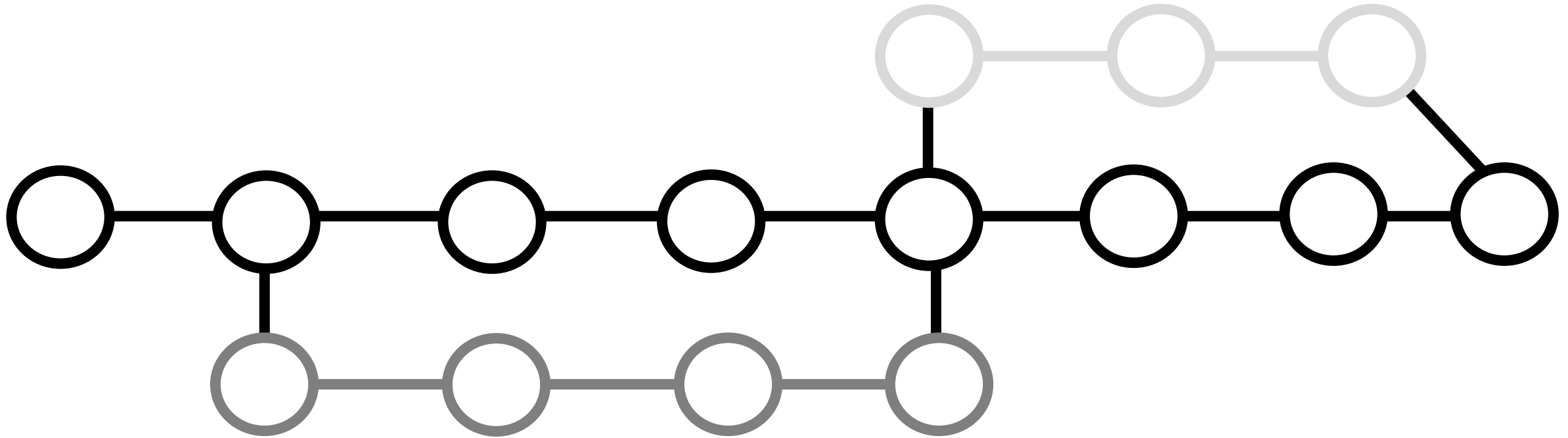
Defining meaningful: how to get from inputs to meaningful outcomes?

(What does meaningful mean?)

A slight obsession with train metaphors...

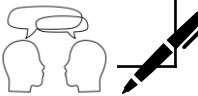


Planning a meaningful 'activity / activities' for sustained partnership:



What does *meaningful* mean ?

What might be needed for greater meaning? (RESOURCES)	
Who might be included to create greater meaning (BROADENING THE COALITION)	
Where might greater meaning take place? (LOCATIONS)	
When might greater meaning occur? (TIMING)	
How will we document the process for clarity? (PLANNING PROCESSES)	
How will we capture the quality of the overall process and outcomes? (EVALUATION)	



3



Conditions for collaboration

The importance of being in the room...

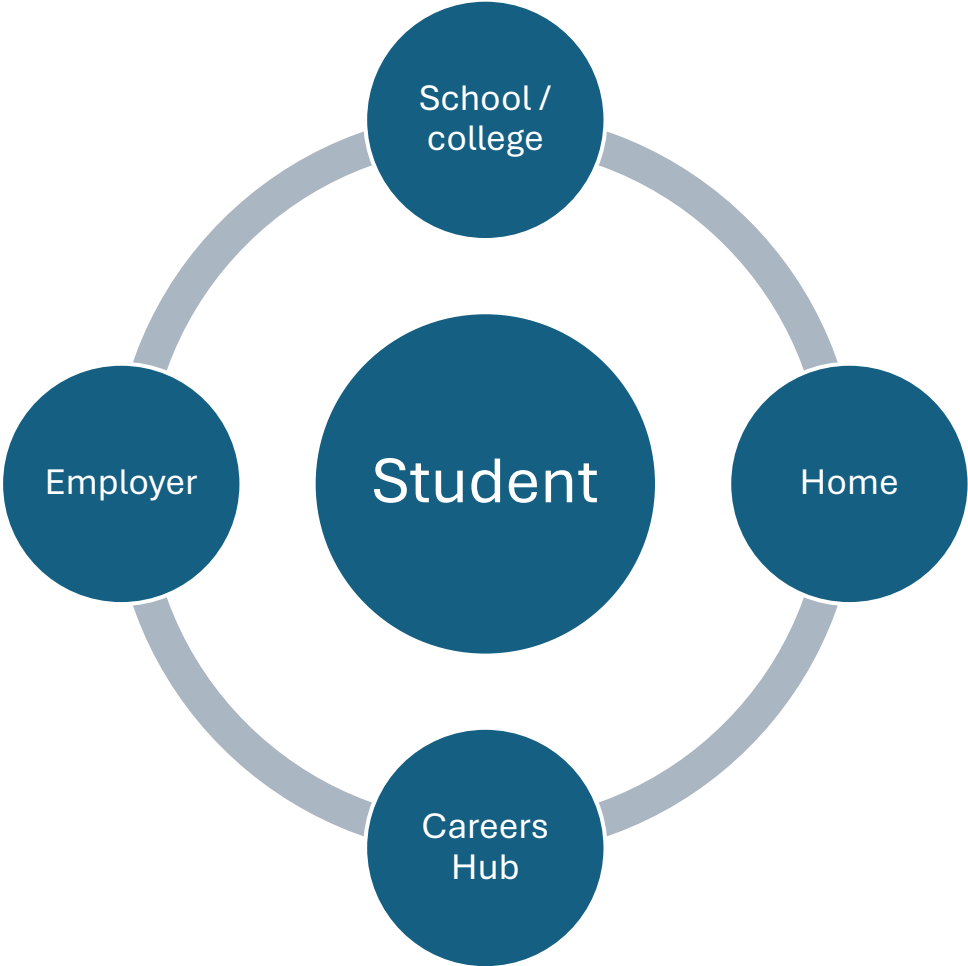
“80% of success is turning up.”

(Woody Allen)

“The absent are always wrong.”

(French proverb)

The importance & challenge of the ‘onboarding’ process

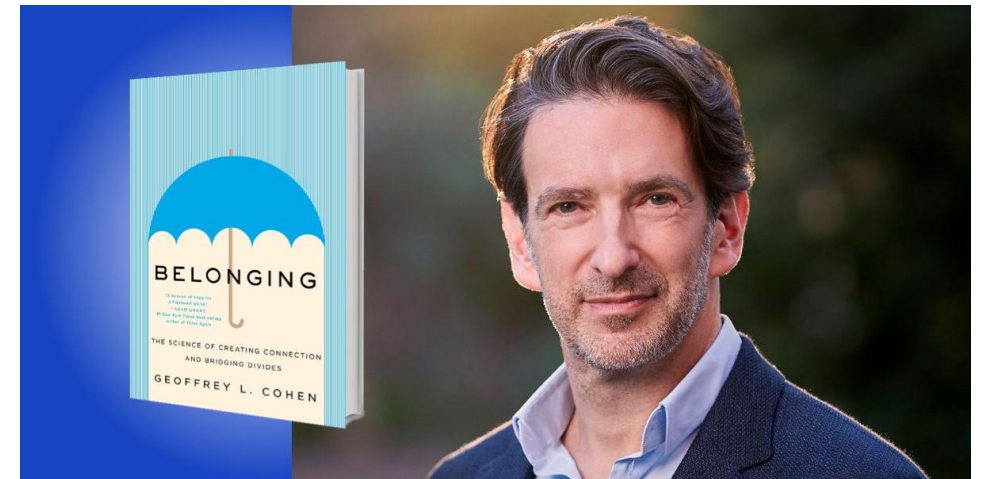


‘Situation crafting’ & ‘wise interventions’

“...a sense of belonging isn’t just a by-product of success but a condition for it – in school, work, homes, health care settings, negotiations, politics, community policing, and virtually every domain in which humans deal with other humans...”

(Geoffrey L. Cohen)

Modern work experience?



“So when crafting situations to nurture belonging, we need to pay attention not just to the physical features of the situation but to the way the situation is being perceived, felt and experienced. We often have trouble appreciating how differently a situation is being experienced by others, even by people we feel close to.

...even a secure base can be pulled out from under us, as psychologists have found...Belonging is less like a keystone belief and more like a perception being re-created anew in every situation.”

(Cohen)

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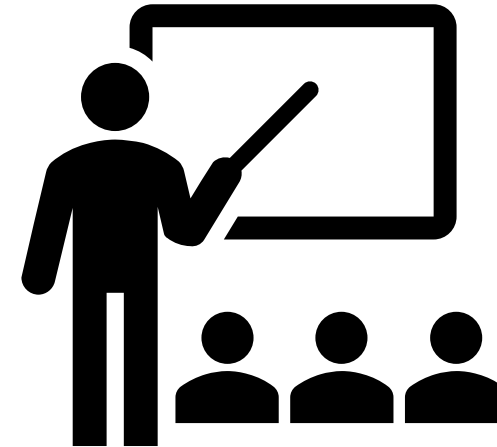
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(Cohen)

Hypothesis:

Schools don't always
'situation craft' very well.





Conditions for collaboration



How what we learnt in
Phase 1 has
developed in **Phase 2**?



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Insight briefing 1: Modern work experience pilots

Insights from the Year 1 pilots of the
equalex framework

https://www.careersandenterprise.co.uk/media/eaujzt3a/insight-briefing-1_modern-work-experience-pilots.pdf



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Work Experience Insights: Year 1 equalex pilots

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 YORK
Consulting

https://www.careersandenterprise.co.uk/media/dkegqtqj/november-2025_york-full-insight-report.pdf



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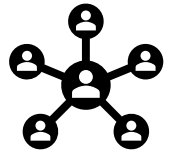
Three emerging themes



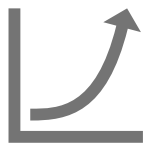
Cross-sector public leadership



Co-constructed curriculums



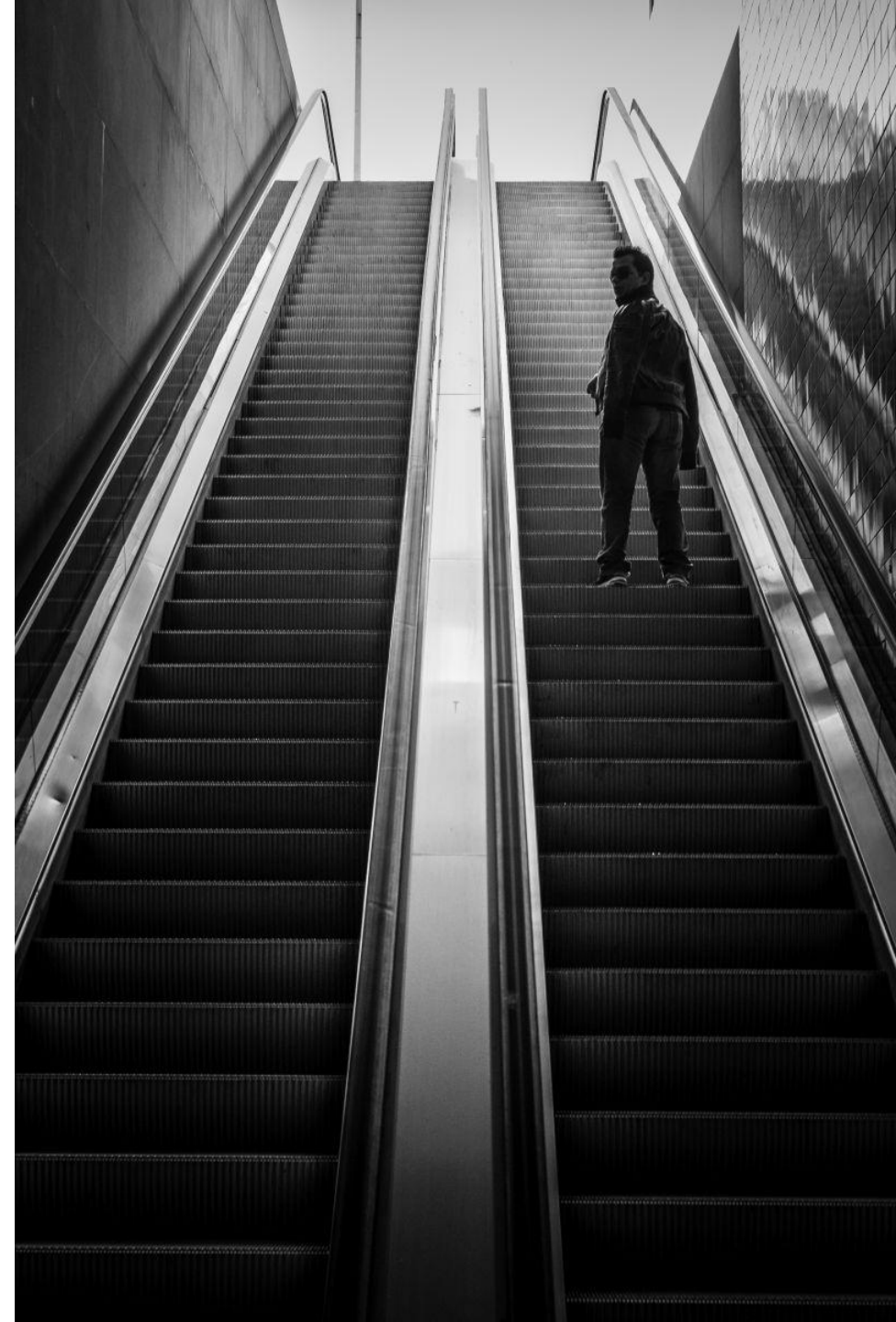
Relational transformation



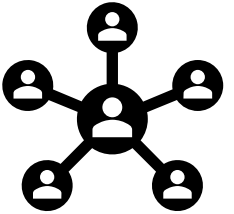
*(Towards scalability
and strong networks)*



*(A new language
emerging?)*



Relational practice that moves the transactional to the transformational for young people who need it most



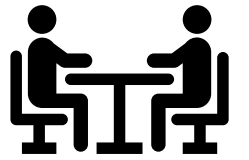
Aspirational interventions by ‘broadened coalitions’

Powerful effect on employees & organisations

Power of *stories* to shape broader narrative of system change

MWex part of cultural blueprint

A co-constructed approach to **curriculum planning** for progression and meaning



‘Small can be beautiful’

‘Learning somewhere else’ (*high quality)

MWex part of curriculum architecture
(schools & business – common template)

‘Rightness...’ as a theme

Leveraging cross-sector **public leadership** for transforming opportunity for young people

‘Upstream thinking’ & perception of time

Embracing the *ideas*: understanding the concepts

Shared *responsibility across place*

A movement of ‘advocates’ for system change

A model for Modern Work Experience (MWEx)

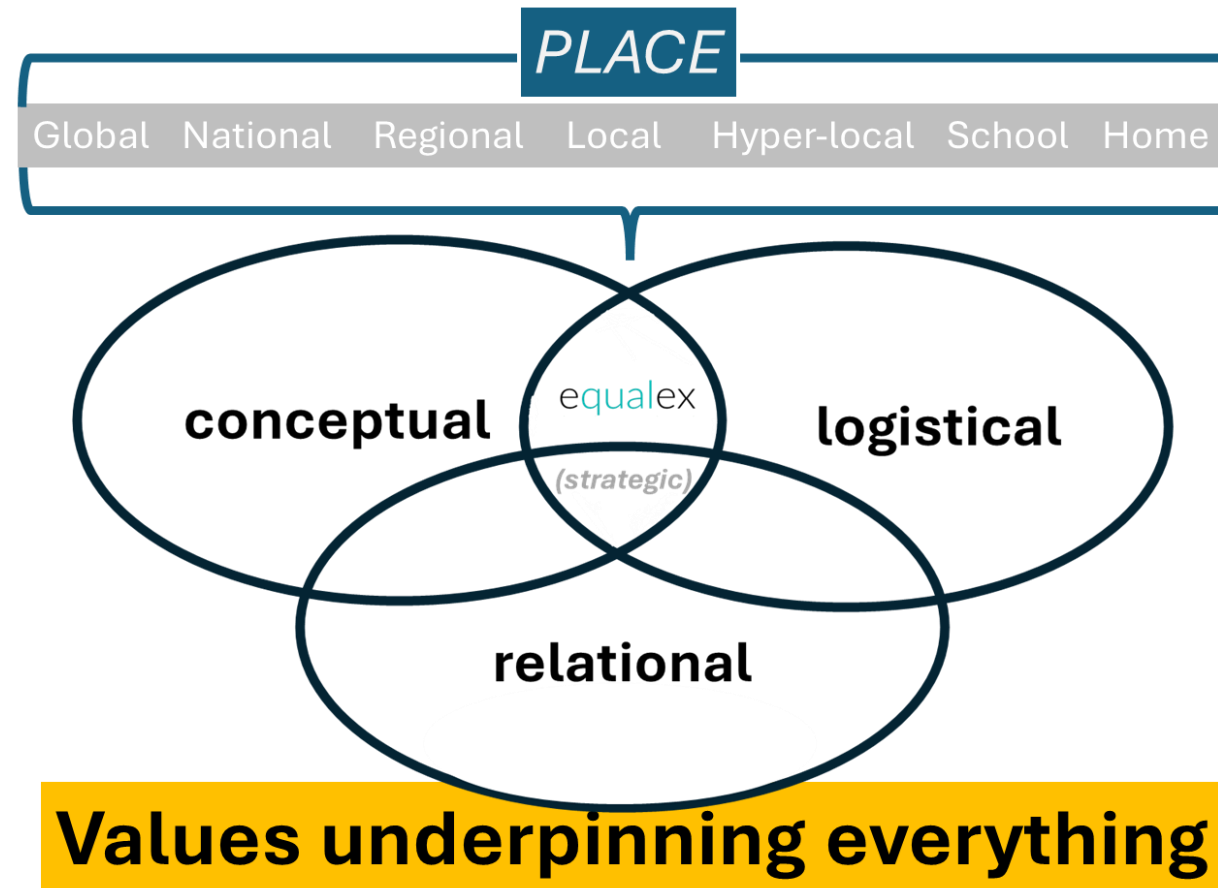
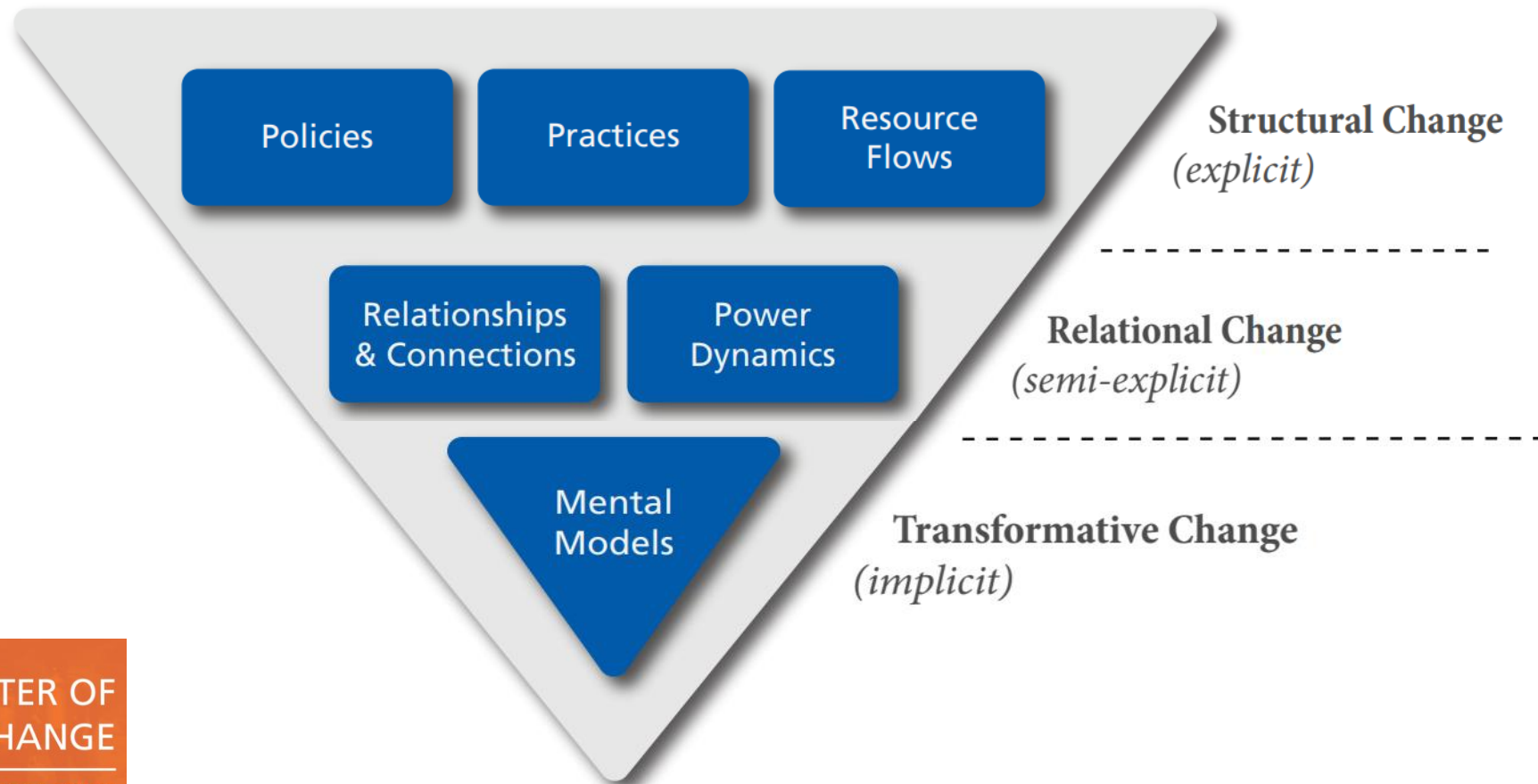


FIGURE 1. SHIFTING THE CONDITIONS THAT HOLD THE PROBLEM IN PLACE

Six Conditions of Systems Change



THE WATER OF SYSTEMS CHANGE

JOHN KANIA, MARK KRAMER, PETER SENGE

June 2018



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Contributing to system change: creating a movement



How's the
water?

What's
water?



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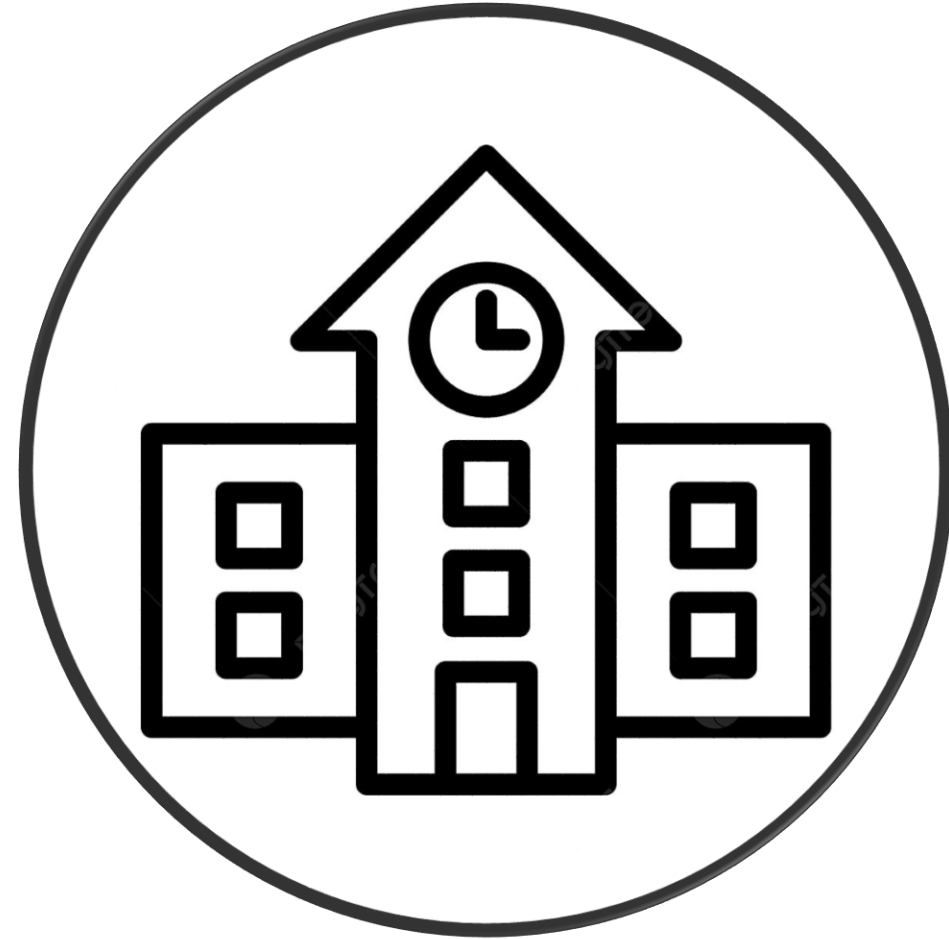
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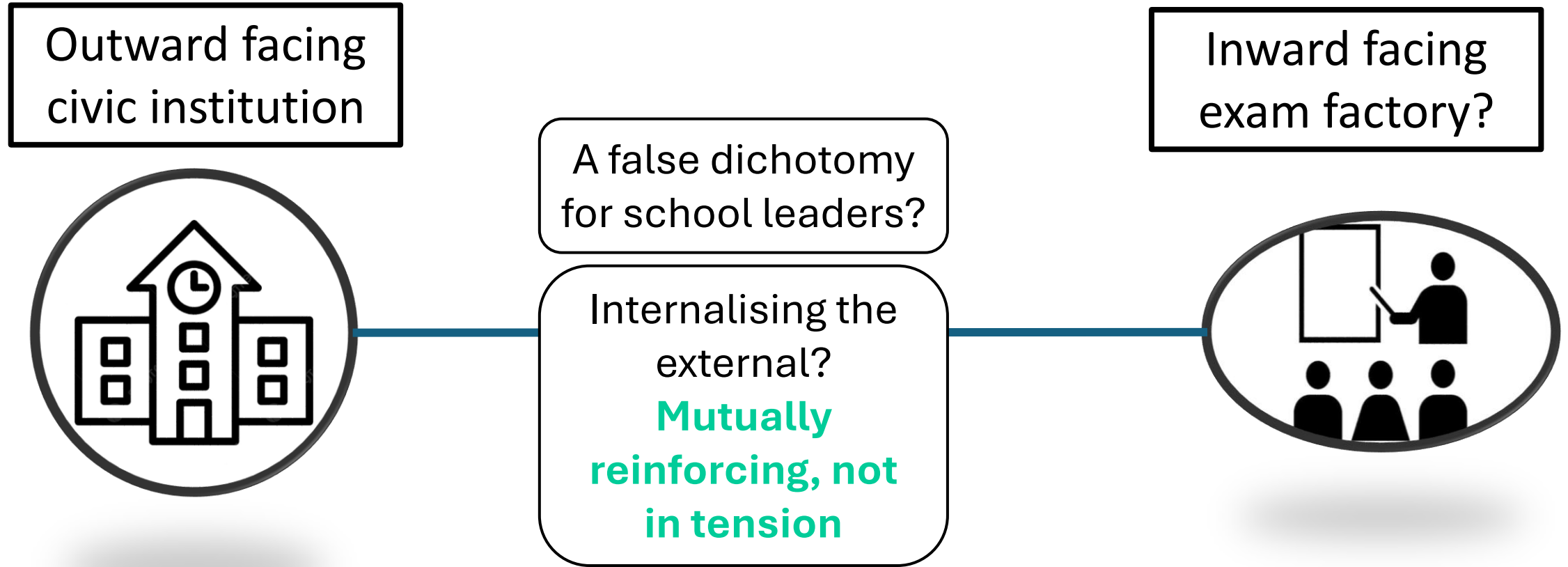
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Why *school* is *the* civic
anchor institution for
families & communities



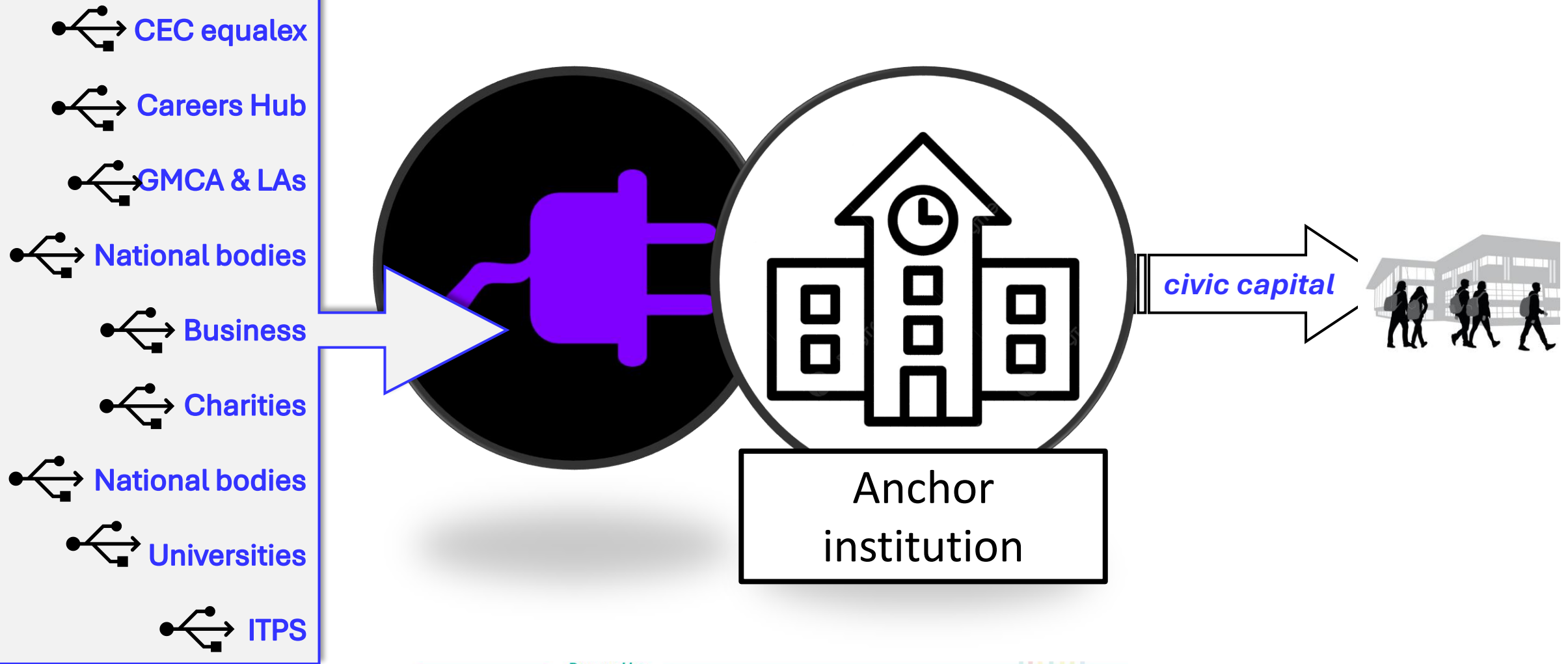
Surfacing benefits of civic engagement more explicitly



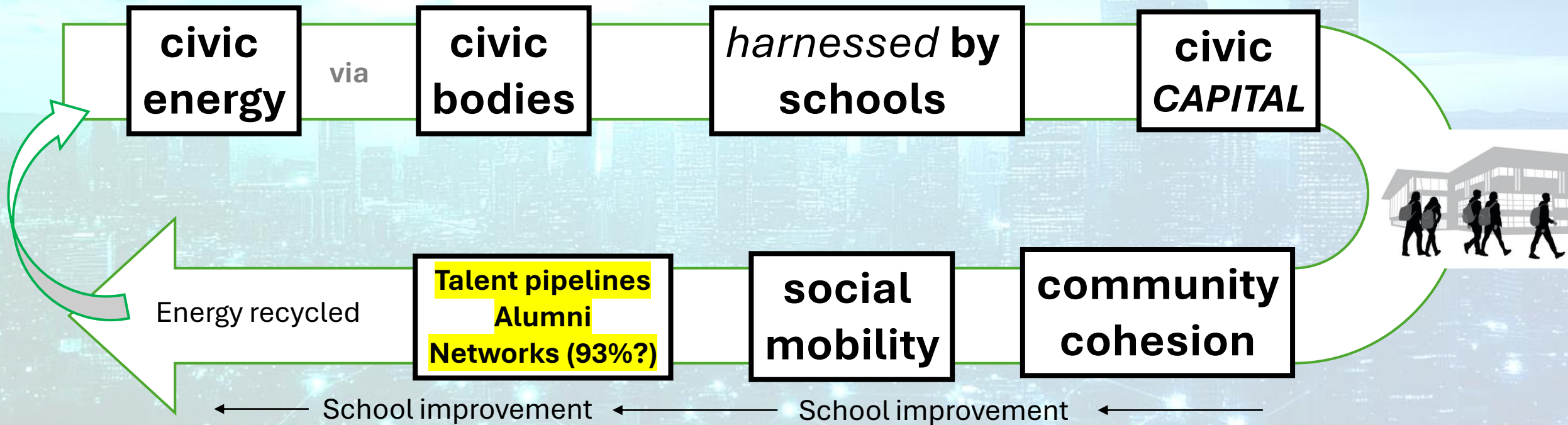
A city skyline at night, likely San Francisco, with the Transamerica Pyramid visible on the right. The image is overlaid with a glowing blue network of interconnected nodes and lines, suggesting a digital or communication network. The text "A network(s) for the 93%?" is centered at the bottom in white.

A network(s) for the 93%?

What civic energy can these bodies bring?



The civic equation cycle...



It's not what you know...

70% (Di Tomaso)



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provocations...



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**Insert Kay's timeline diagram
leading into the group
discussions**



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**As a system,
how do we
get from
'transactional
to
transformative?'**



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**As a
county,
how do we
build a
network(s)
for all?**



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**What will
your
organisation
look like in
three years
time?**



**If scale is the
holy grail,
(Browne) what...**

do I need next?

have we missed?

do we need more of?

And where will be...

in twelve months

3 years time?



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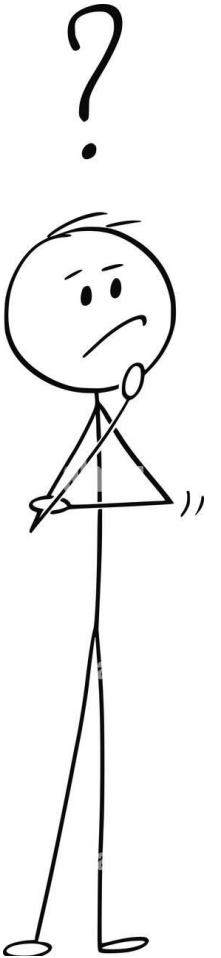
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Plenary



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