

NAIRNE

**The Drivers of Enterprise and Work
Experience in Schools**

FINAL REPORT

Prepared by

Nairne Ltd

on behalf

**The Coastal West Sussex
Partnership**

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Executive Summary

This paper was commissioned by the Coastal West Sussex Partnership to inform a discussion about how to raise the profile of enterprise education within local schools, drawing on statutory levers, quality marks and examples of successful activities from elsewhere.

Enterprise Education in Context

Transitions from education into employment have become increasingly protracted and the world of work less predictable. Technological changes, globalisation and growing demand from customers for personalised services have resulted in a greater demand for enterprising people, who are able to synthesise and use knowledge effectively, adapt quickly to new situations, engage with people from a range of backgrounds, and to think and act creatively and commercially.

The expansion of higher education reflects these changes, but better qualified people has not assuaged many employers' concerns about the level and type of skills that education leavers bring with them when they enter work.

Many Governments have wrestled with how to improve the links between education and business and this one is no exception. However, schools' greater budgetary autonomy means that senior managers within them now have more choice as to where to invest their resources. This means that activities that can often be seen as peripheral to the core curriculum, like enterprise education, can become marginalised, despite the longer-term labour market benefits that they can bring.

There is already enterprise education activity taking place within secondary schools in Coastal West Sussex, but there is no standard framework for a co-ordinated approach, its profile appears to be low and its impact is not altogether clear. This makes it difficult for businesses to engage with schools and may mean that some young people face difficulties entering the labour market.

Statutory Levers

Nationally, statutory levers to influence enterprise education provision are weak, although there is growing pressure from employers' organisations to change this. There are no Ofsted measures that directly relate to it, although student destination measures have recently been introduced. Instead, schools' Personal, Health and Social Education (PHSE) programmes are assessed as part of Ofsted Inspections. However, enterprise education has to compete for space with a range of other personal development issues within PHSE.

There are a number of factors that contribute to successful enterprise education and there are several examples where programmes elsewhere have been successful. Senior management leadership, an engaged local business population, a proactive local authority and allocating sufficient dedicated resources have all been identified as important features of a successful enterprise education programme.

Enterprise Education Frameworks

The Coast to Capital LEP has produced a guide for Enterprise Education, but it is not clear how extensively or effectively this is used. National Frameworks, such as Young Enterprise and Business in the Community are used locally, but they are considered by some schools to be costly and to benefit only on a small number of students. In Scotland, Frameworks have been devised which form part of the National Curriculum and are delivered throughout the learner lifecycle, from Primary through to Higher Education.¹ Rotherham Metropolitan Borough has also developed a

¹ <http://www.scotland.gov.uk/publications/2002/12/15978/15397> AND <http://www.createhighland.com/>

Framework for encouraging the take up and implementation of enterprise education through an award winning ERDF funded project which demonstrates the positive impact and influence of enterprise in schools.² Given this, developing a localised framework, applied from existing 'tried and tested' provision and including a practical toolkit, supported by a training programme for teachers may be a practicable way forward.

Recommendation 1:

Establish an enterprise working group to consult with developed frameworks, such as Ready Unlimited, known to positively impact upon the overall performance of schools to develop a practical Enterprise Education Framework that provides easy to apply toolkits for school staff to use to support enterprise education within their schools.

Recommendation 2:

Develop a localised enterprise education training and development programme for school staff in conjunction with local employers, colleges and universities.

School Engagement

Having dedicated staff with specific responsibility for enterprise education is a pre-requisite for success, but it is insufficient on its own. These staff can become isolated and may find it difficult to get enterprise education onto the agenda. Furthermore, although the emphasis is often on business engagement, there seems to be an equal challenge for businesses in engaging with schools. It may be helpful to shift the emphasis from employer engagement to school engagement developing a network of enterprise advisers to support businesses to engage with schools. It might also be beneficial to adopt the use of an electronic passport to log enterprise activity and with increased simplicity, embed enterprise into mainstream curricula activities.

Recommendation 3:

Support a network of enterprise advisers and shift the emphasis of activity from employer engagement to school engagement.

Recommendation 4:

Contribute to the ongoing BIS consultation to develop an electronic passport and encourage the Local Authority to endorse its use within the whole educational lifecycle, including raising awareness within the business community.

Community Support

Most parents are either employers or employees. They also have a vested interest in the quality and relevance of education that is provided within local schools. Furthermore, parents have just as strong a role in supporting young people to develop enterprise skills as schools and businesses.

The Community Reference Group concept, used by the Littlehampton Academy, could be applied more widely to schools across Coastal West Sussex. This could help to place enterprise education within a wider community context outside the schools and enable schools to draw on a wider range of skills and expertise within their local communities.

Recommendation 5:

Support the development of community partnerships, based on the Community Reference Group model at Littlehampton to make better use of wider expertise within the community to support enterprise education activity.

² <http://www.rotherhamready.org.uk/>

Funding and Resources

Budget pressures mean that activities that involve significant costs to schools are unlikely to gain traction, given competing priorities. Nevertheless, improving enterprise education is an important strategic aim of the Coast to Capital LEP, which is responsible for distributing European Structural and Investment Funds between 2014-2020. Projects and programmes that have been developed elsewhere have often been started with the support of European Funding.

Recommendation 6:

The Coastal West Sussex Partnership should develop a co-ordinated approach to developing funding applications to support the development of enterprise education activities set out above.

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1. Introduction

This paper sets out the findings from a short study to identify how the profile of enterprise education can be raised within Coastal West Sussex secondary schools. The specific aims of the study were to investigate:

- The statutory influences that are available to encourage senior managers within schools to ensure that enterprise education, vocational learning and work experience has a high priority; and
- The Quality Standards, Award Schemes and Kite Marks, which could be applied to schools in Coastal West Sussex.

The study was commissioned by the Coastal West Sussex Partnership and the findings will be used to stimulate debate between local secondary school Head Teachers, Further Education College Principals and business representatives about how best to develop and implement practical actions to embed enterprise education into school curricula. Enterprise education is also high on the agenda in Further and Higher Education institutions. Although messages from and examples within this paper could be applied to FE and HE, the aim of the study was to focus mainly on actions that can be taken to support secondary schools.

The project was primarily desk-based study and the main documents used to inform this paper include:

- *Economics, Business and Enterprise Education: Report Summary* OFSTED,
- *Enterprise Education – Value and Direction, an Interim Report*, The Pearson Think Tank
- *The Enterprise Generation*, Enterprise Education Trust
- *Enterprise for All: The Relevance of Enterprise in Education*.
- *Future possible: The Business Vision for Giving Young People the Chance they Deserve* Confederation of British Industry 2014
- *Enterprise Skills Co-ordination* The Coastal West Sussex Partnership 2010
- *Guide for Enterprise Education: Activities, Support and Resources for Educators* University of Chichester
- *Careers Education, Information, Advice and Guidance across Sussex: The Provider Perspective*. The Sussex Learning Network 2014.

A number of telephone consultation interviews with business and school representatives and other local authorities were also undertaken. In addition, there was a facilitated discussion at a meeting of the Skills and Enterprise Group of the Coastal West Sussex Partnership in September 2014.

The remainder of this paper includes the following sections:

Section 2: Setting the Context. This discusses definitions of the term ‘enterprise education’ and provides a brief summary of why it is considered by many to be important in improving the employability of school leavers

Section 3: Enterprise Education in Coastal West Sussex. This section summarises current enterprise education activity in Coastal West Sussex. It draws on information provided by the Coastal West Sussex Partnership.

Section 4: Success Factors. This discusses the factors that underpin successful enterprise education programmes within schools, drawing on national and local examples

Section 5: Statutory Levers and Quality Marks. This considers regulatory influences and quality standards that can be used to support school management teams to embed enterprise education across their curricula

Section 6: Conclusions and Recommendations. This section summarises the main findings from the study and provides a series of practical recommendations for the Coastal West Sussex Partnership to consider that will help to take this agenda forward locally.

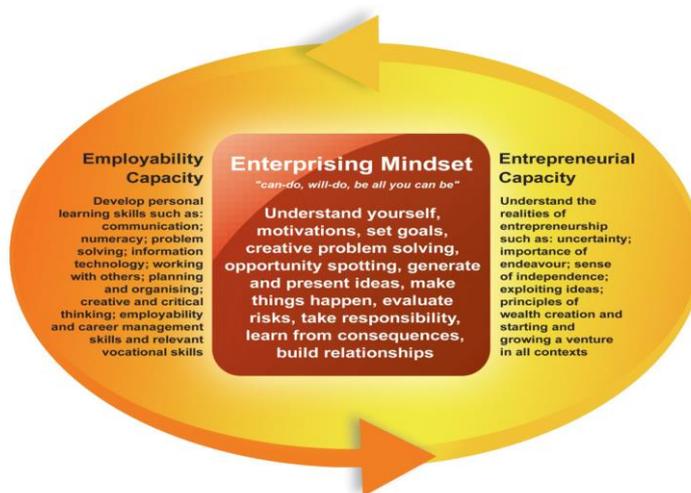
2. Setting the Context

2.1 What is Enterprise Education?

There is a lack of clarity about what is meant by the term ‘enterprise education’. It is often used interchangeably with ‘employability’ and/or ‘entrepreneurship’. This can make it difficult to develop a coherent and consistent approach to developing ‘enterprise education’ within schools.

Enterprise is sometimes referred to as ‘self-employment’, or starting up a business. However, this definition may better reflect ‘entrepreneurship’. ‘Enterprise’ is much broader than this and incorporates both entrepreneurship and employability, as shown in the figure below:

Figure 1: Key Enterprise Learning Capabilities



Source: Langston 2011

Lord Young, adviser to the Prime Minister on small business and enterprise, sees enterprise as “an attitude and set of skills that are vital to today’s growing global economy”³. This broadly echoes, OFSTED’s view that ‘enterprise education’ is about:

“equipping children and young people with the knowledge, skills and understanding to help them make sense of the complex and dynamic economic, business and financial environment in which they live. It should help them leave school well-informed and well prepared to function as consumers, employees and potential employers.”⁴

³ *Enterprise for All: the relevance of enterprise in education* Lord Young June 2014

⁴ OFSTED, Economics, business and enterprise education: report summary

'Employability' is a component of 'enterprise education'. It relates to the core skills that are required to function in the workplace, including basic communication, literacy and numeracy skills, time-keeping and reliability and, increasingly, IT skills. However, these skills are also not as broad as those that are associated with 'enterprise'.

The key point is that 'enterprise education' is about developing confidence, creativity, flexibility and innovation amongst young people, so that they are able to successfully navigate an uncertain world and the demands of a rapidly-changing economy. It is a vehicle that modernises many current aspects of the education system and which values learning-by-doing as well as academic approaches.

It can include enterprise workshops and events, idea and business plan competitions, student enterprise clubs and societies and networking events. Specific activities and themes could include:

- Work experience placements within an external organisation
- Working on live briefs set by employers
- Having a business mentor
- Experiencing leadership, decision-making, problem-solving, risk management, teamwork, creativity, managing budgets through active project work
- Learning and understanding commercial and personal finance
- Learning about business operations e.g. designing a product, planning, production, costs, pricing, marketing and advertising
- Opportunities for undertaking community and social enterprises
- Business related competitions.

2.2 Why Does Enterprise Education Matter?

This Government is not the first to have sought to better align the worlds of business and education. There is a long history of initiatives aimed at addressing many employers' concerns that what is taught within schools is not sufficiently relevant to the workplace⁵.

However, rapid technological changes and the increase in global trade have arguably strengthened the need to develop higher-level enterprise skills. "Knowledge-intensive" work has increased the demand for people who can use tacit knowledge to assimilate and interpret a range of specialist information; the boundaries between creativity and technological know-how have become increasingly blurred; the labour market has fragmented, resulting in much more flexible forms of employment; and there is greater demand from consumers and customers for personalised products and services.

All these factors contribute to a complex and uncertain world, where there are greater opportunities for the skilled, the flexible, the creative and the innovative, but fewer for those who can only thrive within a context of yesterday's certainties. This environment makes it difficult for businesses and learning providers to develop a clear consensus about the skills and attributes that young people need over the long-term. There is demand for people to have job specific skills and higher-level qualifications, but these are unlikely to be sufficient without the enterprise skills to support them.

⁵These include 'Towards a Skills Revolution (1989); The Leitch Report, "Prosperity for All in the Global Economy – World Class Skills", and 'The Review of Vocational Education – The Wolf Report'.

The youth labour market has also changed considerably. Transitions from education to work have become more protracted and service sector entry-level jobs are now often offered on a flexible basis, commonly filled by higher skilled people, who don't see them as long-term options. These changes have resulted in a large numbers of young people remaining in full-time education for longer and prompted the Government to raise the education and training participation age to 18 by 2015.

Despite higher educational attainment levels, many employers are still dissatisfied with the skills that education leavers have. Only 45% of local businesses that recruit staff directly from school, college or university think that they are sufficiently prepared for work and a third have some kind of skills or recruitment issue⁶.

For many businesses, a good track record of work experience holds significant currency⁷. Young people who take part in significant employer engagement activity in secondary school or college are much less likely than their peers to become NEET (Not in Education, Employment or Training) and, on average, earn 16% more than those who are not exposed to significant employer engagement activities.⁸ As well as improving employability, enterprise education can also have a positive impact on students' academic achievement and improve leadership and governance.⁹

2.3 What are the Challenges?

Schools face a number of challenges in embedding enterprise education within the curriculum. These are discussed below.

Engaging Businesses

It can be difficult to engage businesses in school-based activities and too few business people serve as school governors. It involves time commitments that can be difficult for micro-businesses in particular, whilst employers' concerns about complying health and safety of other regulations have made many business owners reluctant to offer work experience placements.

Un-coordinated employer engagement activities can result in some businesses feeling bombarded with requests, whilst the greatest benefits may not always accrue to those businesses that make the greatest contribution.

In March 2011, the Government devised a package of measures to address these issues, which included:

- Supporting schools to run their own businesses through the **Enterprise Champions Programme**;
- Creating '**Enterprise Societies**' in every university and most Further Education Colleges. Schools may be able to link into these via enterprise projects¹⁰; and
- Rolling out **Tenner Tycoon**, the successful competition owned and run by the Peter Jones Foundation. This challenges young people to make as much profit and social impact as possible through enterprising activities in one month with a ten pound loan. Currently, 25,000 young people take part in the Tenner Tycoon competition each year.¹¹

⁶ Greater Brighton Business Survey 2014

⁷ *ibid*

⁸ *It's who you meet: why employer contacts at school make a difference to the employment prospects of young adults*, Education and Employment Taskforce, 2012

⁹ *Business Class: an evaluation*, Business in the Community and City University, 2012

¹⁰ <http://nacue.com/the-news/a-year-in-fe-our-new-societies/>

¹¹ <https://www.gov.uk/government/news/startup-britain>

Although there has been little mention of these since their announcement, the Government is under pressure from the Prime Minister's own small business adviser, Lord Young, to "act now"¹². Furthermore, the CBI is urging businesses to "step up" and work more closely with schools to develop enterprise skills¹³.

Curriculum Pressures and Competing Priorities

Since 2005 the Government has provided greater budgetary autonomy to schools. Nationally, £55 million of school funding and £25million Local Authority enterprise education funding has been absorbed entirely into the Dedicated Schools Grant. This means schools have greater choice about how they prioritise their income.

Head Teachers are under immense pressure to ensure students remain in education until the age of 18, predominantly achieving academic results that will enable them to progress into Higher Education. Activities that are not seen to contribute directly to this can be seen as peripheral, despite their importance to the labour market.

'Enterprise education' is not part of the newly revised statutory National Curriculum, despite strong misgivings from organisations like the Confederation of British Industry (CBI) and Young Enterprise. It, therefore, competes for space within Personal, Health, Social and Economic Education (PHSE) secondary school programmes, which also include sex and relationships, drugs, and financial capability and economic well-being.

Employer Reputations

Although employers often complain about the supply of skilled people from education, recruitment difficulties cannot always be blamed on a poor supply of skills. Nationally, four out of ten (40%) employees believe that their skills are not used effectively¹⁴, whilst poor terms and conditions and the mixed reputations of employers and/or sectors can also make recruitment difficult.

There is evidence, at post-16 level at least¹⁵, that businesses that are more involved in enterprise education activity find it easier to recruit than those that aren't. Such involvement raises the profile of individual businesses, exposes young people to a wider range of opportunities, helps young people to better understand what is required to succeed in the workplace, and raises business managers' awareness of the skills that young people have and how they can be applied effectively.

Lack of Awareness amongst School Staff

Weak employer engagement contributes to a lack of awareness about the importance of enterprise education within schools. This is not helped by confusion about what the term 'enterprise' actually means and conflicting curriculum priorities.

3. Enterprise Education in Coastal West Sussex

Improving enterprise education is a priority for the Coastal West Sussex (CWS) Partnership and is led by the CWS Skills and Enterprise Group. It is also a priority for West Sussex County Council. Priority 5 of its Learning Service Annual Report (2012-2013) focuses on developing "entrepreneurial attitudes and skills to enhance their (children and young people's) career prospects".

There are already a number of enterprise education activities and initiatives taking place locally. However, their impact seems unclear and they appear to lack co-ordination.

¹² *Enterprise for All: the relevance of enterprise in education* Lord Young June 2014

¹³ *Future Possible: the business vision for giving young people the chance they deserve*, CBI(2014)

¹⁴ *'Employability and Skills in the UK – Redefining the Debate'*; Work Foundation Report (2010)

¹⁵ *STEM Graduates in Non STEM jobs* BIS Research Paper 31 Department for Business, Innovation and Skills 2011

3.1 Coast to Capital LEP Enterprise Education Guide

In July 2012, Coast to Capital pledged to develop a Framework for Enterprise in Education to help drive greater consistency and impact in enterprise education in higher education, further education, secondary and primary schools. The Framework is expected to provide:

- A definition of enterprise and the entrepreneurial capital each learner should have acquired by the time they leave formal education.
- Age appropriate activities for each phase of education.
- Exposure of young people to entrepreneurs and business people at all phases of their education.
- Recommendations on recording and accreditation of learner progress.
- Input of businesses at all stages.

The Framework will not be prescriptive about how things are delivered. However, it aims to address leadership and culture and will encourage exchanging good practice¹⁶.

Following this, the Coast to Capital Local Enterprise Partnership published an 'Enterprise Education' guide¹⁷ in 2013. It sets out the resources that are available to support enterprise education-related activities, the responsibilities of senior management teams, the importance of securing funding and approaches that can be taken to engage employers and deliver activities through the curriculum.

However, it doesn't provide a framework for schools to follow and, consequently, its use is dependent on individual teachers 'finding' it, rather than the institutional uptake, perhaps aspired to by the LEP. This means that it has been under-utilised within schools.

Nevertheless, a key part of the Coast to Capital European Structural and Investment Fund (ESIF) is to "target enterprise in underperforming areas", which are likely to include many parts of Coastal West Sussex. In addition, its Skills Priority 3 includes "developing the enterprise and digital skills that are needed for tomorrow's labour market.

The Coast to Capital Skills Strategy, Skills for Growth, identifies "developing entrepreneurship skills" as a high priority and commits it to encouraging schools and colleges to develop and implement strategies to support enterprise education. Coast to Capital recognises that schools cannot do this alone and will use its position to work closely with businesses and business representative organisations to help them achieve this.

3.1 Attitude, Creativity, Relationships and Organisation (ACRO)

Fourteen schools in West Sussex are using the ACRO (Attitude, Creativity, Relationships and Organisation) Model. This was developed by the Welsh Assembly to promote entrepreneurial attitudes amongst young people and forms part of a much wider Youth Enterprise and Entrepreneurship Strategy for Wales. The Model supports 20 core skills/attributes (Annex I), and includes 'Employer Challenges' in which local employers are invited to set employability challenges for participants.

¹⁶ *Our strategy for growth*, Coast to Capital, 2012

¹⁷ *A Guide for Enterprise Education: activities, support and resources for educators*, Dr Lyn Batchelor, University of Chichester for Coast to Capital, 2013

An associated website, the Solar School Project, was established¹⁸ in 2013. This provides classroom resources for West Sussex schools to develop enterprise skills. Around 1,100 pupils across West Sussex have been involved in ACRO activities. However, no formal evaluation of its impact has been undertaken locally, It continues to have fairly low visibility and is mainly aimed at primary school pupils. Practitioners do not seem to believe that it has significant mileage in secondary schools.¹⁹

3.3 On-Line Platforms

There are a number of on-line platforms, which provide enterprise education support and information, advice and guidance. Some of these, such as the National Careers Service,²⁰ are national, whilst others, such as Lovelocaljobs.com²¹ and Your Space West Sussex,²² have been developed locally.

These provide a platform for embedding enterprise education and other work-related activities within the curriculum, which could be developed further. However, they do not actually deliver it in themselves.

There appears to be little publicly available information that sets out clearly how these platforms are used, who uses them and what their impact is. No statistical evidence has so far been collected on the recorded use of these sites.²³

3.4 Community Reference Groups

Some schools in West Sussex have established Community Reference Groups. These bring school senior management teams, senior local business leaders and other community representatives together to provide a co-ordinated approach to supporting schools with their enterprise education programmes. Agreed protocols enable schools to take on a central function within their communities, enabling them to draw on external expertise to support their curriculum activities.

3.5 Enterprise Advisers

Littlehampton Academy employs an 'Enterprise Adviser', who is responsible for mapping the National Curriculum requirements across to enterprise activities and engaging with local employers to draw external skills into the school. This includes using INSET days to develop enterprise education awareness amongst school staff.

The Enterprise Adviser role is supported nationally. Lord Young has called for a programme of support to be devised to enable schools to adopt or employ Enterprise Advisers to support in teaching and learning where it seems unrealistic for teachers to embed enterprise.²⁴

4. What Makes Enterprise Education Effective?

Enterprise education does not just mean schools 'doing more'. It is about developing the right mechanisms to enable learning providers and businesses to support people to learn skills that have greater labour market currency.

¹⁸ <http://www.wssolarschool.org.uk/>

¹⁹ Coast West Sussex Skills and Enterprise Group, 16 September

²⁰ <https://nationalcareersservice.direct.gov.uk>

²¹ brightonandhovejobs.com/beach

²² <http://www.yourspacewestsussex.co.uk/>

²³ *Careers Education, Information, Advice and Guidance across Sussex: The Provider Perspective*. The Sussex Learning Network 2014

²⁴ *Enterprise for All: the relevance of enterprise in education* Lord Young June 2014

A key recommendation from Lord Young's *Enterprise for All* report was the introduction of an Enterprise Passport. The aim of the Enterprise Passport is to encourage young people to improve their extra-curricular diet of activities, to capture this and build a narrative of what young people have to offer employers alongside / beyond their qualifications. As well as this being an employment tool for young people, this should also act as a recruitment tool for businesses. This should help employers to identify and evaluate the achievements of young people, through an initiative that draws together these achievements and activities in a single, easy-to-comprehend tool. For several years, Higher Education Institutes have been using personal development 'passports' but the report calls for an electronic passport to be devised to capture and recognise enterprise activity throughout the education system, from primary school through to college, university and beyond.²⁵ In September 2014, a national consultation took place to determine how to develop the passport, and four models have been proposed, these can be found in Annex III. Chichester College has already developed an electronic passport which encourages learners to log their enterprise related activities and consider them achievements. This could provide the foundations to develop a more widely used passport across Coastal West Sussex, and something to be incorporated into the national passport when it is finalised in 2015.

Another recommendation is for colleges and universities to develop enterprise societies. National networks of college enterprise societies provide students with opportunities to engage with likeminded individuals and interact in peer-to-peer engagement which can open up opportunities for students in colleges to develop new skills and have a go at enterprise, whichever career pathway they may be on.

Other common factors that contribute to a successful enterprise education programme include:

4.1 Senior Management Leadership

Senior Management leadership is critical to providing high quality enterprise education. However, just having a named senior manager responsible for enterprise education is unlikely to be sufficient.

Three quarters (75%) of secondary schools in West Sussex have a senior manager with responsibility for enterprise, but in only 30% of schools could they be named by the person on the main switchboard.²⁶ This suggests that the profile of enterprise education often remains low, even where it is led by a dedicated senior manager.

Effective leadership could include²⁷:

- Appointing an Enterprise Co-ordinator with dedicated time (accompanied by a strategy/policy for Enterprise Education);
- Timetabled enterprise education activities;
- Giving enterprise education a high priority in the curriculum;
- Dedicating time and resources for employer engagement;
- Combination of current industry based input embedded in the curriculum;
- Encouraging an enterprising way of teaching;
- Providing relevant CPD for teaching staff; and
- Measuring the impact of activity²⁸

²⁵ *Enterprise for All: the relevance of enterprise in education* Lord Young June 2014

²⁶ *A Guide for Enterprise Education: activities, support and resources for educators*, Dr Lyn Batchelor, University of Chichester for Coast to Capital, 2013

²⁷ McLarty, et al., DfE 2010

²⁸ *A Guide for Enterprise Education: activities, support and resources for educators*, Dr Lyn Batchelor, University of Chichester for Coast to Capital, 2013

Schools should be able to use a strong framework and communication strategy devised in conjunction with local businesses, which highlights the benefits of enterprise education and which provides easy solutions for implementing enterprising activities within the curriculum.

4.2 Involving Governors and Parents

Parents and governors are also central to an effective Enterprise Education programme, not least because of their own links with employers and the skills and knowledge that they bring as individuals. Some schools collect information from parents about their occupations and skills and use this information to support and guide staff and to help deliver their enterprise education activities.²⁹

Both parents and Governors have vested interests in the success of a school and are, therefore, an excellent resource. Most are likely to be either self-employed or employed and to have good access to businesses.

4.3 Active Local Businesses

Effective enterprise education relies on an active and engaged local business population. Many larger businesses have Corporate Social Responsibility (CSR) policies that support employees to volunteer in their local communities. This is more challenging in areas that have SME business populations, but many of these collaborate and form hubs to share services. These hubs could provide a collective CSR function for groups of SMEs.

Clusters of Coastal West Sussex SMEs who could be approached can be located at the University of Chichester's Dome Enterprise Centre offers business support and business incubation space where business advisors offer support in a range of areas, including how to develop products or services, raise finance, assess the market, and to develop action plans. The incubation suite provides free mentoring and business support to develop skills and access to training events.

The Basepoint business centre in Shoreham is a facility on the high street in Shoreham-by-Sea. The Centre's purpose is to promote a culture of business enterprise and entrepreneurship, by providing start-up and growing companies with a shared space to develop their business.³⁰

The FuseBox, Brighton Digital Exchange and Digital Catapult Brighton brings together SMEs, start-ups, large corporates, universities and others to work on innovative digital projects together and share , to create real value from new products and services.³¹

4.4 Local Authority Co-ordination

Employer engagement is often criticised for lacking co-ordination, with businesses being approached for support from a range of organisations. Local authorities have a key role in helping to overcome this, not least because of their independence and their positions as civic leaders.

²⁹ Enterprise Coordinator, London, Business & Enterprise Specialist Status

³⁰ <http://www.basepoint.co.uk/locations/shoreham>

³¹ <http://www.wiredsussex.com/blog/the-digital-catapult-centre-brighton-brighton-digital-exchange-and-the-fusebox-whats-the-story>

Such leadership could involve taking a strategic approach to back one, or a range of frameworks or initiatives that schools can apply effectively within their curriculum. East Sussex County Council, for example, have piloted the Young Enterprise Framework with 10 secondary schools during 2013-14 and has now paid for all secondary schools within its jurisdiction to access Young Enterprise as a matter of course for 2014–15. This approach allows schools to engage with a successful and well-recognised enterprise education programme, and will enable the County Council to evaluate its impact.

Local authorities and other large organisations can also use procurement and commissioning to promote activities that support skills and employability. This could include commitments from contractors and service providers to engage in agreed enterprise education activities.

4.5 Staff Training and School Development

Ofsted highlights the importance of developing an effective training programme to develop teachers' understanding of enterprise education and to improve their expertise in delivering it.³²

Rotherham Ready and Ready Unlimited also focuses on developing the skills, capabilities and imagination of teachers and other education professionals so that they are able to design learning opportunities that challenge and motivate young people to succeed through enterprise.³³

A recent evaluation of the programme found that positive statements about enterprise skills/activity were found in three of the four Ofsted categories. Inspectors saw evidence of the impact of enterprise across the school, in relation to the quality of leadership and management, the quality of teaching and the behaviour and safety of pupils with improvements evident in the overall quality of the school.

“Teaching and learning has improved because of the independent learning children do through enterprise. You can see it in our academic results. The problem solving skills, initiative, it starts to permeate through everything. They’re not just relying on the teacher, they’re becoming more independent. You can see it when they go out to other schools, or if a group has gone out to do a workshop. They’re more willing to try something, they’re using their skills more.”

Head Teacher, School B³⁴.

4.6 Allocating Sufficient Resources

Schools' greater autonomy has led to differences in the level of resource that is dedicated to enterprise activity, despite its potential to deliver significant benefits. It is difficult to deliver an effective enterprise education programme without dedicated financial support. However, enterprise education competes with other priorities within schools and unless Senior Management Teams can be persuaded of its importance relative to these, securing additional funding within existing budgets is likely to continue to be challenging.

There may be other routes to secure further funding for enterprise education, however. The Rotherham Ready enterprise education programme (see below), for example, was initially funded through the European Regional Development Fund (ERDF) and is now delivered through Ready Unlimited, a social enterprise that supports similar activity throughout the country.

5. Statutory Levers and Quality Marks

³² www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/economics-business-and-enterprise

³³ <http://www.readyunlimited.com/work/improvement>

³⁴ <http://www.readyunlimited.com/wp-content/uploads/2014/10/Can-developing-enterprise-education-contribute-to-the-quality-of-a-school.pdf>

This section considers the statutory levers and quality marks that could be used to raise the profile of enterprise education. Although the statutory levers currently appear weak, there is pressure to change this and quality marks to support enterprise education can be used by schools as evidence to support their PHSE programmes at Ofsted inspections.

5.1 Statutory Levers

Currently, the quality of Personal, Health and Social Education (PHSE) programmes impacts on the outcome of Ofsted inspections. However, enterprise education competes with a wide range of other topics that are also included in PHSE. Impact measures are, therefore, currently ill-defined.

There is growing pressure on Ofsted to develop measures to capture the quality of Careers Education, Information, Advice and Guidance (CEIAG) and enterprise education more explicitly and it is increasingly being referred to implicitly in OFSTED communications: Ofsted has started to measure learner destinations, for example. This could influence how schools support students before and after they leave and may, over the longer term, encourage a greater focus on enterprise education activity.

The National Council for Educational Excellence also recommends that every school and college should have effective engagement with employers. It states that where business can contribute most to raising the aspirations and achievements of young people is: School leadership, including governance and teacher professional development; basic literacy, numeracy and life skills including knowledge of the world of work; Science, Technology, Engineering and Maths; Enterprise education and employability skills.³⁵

5.2 Quality Marks and Enterprise Programmes

Young Enterprise

Young Enterprise is the United Kingdom's largest business and enterprise education charity, delivering over 4 million learning hours each year to young people aged 4-25 years. It has a network of 5,000 volunteers recruited from 3,500 companies,³⁶ and its programme is endorsed by the CBI. Its guiding principle is to deliver its programme through "learning by doing".

Young Enterprise believes that enterprise education should become a fundamental part of the statutory National Curriculum, alongside functional skills (maths, English, IT).

However, Young Enterprise can be costly to schools and only directly engages a few learners at a time. A number of local schools that have previously engaged with Young Enterprise have since concluded that a better, and more inclusive, approach to delivering enterprise education is via systems established locally.³⁷

Business in the Community (BITC) – Business Class

The Business in the Community (BITC) 'Business Class' was launched in the North West of England in 2008 to support school leadership teams, engage teachers and inspire students. Six founding businesses and schools in Burnley developed three-year partnership strategies. In 2009 'Business Class' established a further 30 partnerships in Liverpool, Manchester, Preston and

³⁵<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/NCEE-Recommendations.pdf>

³⁶ www.young-enterprise.org.uk

³⁷ Coast West Sussex Skills and Enterprise Group, 16 September

Salford and it now provides businesses across the country with an effective framework for developing high quality and sustainable partnerships with schools.

Partners use the Business Class Needs Assessment Toolkit, designed in association with University of Central Lancashire (UCLAN), to develop a tailored action plan. BITC helps partners to identify areas where they can work together and provides a focus for partnership activities.³⁸

As with Young Enterprise, BITC also charges schools and will only engage with schools considered to be 'deprived', in order that it can measure the success of its interventions more clearly.

Investment in Young People (liYP)

liYP is a National Award run by Young Chamber UK, which recognises the work that SMEs do to assist young people to gain employability skills and find work. It is supported by Chambers of Commerce and other Education Business Partner Organisations (EBPOs).

Investor in Careers (liC)

This is a quality standard for the management of careers education, information, advice and guidance (CEIAG). It is the most widely-used quality standard of its kind in the country. It aims to improve students' awareness of opportunities, raise their aspirations and help them to achieve their full potential. Many schools find liC helps them to provide evidence for Ofsted inspections,³⁹ and subsequently are unfazed by the cost of the liC audits.

The Bradford Business Game

The Bradford Business Game is a simulation activity with the opportunity to develop entrepreneurial, mathematical and problem solving skills by understanding how a manufacturing company works. Students learn about working roles and conditions, rights and responsibilities in the workplace as they grapple with economic, strategic and time management challenges.⁴⁰

Although this is generally considered a successful programme, costs and the time taken to organise the events has resulted in a reduction of take up by schools.

Rotherham Ready and Ready Unlimited

Rotherham Ready is a well-established enterprise education programme, developed in the Metropolitan Borough of Rotherham. Rotherham Unlimited is a social enterprise that works with schools and colleges in the Borough and now, increasingly across the UK, to develop enterprise and equip young people with the skills and qualities they need for the future. There is a strong focus on developing the skills, capabilities and imagination of teachers and other education professionals. The programme has developed a range of CPD materials for teaching staff, as well as projects which can be adopted in class to deliver enterprise.

It is funded by the ERDF and is provided as a free service to Rotherham schools and Ready Unlimited delivers the programme, at cost to other schools in Barnsley, Calderdale, Doncaster, Hull, Lincolnshire, Liverpool, London, Norfolk, North Lincolnshire, Nottinghamshire, Scarborough, Sheffield and Warrington.

³⁸ www.bitc.org.uk

³⁹ <http://www.investorincareers.org.uk>

⁴⁰ <http://www.stemsussex.co.uk/>

6. Conclusions and Recommendations

The mismatch in expectations between what employers expect from young people and what they believe they receive has not abated, despite the increase in educational attainment in recent years. The skills that are required to operate effectively in the labour market are arguably more difficult to define than previously: Work patterns have changed and new technologies have created fresh uncertainties, which educationalists and many businesses themselves find difficult to understand.

How people engage with the labour market has also changed significantly. Transitions from education into work and from work into retirement have become more complex and protracted and technological developments mean that people do not necessarily have to travel into the same place of work at the same time each day. There are significant opportunities for people who are innovative and who can recognise and seize opportunities, but the corollary of this is that lower skilled jobs are now less likely to command the income that is needed to sustain a full and active lifestyle.

Enterprise education is the mechanism for addressing this, but it competes for space within a crowded curriculum. Schools and colleges have greater autonomy to set their own priorities, but are also under pressure to focus heavily on ensuring that their students are achieving high academic outcomes. This is understandable and the importance of academic achievement should not be under-estimated in determining young people's future life chances. Nevertheless, academic qualifications are often insufficient on their own. Employers also value a wide range of skills that relate closely to what they expect of their employees and it is these that they often complain are lacking in school leavers.

Statutory Levers

Nationally, the levers for embedding enterprise education within the curriculum currently appear limited, despite significant interest from business organisations like the Confederation of Business Industry (CBI). OFSTED assesses schools on their Personal, Health and Social Education (PHSE) programmes, but there are no statutory mechanisms for measuring the quality of enterprise education within schools.

Additionally, national education policy has clearly placed a stronger emphasis on school autonomy, giving more responsibility to individual schools to determine what is important for their students. Although there is merit in promoting the importance of enterprise education to school governors and senior management teams, the Coastal West Sussex Partnership needs to recognise that enterprise education has to compete with other, equally important components of Personal, Health and Social Education within schools.

Given this, the Coastal West Sussex Partnership should focus on practical solutions within the current framework, whilst remaining vigilant to new opportunities that may emerge from changes to the statutory framework.

Measuring Impacts

This study has established that there are a number of enterprise education initiatives that are already being used within Coastal West Sussex and across the country as a whole. These include national programmes that focus on a small number of students and local programmes that are used by different schools.

National and local on-line platforms are also increasingly available for schools to use. However, there seems to be a lack of clarity about the impacts that these programmes have and the extent to which they are used. This makes it difficult to clearly sell the benefits of enterprise education programmes to decision-makers, particularly if such activities have significant resource implications for schools.

There needs to be a much clearer understanding of the impact of enterprise education programmes and platforms so that investment can be targeted towards activities that make a tangible difference. This may mean focusing more on specialist, sector specific, programmes, which may have a narrower reach, but a greater impact than generic initiatives.

Enterprise Education Framework

The Coast to Capital LEP committed to developing an Enterprise Education Framework in 2012 and, following on from this, an Enterprise Education guide was published in 2013. The purpose of a framework should be to enable school staff to agree a clear definition of the term 'enterprise' and to provide school staff with 'easy to use' tools that they can practically implement to embed enterprise education within the curriculum at different educational stages.

Consultation to inform this paper suggests that there is a preference to develop a local framework, rather than applying an established national one. However, enterprise education, per se, is not a local issue, even if its application has a strong local dimension. Tried and tested frameworks already exist nationally and these can form the foundation for a localised framework for across Coastal West Sussex. These should include practical, easy to use, toolkits that are known to be effective.

Establish an enterprise working group to consult with developed frameworks, such as Ready Unlimited, known to positively impact upon the overall performance of schools to develop a practical Enterprise Education Framework that provides easy to apply toolkits for school staff to use to support enterprise education within their schools.

Staff Development and Training

OFSTED recognises the importance of staff training and development in promoting enterprise education within schools. Although this currently happens within some local schools there does not appear to be a clear programme offer that can be applied across schools in Coastal West Sussex.

Elsewhere, in places like Rotherham, programmes have been established to support school staff, elements of which could be applied locally. Alternatively, there may be more merit in the Coastal West Sussex Partnership working alongside local universities and business to develop a bespoke enterprise education staff development programme for local schools.

Develop a localised enterprise education training and development programme for school staff in conjunction with local employers and universities, delivered via school clusters and employer hubs.

Business Champions and Enterprise Advisers

There is merit in having clearly identifiable staff with specific responsibility for promoting enterprise education across the curriculum within schools. However, where they exist, they can be isolated and find it difficult to engage school senior management teams to take forward the agenda.

There is often significant focus on employer engagement activity from within schools, but consultation evidence that has informed this paper suggests that there may be as much of a challenge in engaging schools from an employer perspective. There may, therefore, be a need to shift the emphasis from employer engagement to school engagement, by developing a network of business champions or enterprise advisers, perhaps with specialist sector knowledge. Their role would be to help interested employers to gain access to schools to support enterprise education activities.

Support a network of enterprise advisers and shift the emphasis of activity from employer engagement to school engagement.

Community Engagement

The role of parents and other members of the community can easily be overlooked when it comes to enterprise education, particularly if the focus is on employer engagement.

Most parents are either employers or employees, as well as having a vested interest in the quality and relevance of the education that is provided within local schools. The Community Reference Group concept, used by the Littlehampton Academy, could be applied more widely to schools across Coastal West Sussex. This could help to place enterprise education within a wider community context outside the schools and enable schools to draw on a wider range of skills and expertise within their local communities.

Support the development of community partnerships, based on the Community Reference Group model at Littlehampton to make better use of wider expertise within the community to support enterprise education activity.

Funding and Resources

Budget pressures mean that activities that involve significant costs to schools are unlikely to gain traction, given their competing priorities. Nevertheless, improving enterprise education is an important strategic aim of the Coast to Capital LEP, which is responsible for distributing European Structural and Investment Funds between 2014-2020. Projects and programmes that have been developed elsewhere have often been started with the support of European Funding.

The Coastal West Sussex Partnership should develop a co-ordinated approach to developing funding applications to support the development of enterprise education activities set out above. Influence Local Authorities to convene Community Reference Groups.

Annex I ACRO Core Skills/Attributes⁴¹

<p style="text-align: center;">Attitude</p> <ul style="list-style-type: none">• Self knowledge, belief and confidence• Motivation• Determination• Aspiration• Competitiveness	<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none">• Communication• Working with Others• Managing Difficult Situations• Negotiation, Persuasion and Influence• Presentation
<p style="text-align: center;">Creativity</p> <ul style="list-style-type: none">• Problem-solving• Innovation• Spotting and Creating Opportunities• Lateral Thinking and Ideas Generation	<p style="text-align: center;">Organisation</p> <ul style="list-style-type: none">• Planning• Managing Resources• Decision-Making• Managing Risk• Research and Understanding the Environment• Vision and Goal Setting

⁴¹ A Youth Enterprise and Entrepreneurship Strategy for Wales

Annex II Example Case Studies

Business in the Community

[Business Class Enterprise Education Case Studies](#)

[Business Class - Whole School Approaches](#)

[Business Class - Partnership Case Studies](#)

Rotherham Ready

[Secondary School Enterprise Education Case Studies](#)

Young Enterprise

[Student Case Studies](#)

Young Chamber UK

[Investment in Young People Award](#)

Investor in Careers

[Case Studies](#)

The Bradford Business Game

[Case Study](#)

[STEM Sussex Bradford Business Game Booking](#)

ANNEX III

Electronic Passport Consultation

Enterprise Passport: Highlights of Consultation (attached PDF)

Enterprise Passport: Potential Models Based on First Consultation Output (attached PDF)

ANNEX IV

How much does the development of enterprise education contribute to the quality of a school? - An initial study based on Ofsted Inspection reports and the perceptions of Head Teachers carried out by Ready Unlimited.

<http://www.readyunlimited.com/wp-content/uploads/2014/10/Can-developing-enterprise-education-contribute-to-the-quality-of-a-school.pdf>