



**Skills Builder**  
PARTNERSHIP

# Impact Report 2019



Celebrating a decade building the essential skills for success





**One day, everyone will build  
the essential skills to succeed.**







**Celebrating a decade building  
the essential skills for success**

# Welcome!

We're thrilled to be able to share our latest annual Impact Report with you. This year, we're celebrating 10 years since we got started as Enabling Enterprise back in 2009.

Over that time, as the next pages capture, our work has constantly evolved: from a single school in East London in 2009 to 514 schools and colleges that we directly trained and supported last year - that's more than 130,000 children and young people empowered to build essential skills through our programmes.

Altogether, we've been able to deliver a grand total of 490,461 student programmes over the last decade along with 20,647 programmes of training for teachers.

The impact is felt across contexts: taking it in turns in a primary classroom, presenting ideas at secondary school, articulating skills to get a first job, or thriving on an apprenticeship programme.

In September 2019, we decided to gracefully retire the Enabling Enterprise brand, and put all of our energies behind the Skills Builder Partnership. We did so because working together and combining our efforts is by far the best way to ensure that one day, everyone builds the essential skills to succeed.

Employer partners have always been a critical part of our work, hosting trips, supporting programme design and funding our work. This last year, 121 supported us in this way. We're excited that a growing number are expanding their work, building the Skills Builder approach into how they recruit, train and support their own staff.

Finally, we've been thrilled to work with 59 other organisations including the Careers & Enterprise Company, the National Literacy Trust, and the British Council. Together, we're using the shared language and outcomes of the Skills Builder approach.

Thank you for all of your support this year, and the last decade. We hope this Impact Report captures a little of why it is all so worthwhile – and what comes next.

## 490,461

**student programmes  
since 2009**

## 20,647

**teacher training  
programmes  
since 2009**

## + 62%

**average additional  
skills progress for  
students on our  
programmes**

## 514

**schools and colleges**

## 119

**employers**

## 59

**organisations**

# 10 years and beyond



## Tom Ravenscroft

Founder & CEO

The Skills Builder Partnership

The organisation today is unrecognisable when compared to where we began: in a single classroom in a secondary school in Hackney. That was my classroom, and I was wrestling with the question of what the young people in front of me would really need if they were going to thrive in the world beyond school.

It felt then that there was something fundamental missing in the education that we were providing: those skills that our children and young people need beyond academic achievement to really thrive.

In contrast, the last year has seen more than 130,000 children and young people across the country, and internationally, completing one of our programmes. They join the 360,000 student programmes already completed – a total of 490,461 in the last decade.

Critically, though, these completed programmes really mean something. Their impact is what's driven our team throughout. For the last five years we've been able to use the

Skills Builder Framework as a tool to measure the quantifiable difference that our approach has made. Over that time, using a consistent methodology, we've seen students on our programmes make an average 62% more progress in developing essential skills than their peers.

What this means is different for every child or young person. For the youngest children, that might mean that they can take it in turns, articulate their ideas in class, or seek out solutions to simple problems they face. The cascade of benefits that securing these essential skills makes are clear, whether in terms of greater self-confidence, engagement with learning, or just the greater enjoyment of childhood.

For young people, the essential skills have practical everyday benefits: the ability to defuse conflicts in their groups; to create plans and have the tactics to stick at achieving them; and to be able to generate new ideas. These are not only critical for thriving in school or college, but also to make a successful transition into the world of work.

### Always evolving

This team and organisation is defined by the constant desire to innovate and grow. Over 10 years, I feel like I've led three different organisations: first, a scrappy start-up, then a national organisation – and finally, the Partnership that we are today.

This has, of course, been one of the most momentous shifts of this decade. Two years ago, our accumulated reflections and insights from our work to date were published: *The Missing Piece* drew together the Skills Builder Framework, the six Principles that underpin effective skills building, and also a sense of frustration that we had not made any collective breakthrough.

At its heart, addressing the challenge of how to build the essential skills of every child and young person can never be the work of any single organisation. It has to be a collective endeavour, and there is no collective endeavour that has ever succeeded without a common language and shared objectives.

That idea was the genesis of taking the Skills Builder Framework and turning it into something collectively owned. We launched the Skills Builder Partnership in May 2018, having benefitted from the expertise of more than 60 organisations. In 15 months, the Partnership has grown to over 700 organisations.

These organisations make up the three strands of the Partnership:

- Schools and colleges
- Employers
- Youth and other skills-building organisations

In the last year, we have seen the transformational potential the Partnership has: with employers like KPMG and Allen & Overy using the Skills Builder approach in schools; with Life Skills created with Barclays aligning with language from the Skills Builder Framework; and with more than 5,620 teachers trained and supported to build the essential skills of their students in the last year alone. Aligning all of these efforts behind a single approach had the potential to be transformational.

## Just the beginning

We're proud of our first ten years, but this is just the beginning. Our latest strategy focuses on realising the power of this Partnership to build the skills of every individual.

Above all, that means focusing the efforts of our team on acting as a catalyst and supporter for all of the organisations in the Partnership. The decision to rebrand completely as the Skills Builder Partnership, moving away from Enabling Enterprise, is a public demonstration of our commitment and priorities.

We're also continuing to invest in growing our work in schools and colleges, focusing on training staff and building the capacity of those organisations so they can ultimately take ownership of essential skill education.

Our work with employers is growing too – through the Essential Skills Taskforce including the CIPD, CBI, Gatsby Foundation, EY Foundation, Careers & Enterprise Company and Business in the Community,

we're creating a universal version of the Framework that can be used by employers within their own organisations. This will support their recruitment, training and apprenticeships, but also help further ease the transition for young people moving from education into the world of work.

There's more to do with our organisational partners too. Some of the success stories of the year include working closely with the Careers & Enterprise Company to co-develop a new tool to support measuring the impact of funded work on essential skills. We've also supported other partners like Achievement For All to create new content aligned with the Skills Builder Framework.

Finally, in September we launched our online resources platform, the Skills Builder Hub, as a step to realising our vision that anyone who wants to build essential skills can do so.

There is much more to be done over the next decade – but I believe more strongly than ever that one day, everyone will build the essential skills to succeed.

**To learn more about the journey  
and see what's next, head to**

**[skillsbuilder.org/tenyears](https://skillsbuilder.org/tenyears)**



# Building eight essential skills...

We keep it simple, focusing on eight essential skills. They're known by many different names, but these eight skills cover the four domains that come up time and again as essential – whether in the context of education, employment or entrepreneurship.

In pairs, they span **communication**, **creative problem-solving**, **self-management** and **collaboration** skills.



## Listening

The receiving, retaining and processing of information or ideas



## Presenting

The oral transmission of information or ideas



## Problem Solving

The ability to find a solution to a complex situation or challenge



## Creativity

The use of imagination and the generation of new ideas



## Staying Positive

The ability to use tactics and strategies to overcome setbacks and achieve goals



## Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them



## Leadership

Supporting, encouraging and motivating others to achieve a shared goal



## Teamwork

Working cooperatively with others towards achieving a shared goal

... with rigour and focus



The Skills Builder Framework breaks down each of the eight essential skills into sixteen tangible, teachable and measurable steps. We've used it with individuals of all ages, defining success in each skill and charting the trajectory for mastery.



We officially launched the Framework in May 2018 with cross-sector endorsement, including from Paul Dreschler (President of the CBI), Dame Julia Cleverdon (Vice-President of Business in the Community) and Dr Mary Bousted (Joint General Secretary of the National Education Union).

The Framework is the culmination of four years of learning. While it was initially developed by Enabling Enterprise, over the years we have collaborated with over 60 leading organisations and expert individuals across the sector. In addition, our employer partners helped ensure the end goals were aligned with the kinds of employees they look for in the workforce.

After that, it was piloted with more than twenty organisations, including the National Literacy Trust, Apps for Good and the London Symphony Orchestra. It's been independently reviewed twice and used by over 15,000 teachers with over 300,000 children and young people to date.

## Guide to the Framework

- 1 Skill definition
- 2 The thematic progression in skill development
- 3 The steps roughly link to year groups – so Step 8 is a good target for Year 8 (12-13 years old)
- 4 This descriptor can be shared with the children and young people to understand their own skills
- 5 This is a more detailed explanation of what this skill step looks like

3	Step	Learner Descriptor	4	Teacher Explanation	5
	Step 0	I can listen to others for a short time.		Learners listen with enjoyment and respond appropriately to stories.	
	Step 1	I can listen to adults, follow instructions and tell you what I heard.		Learners can listen to an adult, such as a teacher or teaching assistant, and recall and follow simple instructions.	
	Step 2	I can listen to others and ask questions about what I heard.		Learners are able to listen to others and ask relevant questions based on what they heard.	
	Step 3	I can follow a conversation and tell somebody else what it was about.		Learners are able to listen to multiple speakers, retain the information and give a basic account.	
	Step 4	I can explain that there are different purposes to speech and how to identify them.		Learners are aware that there are different reasons why people communicate (e.g. to ask a question, give instructions, provide information or persuade) and identify some simple language features of each one.	
	Step 5	I can listen to extended talk and identify the key information I need.		Learners can listen to and respond to extended talk, identifying the key information they need and retain it.	
	Step 6	I can take part and respond in a group discussion.		Learners are able to follow and take part in a group discussion and express opinions when called upon.	
	Step 7	I can analyse how a speaker uses language and gesture to engage the audience.		Learners can analyse how a speaker engages an audience through language and gesture.	
	Step 8	I can analyse how a speaker adapts language for different purposes.		Learners can analyse how and why a speaker adapts their language to suit different purposes such as to persuade, entertain and instruct.	
	Step 9	I can analyse the tone, emphasis and status of the speaker and their effect.		Learners can recognise the tone, emphasis and status of a speaker and consider their effect.	
	Step 10	I can ask probing and relevant questions to check and build my understanding.		Learners are able to follow a speaker and create their own meaningful, probing questions to check and deepen their own understanding.	
	Step 11	I can identify and analyse different points of views of speakers.		Learners can identify and analyse different points of views they hear in a discussion and explain how they are different.	
	Step 12	I can identify underlying themes, implications and issues when listening.		Learners can identify themes, implications and issues in what is being said.	
	Step 13	I can analyse bias when listening, through a speaker's language, omission or ambiguity.		Learners can analyse bias through language, omission and ambiguity.	
	Step 14	I can explain a speaker's techniques and approaches in different contexts.		Learners understand a speaker's intentions and techniques and how they use a range of different approaches in different contexts.	
	Step 15	I can evaluate how a speaker can become an outstanding speaker.		Learners can evaluate a speaker's use of language, grammar, tone, emphasis, pace and the fluency and variety of their point of view to make suggestions for improvement.	

The full Framework and resources to put it into action can be found at [skillsbuilder.org/framework](https://skillsbuilder.org/framework)

# The Skills Builder Principles

The Skills Builder Framework helps us understand in detail what we seek to achieve when we build essential skills. It moves the skills from being slightly hazy or intangible into concepts that are clear and teachable.

The Skills Builder Principles are the crucial complement to the Framework: they are the 'how' to the 'what'. Each one echoes effective methods of building the core skills of literacy and numeracy, and together they represent our approach in a nutshell. They are:

## 1. Keep it simple

A consistent focus on the essential skills helps ensure everyone's shared understanding and makes building them as tangible as possible.



## 2. Start young, keep going

Starting as young as 3 years old and committing to keeping it up allows time for mastery, and ensures the skills help unlock other learning.



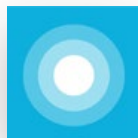
## 3. Measure it

Quantifying skills ensures a balanced understanding of strengths and weaknesses, highlights progress and demonstrates next steps.



## 4. Focus tightly

Building skills should build upon students' previous learning, and focus on achieving mastery by giving the skills the time and focus they need.



## 5. Keep practising

To accelerate progress in the essential skills, they should be applied and reinforced elsewhere in the curriculum and outside it.



## 6. Bring it to life

Keep it relevant by taking children and young people out of the classroom and by bringing real-life problems and challenges into it.



The Principles are drawn from both the academic literature, which was analysed in the work that we commissioned from LKMco in 2017, and also from our experience of working with hundreds of schools over the last nine years.

Our work is increasingly focused on how we can support schools and other skills-building organisations to apply the principles to their own work, increasing our collective impact in building essential skills for every child and young person.

**Find out more about the Skills Builder Principles  
at [skillsbuilder.org/principles](https://skillsbuilder.org/principles)**



The Skills Builder Partnership brings together **three broad groups** around the shared mission: one day, everyone will build the essential skills to succeed.



## Education

In line with our mission, one of the most critical groups to focus on building essential skills are children and young people. Ultimately, we want the effective development of essential skills to be a normal part of a good education.

Our work in schools and colleges focuses on working with senior leadership teams to build the principles into school or college life, train their teachers, and then equip them with the resources and trips to employers to bring a programme to life.

turn to  
page

9



## Employers

Educators are a critical part of the Partnership. Essential skills are valuable for life and vital for employability.

We work with employers to ensure that our programmes are linked to real-world application of the essential skills through trips to workplaces, curriculum design and through funding the engagement of schools and colleges. We are also starting to support employers to use the Skills Builder approach within their own organisations.

turn to  
page

15



## Organisations

The third critical part of the Partnership are other skills-building organisations who are focused on helping children, young people and adults to build essential skills. Sometimes this sits alongside other goals too.

All the organisations commit to using the Skills Builder Framework to help align and enhance their existing programmes, and to support greater collective impact around the challenge of ensuring that ultimately everyone builds their essential skills.

turn to  
page

17





## Education: Growth and reach

### Working with more students in every part of the country

It has been great this year to see continued growth in the number of schools and colleges that we have been able to support.

By training and supporting 5,620 teachers across the country this year, more than 130,000 children and young people have taken part in our programmes.

Our youngest students are just 3 or 4 years old and we work at all ages through to those in college.

In total, we partnered with 514 schools and colleges in 2018-19.

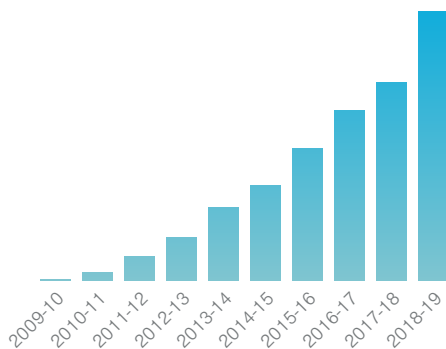
The new Skills Builder Hub allows us to support any individual teacher with tools and curriculum resources, whether they are in a partnered school or not, which is an exciting development.

### Ten years of growth

Over the last ten years, we have been pleased to see continued growth in the numbers of schools, teachers and students we have been able to support.

In total, we have delivered more than 490,000 student programmes through the hard work of the thousands of teachers we have trained and supported.

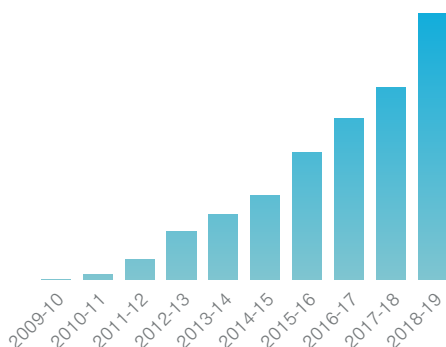
Throughout that time, we have focused on prioritising those students from more disadvantaged communities.



**130,228**  
students

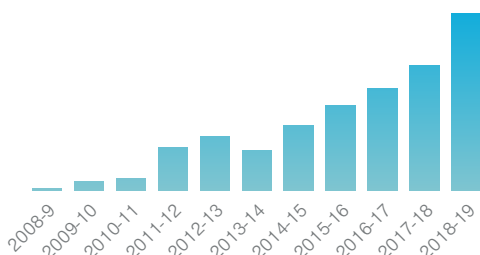
on our programmes  
in 2018-19

**490,461**  
student programmes  
delivered since 2009

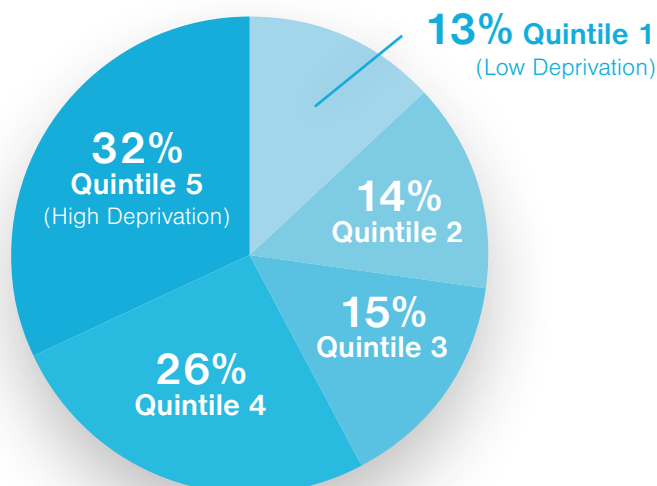


**5,620**  
teachers  
trained and supported  
in 2018-19

**20,647**  
teacher training  
programmes  
delivered since 2009



**514**  
schools and  
colleges  
partnered in 2018-19



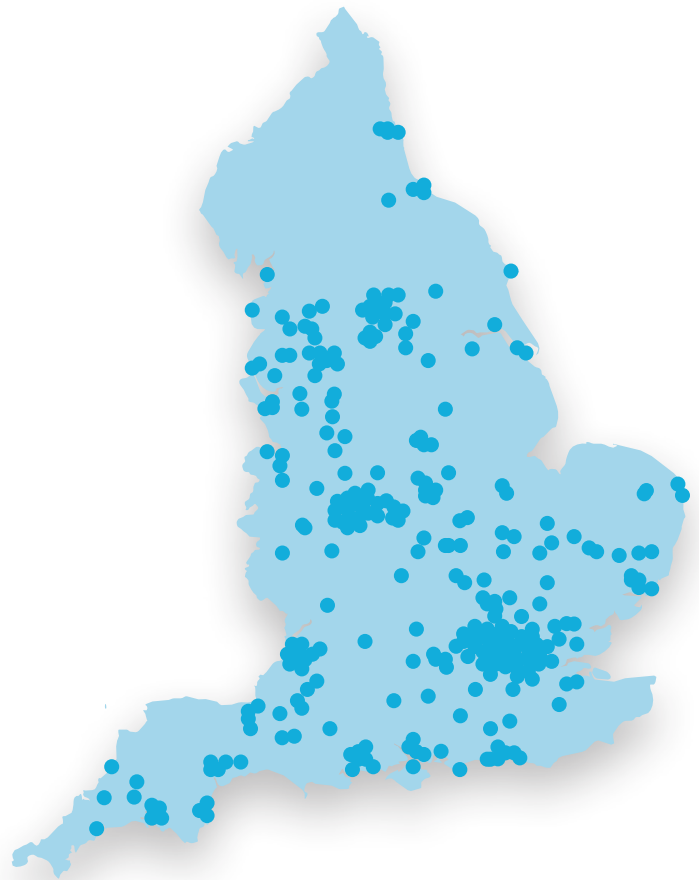


This year, we have worked hard to grow our work with children and young people with special educational needs. We worked with 49 special schools in 2018-19.

In 2018-19 we worked in the North East for the first time with a cluster of 20 schools and colleges.

For the first time, with the support of Allen & Overy we have been expanding the number of colleges we work with, starting with 12 in 2018-19.

With the support of Four Acre Trust, we have been able to significantly grow our presence in the South West in 2018-19, working with 53 schools.



In addition to our work in England, we have also been working with a growing number of schools and colleges internationally.



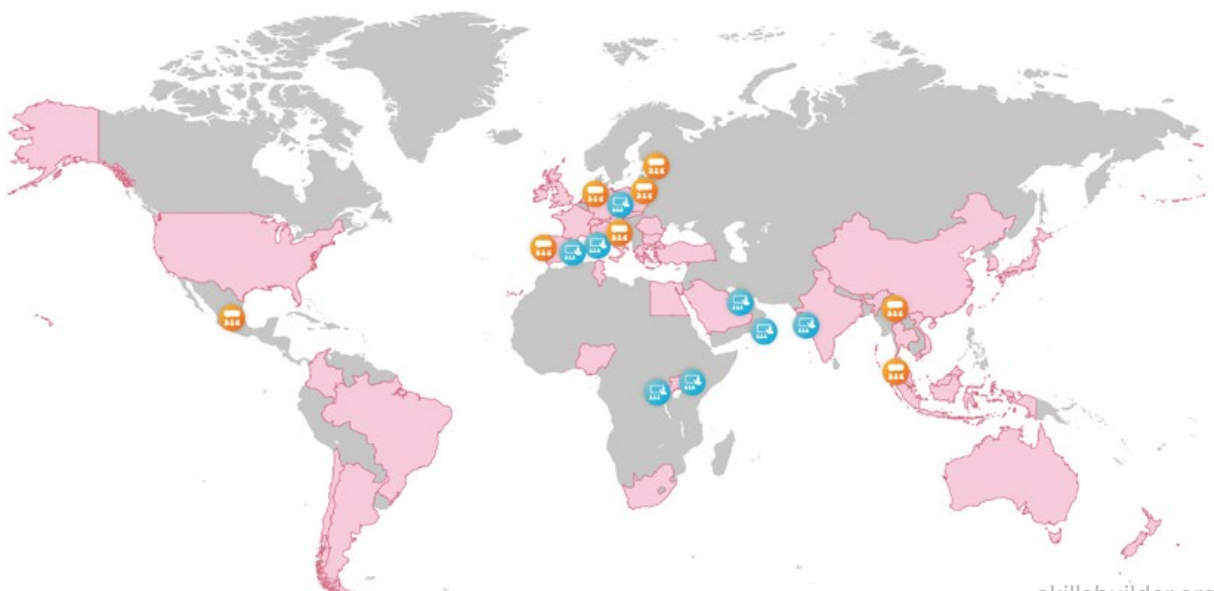
Skills Builder Hub users



Education



Sharing our work







## The focus of our work

Our work with schools and colleges focuses on building their capacity by embedding the six best-practice principles, training and supporting teachers, and offering a complete curriculum to deliver an effective approach to building students' essential skills. Our primary measure of impact is the changes in students' essential skills, as measured by their teachers, against the Skills Builder Framework. This year a sample of 5,934 students were tracked across the year.

## The target

We set an aspiration that students should be making 1 step of progress per year, based on the Skills Builder Framework, during their time in primary school.

If they can stay on this trajectory then students are on track to enter secondary school ready to fully engage and to be able to access colleges and jobs later on.

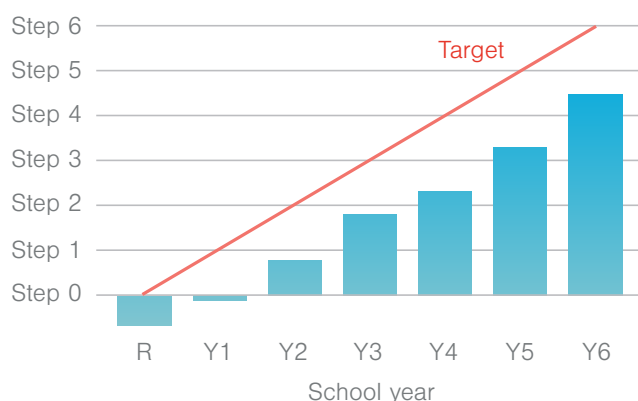
Our research indicates that in order to access a Level 3 qualification at the age of 16, students need to be working at around steps 8-10 on average.

## Seeing progress

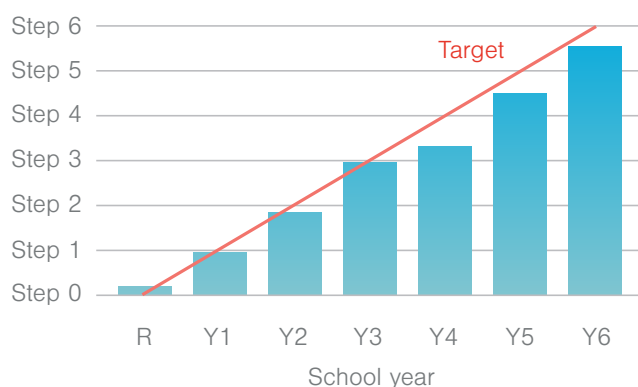
Over the course of the year, we saw a significant improvement in students' overall average skill levels, closing the gap between their targets over the course of the year.

By the end of the programme, 60% of students were on target or above target for their age.

**Chart 1: Start of year assessment**

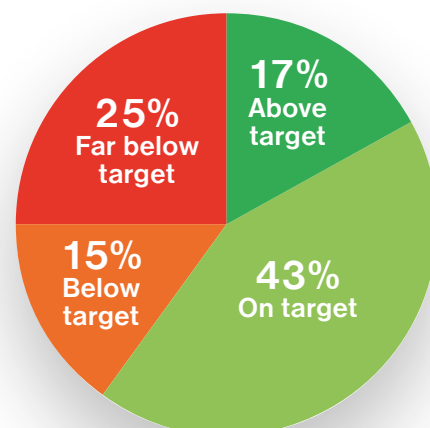


**Chart 2: End of programme assessment**



**60%**  
students

back on track by end  
of programme



*Chart 1:* This includes the initial teacher assessments of all 5,068 students in Years F-6 where their teachers had made an individualised assessment of students' skills at the beginning and end of the programme. This varied from 5-10 months.

*Chart 2:* This includes the final teacher assessments of all 5,068 students in Years F-6 where their teachers had made an individualised assessment of students' skills at the beginning and end of the programme. This varied from 5-10 months.



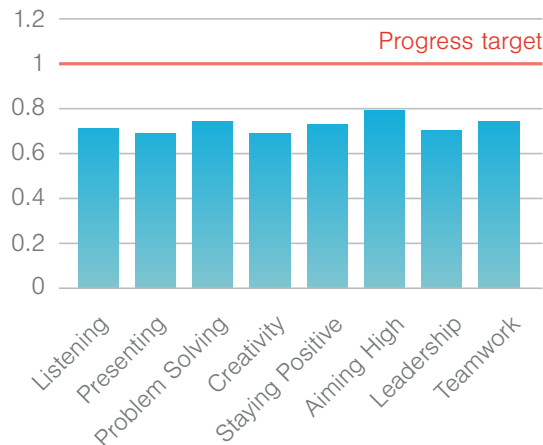
## Without Skills Builder programme

Over the last three years we have used a sample group of students who have not previously taken part in our programmes to provide a counterfactual group.

This year's sample shows that students without a structured programme make an average of 0.72 steps of progress a year.

The result is that students struggle to stay on track to achieve employer expectations.

**Chart 3: Implied annual progress in non-participating group**



# 0.72

average steps progress without Skills Builder programme

2018-19 counterfactual group

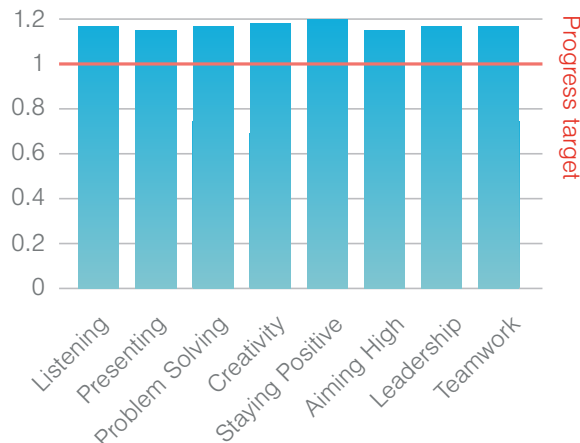
## With Skills Builder programme

With a focused Skills Builder programme, we found that the rate of progress increased to an average of 1.17 steps in a period of 8 to 10 months.

For programmes with a shorter measurement period of 5 to 7.9 months we saw an average progress of 1.01 steps. The monthly rate of progress was consistent with the longer period.

This implies a meaningful difference of 62% extra progress.

**Chart 4: Measured progress in group on sustained programme**



# 1.17

average steps progress with Skills Builder programme

2018-19 group on 8+ month programmes

# + 62%

average steps progress with Skills Builder

**Chart 3:** The counterfactual group included 947 students in Years F-6 whose schools had not previously taken part in one of our programmes. The counterfactual progress was calculated as the average steps made per year of school attendance based on the initial teacher assessment at the start of the programme. This is consistent with the previous year, when the calculated progress was 0.73 steps.

**Chart 4:** This group includes 4,223 students in Years F-6 and the difference between their teachers' initial and final assessments of their skills. It includes all students where the gap between initial and final assessment was 8 to 10 months, for comparability to the counterfactual. This level of progress is consistent with what we found last year.



### Becontree Primary School

Becontree Primary School has worked with us since 2015 to develop the eight essential skills with their students.

Students across the entire school, right down to Early Years Foundation Stage (ages 2-5), have had the opportunity to build skills through an integrated programme of classroom-based projects, as well as Challenge Days and Trips to local employers.

When we were developing our EYFS-specific training and resources, they were a pilot school, contributing toward the development of our programmes.

Since then, staff have had a course of EYFS-specific training based on our targeted resources,

strengthening teacher confidence in building skills. The youngest students in the school have taken part in Challenge Days where they were introduced to the essential skills they will need to develop their whole lives. They've had the chance to develop essential skills over multiple sessions across the year, through exciting classroom-based Projects.

To bring it all to life, the school has also held whole-school enterprise weeks which increase parent and student engagement.

**“ [The project] gave structure and purpose and got the children talking more consciously about what they were working towards. ”**

*Teacher, Becontree Primary School*

### Curwen Primary School

Since 2012, Curwen Primary School has been working with us to build the eight essential skills with their students. Over the years, students have had the chance to develop skills through our tools and resources, as well as through the skills integrated into the everyday curriculum.

Teachers have run multi-session Classroom Projects with students across the school. These help to unlock learning in the classroom, equipping students with skill strategies they can use in a wide variety of contexts. We've also helped to run some amazing Challenge Days, as well as engaging Trips to local employers.

Recently, staff have started to use the resources on

the Skills Builder Hub to give dedicated time just to develop students' skills - as well as undergoing training with our staff on the most effective ways to teach these skills, allowing them to make a big impact in any amount of time.

Teachers are also using our online assessment tool to track their students' skill progress as they move through the school. This allows them to identify areas of strengths and weakness in every student and plan the next steps.

**“ You can't embed something without having already taught it explicitly, so skill lessons are fundamental to our embedded approach. ”**

*Assistant Headteacher, Curwen Primary School*





## Immanuel College

Immanuel College in Bradford has been working with us since 2015 to develop a comprehensive approach to essential skills education.

Staff have undergone training exploring how skills they can be actively taught as part of the everyday school life – including through use of our short video activities from the Skills Builder Hub, which are perfect for tutor time, as well as our comprehensive Handbook, which offers practical strategies for teaching essential skills in the classroom.

There is wide programme of events across the school calendar – including a Careers Fair, a ‘Dragons’ Den’-style contest, and our own Challenge Days that encourage students to apply essential

skills. Over the years, learners from Year 7 to Year 12 have been involved in a number of Challenge Days – such as Commit to Confidence, where students learn how to deal with a number of professional scenarios; and Operation Moonbase, which involves designing a brand-new society on a distant moon, complete with laws, occupations and wildlife.

We’ve also connected them to a host of local employers who have run inspiring workplace trips for students of different ages.

**“ Certain skills are needed across the curriculum. For example, Listening skills are vitally important for learning, regardless of the subject. ”**

*Teacher, Immanuel College*

## Oak Grove College

Oak Grove College provide special education for secondary-age students with a range of additional learning needs. They joined the Skills Builder Partnership in 2018 to help their students develop the eight essential skills for success, through teacher training and making use of the teaching and learning resources available on the Skills Builder Hub.

The college provides an inspirational, safe and stimulating environment for all of its students, with a central focus on ensuring students are prepared to take an active role in their community. As part of this focus, some students from Oak Grove have been working with The Sand Project – also a member of the Skills Builder Partnership – which aims to train, develop and promote people with additional needs.

Here, the use of a common language in the Skills Builder Framework helps keep things simple and consistent across contexts.

In the classroom, staff can refer to specific skill Steps on the Framework as part of their teaching. Then, when they develop their skills in a practical setting, like working in the Stars & Dandelions retail shop run by The Sand Project, they encounter the same Framework, discuss using the same language and work on the same goals.

**“ [The Skills Builder Framework] makes things much more explicit: because you can see how young people progress up the Steps. ”**

*Teacher, Oak Grove College*



# Employers: Who is involved

## Employers as partners

Over the last ten years, employers have been a vital part of our work.

This support comes in different ways – most of our employer partners host inspirational workplace visits for students on a Skills Builder programme in their schools. The visit helps students to see the links between the essential skills they build in the classroom, and how fundamental they are to the rest of their lives.

To provide these opportunities, we've been working to build a national network of employer partners, covering every sector to give our students the broadest range of experiences possible.

Our employer partners also support the development of our programme materials to ensure they're linked to the real world. Our strategic partners support our growth and impact financially, enabling us to continue widening our reach, innovating and improving our programmes.

## Where we're going

We're starting to work with some of our partners to support them to use the Skills Builder approach themselves.

For example, we are supporting partners to use the approach as part of their employability outreach with schools, in the design of their work experience offer, or in training and recruitment practices for apprentices, graduates and staff.

### Trip-hosting employers



### Strategic partners





When building essential skills, it's crucial to bring it to life. Trips to Employers let students see the real-world applications for the essential skills they develop in school. They also give students the opportunity to put them into practice in a real-life professional environment.

## Allen & Overy

*Legal*

ALLEN & OVERY

Allen & Overy's lawyers advise the world's leading businesses, financial institutions, governments and private individuals. They've hosted local schools like Fossdene Primary School at their offices, where students apply essential skills by analysing witness statements and presenting different cases, acting as either the defence or the prosecution. Allen & Overy have also integrated language from the Skills Builder Framework into their Smart Start work experience programme, which provides young people with insight into a range of career paths. This means the essential skills that were already being built are now robustly quantified and easier to reflect upon.

“ It's so great to work with enthusiastic young students. Their questions really take you back to why you wanted to be a lawyer in the first place. ”

*Volunteer, Allen & Overy*

## TUI Group

*Travel*



TUI Group is the largest leisure, travel and tourism company in the world, and owns travel agencies, hotels, airlines, cruise ships and retail stores. The Luton offices have hosted a range of trips for local schools in 2018-19, including a recent visit from Cunningham Hill Junior School, where students toured the building to meet working professionals and get a taste of the world of work. They then had the opportunity to develop their essential skills by working with staff volunteers to design and promote a new holiday package.

“ Today has been an incredible example of how we can bring real life learning into the classroom. Continuing their work on Leadership, we will continue using the strategy of delegating job roles in class group work. ”

*Teacher on trip, Cunningham Junior School*

## Argos

*Retail*



Now part of Sainsbury's, Argos is the second largest digital retailer in the UK. The Regional Fulfilment Centre in Heywood, north of Manchester, is a key part of the Fast-Track Delivery Service, and in 2018-19, they hosted a wide variety of trips for local schools like Crompton House CE School, who got the opportunity to tour the warehouse and see how it all works behind the scenes. They also got the chance to tackle an industry-focused challenge and collaborate with staff volunteers, developing their essential skills by designing a brand-new retail window display.

“ The students have shown they can communicate with adults they don't know, listen carefully for the whole day and get on without any falling out - things they often find difficult in school. ”

*Teacher on trip, Crompton House CE School*

## UBS

*Finance*



Our connection with UBS dates back to the very earliest days of Enabling Enterprise, when they became the first employer partner to invite young people into their offices to build essential skills in a real-world context. They continue to host trips with a wide range of schools. Over the last seven years, our partnership has focused particularly on making a difference to students in East London, as well as supporting the development of resources on the Skills Builder Hub. Their strategic and financial support has allowed us to undertake research and make strides in our practice across the country.

“ I wish there'd been something like this around when I was at school! The skills are so important in my job, and I really see the value of teaching them in school. ”

*Teacher on trip, The Alderton Junior School*





# Organisations: Who is involved

## Working together

The biggest change in the last year for us has been the extension of our work with education and employers to include a much broader set of other skills-building organisations.

All of the organisations in the Partnership are united by a shared belief in our common mission that everyone can build the essential skills.

The strength of the Partnership comes from the diversity of those organisations. Their focuses include sports, the arts, entrepreneurship, exploration, literacy, careers and more.

All partners make a commitment to using the Skills Builder Framework and our team supports them in different ways to put that into practice.

## Where we're going

As the Partnership continues to grow, we're looking for new ways to share and learn from one another.

We are also developing new assessment and impact tools and research that will be useful to everyone.

Finally, as the Skills Builder Hub develops, we will be able to direct individuals to programmes from across all of our partners that might be the best fit for them.

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MOVEMENT  
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National  
Literacy  
Trust

Potential  
Plus  
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Discover.  
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Succeed.

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Profit  
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QUEEN PARRAMONG  
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Tideway

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UFA  
Transforming Learning  
through Leadership

WE

YMCA



We're working with a wide range of skills-building organisations to emphasise the transferability of the essential skills - as well as supporting learners to develop and apply their skills in a variety of contexts.



## The Careers & Enterprise Company

The Careers & Enterprise Company's mission is to prepare and inspire young people for the fast-changing world of work. Their role is to link schools and colleges to employers and to help them deliver world-class careers support for all young people.

At the start of 2019, we announced a new strategic partnership. We're working closely to create and refine robust self-assessment tools that allow students to understand and track their progress against the Skills Builder Framework.

This will be built into the Future Skills Questionnaire, supporting more consistent measurement and development of the essential skills. Employers in their network are also using that same Framework to connect the worlds of education and employment.



## National Literacy Trust

The National Literacy Trust is an independent charity dedicated to giving children and young people the communication skills they need to succeed in the workplace.

They've integrated the Skills Builder Framework into their Words For Work programmes, including skills-focused language in their resources and reflection process. Teachers they work with track skill progress all the way through the programmes, and language from the Framework helps the organisation evaluate the programme in surveys and focus groups.

We've also been working together on a new Special Educational Needs project where essential skills will form a key part.



## Street League

Street League is one of the UK's leading sport for employment charities. Development of the essential skills is core to their strategy to use sport to support young people entering and staying in employment.

They joined the Skills Builder Partnership to further enhance their programmes and endorse consistent use of the Skills Builder Framework for skills development. They've integrated the Framework into their work, using the online assessment tool to tailor their support for maximum impact - as well as training staff so they're confident building essential skills with young people.

The Framework also provides a consistent benchmark to demonstrate the effectiveness of their programmes over the long term.



## Spiral

Spiral work with a wide range of young people, particularly students from FE colleges and other post-16 institutions. Their workshops use activities based on real-life career challenges to support skill development and confidence in career readiness.

Their work already developed essential skills, so integrating the explicit language and structure of the Skills Builder Framework allowed for a new level of clarity around how the skills were being built. Having the skills broken down into teachable, measurable chunks has meant that staff and young people can more tangibly see the progress made over time.

They're also continuing to use the approach to develop and improve their future programmes.



**Skills Builder**  
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