



**Notice of a public meeting of
Learning & Culture Overview & Scrutiny Committee**

To: Councillors Taylor (Chair), Fitzpatrick (Vice-Chair), Reid, Potter, Gunnell, Brooks, Wiseman, Mr Thomas (Co-opted Statutory Member) and Mr Pennington (Co-opted Statutory Member)

Date: Wednesday, 18 March 2015

Time: 5.30pm

Venue: The Thornton Room - Ground Floor, West Offices (G039)

AGENDA

1. Declarations of Interest

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda

2. Minutes

(Pages 1 - 18)

To approve and sign the minutes of the meetings of:

- Learning & Culture Overview & Scrutiny Committee held on Tuesday 24 February 2015.
- Entrepreneurship in York Schools Task Group held on Wednesday 14 January 2015.
- Disabled Access Scrutiny Task Group held on Thursday 12 February 2015.
- Narrowing the Gap Scrutiny Review Task Group held on Thursday 12 February 2015.

3. Public Participation

At this point in the meeting members of the public who have registered to speak can do so. The deadline for registering is **5.00pm on Tuesday 17 March 2015**. Members of the public can speak on agenda items or matters within the remit of the committee.

To register to speak please contact the Democracy Officers for the meeting, on the details at the foot of the agenda.

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The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at http://www.york.gov.uk/downloads/download/3130/protocol_for_webcasting_filming_and_recording_of_council_meetings

4. Attendance of Cabinet Member for Education, Children & Young People's Services

The Cabinet Member for Education, Children & Young People's Services will be attending the meeting to provide a progress update on her priorities and challenges for this municipal year.

5. Attendance of Cabinet Member for Leisure, Culture & Tourism

The Cabinet Member for Leisure, Culture & Tourism will be attending the meeting to provide a progress update on her priorities and challenges for this municipal year.

- 6. Attendance of Chair of Safeguarding Children Board** (Pages 19 - 32)
The Chair of the Safeguarding Children Board will be in attendance to give a Bi-annual update on children's safeguarding issues.
- 7. Third Quarter Finance & Performance Monitoring Report** (Pages 33 - 50)
This report analyses the latest performance for 2014/15 and forecasts the financial outturn position by reference to the service plan and budgets for all of the relevant services falling under the responsibility of the Director of Communities & Neighbourhoods and the Director of Children's Services, Education & Skills.
- 8. Draft Final Report - Entrepreneurship in York Schools Scrutiny Review** (Pages 51 - 282)
This report presents the findings from the recently completed scrutiny review of Entrepreneurship in York Schools and asks the Committee to agree the Task Group's draft recommendations, to enable the final report to be presented to a future meeting of Cabinet.
- 9. Draft Final Report -Disabled Access To York's Heritage & Cultural Offer Scrutiny Review**
At its last meeting the Committee received the draft final report arising from the Disabled Access Scrutiny Review – see previous meeting's agenda at:
<http://democracy.york.gov.uk/ieListDocuments.aspx?CIId=669&MIId=8894&Ver=4> A number of issues were raised and the Chair of the Task Group agreed to seek clarification on a number of proposed amendments. This work is still ongoing. As this is the last formal meeting of this Committee in this municipal year, and due to the limited time available before the report is due to be presented to Cabinet in April 2015, the Committee is being asked to agree to the Chair & Vice Chair signing off those revisions outside of the public meeting process, once that work has been completed.
- 10. Learning & Culture Overview & Scrutiny Committee Workplan 2014/15**
Members are asked to consider the Committee's workplan for the 2014-15 municipal year.

11. Urgent Business

Any other business which the Chair considers urgent under the Local Government Act 1972.

Democracy Officers

Catherine Clarke and Louise Cook (job share)

Contact details:

- Telephone – (01904) 551031
- Email catherine.clarke@york.gov.uk and louise.cook@york.gov.uk

(If contacting by email, please send to both Democracy Officers named above).

For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 **(01904) 551550**

City of York Council

Committee Minutes

Meeting	Learning & Culture Overview & Scrutiny Committee
Date	24 February 2015
Present	Councillors Taylor (Chair), Fitzpatrick (Vice-Chair), Reid, Gunnell, Brooks, Wiseman and Mr Pennington (Co-opted Statutory Member)
Apologies	Councillor Potter and Mr Thomas (Co-opted Statutory Member)

49. Declarations of Interest

At this point in the meeting, Members were asked to declare any personal interests not included on the register of interests, any prejudicial interests or disclosable pecuniary interests which they might have in respect of the business on the agenda or any other general interest they might have within the remit of the committee. Councillor Taylor declared a personal interest in agenda item 6 that he was employed by City Screen, a venue that supplied films and live music and Cllr Fitzpatrick declared a personal interest as she was a trustee of York Theatre Royal.

50. Minutes

Resolved: That the minutes of the last meeting of the Learning and Culture Overview and Scrutiny Committee held on 21 January 2015 be approved and signed by the Chair as a correct record.

51. Public Participation

It was reported that there had been no registrations to speak under the Council's Public Participation Scheme.

52. York Theatre Royal - Service Level Agreement Performance Bi-annual Update Report

The Chief Executive of the York Citizens Theatre Trust attended the meeting to inform Members of the progress and performance of the York Theatre Royal under the current Service Level Agreement.

The Chief Executive informed Members that the Theatre:

- had transferred from the ownership of City of York Council to the York Conservation Trust in January 2015.

- had continued its work to develop designs and secure funding to enable the capital project to take place from end of March 2015, which included a commitment from York Conservation Trust to immediately invest funds to repair the roof and other fabric works.
- had received further commitments from the York Conservation Trust for continued investment over the next 3-5 years to improve the buildings condition and enabling the Theatre Trust to develop new income streams and secure its financial stability.
- would be closed from mid March till October 2015 with the Theatre reopening in December.
- had negotiated a residency programme at the National Railway Museum (NRM) during the closure period.
- had secured the Exceptional Award, 1 of only 5 in the Country, and additional funding through the National Arts Council who had recognised the exceptional activity between the Theatre and NRM.
- had received a large number of attendances for all productions with the Pantomime reaching 49,000.

Members thanked the Chief Executive for her update and congratulated her on the work the Theatre had done with local schools and the opportunities they made available for young people.

In answer to Members questions it was confirmed that the Theatre:

- had apprenticeships and school aged placements available and would always encourage learning within the organisation.
- paid their Internships/Apprenticeships but not school aged placements.
- does not currently advertise York on the Railway Children advertisements in King Cross Station due to the current contract with the commercial producers but the Story Board in that station was still available which referenced York.
- offered two adult acting classes every week, which were consistently oversubscribed.
- had active friends and volunteer groups that worked in varies roles throughout the Theatre including archives and fundraising.
- had over 250 community volunteers who were involved in the Big Community projects such as Blood and Chocolate and will be involved in this year's production, In Fog and Falling Snow.
- had two new groups available for children with learning difficulties making a total of 16 different youth group opportunities.
- productions supplied by York Citizens Theatre Trust on the main stage always offered sign interpreted, audio-described and captioned performances.

- could not supply sign interpreted performances for most productions that toured but would ensure that these plays were audio described.
- refurbishments would transform the access to the building and the new lift, would allow for wheelchair users to reach the dress circle.
- Front facing staff were not dementia trained but it would be considered in the future when all disability training was renewed.

Members thanked the Chief Executive for her report and were pleased that the Theatre had transferred to the York Conservation Trust. They agreed the investment would benefit the City and the Theatre.

Resolved: That the report be noted.

Reason: To fulfil the Council's role under the Service Agreement.

53. Careers Review- Further Update on Implementation of Recommendations

Members considered a report that provided a second update on the implementation of the recommendations arising from the previously completed scrutiny review of Careers, Education, Information, Advice & Guidance (CEIAG). Members were asked to sign off all those now considered fully implemented.

Discussions took place regarding each recommendation listed below and the following comments from officers were noted:

iv) To develop a form of CYC Charter mark.

- This was a challenging area now that the statutory duty had changed and transferred to schools.
- Schools wanted a local Charter Mark that was recognised by OFSTED.

v) Each young person should be offered a career interview.

- The Local Authority in partnership with the schools had a statutory duty to interview and support pupils who were at risk of NEET, had special needs, were Looked After or had attendance issues.
- The review showed that there was some very good practices being used but it was not consistent across all secondary schools which had resulted in some pupils not receiving an interview.
- Officers felt it would be beneficial for Members to receive the Destination Survey for 2014 school leavers at a future meeting.

vi) To provide greater scope for involvement by employers in schools.

- The Local Authority was involved in a new joint initiative with NYBEP, the Children's University, and both York Universities, that would provide good links with employers.

- It was confirmed that the School Governing Bodies had received a letter to identify an Enterprise Governor for each school to champion the enterprise and employability agenda.
- Around 90% of businesses in York were small to medium sized and more focus was needed on encouraging these companies to go into schools.

vii) Schools should ensure that all young people are provided with advice and the necessary support to access vocational options and apprenticeships.

- The career programmes in all secondary schools covered the full range of post 16 options.
- A high level apprenticeship event inviting large and small employers from across the city to showcase their Apprenticeship vacancies had been arranged to take place in West Offices in March 2015.

viii) CYC website should provide a quick and easy link to careers advice for young people through the Young People's Zone at the YorOK website.

- Access to the website had been improved including more visible links to careers advice on the Yor-Zone page.

ix) Taster days for 6th form and college should be introduced and aimed at young people in year 10.

- Some schools did not have the capacity to offer taster days to Year 10 students but was offered to all Year 11 pupils.

x) At the end of Year 11 a letter should be sent to every young person that sets out the support services available at Castlegate.

- This had been achieved in July 2014 with letters being sent to all Year 11 leavers.

The Task Group and officers were thanked for their work on this review.

Resolved:

- i) That the committee noted the report and considered each recommendation in annex A and agreed that points:
 - iv, v, vi, not be signed off to allow Members to observe how they progress.
 - vii, viii, ix and x be signed off as fully implemented.
- ii) That a further update be required in 6 months time.
- iii) That the Destination Survey for 2014 school leavers be received at a future meeting.

Reason: To raise awareness of those recommendations which were still to be fully implemented.

54. Draft Final Report -'Disabled Access To York's Heritage & Cultural Offer' Scrutiny Review

Members considered a report that presented the findings from the recently completed scrutiny review of Disabled Access to York's Heritage & Cultural Offer and asked the Committee to agree the Task Group's draft recommendations, to enable the final report to be presented to a future meeting of Cabinet.

The Chair of the Task Group thanked everyone who had participated in this review, in particular the Scrutiny Officer and Cllr Barnes whose contributions had been instrumental. The Task Group agreed that the review had been extremely interesting and meeting and listening to external partners had been hugely beneficial.

Members discussed Make It York's offer and agreed it would be useful for the Committee to receive a report which explained their aspirations. To monitor how this new enterprise had been incorporated, Members also agreed to receive six monthly updates.

The draft recommendations were considered and Members discussed the wording used in the sentence 'making accessibility a requirement of membership' found in paragraph 87, point x, bullet point 1 of the report. It was noted that a clearer explanation was needed and the Task Group agreed to circulate an amended sentence around the Committee for approval.

The Chair stated that the Wayfinding Project had funding available that could be allocated to digital use and that at a recent Cabinet meeting a decision on the allocation had been deferred. It was suggested that funding from this Project could be used to generate the downloadable mobile application, which would contain a comprehensive guide to accessible facilities in York.

The Task Group Chair agreed to contact the relevant Cabinet Member and officer involved to explore the options available. If the funding was obtainable the Task Group would redraft points xii and xiii, in paragraph 87 of the report, to reflect that City of York Council would be providing this provision.

It was agreed the endorsement of the recommendations would be deferred until the next meeting to allow the Task Group to seek clarification on the proposed amendments.

Resolved:

- i) That the review findings detailed in paragraphs 12-82 of the report be noted.
- ii) That the endorsement of the Task Group draft recommendations be deferred until the next meeting.
- iii) That the sentence 'Making accessibility a requirement of membership' be amended and emailed around the full Committee for approval.
- iv) That the Cabinet Member and officer involved with the Wayfinding Project be contacted by the Task Group Chair and any updates to recommendations xii and xiii be prepared.
- v) That a report be received, at a future full Committee, from Make It York with 6 monthly updates.

Reason: To conclude the work on this review in line with scrutiny procedures and protocols thereby enabling this draft final report to be presented at the next meeting of the full Learning & Culture Overview & Scrutiny Committee.

55. Draft Final Report - 'Narrowing the Gap' Scrutiny Review

Members considered a report that presented findings from the recently completed Narrowing the Gap scrutiny review and asked the Committee to agree the Task Groups draft recommendations to enable the final report to be presented at a future meeting of Cabinet.

The Task Group Chair informed the Committee that this review took place to scrutinise how the gap could be narrowed for those pupil premium children who were not achieving. She thanked the Task Group for their input and confirmed that they also worked in collaboration with officers. She stated that the visits were illuminating and the information received was extremely encouraging.

The Assistant Director of Education & Skills thanked the Task Group on behalf of the cluster schools visited. She stated that they had also found the visits hugely beneficial and welcomed the insight into the work of scrutiny. She suggested the agreed recommendations be shared with the schools.

Officers confirmed that a virtual network was being considered to systematically share information across the City by creating a network for schools to collate ideas. City of York Council were hoping to host and build this system that would include data such as good practice's from other schools.

Resolved:

- i) That the review findings and conclusions as detailed in paragraphs 15-50 of the report be noted.
- ii) That the draft recommendations as listed in paragraph 51 of the report be endorsed.

Reason: To conclude the review in line with scrutiny procedures and protocols and enable the agreed final report to be presented to a future meeting of Cabinet.

56. Learning and Culture Overview and Scrutiny Committee Workplan 2014/15 including a verbal update on ongoing 'Entrepreneurship in York Schools' Scrutiny Review

Members considered the committee's workplan for the remainder of the 2014-15 municipal year and received a verbal update on the Entrepreneurship in York Schools Scrutiny Review.

They agreed to defer the Draft Final Report – Disabled Access to York's Heritage & Cultural Officer Scrutiny Review until the next meeting scheduled for Wednesday 18 March 2015.

- Resolved:
- i) That the work plan, including the above amendment, be agreed.
 - ii) That the update on the Entrepreneurship in York Schools Scrutiny Review be noted.
 - iii) That the Destination Survey for 2014 school leavers be presented at a future meeting.

Reason: To keep the committee's work plan updated.

Cllr Taylor, Chair

[The meeting started at 5.00 pm and finished at 6.55 pm].

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Meeting	Entrepreneurship in York Schools Task Group
Date	14 January 2015
Present	Councillors Fitzpatrick, Reid, Brooks and Scott (Chair)

13. Declarations of Interest

Members were asked to declare any personal interests not included on the Register of Interests, any prejudicial interests or any disclosable pecuniary interests which they might have in respect of business on the agenda. None were declared.

14. Minutes

Resolved: That the minutes of the last meeting of the Entrepreneurship in York Schools held on 3 November 2014 be approved and signed by the Chair as a correct record.

Members noted that the Learning and Culture Overview and Scrutiny Committee had, at their meeting on 19 November 2014, resolved to appoint Councillor Scott as a coopted Member of the Entrepreneurship in York Schools Task Group for the remainder of the review. Councillor Scott had previously chaired the task group before a change to committee places in October 2014 resulted in him no longer being a member of the Learning and Culture Overview and Scrutiny Committee. Members welcomed Councillor Scott back to the task group and confirmed that they were happy for him to continue as chair.

15. Public Participation

It was reported that there were no registrations to speak under the Council's Public Participation Scheme.

16. Entrepreneurship in York Schools - Interim Report

Members considered an interim report which provided an update on the ongoing review work in support of the Entrepreneurship in York Schools Scrutiny Review in order that the Task Group could agree the way forward.

The Council's 14-19 Development Manager informed Members that an inspirations agenda was in the process of being set up. This would promote employers and entrepreneurs going into schools to inspire young people and would link with careers guidance and would include facilitating a York careers guidance and inspirations offer. Once available this would provide a menu of opportunities to be offered by each organisation and it would be important that York schools engaged fully with that menu when it was published later in the year.

Members expressed the view that the consultation event had gone well and had been useful in that it had given them the opportunity to hear from providers, businesses partners of the Children's University and schools who have benefitted from it. Members agreed that the event had demonstrated that a lot more was taking place in York's schools than anyone had realised. They stressed the importance of highlighting best practice and encouraging those schools not currently participating to do so.

Members discussed the Fiver Challenge detailed in the report. They noted that although the local authority had run the fiver challenge in York in 2011, take up had not been good. One Member suggested that it would be worthwhile promoting the scheme in York schools again. This would require a mentor from business to provide support to each school and someone to coordinate and administer the process from within each school. If the scheme was no longer running nationally it would also require a pot of money. It was envisaged that schools could be asked to provide a summary report following participation in the scheme to enable officers to evaluate its success.

Councillor Fitzpatrick advised Members that her visit to the Queens Park Community School in Brent had demonstrated how entrepreneurship could become embedded in a school's philosophy resulting in pupils having a "can do" attitude. She stressed the need to embed the ethos of entrepreneurship in schools thus providing the correct environment for entrepreneurial inspirations to develop and flourish.

Officers advised that through the Leeds City Region, it was hoped to obtain funding to allow a business person to sit on each school's governing body.

It was agreed that the task group's main recommendations would focus on the following areas:

- Promoting the fiver challenge in York Schools
- Highlighting best practice in schools.
- Promoting the work of organisations such as the Children's University
- Promoting the inclusion of business people as school governors.

- Encouraging schools to engage with the Inspirations Agenda.

It was agreed that Officers would provide further information on the inspirations agenda for inclusion in the Task Group's draft final report and that the Chair would produce a covering report, with the current report and its annexes forming the evidence base for the review.

It was agreed that the next meeting of the Task Group would take place following the Learning and Culture Overview and Scrutiny Committee meeting on 24 February 2015.

Resolved:

- (i) That the analysis of the information gathered to date as detailed in paragraphs 36-54 of the report be noted.
- (ii) That the information provided at the recent Consultation event as detailed in paragraphs 56-83 of the report be noted.
- (iii) That further information on the Inspirations Agenda be provided by officers to support the review.
- (iv) That research into the Fiver Challenge be undertaken, with a view to promoting it in York Schools.
- (v) That the suggested method for presenting the report be noted.
- (vi) That the next meeting of the Task Group take place on 24th February 2014 at 6.30pm (or on the conclusion of the Learning and Culture Overview and Scrutiny Committee meeting).

Reason:

To conclude the review in line with agreed scrutiny procedures and protocols and enable the draft final report to be presented to a future meeting of the full Learning & Culture Overview & Scrutiny Committee.

Councillor Scott, Chair

[The meeting started at 5.30 pm and finished at 6.40 pm].

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City of York Council

Committee Minutes

Meeting

Disabled Access Scrutiny Task Group

Date

12 February 2015

Present

Councillors Brooks, Fitzpatrick, Gunnell (Chair)
and Barnes (Co-opted Non-Statutory Member)

10. Declarations of Interest

Members were asked to declare any personal interests not included on the Register of Interests, or any prejudicial or disclosable pecuniary interests they might have in the business on the agenda. None were declared.

11. Minutes

Resolved: That the minutes of the last formal meeting of the Disabled Access Scrutiny Task Group held on Tuesday 2 December 2014 be approved and signed by the Chair as a correct record.

12. Public Participation

It was reported that there were no registrations to speak at the meeting under the Council's Public Participation Scheme.

13. Disabled Access to York's Heritage & Cultural Offer - Draft Final Report

Members considered a report which presented information gathered to date in support on the scrutiny review of Disabled Access to York's Heritage & Cultural Offer, together with the Task Group's draft recommendations for their consideration.

A updated copy of the draft final report had been circulated to Task Group Members which showed some changes to the wording of the proposed recommendations based on feedback which had been received from the Assistant Director since the report had been published as part of the agenda papers. Members were advised that these changes ensured that each recommendation was appropriately attributed to the correct

organisation taking into account the shift of the council's cultural team to the new 'Make it York' organisation. Members were asked to consider if any further changes were required to the draft final report and specifically the draft recommendations.

With regard to the wording of the report, it was suggested that paragraph 2 be expanded to provide more detail on the background to the topic being put forward for review by Councillor Barnes.

Members discussed the draft recommendations in detail and agreed amendments to the wording of some of the recommendations. The Scrutiny Officer explained that the suggested order was to make it clear that some of the recommendations were directed to the City of York Council and some to Make it York and also to reflect the significance of some recommendations over others. Councillor Barnes felt that it would be better to list the City of York Council recommendations first followed by the Make it York recommendations and other members confirmed they were happy with this arrangement.

Resolved:

- (i) That the amendments to the draft final report be agreed.
- (ii) That the draft recommendations listed in paragraphs 82-84 of the report be agreed, subject to the amendments to specific recommendations and the order of the recommendations agreed by members

Reason: To conclude the work on this review in line with scrutiny procedures and protocols thereby enabling this draft final report to be presented at the next meeting of the full Learning & Culture Overview & Scrutiny Committee.

Councillor Gunnell, Chair

[The meeting started at 4.30 pm and finished at 5.50 pm].

Meeting	Narrowing the Gap Scrutiny Review Task Group
Date	12 February 2015
Present	Councillors Brooks, Fitzpatrick (Chair) and Mr A Pennington (Co-opted Statutory Member)
Apologies	Councillor Wiseman

5. Declarations of Interest

At this point in the meeting, Members were asked to declare any personal interests not included in the register of interests, any prejudicial interest or disclosable interests which they might have in the respect of the business on the agenda. None were declared.

6. Minutes

Resolved: That the minutes of the last formal meeting of the Narrowing the Gap Scrutiny Review Task Group held on Tuesday 16 December 2014 be approved and signed by the Chair as a correct record.

7. Public Participation

It was reported that there had been no registrations to speak under the Council's Public Participation Scheme.

8. Narrowing the Gap Scrutiny Review - Draft Final Report

The Task Group considered a report which presented them with the information gathered in support of this scrutiny review on Narrowing the Gap in York, and asked them to agree their draft recommendations ahead of the presentation of the report to the full Learning & Culture Overview & Scrutiny Committee in late February 2015.

The Council's Principal Advisor and Acting Senior Adviser (Primary) and Primary Mathematics Consultant were in attendance at the meeting to

provide information in relation to the review. They advised that the Council hoped to deliver a city-wide closing the gap strategy to tackle the gap in attainment between disadvantaged young people and their peers in York.

Members noted the current lack of consistency in schools in outcomes in relation to narrowing the gap and between different key stages acknowledging that the characteristics of attainment profiles of different cohorts could vary as well. Members agreed it was important to consider the impact of activity already taking place in schools and to encourage the sharing of best practice. It was acknowledged that there were some generic strategies which could be used to tackle the gap more effectively than they were currently. Members agreed to amend recommendation i) so that it referred to feedback on the impact of the strategies used, and to add a review conclusion noting the lack of consistency in outcomes and stating that schools should focus on the impact of strategies implemented to ensure that vulnerable students made measurable progress and that schools achieved a narrowing of the gap.

Members welcomed the extension of the pupil premium to early years settings and agreed that the review conclusions should refer to the opportunity this provided to encourage primary schools to engage with early years providers to ensure a joined up approach was in place by time children started school. It was also agreed that recommendation ii) be amended to refer to school readiness projects in pre school settings.

Members stressed the importance of a multi agency approach in tackling narrowing the gap. They accepted that this was already in place and working in pockets of the city but that there were inconsistencies. It was agreed that a citywide strategy would help address this issue and reinforce the knowledge that this work could not be solely undertaken by schools alone. It was agreed that their review recommendations should conclude with a statement advising that the Committee would like their recommendations to form the basis of a citywide strategy.

Resolved:

- (i) That the amendments to the draft final report be agreed.
- (ii) That the review findings and analysis as detailed in paragraphs 15 - 42 of the report be agreed.

- (iii) That the review conclusions and draft recommendations as detailed in paragraphs 43 - 50 of the report be agreed subject to the agreed amendments.

Reason: To conclude the review in line with scrutiny procedures and protocols and enable the draft final report to be presented to the full Learning & Culture Overview & Scrutiny Committee at its next meeting on 24 February 2015.

Councillor Fitzpatrick, Chair

[The meeting started at 2.00 pm and finished at 3.00 pm].

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Report from Chair of City of York Safeguarding Children Board to the meeting 18th March 2015 - Covering the period Aug 2014 to Feb 2014

Summary:

1.1 Improvements Identified

- The City of York Safeguarding Children Board (CYSCB) Development day was held in October 2014 Board structure and governance reviewed
- Meeting held in September to identify synergies in working with Adult Safeguarding Board and joint specification for support provided to the Chief Executive
- Joint CSE Summit held in September Board received assurance and update report for CSE Sub Groups
- Proposals to resolve budget pressures for 2015/18 sent to key funders and positive responses received
- CCG have now provided an update assurance report for the Board
- The Joint protocol on Missing Children has been refreshed
- A joint S11 Audit challenge day was held jointly with NYSCB in February 2015 this identified overall improvement by all agencies in meeting the standards Improvements
- A successful “No wrong door conference” held
- CYSCB Website redesigned and active
- CDOP prepared a short review on suicide and are linking with similar work undertaken in greater Manchester and nationally commissioned work being

undertaken by Manchester University

- Working groups on CSE and Missing children now linked

1.2 Further Areas for to Consider for Development in 2015/16

- Business planning, board support and forward planning for meetings to ensure proportionate time is given to prepare for and consider key Board
- Performance scrutiny of frontline practice in agencies other than social care
- Quarterly meeting of Chairs of key partners to ensure cooperation and strong governance
- Collation of evidence of impact of the work of the Board
- Continue to press for joint work on children affected by domestic abuse

1.3 Next Steps

- Collate information for Annual report 2014/15 for publication by September 2015
- Finalise budget and structure for 2015 -18
- Prepare for joint conference on domestic abuse with North Yorkshire SCB
- Disseminate S11 Audit outcomes and require action plans to address areas of improvement from agencies
- Arrange meeting of key partnership meeting chairs to discuss and affirm Governance arrangements for safeguarding children priorities

Members are reminded that more detailed information can be found on the Safer York Website

<http://www.saferchildrenyork.org.uk/>

Main body of the report

2.1 Priorities

The Key priorities for 2014/15 are:

Early help:

Making sure problems are identified early and that families are provided with the right help at the right time. The CYSCB believes that where families receive the right help early later more serious problems can be prevented.

Neglect:

The CYSCB identified child neglect as a priority in the thematic review in 2012. However, despite some progress the findings of audits and reviews means that considerably more needs to be done if children are going to be protected from the long term damaging effect of neglect.

Domestic abuse:

The CYSCB recognises that there are still too many children living in families where there is domestic abuse. We also know that domestic abuse can be an indicator for neglect and has a long lasting impact on children and will often coexist with other forms of abuse

Child sexual abuse:

Child sexual exploitation (CSE) has received a lot of attention nationally and locally. Whilst CSE remains a priority, the CYSCB believes that child sexual abuse is underreported with reviews telling us that professionals need a better understanding of sexual abuse.

Children who go missing:

Children who go missing from home, care and education are vulnerable to abuse and exploitation. We also know that children go missing for a reason; often due to difficulties at home or in care.

From the data, too many children go missing in York and that there is a need to improve the way all agencies respond. This may also be an indicator of neglect.

The committee is asked to provide a view on whether these should be retained for 2015/16 and make any other suggestions for consideration by the Board.

2.2 National Consultations

The DfE issued a consultation document on proposed changes to Working Together 2013. This includes linking the LADO role to the social care front door service, further definitions of serious harm and criteria for undertaking Serious Case Reviews. This consultation concluded on the 2nd February.

NHS England has published a consultation on a draft refresh of the Accountability and Assurance Framework for Safeguarding in the NHS. The consultation will run until Thursday 26 March 2015. The CYSCB have circulated this and will coordinate a response from the Board.

2.3 CCG Assurance Report

In October the Board received the first report from the health commissioners responsible for the services across Yorkshire, including the Yorkshire Ambulance Service (YAS), Leeds and York Foundation Partnership (L&YFT) and York Teaching Hospital Foundation Trust (YTHFT). From the CCG quality assurance perspective there was not sufficient operational capacity to fulfil its duties, however an appointment had been made to the post of Deputy Designated Nurse for Children's Safeguarding for the VOYCCG, to start in the new year and the role of Designated Nurse for Safeguarding Children across NY and Y has also now been filled

The three providers were mostly fully compliant, with minor concerns for YAS and L&YFT around DBS checks and the evidence of children's voice, which it was hoped would be solved with further training. YTHFT had merged last year with Scarborough and could only provide a report based on the previous year, which they hoped to update following the S.11 update and provide further assurance.

An area of concern highlighted was the waiting time for assessment and diagnosis of autism in children.

2.4 Early Help Progress Report

The Chair of CYSCB and YorOK agreed that the YorOK Board will take the lead in monitoring the effectiveness of the Revised Threshold guidance as part of its role in monitoring Early Help. The YorOK Board report was presented to the CYSCB at the meeting in January 2015.

Key points raised in the discussion were :

- the role of Public Health in assessing the prevalence of need
- the national update to child health profiles
- the trend away from the CAF assessment to a range of Early Help assessment and strategies
- the failure to make sufficient progress on identifying the prevalence of and strategies to tackle neglect in 2014

The YorOk Board Have been asked to prepare an assurance report on effectiveness of early help and revised threshold arrangements for 2014/15 by the end of May for inclusion on the CYSCB Annual Report 2014/15

2.5 Child sexual abuse and exploitation

In the autumn The Minister wrote to Leaders of all Councils asking them to assure themselves that the issues arising from the Jay report are being addressed in their area. The North Yorkshire Police attended the National Working Group (NWG) on 14-15 October and subsequently their report has been provided to the Board to get a full picture of the current position. The Chair made a presentation to the Board "Learning from Jay and others" this was based on sources including the Jay Report, Home Office Select Committee report and the Office of the Children's Commissioner report.

Key points to note are:

- Bleak prognosis for victims – how can agencies help put in place a structure and support system for children going into adulthood to break the cycle
- Lack of engagement – vulnerable children are flattered by the attention of perpetrators, convinced they are special, and frequently do not accept that they are victims and avoid contact with agencies (the Rotherham LSCB were assured work was being done but failed to challenge agencies to give evidence)
- Accountability to the Board – in Rotherham the Board was too big and accountability was widely shared, making it difficult for the Chair to give due weight to every interest and allow full debate.
- LSCB Structure – the Rotherham LSCB conducted their own diagnosis of the problem and found the Board structure was difficult to understand and there was confusion over the roles and responsibilities of various bodies with a risk of overlap.
- Special recommendation to Rotherham included ensuring delivery of a post-abuse service, resourcing QA work, developing an approach to CSE, identifying both gaps and effective practice and ensuring an ongoing review cycle
- Specific actions recommended – mapping the extent of the problem, training the workforce to recognise CSE, solving

the issues around the 16-18 age group at A&E departments, focusing mental health services, and supporting the voluntary and community sector as young people often have more confidence in these than the statutory agencies

The Board received an update report from Children's sexual abuse and exploitation York sub-group.

The sub group presented a detail story board outlining the excellent multi agency work being undertaken

York agencies approach CSA by dealing with the prognosis for all children threatened with sexual abuse, not those at risk of exploitation. The majority of sexual abuse is perpetrated by someone known to the child or within the family. The additional group of children suffering sexual exploitation is important but part of a wider picture. The CSA&SE group have adopted a Venn diagram showing the sub-categories of sexual harm to help social workers and other front-line workers identify which procedures to follow in a particular case. Organised abuse requires a different approach.

When vulnerable people are exploited by groups or through an exploitative relationship they often do not see themselves as victims. A worker must assess whether they are suffering significant harm or not.

It was agreed that this was a very positive response to the Jay report from the Board. It was agreed to be a useful tool. School representatives welcomed it and other Board members hoped it would be widely disseminated beyond the obvious parties, e.g. also to licensing committees for taxis and through libraries.

Health representatives agreed it was on the right track and were aware of gaps in post trauma provision, for mental health for young people for example, which would need to be commissioned.

A suggestion was made to promote the “Say Something if you See Something” initiative and ‘It’s not OKAY’ website – the Board is asked to endorse development of a local version of the Greater Manchester website which was promoted by the Chair as a member of the Greater Manchester Safeguarding Partnership

The Group has revised the guidance and procedures for professionals and had published them on the CYSCB website

National Response

In March 2015 the Government published their response on CSE this includes plans for :

- A new whistleblowing national portal for child abuse related reports to help to bring child sexual exploitation to light enable Government to spot patterns of failure across the country.
- A new national taskforce, and a centre of expertise, will support areas that are struggling to get it right.
- An intention to eradicate the culture of denial: actions include consulting on an extension to the new ‘wilful neglect’ offence to children’s social care, education and elected members.
- To help tackle offenders we have given child sexual abuse the status of a national threat in the Strategic Policing Requirement so that this is prioritised by every police force.
- To support survivors an additional £7 million this year and in 2015/16 to organisations which support those who have experienced sexual abuse.

The Government have also committed to improve the quality of central Government data collection to include data on the prevalence of child sexual abuse and publish this data to inform the LSCB assessments so that the performance of local agencies is more transparent to the communities they serve.

To strengthen accountability the Government will introduce an expectation that all Local Safeguarding Children Boards will conduct regular local assessments on the effectiveness of local responses to child sexual exploitation and publish the outcome of those assessments through their annual reports. They should set out in this analysis how the local partners have used their data to drive their response to vulnerable children and families.

Although this is not yet enshrined in statutory guidance the Independent Chair of CYSCB intends to include this in the Chair's Annual report for 2014/15 to be published in the autumn.

2.6 Social Care Assurance Report

The Board received an Individual Agency Assurance from the City of York Council The report provided a detailed scrutiny of Children's Social Care Front Door arrangements, showing the strength of the Front Door arrangements and the capacity of the agency to provide a social work response without creating an unmanageable caseload. Other developments included a high level scrutiny of assessments, and of social work practice covering caseloads, supervision and quality assurance work and the development of scorecards.

Senior managers had sat in on supervision and seen high quality, reflective supervision. The CIN teams had been established providing a robust response to children who were not necessarily needing safeguarding but needed a family support response. A report on looked after children showed the authority was concentrating effectively on keeping families together and keeping children safe A new system for DBS arrangements has been established and all CSC staff are up-to-date.

The Board welcomed an excellent report and the Chair confirmed that monthly reports received by himself and the Lead Member for children and families showed how monitoring had identified problems and how they had been resolved e.g. by the establishment of a third Referral & Assessment team.

The Chair commented it would be good to get a sense of how other agencies were coping with workload pressure, supervision and oversight as a further engagement with the Board. The Board noted the increase of looked after children in external residential placements and reiterated the need for extra supervision and care where this meant children were at a distance from York.

2.7 National Update

Multi-inspectorate Inspections

Multi- inspectorate inspections of child protection services were due to begin in April 2015. However following pilot inspections it has been concluded that the integrated methodology did not add enough inspection value to enable a proper multi-agency evaluation of services for vulnerable families, children and young people living in that local authority area.

There remains a commitment to find ways of the inspectorates working together and they intend to complete six targeted inspections in a locality area before March 2016. These targeted inspections will evaluate how local agencies work together to protect children, focused on specific areas of concern such as the sexual exploitation of children and young people.

A letter has been sent from the DfE, HO, DCLG, MoJ and DH to the Chief Executives of local authorities, Directors of Children's Services, Police and Crime Commissioners, Local Safeguarding Children's Boards, Health and Wellbeing Boards and GPs. This reinforces the importance of interagency working and information sharing.

Government intend to publish by the end of March a comprehensive package of information sharing guidance. The package will include:

Her Majesty's Government '*Working Together to Safeguard Children*'

statutory guidance which spells out the legislative requirements and expectations on individual services to safeguard and promote the welfare of children; and provides a clear framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services.

Information Sharing: Advice for practitioners providing safeguarding

services to children, young people, parents and carers specifically for

all frontline practitioners and senior managers working in child and/or

family services who have to make decisions about sharing personal

information on a case by case basis. This simplifies current legislation

and guidance into six overarching principles, and dispels common

information sharing myths.

A key area for further review is identifying evidence of impact of the work of the Board.

LSCB effectiveness is considered by looking at how recommendations/conclusions of the Board result in a firm resolution. Impact is key and inspectors will want to know how the LSCB is driving forward business priorities, and; whether the LSCB is respected, heard and generate actions.

Whilst there are good examples of how lessons identified by the Board have been adopted (e.g. Children's Social Care's incorporation of the findings of case audit and reviews into their improvement plan and reference to the thematic review in the Early Help Strategy) there is a need for more evidence of how the Board's work is impacting on practice.

2.8 Safeguarding Board Membership, Compacts and Budget

A review of the structure and governance of the Safeguarding Board has been undertaken and formal consultation on future working arrangement completed. Final proposals will be presented to the April Board for immediate implementation.

Key points

Board functions:

- Ensure effective multiagency safeguarding arrangements are in place
- Drive and influence practice at the interface between agencies
- Setting partnership priorities
- Satisfy itself that accountability is understood and acted upon

Delivery:

LSCBs Do

- Develop local interagency policy and procedures
- Scrutinise multi agency practice – esp. at the point of interface between agencies
- Maintain an intelligence / data function to identify need and impact

LSCBs Do not

- Commission nor deliver direct frontline services (though they may provide training)
- Assume individual agency accountability for safeguarding

Principles of review –

The development day identified the desired direction of travel:

- Clear accountability to the appropriate agencies and individuals
- Have clear and demonstrable influence

- A minimum of bureaucracy
- Clarified relationships between groups
- Equal and fair contributions

Recommendations

- To note the update report of the Independent Chair of the CYSCB
- The Committee provide their views on the continuation of priorities for the CYSCB for 2015/16

Simon Westwood
Independent Chair
CYSCB

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Date: 06/03/2015

Abbreviations

CYCSB-City of York Safeguarding Children Board

CSE – Child sexual exploitation

CCG- Clinical Commissioning Group

NYSCB- North Yorkshire Safeguarding Children Board

CDOP- Child Death Overview Panel

SCB-Safeguarding Children Board

DfE- Department for Education

LADO-Local Authority Designated Officer

NHS –National Health Service

YAS- Yorkshire Ambulance Service

YTHFT-York Teaching Hospital Foundation Trust

VOYCCG-Vale of York Clinical Commissioning Group

L&YFT- Leeds and York Foundation Trust

DBS- Disclosure and Barring Service

CAF –Common Assessment Framework

NWG-National Working Group

LSCB - LocalSafeguarding Children Boards

CSA- Child Support Agency

DfE- Department for Education

HO- Home Office

DCLG- Department for Communities and Local Government

MoJ- Ministry of Justice

DH-Department of Health

GPs- General Practitioners



Learning & Culture Overview & Scrutiny Committee

18 March 2015

Report of the Director of Children's Services, Education & Skills and the Director of Communities & Neighbourhoods

2014/15 Third Quarter Financial, Performance & Equality Monitoring Report – Learning & Culture

Summary

- 1 This report analyses the latest performance for 2014/15 and forecasts the financial outturn position by reference to the service plan and budgets for all of the relevant services falling under the responsibility of the Director of Communities & Neighbourhoods (CANS) and the Director of Children's Services, Education & Skills (CSES).

Financial Analysis

- 2 The services that relate to the Learning & Culture Overview and Scrutiny committee cross two Directorates (Communities and Neighbourhoods and Children's Services, Education & Skills). A summary of the service plan variations is shown at table 1 below.

**Table 1 – Learning & Culture Financial Projections Summary
2014/15 – Quarter 3 - December**

	2014/15 Latest Approved Budget			Projected Outturn Variation	
	Gross Spend £000	Income £000	Net Budget £000	£000	%
Arts & Heritage	3,144	1,288	1,856	+6	+0.3%
Learning Services	2,304	2,222	82	+159	+193.9%
Libraries & Archives	2,047	21	2,026	+80	+3.9%
Youth Services	490	6	484	-82	-16.9%
Sport & Active Leisure (Facilities)	1,453	586	867	+138	+15.9%
CANS Directorate	9,438	4,123	5,315	+301	+5.7%

	2014/15 Latest Approved Budget			Projected Outturn Variation	
	Gross Spend £000	Income £000	Net Budget £000	£000	%
Children's Specialist Services	22,707	1,468	21,239	+1,085	+5.1%
Education & Skills	20,930	9,321	11,609	-980	-8.4%
Directorate of CSES General	9,217	8,762	455	+165	+36.3%
School Funding & Assets	113,309	5,057	108,252	+118	+0.1%
Schools Grant Funding	-	116,588	-116,588	+33	+0.0%
CSES Directorate	166,163	141,196	24,968	+421	+1.7%
Total Learning & Culture	175,601	145,319	30,282	+722	+2.4%

Communities & Neighbourhoods Directorate (+£301k / 5.7%)

- 3 The Communities & Neighbourhoods Directorate is reporting a £301k overspend. This is mainly due to restructuring and redundancy within Learning Services following changes to their contracts which run for academic years (rather than on a financial year basis), and relocating from Swinegate to Rougier House.
- 4 The Archives have been relocated to the Central Library and the building work required the library to be closed for a longer period than expected. This resulted in a £60k loss of income for the operator, Explore York, who has been compensated by the council. In addition, there is a £20k liability for voluntary early retirement costs for previous council staff.
- 5 Following a major review of young people's services the Youth Service has transferred to Communities & Neighbourhoods. The £82k underspend reflects the early achievement of savings required for 2015/16. The redevelopment of Waterworld has meant that the facility was closed in December, resulting in an additional cost of £158k. This is partly offset by an expected underspend at Yearsley Pool.

Children's Specialist Services (+£1,085k / 5.1%)

- 6 Despite a reduction in the number of Children Looked After (CLA) and a reduction in expenditure of almost £1m since 2012/13, the underlying budget pressure from previous years and unachieved 2013/14 budget savings of £700k result in a net projected overspend of £1,408k within children's social care resources budgets. The projected major variations for 2014/15 are as follows:
- Independent Foster Agency Placements (+£428k)
 - Out of City Residential Placements (+£418k)
 - Northern Care Contract Placements (+£97k)
 - The Glen Respite Care Home (+£155k)
 - Adoption, Residence & Guardianship Orders (+£183k)
 - CLA Transport (+£122k)
- 7 Within children's safeguarding teams additional staffing being employed in excess of the numbers provided for within the budget creates a projected overspend for 2014/15 of £229k. It is now important to recognise that in terms of the current pressures within children's social care budgets, CSES Directorate Management Team (DMT) believes that current expenditure levels in this area are now at the appropriate level to ensure proper safeguarding arrangements and adequate (and economic) provision for our CLA population. The number of CLA is unlikely to reduce in the foreseeable future, and York's unit cost per LAC is already the lowest of all 150 Local Authorities (LAs) nationally. Therefore, although opportunities to reduce costs further will continue to be explored, any further significant savings in this area are unlikely to be achievable, and options elsewhere within the directorate will need to be considered.
- 8 Staffing within the Integrated Family Service is currently projected to exceed the budget and troubled families grant by £78k. Offsetting these are projected staffing underspends totalling £74k within the Youth Support Service and Education Psychology Service, as a result of management posts being kept vacant for part of the year.
- 9 A significant saving of £146k is currently projected on children's services legal fees. This is in excess of the budget saving already delivered for 2014/15, but allows no provision for any new complex cases requiring significant expert legal support.

- 10 In addition it has been possible to limit the level of new expenditure committed from the non-ringfenced Special Educational Needs (SEN), Adoption Reform and Short Breaks grants to £252k for 2014/15 generating a one-off saving of £266k.
- 11 The Dedicated Schools Grant (DSG) funded SEN residential placements budgets is projected to underspend by £151k due to the work done in reviewing post 16 placements following the transfer of this responsibility to the LA in 2013/14. Additional DSG budget of over £600k was allocated to this area for 2014/15 in light of the level of transferred spend in 2013/14.
- 12 A number of other more minor variations produce a net projected overspend of £7k.

Education & Skills (-£980k / 8.4%)

- 13 £809k of the net projected underspend is due to a significant number of posts being kept vacant and other efficiencies generated in advance of delivering the savings proposed for the 2015/16 financial year. In addition a saving of £100k is now projected within home to school transport budgets. A number of other more minor variations produce a net projected underspend of £71k.

Director of CSE&S and Central Budgets (+£165k / 36.3%)

- 14 The directorate's budget for 2013/14 was supported by £302k of one-off funding from savings delivered early than required in the council's budget. The original intention was to replace this one-off funding with additional savings by 2014/15. However, given the pressures on the remainder of the directorate's budget, alternative savings have yet to be identified for £105k of this one-off funding. A number of other more minor variations account for the remaining net projected overspend of £60k.

School Funding & Assets (+£118k / 0.1%)

- 15 There is a small net overspend projected on the schools delegated funding budget of £118k which will be charged to the Dedicated Schools Grant (DSG).

Schools Grant Funding (+£33k / 0.0%)

- 16 The variation of £33k represents a minor variation in the Dedicated Schools Grant received in 2014/15, and an estimated deficit carry forward of DSG into 2015/16 of £153k.
- 17 The Children's Services, Education & Skills Directorate Management Team are committed to doing all they can to try and contain expenditure within their budget for 2014/15 and reduce the projected overspend as far as possible by the year end. Dealing with the budget pressures is a standing item at the weekly management meetings, with all options available to further mitigate the current overspend projection being explored.

Performance Analysis

- 18 Key Stage 4 performance from summer 2014 has been finalised. York's GCSE results were above National average, but the gap between disadvantaged pupils and their peers has widened. Analysis shows that the widening of the gap was affected by several smaller pupil groups. Partners across the city are investigating further, to develop a city wide closing the gaps strategy which will incorporate the recommendations from the Learning and Culture Scrutiny Committee Task Group report.
- 19 The numbers of children looked after and children subject to child protection plans have seen gradual, but sustained, reductions towards their targets.
- 20 When a child protection plan (CPP) ceases, we report on the duration of that plan. At the end of December, the percentage of plans ceasing after more than 2 years was higher than in 2013/14. Where a child has been the subject of a CPP for 2 years, each is individually reviewed to identify whether this remains in the best interest of the child. Robust monitoring ensures Children's Services are aware of and reviewing performance against this indicator.
- 21 Just over half of the 40 care leavers were in education, employment or training at the end of December 2014, compared to a 2013/14 figure of 79%. The latest figure covers young people at ages 19, 20 and 21 which is a wider age range than previously covered. The reasons vary for young people not being in education, training and employment (ETE). The figures for Q1 to Q3 show a low level of ETE across the age range, at <55%. A recent refresh in March 2015 shows a greater level of engagement, although this is a fluctuating picture for each care leaver.

19 year old cohort 18/26 - 69.2 % are in ETE

20 year old cohort 16/19 - 84.2% are in ETE

21 year old cohort 12/17 - 70.5% are in ETE

In total of those not in ETE is 25.8% (16). In view of the fluctuating nature of this PI, there will be more research into the success factors and the enablers for positive engagement with ETE.

- 22 The number of 16-17 year olds accepted as homeless has been consistently low throughout 2014/15 to date.
- 23 The percentage of young people ending their YOT supervised order who are not in education, employment or training was on target at the end of quarter 3. The YOT has had recent successes with some complex young people and is looking at the sustainability of these outcomes.

Equalities Update

- 24 The council recently achieved excellent status under the Local Government Association's Equalities Framework for Local Government. The inspectors found that the council has a clear and strong vision for equality in the city and that the drive for equality was embedded in work across services. This process provided a very useful stock-take of where we have made progress, but also areas where we can further strengthen our processes. This included the use of Community Impact Assessments, ensuring these are consistently used to inform the development of proposals.

Council Plan

- 25 This report is directly linked to the Protect Vulnerable People, Build Strong Communities and Create Jobs and Grow the Economy elements of the Council Plan 2011-15.

Implications

- 26 The financial and equalities implications are covered within the main body of the report. There are no significant human resources, legal, information technology, property or crime & disorder implications arising from this report.

Risk Management

- 27 Children's Social Services budgets are under significant pressure. On going work within the directorate may identify some efficiency savings in services that could be used to offset these cost pressures before the end

of the financial year. It will also be important to understand the level of investment needed to hit performance targets and meet rising demand for key statutory services. Managing within the approved budget for 2014/15 therefore represents a significant challenge, and the management team will continue to review expenditure across the directorate.

Recommendations

- 28 As this report is for information only there are no specific recommendations.

Reason: To update the committee on the latest financial and performance position for 2014/15.

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Report Approved Date 6 March 2015

Specialist Implications Officer(s) None

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Background Papers

Third finance and performance monitor for 2014/15, Cabinet 10 February 2015

Annexes

Annex 1 – Q3 Performance Scorecard

Abbreviations

(CSES) - Children's Services, Education & Skills

(CANS) - Communities and Neighbourhoods

(CLA) - Children Looked After

(LAC) - Looked After Children

(LA) - Local Authority

(DMT) – Directorate Management Team

(SEN) – Special Educational Needs

(DSG) - Dedicated Schools Grant

(GCSE) – General Certificate of Secondary Education

(CPP) - Child Protection Plan

(ETE) - Education, Training and Employment

(YOT) – Youth Offending Team

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 1 of 10



			Previous Years			2014/2015							
Quarterly Indicators			Collection Frequency	2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	Direction of Travel
Children's Social Care	148	% of care leavers in employment, education or training ADD 19, 20 & 21 - (YTD)	Quarterly	73.70%	71.00%	78.90%	53.80%	52.00%	52.5%	-	80%	Up is Good	Bad
	64	% of children ceasing to be the subject of a Child Protection Plan who had been the subject of a CPP continuously for two years or longer - (YTD)	Quarterly	1.70%	3.60%	5.70%	11.60%	11.40%	8.5%	-	2.10%	Up is Bad	Bad
	65	% of children becoming the subject of a Child Protection Plan for a second or subsequent time - (YTD)	Quarterly	17.00%	19.20%	10.90%	17.60%	13.30%	13.6%	-	9%	Up is Bad	Neutral
Children's Social Care - Looked After Children	101	% of Looked After Children achieving 5+ A*-Cs GCSE including English & Maths at Key Stage 4 (Best Entry) - (Snapshot)	Annual	13%	22%	24%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	14.90%	15.50%	12.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	13.60%	14.60%	10.50%	-	-	-	-	-		
	99	% of Looked After Children achieving Level 4+ in Reading, Writing and Maths at Key Stage 2 - (Snapshot)	Annual	46%	40%	33%	-	-	-	-	-	Up is Good	Bad
		Benchmark - National Data	Annual	42.00%	45.00%	48.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	38.00%	43.00%	45.00%	-	-	-	-	-		
EFL1	Numbers of Children Looked After (CLA), this figure excludes Short Term Breaks (per 10k shown in brackets) - (Snapshot)	Quarterly	256 (73)	243 (67)	220 (61)	222 (62)	217 (60)	211 (59)	-	190 - 210 (53 - 58)	Up is Bad	Neutral	
Deprivation and Poverty	PHOF13	% of children in poverty (under 16s)	Annual	13.10%	11.70%	-	-	-	-	-	-	Up is Bad	Neutral
Education (Adult)	CJGE17	% of working age population qualified - No qualifications	Annual	6.80%	6.40%	6.90%	-	-	-	-	-	Up is Bad	Neutral
		Benchmark - National Data	Annual	10.60%	9.70%	9.30%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	11.90%	11.50%	10.40%	-	-	-	-	-		

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 2 of 10



			Previous Years			2014/2015							
Quarterly Indicators			Collection Frequency	2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	Direction of Travel
Education (Adult)	CJGE18	% of working age population qualified - to at least L2 and above*	Annual	77.10%	79.80%	80.20%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	69.70%	71.80%	72.50%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	66.60%	68.70%	69.50%	-	-	-	-	-		
	CJGE19	% of working age population qualified - to at least L3 and above*	Annual	60.60%	65.60%	65.70%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	52.70%	55.10%	55.80%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	48.00%	51.50%	51.80%	-	-	-	-	-		
	CJGE20	% of working age population qualified - to at least L4 and above*	Annual	40.80%	41.30%	40.60%	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	32.90%	34.40%	35.20%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	27.50%	29.70%	30.00%	-	-	-	-	-		
Ques001	Total participation in education (inc PT) and work based learning		91%	91%	-	-	-	-	-	-	Up is Good	Neutral	
Education (Young People)	117	% of Year 12-14 age young people who are not in education, employment or training (NEET) - (Snapshot)	Quarterly	-	5.10%	4.50%	5.10%	5.60%	4.50%	-	5.60%	Up is Bad	Neutral
	83	Attainment of a Level 3 qualification by age 19 - FSM group	Annual	25.0%	32.0%	23.0%	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	32.00%	34.00%	35.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	25.00%	28.00%	29.00%	-	-	-	-	-		
	91	% of 17 year-olds in education or work based training (as at the end of each year eg end of 2009 shown in 09/10 academic year) - (Snapshot)	Annual	87.00%	91.00%	91.00%	-	-	-	-	95.00%	Up is Good	Neutral
	ES10	Free childcare places for 2 year olds	Annual	-	-	279	-	-	-	-	-		
ES9	% Take up of early education places by eligible two year olds - (Snapshot)	Annual	-	-	239 (78%)	-	-	-	-	-	Up is Good	Neutral	

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 3 of 10



			Previous Years			2014/2015							
Quarterly Indicators			Collection Frequency	2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	Direction of Travel
Educational Attainment	102a	%pt gap in achievement of Level 4+ Reading, Writing & Maths at Key Stage 2 between pupils eligible for FSM in the last 6 years and their peers - (Snapshot)	Annual	24%	26%	19%	-	-	-	-	-	Up is Bad	Good
	102a_old	Difference in % points between pupils eligible for FSM and those who are not achieving 5+A*-C (Inc E&M) at KS4 (relates to prev academic year to financial year shown)		-	-	-	-	-	-	-	-	Up is Bad	Neutral
	102b	%pt gap in achievement of 5+A*-Cs GCSE (or equivalent) including English & Maths at Key Stage 4 between pupils eligible for free school meals in the past 6 years and their peers- (Snapshot)	Annual	33%	32%	39%	-	-	-	-	22.00%	Up is Bad	Bad
		Benchmark - National Data	Annual	27.50%	26.30%	26.70%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	30.90%	30.60%	30.60%	-	-	-	-	-		
	73a	% of pupils achieving Level 4+ in Reading, Writing and Maths at Key Stage 2 - (Snapshot)	Annual	76%	77%	79%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	75.00%	75.00%	79.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	72.00%	73.00%	76.00%	-	-	-	-	-		
	75	% of pupils achieving 5+ A*-Cs GCSE inc. English & Maths at Key Stage 4 (old Best Entry definition) - (Snapshot)	Annual	63%	67%	66%	-	-	-	-	70.00%	Up is Good	Neutral
		Benchmark - National Data	Annual	59.40%	59.20%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	57.30%	59.50%	-	-	-	-	-	-		
	75a	% of pupils achieving 5+ A*-Cs GCSE inc. English & Maths at Key Stage 4 (new First Entry definition) - (Snapshot)	Annual	-	-	62%	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	-	-	52.60%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	-	-	53.10%	-	-	-	-	-		

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 4 of 10



			Previous Years			2014/2015							
Quarterly Indicators			Collection Frequency	2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	Direction of Travel
Educational Attainment	79	% of young people who achieve a Level 2 qualification by the age of 19 - (Snapshot)	Annual	83.00%	86.00%	86.00%	-	-	-	-	90.00%	Up is Good	Neutral
		Benchmark - National Data	Annual	81.00%	83.00%	84.40%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	78.90%	81.10%	83.20%	-	-	-	-	-		
	80	% of young people who achieve a Level 3 qualification by the age of 19 - (Snapshot)	Annual	59.9%	61.7%	61.9%	-	-	-	-	66.00%	Up is Good	Good
		Benchmark - National Data	Annual	54.70%	56.10%	57.30%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	49.80%	52.00%	53.20%	-	-	-	-	-		
	82	% of young people who were in receipt of a FSM at 15 who attain a Level 2 qualification by the age of 19 - (Snapshot)	Annual	48.00%	57.00%	65.00%	-	-	-	-	61.00%	Up is Good	Good
		Benchmark - National Data	Annual	65.00%	69.00%	71.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	59.00%	63.00%	67.00%	-	-	-	-	-		
	adcs32	Gap in the attainment of a Level 2 qualification by the age of 19 - FSM / Non FSM	Annual	40.0%	38.0%	38.0%	-	-	-	-	-	Up is Bad	Neutral
		Benchmark - National Data	Annual	27.00%	27.00%	27.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	31.00%	30.00%	30.00%	-	-	-	-	-		
	Attain12	KS2 attainment in English for Asian pupils	Annual	88%	88.0%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	82.00%	86.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	77.00%	82.00%	-	-	-	-	-	-		
Attain120	KS2 attainment in English for Mixed race pupils	Annual	91.0%	90.0%	-	-	-	-	-	-	Up is Good	Neutral	
	Benchmark - National Data	Annual	83.00%	87.00%	-	-	-	-	-	-			

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 5 of 10



			Previous Years			2014/2015							
Quarterly Indicators			Collection Frequency	2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	Direction of Travel
Educational Attainment	Attain120	Benchmark - Regional Data	Annual	80.00%	83.00%	-	-	-	-	-	-		
		KS2 attainment in English for Black pupils	Annual	-	-	-	-	-	-	-	-	Up is Good	Neutral
	Attain13	Benchmark - National Data	Annual	80.00%	85.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	74.00%	81.00%	-	-	-	-	-	-		
	Attain130	KS2 attainment in English for Chinese pupils	Annual	100.0%	100.0%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	90.00%	90.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	88.00%	87.00%	-	-	-	-	-	-		
	Attain14	KS2 attainment in Maths for White pupils	Annual	82.0%	85.0%	84.0%	-	-	87.0%	-	-	Up is Good	Good
		Benchmark - National Data	Annual	81.00%	85.00%	85.00%	-	-	86.00%	-	-		
		Benchmark - Regional Data	Annual	80.00%	83.00%	84.00%	-	-	85.00%	-	-		
	Attain140	KS2 attainment in Maths for Mixed race pupils	Annual	89.0%	69.0%	83.0%	-	-	88.0%	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	81.00%	84.00%	85.00%	-	-	86.00%	-	-		
		Benchmark - Regional Data	Annual	79.00%	81.00%	81.00%	-	-	83.00%	-	-		
	Attain15	KS2 attainment in Maths for Asian pupils	Annual	-	-	82.0%	-	-	90.0%	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	81.00%	85.00%	85.00%	-	-	87.00%	-	-		
		Benchmark - Regional Data	Annual	75.00%	80.00%	80.00%	-	-	84.00%	-	-		
	Attain150	KS2 attainment in Maths for Black pupils	Annual	-	-	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	75.00%	81.00%	83.00%	-	-	84.00%	-	-		

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 6 of 10



			Previous Years			2014/2015							
Quarterly Indicators			Collection Frequency	2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	Direction of Travel
Educational Attainment	Attain150	Benchmark - Regional Data	Annual	70.00%	76.00%	75.00%	-	-	81.00%	-	-		
		KS2 attainment in Maths for Chinese pupils	Annual	100.0%	100.0%	-	-	-	-	-	-	Up is Good	Neutral
	Attain16	Benchmark - National Data	Annual	94.00%	95.00%	95.00%	-	-	95.00%	-	-		
		Benchmark - Regional Data	Annual	92.00%	92.00%	95.00%	-	-	98.00%	-	-		
	Attain160	KS2 attainment in E&M for White pupils	Annual	77.0%	80.0%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	75.00%	80.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	73.00%	78.00%	-	-	-	-	-	-		
	Attain17	KS2 attainment in E&M for Mixed race pupils	Annual	83.0%	69.0%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	75.00%	80.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	72.00%	75.00%	-	-	-	-	-	-		
	Attain170	KS2 attainment in E&M for Asian pupils	Annual	-	84.0%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	75.00%	80.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	68.00%	75.00%	-	-	-	-	-	-		
	Attain18	KS2 attainment in E&M for Black pupils	Annual	-	-	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	70.00%	77.00%	-	-	-	-	-	-		
		Benchmark - Regional Data	Annual	64.00%	72.00%	-	-	-	-	-	-		
	Attain180	KS2 attainment in E&M for Chinese pupils	Annual	100.0%	100.0%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	88.00%	89.00%	-	-	-	-	-	-		

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 7 of 10



			Previous Years			2014/2015							
Quarterly Indicators			Collection Frequency	2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	Direction of Travel
Educational Attainment	Attain180	Benchmark - Regional Data	Annual	87.00%	85.00%	-	-	-	-	-	-		
	Attain19	KS4 attainment 5A*-C for White pupils	Annual	84.30%	88.10%	87.40%	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	80.20%	82.80%	82.60%	-	-	-	-	-		
	Attain190	Benchmark - Regional Data	Annual	81.80%	84.10%	84.60%	-	-	-	-	-		
		KS4 attainment 5A*-C inc E&M for Mixed race pupils	Annual	77.4%	-	73.1%	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	58.70%	60.00%	62.00%	-	-	-	-	-		
	Attain20	Benchmark - Regional Data	Annual	49.50%	54.60%	59.60%	-	-	-	-	-		
		KS4 attainment 5A*-C inc E&M for Asian pupils	Annual	58.8%	51.6%	73.3%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	62.50%	63.40%	64.90%	-	-	-	-	-		
	Attain200	Benchmark - Regional Data	Annual	49.80%	53.50%	54.80%	-	-	-	-	-		
		KS4 attainment 5A*-C inc E&M for Black pupils	Annual	-	62.5%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	55.00%	55.30%	58.70%	-	-	-	-	-		
	Attain204	Benchmark - Regional Data	Annual	44.20%	49.80%	51.20%	-	-	-	-	-		
		KS2 attainment in English for White pupils	Annual	83.0%	85.0%	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	82.00%	86.00%	-	-	-	-	-	-		
	Attain21	Benchmark - Regional Data	Annual	80.00%	84.00%	-	-	-	-	-	-		
		KS4 attainment 5A*-C inc E&M for Chinese pupils	Annual	100.0%	-	-	-	-	-	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	80.20%	78.80%	80.10%	-	-	-	-	-		

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 8 of 10



			Previous Years			2014/2015							
Quarterly Indicators			Collection Frequency	2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	Direction of Travel
Educational Attainment	Attain21	Benchmark - Regional Data	Annual	77.60%	72.00%	77.80%	-	-	-	-	-		
	CYPL3a	% of pupils eligible for FSM in the last 6 years achieving Level 4+ in Reading, Writing and Maths at Key Stage 2 - (Snapshot)	Annual	56%	56%	64%	-	-	59.0%	-	-	Up is Good	Neutral
		Benchmark - National Data	Annual	-	59.00%	60.00%	-	-	64.00%	-	-		
		Benchmark - Regional Data	Annual	-	54.00%	55.00%	-	-	60.00%	-	-		
	CYPL6	% of pupils eligible for FSM in the last 6 years achieving 5+ A*-Cs GCSE (or equivalent) including English & Maths at Key Stage 4 (new Best Entry definition)- (Snapshot)	Annual	32%	38%	33%	-	-	-	-	42.00%	Up is Good	Neutral
		Benchmark - National Data	Annual	34.70%	36.50%	38.10%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	28.20%	31.30%	33.60%	-	-	-	-	-		
	EH200	% of SEN pupils with a statement achieving 5+A*-C inc English & Maths GCSE	Annual	8.7%	9.80%	9.8%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	8.50%	8.40%	9.50%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	8.20%	8.10%	9.30%	-	-	-	-	-		
	EH5	% of SEN (non-statemented) pupils achieving Level 4+ in Reading, Writing and Maths at Key Stage 2 - (Snapshot)	Annual	24%	18%	29%	-	-	-	-	-	Up is Good	Good
		Benchmark - National Data	Annual	36.00%	38.00%	42.00%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	32.00%	32.00%	36.00%	-	-	-	-	-		
	EH6	% of SEN pupils without a statement achieving 5+ A*-C inc English & Maths GCSE (new Best Entry definition) - (Snapshot)	Annual	16%	20%	25%	-	-	-	-	24.00%	Up is Good	Good
Benchmark - National Data		Annual	24.80%	25.30%	26.60%	-	-	-	-	-			

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 9 of 10



Quarterly Indicators	Collection Frequency	Previous Years			2014/2015					Polarity	Direction of Travel		
		2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target				
Educational Attainment	EH6	Benchmark - Regional Data	Annual	21.90%	22.30%	23.50%	-	-	-	-	-		
Employment	CJGE21	% of young people not in education, employment or training	Annual	5.60%	4.90%	4.20%	-	-	-	-	-	Up is Bad	Good
		Benchmark - National Data	Annual	6.10%	5.80%	5.30%	-	-	-	-	-		
	Benchmark - Regional Data	Annual	7.10%	6.30%	5.70%	-	-	-	-	-			
	PHOF41	Gap in employment rate for those with learning disabilities and the overall employment rate	Annual	65.5	-	65.9	-	-	-	-	-	Up is Bad	Neutral
Homelessness	HOU106	Number of 16-17 year olds accepted as homeless - (YTD)	Quarterly	20	2	1	0	1	1	-	-	Up is Bad	Neutral
Mental Health	PHOF39	Average strengths and difficulties score of the emotional and behavioural health of children looked after continuously for 12 months at 31 March	Annual	14.1	14.3	-	-	-	-	-	-	Up is Good	Neutral
Physical Activity	PHOF01	% of physically active and inactive adults - active adults	Annual	61.54	65.11	-	-	-	-	-	-	Up is Good	Neutral
	PHOF02	% of active and inactive adults - inactive adults	Annual	23.67	22.7	-	-	-	-	-	-	Up is Bad	Neutral
Safeguarding (Young People)	CYPL15a	% of pupils who reported frequent verbal bullying incidents in Primary schools. (as recorded via the 'Someone to Turn to' pupil survey) - (Snapshot)	Annual	8.90%	8.00%	3.30%	-	-	-	-	5.90%	Up is Bad	Good
	CYPL15b	% of pupils who reported frequent verbal bullying incidents in Secondary schools Yr 8. (as recorded via the 'Someone to Turn to' pupil survey) - (Snapshot)	Annual	-	4.50%	8.50%	-	-	-	-	4.20%	Up is Bad	Bad
	CYPL15c	% of pupils who reported frequent verbal bullying Homophobic bullying in Secondary schools Yr 8		-	-	-	-	-	-	-	-	Up is Bad	Neutral

Learning and Culture Scrutiny 2014/2015

Produced by the Shared Intelligence Bureau March 2015

No of Indicators shown : 149

Direction of Travel shows the trend of how an indicator is performing against its Polarity over time

Page 10 of 10



			Previous Years			2014/2015							
Quarterly Indicators			Collection Frequency	2011/2012	2012/2013	2013/2014	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity	Direction of Travel
Safeguarding (Young People)	EFL2	Numbers of Children with a Child Protection Plan (per 10k shown in brackets) - (Snapshot)	Quarterly	162 (47)	137 (38)	131 (36)	116 (32)	120 (33)	118 (33)	-	125 (35)	Up is Bad	Good
	PHOF06	Under 18 conceptions	Annual	25.28	22.96	-	-	-	-	-	-	Up is Bad	Neutral
School Strategy and Planning	89	% of schools rated 'Inadequate' by Ofsted - (Snapshot)	Annual	-	-	0%	-	-	-	-	0.00%	Up is Bad	Neutral
	89a	% of schools rated 'Requires Improvement' by Ofsted - (Snapshot)	Annual	-	-	13%	-	-	-	-	18.00%	Up is Bad	Neutral
	SE3	% of Year 12-14 age young people who are not in education, employment or training (NEET) who are LDD (self-defined LDD, school action, school action + or statement)	Quarterly	-	-	25.47%	27.70%	27.10%	24.70%	-	-	Up is Bad	Neutral
Youth Offending	45	% of young people ending their YOT supervised order who are NEET (New definition from 2013/14 - cumulative) - (YTD)	Quarterly	23%	27%	28%	26.50%	27.9%	24.70%	-	25%	Up is Bad	Neutral



Entrepreneurship in York Schools Scrutiny Task Group

Report of the Chair of the Task Group

Entrepreneurship in York Schools – Final Report

Chair's Report

1. This is the second time that I have had the pleasure of working with the members of this Task Group; the first time was in relation to career guidance in schools. Right at the start I want to place on record my thanks to the members of the Task Group (Cllr Reid, Cllr Fitzpatrick and Cllr Brooks) for the time they have spent, the research they have undertaken and their approach to this Review. They have demonstrated throughout how Scrutiny can work effectively.
2. I would also like to place on record my thanks to John Thompson (CYC's Principal Adviser 14-19 & Skills) for his expert advice and guidance. I would in particular thank Melanie Carr (Scrutiny Officer) for her tireless support and commitment to Scrutiny.
3. My final thanks go to all those who gave up their time to meet with the Task Group or members of it. Without this additional input the Task Group would not have been able to come with its recommendations.
4. The Task Group's remit was to investigate how to create a culture in York schools where entrepreneurial learning is embedded, through improving entrepreneurship education and opportunities for employability and enterprise-related activities for York pupils

Objectives:

- i. To identify best practice in other Local Authority areas which perform strongly on relevant performance indicators
- ii. Review current practices in York to identify:
 - a) The commitment of local schools and colleges to develop the relevant skills and enterprising behaviours

b) Local good practice

iii. To identify appropriate sources of employability and enterprise-related activities for York schools

5. The work done by the Task Group, the investigations, consultations carried out and conclusions can be found at Annex 1.
6. The first task that we had to do was to agree a definition of what entrepreneurial activity and entrepreneurial education is. We reviewed various definitions and agreed for the purpose of this review, to use the definition adopted by Lord Young in his 'Enterprise for All Report', the Third Part of the Report of Enterprise and Small Firms – The Relevance of Enterprise in Education. That was:

“Enterprise for All is about motivating young people to learn and excel in theory education and to see the relevance of theory studies. Enterprise is more than the creation of entrepreneurs, it is about a can-do and positive attitude an equipping people with confidence to develop a career and vocational interests. Enterprise therefore supports the development of a wide range of work and professional skills and capabilities, including resilience, risk taking, creativity and innovation as well as a self-belief that starting a business is a viable career choice and one of the most exciting and challenging things a person will ever do.” (see Page 4 of the Department of Business, Innovation & Skills Report shown as Annex B to Appendix 1)

7. We recognize that there will be those that will say that entrepreneurs are born and not made. No doubt we would also be pointed to a number of high profile entrepreneurs that have made it to the top with few if any formal qualifications. However there are also a number of entrepreneurs that have done so having gained the highest of qualifications and support. We would in any event point out that the promotion of entrepreneurial skills in young people increases their employability, even if they are employed or take the entrepreneurial leap even after years of employment.
8. We would also add a note of caution. Being an entrepreneur should not be seen as an option to avoid 'formal' education. Its promotion in schools should not be seen to derogate employment and the concept of working in the public, voluntary and charitable sectors. Each has a worthwhile contribution to make. Nor should the risks taken by entrepreneurs be under-estimated. The rewards can be great and the

contribution to the community and the country tremendous, but it can never be considered an easy option. It involves hard work and long hours. It can mean risking your saving and home. It can mean employing others who you will have to pay even in hard times, when you yourself take little or nothing by means of a salary.

9. We would highlight that there is a body of thought that if young people are to succeed in the global job market, there needs to be a stronger focus on entrepreneurial education. The future of Europe depends upon 94 million Europeans aged between 15 and 29 years old. But in April 2013, 5.627 million people in the European Union under the age of 25 were unemployed. As this generation will live in an era of globalisation that demands mobility and soft skills, it is a matter of great importance that these young people have been hit so severely by the economic crisis.
10. High unemployment levels co-exist with increased difficulties in filling vacancies. Young people's employability is threatened by labour market mismatches: inadequate skills, limited geographic mobility and inadequate wages.
11. Our current education system needs support if it's going to adapt to such challenges. Tools, such as entrepreneurship education, show good results because they focus on soft and core skills, including: problem-solving; team-building; transversal competences – such as learning to learn, social and civic competence, initiative-taking, entrepreneurship, and cultural awareness.
12. Therefore entrepreneurship education not only enables young people to start a successful business, but also provides them with the relevant employability skills, and it enables them to become valuable contributors to the economy.
13. We spent a great deal of time gathering information in support of this review, both in terms of documents and some empirical research, and we feel the review final report is timely and pertinent to the challenges that face our young people locally, nationally and globally.
14. We noted with pleasure that there is a great desire in schools to participate in projects that increase the learning and skills of their pupils, and that businesses and other organisation are maintaining their desire to work with young people in a learning setting. (See paragraphs 17 to 24, 30 to 32 and 54 to 80 of Annex1)

15. Linking back to the recommendations of this Task Group on careers education in schools we received evidence on new Careers, Education, Guidance & Inspiration Menu. It appears to us that Entrepreneurship opportunities and involvement of businesses/employers ought to be included in that Menu, and we note that some work has already been done in relation to that.
16. We were pleased to note that the CYC has been successful in bidding for £7,000 from the Leeds City Region LEP. This will allow an engagement process to begin with York Secondary Schools before the summer break in relation to establishing an Enterprise Governor.
17. There was clearly great work being done by the Children's University. Whilst not strictly speaking entrepreneurial education, some of the modules offered did promote such entrepreneurial skills. It appeared to us that the Children's University could be a suitable vehicle to offer such modules to schools. We do however note that there could be capacity issues both in terms of increasing the scope or number of modules and the number of schools that can participate with the Children's University.

Recommendations

18. Whilst we could easily have made a recommendation that we follow pilot schemes in some of York schools that emulate the structure and success of Queen's Park Community School in Brent and King James's School in Kirklees, that could have been seen as trite and largely unachievable. However we would refer to Paragraph 40 of Annex 1 and Annex E and the report to the Task Group of John Thompson's visit to the School. It is possible within a relative short period of time for a school to introduce an entrepreneurial ethos into their school that can be pervasive within the school and have a real impact. Any school wishing to take this step could do worse than to spend time at King James's School. We understand (and are pleased to do so) that feedback from this visit has already been shared with 14-19 curriculum leaders in York.
19. We have chosen to make recommendations that can work in partnership with the projects that are already underway and would encourage schools to pause and think about how they might promote some form of entrepreneurial activity in their school. We would ask that where it is seen it should be fostered and promoted. That in turn may be the start of an additional avenue of learning within the school.

20. The Task Group therefore makes the following recommendations:
- i. Introduction of annual 'Tenner' challenge funded by £1500 donation, linked to charitable aim (Lord Mayor's Charity). This might be facilitated by CYC or through partnership working with a "sponsor".
 - ii. Introduction of Young Entrepreneurs Award as part of annual Press Awards - for winners of 'Tenner' challenge, as part of Business Week.
 - iii. Entrepreneurship opportunities and involvement of businesses/employers to be included in new Careers, Education, Guidance & Inspiration Menu. (See paragraph 46, Appendix 1)
 - iv. Promote the Children's University and the advantages of participating in their modules and the long term benefits they can bring, to York schools. (See paragraph 14 above and paragraphs 50-52 and 54-72 of Appendix 1)
 - v. Support the Introduction of an Enterprise Governor at each school (See paragraph 13 above and paragraph 48 of Appendix 1)

Council Plan 2011-15

21. The review of this topic supports the Council's priority to 'Create jobs and grow the economy'.

Associated Implications & Risk Management

22. **Financial** – In regard to Recommendation (i), the 'Tenner' challenge will be dependent on a collaborative/partnership model, as under the model proposed for the School Improvement service transformation it will not be possible for CYC to deliver this type of activity. It is hoped that the £1,500 required to start this project can, in the spirit of entrepreneurial activity, be raised from York companies as part of their Corporate Social Responsibility programs, and therefore be at no cost to the Council. For the other recommendations it is expected that any costs would be minimal and could be contained within existing budgets.
23. **Legal** – This information is currently being sourced and will be added to the report prior to its presentation to Cabinet in April 2015.

24. There is no other HR or other implications associated with the draft recommendations listed above.
25. There are no known **Risks** associated with the recommendations arising from this review.

Cllr David Scott
Chair of Entrepreneurship Task Group



Entrepreneurship in York Schools Scrutiny Task Group 24 February 2015
Report of the Assistant Director, Governance & ICT

Entrepreneurship in York Schools – Draft Final Report

Summary

1. This report provides the information gathered in support of the Entrepreneurship in York Schools Scrutiny Review, together with information on the consultation undertaken and the Task Group's analysis.

Background to Review

2. At its meeting in June 2014 the Learning & Culture Overview & Scrutiny Committee considered a scrutiny topic proposed by Cllr Semlyen on "School based teaching of skills related to self employment / entrepreneurship at secondary ages and at York College. Cllr Semlyen referenced York's very low record of creating new business or graduate start ups - 316th out of 326 English districts, drawing attention to there being 28% fewer York business start ups in the first 3 months of 2014, compared to 2013. It was recognised that this was an important topic, however there was much debate at the meeting about how to do justice to the topic.
3. In response officers suggested a review of broader employability skills, including the development of broader enterprising behaviours and an entrepreneurial 'can do' spirit. Officers suggested that a review of this topic could research best practice in other Local Authority areas, in order to use the findings to influence providers of education and training to adapt successful models to the York context.
4. In June, the Learning and Culture Overview and Scrutiny Committee agreed the topic was suitable for review, and agreed to reform their Careers Education, Information, Advice & Guidance (CEIAG) Task Group to carry out the review on their behalf, as it was felt there was a clear overlap between the previous review and the new topic.

5. In July 2014 the Committee received a further report from officers proposing options for the review, and the Committee agreed the following review aim and objectives:

Aim:

To create a culture in York schools where entrepreneurial learning is embedded, through improving entrepreneurship education and opportunities for employability and enterprise-related activities for York pupils

Objectives:

- i. To identify best practice in other Local Authority areas which perform strongly on relevant performance indicators
- ii. Review current practices in York to identify:
 - a) The commitment of local schools and colleges to develop the relevant skills and enterprising behaviours
 - b) Local good practice
- iii. To identify appropriate sources of employability and enterprise-related activities for York schools

Introduction to Entrepreneurship Education

6. The Confederation of British Industry (one of the UK's leading independent employers' organisations) believes seven key 'competencies' should be delivered through entrepreneurship education, namely:
- Numeracy;
 - Communication & Literacy;
 - IT skills;
 - Self-management;
 - Team working;
 - Problem solving;
 - Business and customer awareness
7. Unfortunately, vocational education training appears not to have been given the attention it deserves. To address this, greater awareness of the benefits of entrepreneurship education needs generating, and educators need help to engage with it. The European Commission says that 90% of teachers need more training in entrepreneurial learning tools and

methods – for further information on preparing teachers for the challenge of entrepreneurship education see European Commission report at **Annex A**.

8. The Department of Business, Innovation & Skills published a report in June 2014 focusing on entrepreneurial spirit in education – 'Enterprise for All: The Relevance of Enterprise in Education'. The report covers the full breadth of education and is aimed at education leaders, teachers and all those involved in policy and delivery of teaching and learning – see **Annex B**.
9. It is the latest in a series of moves from the government to make sure that young people leave education ready to work, with the skills and experience employers are after. The report looks at fostering an enterprising attitude in both formal and informal education, including the desire to become an entrepreneur, and encouraging more to enter self employment or start their own company.
10. The report's recommendations also mean that students will be able to rank university courses by their employment rates and earning potential.
11. Other proposals in the report include:
 - The introduction of a new Enterprise Passport – a digital record of all extra-curricular and enterprise-related activities that students take part in throughout their education
 - A new national volunteer network of Enterprise Advisers co-ordinated by LEPs, working closely with school heads

Information Gathered

12. Objective (i) Identifying Best Practice
In November 2005 Ofsted reported the danger that schools might view enterprise education as yet another initiative, especially as they were judged on GCSE results and league table positions, and enterprise education would not improve those. Ofsted had found that about one third of schools did not have a clear understanding, or indeed a definition, of what enterprise education was meant to involve.
13. In 2011, Ofsted produced a report which evaluated the effectiveness of economics, business and enterprise education in 28 primary and 100 secondary schools across England, five of which were special schools, in a range of geographical contexts– see **Annex C**.

14. Over 250 lessons in formally assessed economics and business education courses, and approximately 120 lessons relating to enterprise education, were observed in secondary schools during the period of the survey. The report also drew on evidence from 33 institutional college inspections between September 2009 and August 2010 to evaluate the quality of business, administration and law (sector subject area 15) education and training for 16–18-year-olds in colleges.
15. The Task Group also considered a number of good practice guides produced by Ofsted, on developing students' employability and enterprise skills throughout the curriculum, which helped identify the following 4 best practice schools:
 - i. Queen's Park Community School, Brent

The school converted to an Academy in September 2012, and has had no inspection since. Their last inspection took place in March 2012 all grades 2 (good). Contextually the Academy is well away from York - 41% FSM, 12% statements of SEN, Almost four out of five students are from minority ethnic backgrounds, the largest groups being Black Caribbean, Black African and any other White background. The proportion of students who speak English as an additional language is much higher than that found nationally. The inspection identified that "The school's business and enterprise specialism permeates other subjects as well as being a focus for curriculum extension days. Students enjoy these and value their relevance to their futures and the world of work". The Task Group considered Ofsted's best practice guide for the school and the school's latest Ofsted report and school prospectus.
 - ii. St Mary's RC Primary, Falmouth

In 2006 the school was graded as outstanding and was placed on a reduced Tariff. In 2009 it maintained that grading and in April 2014 the school converted to an Academy. The last inspection report lists a number of awards that the school had won including "Investors in Work Related Learning". In the 2009 report enterprise was referenced briefly: "*The school also places a very good emphasis on promoting our national community. This is developed, for example, through School Council meetings with Members of Parliament to discuss citizenship, a visit to the 'Comic Relief' headquarters to examine national needs and pupils' investigations of Britain's business and enterprise activities.*" The Task Group considered Ofsted's best practice guide for the school and the school's latest Ofsted report and school prospectus.

iii. Manchester Enterprise Academy

The Academy's last inspection in March 2013 stated "Requires Improvement", and was previously deemed inadequate in January 2012. However it did state "*The sixth-form curriculum reflects the strengths of the sponsors (based on links to Manchester Airport) with travel and tourism, sport, business, and information & communication technology (ICT)*". Also, "*Through its links with the sponsors, the wider community and the world of business, the academy's enterprise specialism makes a positive contribution to the curriculum on offer. It is raising students' knowledge of the opportunities available to them both now and in the future, and the belief that they can achieve their goals in life*". The Task Group considered the school's last Ofsted report and its prospectus information.

iv. King James's School, Kirklees

The school was last inspected in September 2009, and received a survey letter in April 2011. Their last deferral covers up to Summer Term 2014. The Task Group considered Ofsted's best practice guide for the school, their 2011 survey letter and information from their school website.

16. In order to help identify best practice, the Task Group also considered information on a number of national and European schemes which encourage enterprise in young people:

- In the Department of Business, Innovation & Skills 2014 report, Lord Young gave his support to the expansion of a Government pilot called the **Fiver Challenge**. Supported by Virgin Money, the Fiver Challenge is a free, fun and engaging initiative that provides young people aged 5 – 11 years, across the UK with a pledge of £5 for every student taking part. The young people are challenged to set up mini businesses to create products or services they can then sell/deliver at a profit and engage with their local community. The Fiver Challenge introduces young people to the world of enterprise and helps build important employability skills, such as risk taking, team working, problem solving, communication and financial literacy, which they can continue to develop in later life. The scheme is under way at 500 primary schools across the UK, with 20,000 children running their own businesses. In 2011 the Local Authority ran the Fiver Challenge in York but only two schools and York College chose to participate. For further information on the Fiver Challenge see: <http://www.fiverchallenge.org.uk/>

- Another national scheme called '**Founders 4 Schools**' offers a free service for teachers in secondary schools across the UK which enables them to arrange for founders of successful, growing businesses to visit their schools and inspire their students. At high-impact events, business founders speak about what they studied when they were in secondary school, what motivated them to set up their businesses and why they recommend entrepreneurship as a leading career choice for any person keen to have a positive impact on the world. Students also hear about real-life applications from Science, Technology, Engineering and Maths (STEM) subjects, making a critical link to how learning those subjects directly relates to growing and scaling successful enterprises. For further information see: <https://www.founders4schools.org.uk/>
- Across Europe, **Junior Achievement Young Enterprise Europe** (JA-YE) aims to inspire and prepare young people to succeed in a global economy. JA-YE Europe is Europe's largest provider of entrepreneurship education programmes, reaching 3.2 million students in 39 countries in 2013. Funded by businesses, institutions, foundations and individuals, JA-YE brings the public and private sectors together to provide young people in primary and secondary schools and early university with experiences that promote the skills, understanding and perspective that they will need to succeed in a global economy. The JA-YE Company Programme is recognised by the European Commission Enterprise Directorate General as a 'Best Practice in Entrepreneurship Education'. For further information see: <http://ja-ye.org/>
- **Business in a Box** was trialled in Kirklees by the Kirklees Grant Makers Alliance. The idea was to approach the members of the Alliance and their procurement departments asking for items that they felt students could supply the companies with. This was then presented to the schools as a business in a box i.e. a business idea with the customer already lined-up and prepared to buy. The students then ran the business supplying the company with the product. This is very labour intensive and only works if the companies are already involved in Corporate Social Responsibility activities. In this case it was through the Grant Makers Alliance.
- **Not Just a Trading Company** is the UK's leading provider of ethical enterprise learning programme for youth and community groups, schools, academies and colleges. They deliver supportive, fun, life-changing workshops, courses and longer programmes that provide

people with the skills and knowledge they need to set up and run ethical enterprises. There is a cost associated with this and they approach entrepreneurship in a different way. They also have a network of schools/community groups that the participants can plug into. Their approach has been developed over the last four years in partnership with young people and with disadvantaged communities. It utilises fair trading networks, and their supply chain expertise. They work with each group of people to help them experience every aspect of setting up and running their own small ethical enterprise. They can create, develop and market fair traded products, or start a service that can generate income for them and/or their community. They also provide groups in the UK with links to producer groups in developing countries, perhaps to co-create a new product, or maybe to build relationships at both ends of the supply chain. They also offer a wide-range of courses and programmes aimed at a huge variety of groups - see www.njatc.co.uk for further information.

17. Objective (ii) – Review Current Practices in York to identify good practice
Amidst the many recent changes being proposed to the school curriculum by the Government it is clear that the study of Mathematics and Science remains a national strategic priority. In York there is a lot of activity going on around Science, Technology, Engineering and Maths (STEM), much of which is linked to product design, creative and innovative thinking and business related activity. These subjects both enrich the curriculum and help students recognise how what they study at school can lead to rich and varied career pathways.
18. In an effort to increase pupil's engagement in and motivation for the study of STEM subjects, CYC facilitates a STEM network designed to encourage exciting and innovative projects and experiences for York students.
19. The Network holds an annual 'Inspirations' event, involving approximately 500 students of primary and secondary school age, and over 100 teachers. The event is designed to celebrate student's achievements, raise their awareness of the careers available in the STEM sector, and give the young people the opportunity to practise their skills and display project work. A major part of the event is the opportunity for students to enter their projects into a competition. Judges work in small teams to assess the projects, and prizes are given to individuals and groups of students demonstrating flair and skills in fields such as electronics, engineering, graphics, investigations and sustainability.

20. The latest STEM Inspirations Education Showcase took place in June 2014 at the Yorkshire Air Museum, and a number of York schools received awards. For example:
- The Intermediate Graphic Award went to a pupil from Archbishop Holgate's School
 - The Senior Graphic Award went to a pupil from Archbishop Holgate's School for their innovative packaging concept
 - The Senior Product Design Award went to a pupil at Fulford School for their kitchen aid designed to help a girl with cerebral palsy prepare food
21. North Yorkshire Business Education Partnership (NYBEP) is the STEMNET contract holder for the area, and they are responsible for running the annual STEM Inspirations event. For further information on this year's event and the award winners see:
<http://www.steminspirations.co.uk/events/2014.html>
22. Fulford School has a particularly strong set of challenges linked to the STEM agenda. In October 2014, CYC's 14-19 Principal Adviser met with the STEM Coordinator from Fulford School - a Higher Level Teaching Assistant attached to the Science department, and a qualified teacher with experience of working in York and beyond. He has been running a series of half termly challenges for the last four years. The challenges involve teams of four or five pupils problem solving, using materials and teamwork, and the results are aggregated over the year (on a house system basis) to determine an annual winner.
23. In addition to providing inspiration around the STEM agenda, the initiative has also contributed to the school's development of a range of varied international links. Last year following a visit to the school by a group of Head Teachers from Canada, USA and Australia, an international dimension was added to the STEM work when ten schools from around the world became involved (including a girl's school run by the Palestinian Authority in the West Bank). Some of those schools sent videos of their efforts and those were posted on a related YouTube Channel - 'STEM: International Challenge Cup'.
24. The Task Group also received information on Archbishop of York's Junior School who were planning to refurbish their Maths area (a late 80's play area about 10m x 10m). The school had handed over the project to its school Council and Eco Committee (both comprising of

pupils representing each year group). The pupils were tasked with developing costed options for the project, to be completed by summer 2015.

25. Objective (iii) - To identify appropriate sources of employability and enterprise-related activities for York schools

In September 2014, the Task Group received an update on the Local Enterprise Partnership Strategy regarding entrepreneurial skills. The Leeds City Region (LCR) Skills Plan includes a section on building skills in education. The plan includes a priority entitled 'More enterprise and innovation culture in education' and a specific intention to establish an LCR Enterprise Education Task Group to:

- Review and better understand the impacts of the different approaches to enterprise education across LCR;
- Ensure that providers can benefit from good practice and lessons elsewhere;
- Exploit opportunities for joint working, shared initiatives and/ or additional funding including from businesses themselves

26. Made up of employers, this group is currently focussing on drawing up tender specifications for the next round of European Social Funding (ESF) with the resulting provision to start from August 2015. ESF funding focuses on disengaged young people, i.e. those who are NEET or at risk of NEET.

27. The York and North Yorkshire Local Enterprise Partnership (LEP) has not yet finalised a Skills Delivery Plan. However it's Strategic Economic Plan includes actions on:

- 'Enterprise, Education and Culture' (Priority 1: Profitable and ambitious small and micro businesses)
- 'Mainstream employability into education and roll out employability charter activity' (Priority 3: Inspired People).

28. North Yorkshire Business Enterprise Partnership (NYBEP)

Along with being the STEMNET contract holder for the York area, NYBEP also works with its employer partners and sponsors to provide a range of enterprise and business related events and challenges. Some of these align with York Business Week (November each year) when CYC's 14-19 & Skills Team seeks to ensure that linked events take place

in York schools. Others align with other business and enterprise events such as Venturefest¹.

29. NYBEP also works with teachers trainees, and has previously been commissioned by some York schools to provide and deliver work related activities in order to develop enterprise and employability skills.
30. Children's University
The Children's University (CU) runs employer-led modules with primary schools who are full members of York Children's University. The enterprise-related modules include: Money (Natwest), Advertising (Aviva), Retail (Designer Outlet), Meet the Merchants (Merchant Adventurers). The CU has also run a specific enterprise module with schools in the past. A whole range of York businesses have participated in the CU modules, as part of their corporate social responsibility activity.
31. The following York primary schools have undertaken one or more of the above modules in the last academic year:
 - Carr Junior
 - Yearsley Grove
 - Stockton on the Forest
 - Headlands
 - Woodthorpe
 - St Barnabas
 - Westfield
 - Burton Green
 - Clifton Green
 - Osbaldwick
 - Park Grove
32. The Task Group were made aware that two of the York primary schools listed above had participated in a number of the modules over a number of years. At Osbaldwick, CU recently helped pupils set up their tuck-shop, and are currently working with Westfield who are hoping to set up a Year 5 bank.

Analysis

33. In regard to teacher training, the Task Group noted the lack of teacher training in entrepreneurial learning tools and methods identified within the European Commission report (see paragraph 7 & Annex A) which evidenced the need for a complex combination of knowledge, skills and attitudes. Whilst the Task Group endorsed the Commission's views, they recognised their ability to influence such matters was extremely limited.

¹ A one-day, free entry event showcasing Yorkshire's most inspiring science, technology and innovative entrepreneurs

34. They were therefore pleased to note how the University of York was working with partners to provide opportunities for their teacher trainees. The PGCE Programme Director at the University of York confirmed:
- History trainees regularly work with NYBEP looking at entrepreneurship and teaching.
 - Science and maths trainees participate in enterprise related events with school children, linking to the STEM agenda
 - They provide teaching sessions on citizenship education, PSHE and the role of the form tutor, all of which have small elements relating to enterprise.
 - Trainees are required to take part in citizenship events during school placements.
 - They also offer a one year teaching qualification available for graduates
35. This led the Task Group to question whether or not any teachers in York schools had received this type of specific training, and whether any enterprise related training was offered through the Schools Direct Programme. To explore this further they agreed they would like feedback from any newly qualified teachers in York Schools in order to identify what (if any) training they had received that had equipped them with the necessary skills to teach/encourage pupils to develop their entrepreneurial skills.
36. Those teachers were subsequently identified and a brief questionnaire was issued via email. However only one response was received which provided no useful information.
37. Having considered the 2014 Department of Business Innovation & Skills report (see paragraph 8 & Annex B), the Task Group agreed with the definitions therein of entrepreneurship, the behaviours of an entrepreneur and the meaning of entrepreneurship in education.
38. Objective (i) – National Best Practice
The Task Group was particularly impressed with the work of Queen's Park Community School (QPCS) in Brent and King James's School in Kirklees.
39. In regard to QPCS, the Task Group noted Ofsted's view that the school had managed to permeate its business and enterprise specialism into its other subjects (see paragraph 15i). In considering the make-up of the school population i.e. the number of FSM, statements of SEN and the number of pupils from minority ethnic backgrounds, the Task Group were

impressed with the school's strong stable and sustainable position, and expressed an interest in learning more about the school's journey to success, so in late November 2014 a member of the Task Group (Cllr Fitzpatrick) visited the school. Information gathered on the visit is detailed in **Annex D**.

40. In regard to King James's School, the Task Group was impressed with the OFSTED letter the school received in April 2011- see paragraph 15iv. They noted that at the time, pupils were developing exceptionally strong work-related and enterprise skills together with very good personal financial awareness and basic business understanding. The Task Group requested further information on how this was being achieved, and CYC's Principal Adviser 14-19 & Skills agreed to visit the school to learn more – see feedback from that visit at **Annex E**.
41. In considering the various national and European schemes (detailed in paragraph 16) the Task Group agreed the Fiver Challenge was a good way to encourage enterprising attitudes in young students. They also questioned whether the 'Founders4Schools' scheme could be adapted to work with primary school children, as they recognised the importance of encouraging entrepreneurial skills at an earlier age. They agreed that as part of their work on the review, they would like to identify a scheme suitable for introduction in York, with the intention of recommending a possible pilot scheme and identifying local entrepreneurs willing to support it.
42. Objective (ii) – Review Current Practices in York to identify good practice
The Task Group were interested in the activity going on across York Schools around Science, Technology, Engineering and Maths (STEM), as detailed in the latest STEM Network newsletter. However, having considered information on a recent STEM Inspirations Education Showcase, the Task Group agreed that whilst the winning projects were impressive, an opportunity had been missed to support those pupils to further develop their entrepreneurial skills by investigating the opportunities for marketing and selling their winning products.
43. In addition, whilst the Task Group agreed the Fulford School initiative (detailed in paragraphs 22-23) was helping to develop broader employability skills (communication, team work, resilience, flexibility etc), they agreed entrepreneurship was not a key element.
44. In regard to the planned refurbishment of Archbishop of York's Junior School's Maths area (see paragraph 24), the Task Group agreed it was an interesting idea to hand over the project to the school's Council and

Eco Committee, and agreed they would like to meet with the pupils tasked with developing costed options for the project. Some members of the Task Group visited the school in November 2014 and met with two teachers and four members of the school council - one from each year group.

45. They learnt that the outdoor maths and science area which had been built in memory of a former teacher had fallen into disrepair and the school wanted to restore it. However, they found that the project was not actually about entrepreneurship but did involve students in fundraising and getting prices for the required work. Members were also given examples of other fundraising by the school - Last year Years 5 & 6 subscribed to a CU Business and Enterprise module. They grew plants with materials supplied by Stockbridge and sold them on, with the earnings put towards resources. The school council is currently in the process of producing a cook book with proceeds going towards a new music room. People have been approached to supply recipes and quotes have been sought for printing. Overall, Members agreed that the children were getting a feel for entrepreneurship through their participation in the various projects.
46. Finally, in support of Objective (ii), the Task Group noted the ongoing work to establish a partnership between the Local Authority, Secondary Schools, employers, Colleges and training providers, HEIs and the voluntary and community sector, to ensure all young people in York have access to high quality careers education and independent information, advice and careers guidance. The offer being drawn up will set out CYC's ambition for a broad framework for careers education, guidance, activities and employer engagement from year 5/6 onwards that will equip young people with the right skills and knowledge to succeed in future employment. The Task Group agreed this should include entrepreneurship opportunities and were pleased to note the involvement of businesses/employers.
47. Objective (iii) - To identify appropriate sources of employability and enterprise-related activities for York schools
The Task Group were pleased to note the priority within the Leeds City Region (LCR) Skills Plan to have more enterprise and innovation culture in education (see paragraph 25). They agreed a forum for sharing experiences, good practice and collaboration opportunities was a good idea and agreed it would be beneficial if the York and North Yorkshire Skills Plan included a similar priority.

48. They were also pleased to note that Leeds City Region has taken up the Lord Young initiative on Enterprise Advisers and that prior to a release of national funding (which will come through the LEP), CYC has been successful in bidding for £7k to engage its secondary schools before the summer break, to identify a relevant person linked to each governing body and audit provision at five schools.
49. The Task Group agreed it would be useful to meet with NYBEP to discuss its role as STEM contract holder for the York area, their work with teacher trainees through their PGCE Programme, and as the deliverers of commissioned work related activities which seek to develop enterprise and employability skills in York schools (see paragraphs 28-29 & 34 respectively).
50. In regard to the Children's University, the Task Group agreed that with some adjustment and expansion, it may be possible to further develop the Children's University, and encourage more York primary schools to participate. They were pleased to note the involvement of twenty of York's big businesses in the work of the Children's University, and agreed they would like to meet with some of those businesses and with representatives from CU, to explore their work to date and options for the future.
51. They were particular keen to hear from Osbaldwick and Westfield primary schools recognising their long time involvement with the Children's University, to hear how their schools had benefitted from subscribing to the CU modules.
52. The Task Group also queried whether there were any local entrepreneurs and organisations individually offering business engagement support to York schools, recognising it may be helpful to seek their views in support of the review. They therefore agreed it would be helpful to meet with representatives of York's Chamber of Commerce, and the Federation of Small Businesses, to find out whether any of their members had previously worked with any York schools, and how they might do so in the future.

Consultation Event

53. In light of to the queries raised by the Task Group (detailed in paragraphs 47-50 above) the Task Group held a consultation meeting in early November 2014, with the following attendees:

- Sue Gradwell – Representative of NYBEP
- Jacqui Gunter - Manager (Community and Volunteering Unit, University of York)
- Representatives from Natwest & Aviva (2 x Children’s University Business Partners)
- Tracy Ralph - Westfield Primary School (Children’s University Subscriber)
- Lesley Barringer - Osbaldwick Primary School (Children’s University Subscriber)
- Emma Smailes - Development Manager (York’s Federation of Small Businesses)

Consultation Findings

54. The Community and Volunteering Unit Manager from the **Children’s University** (CU) confirmed the Unit was set up in 2010 with 3 primary schools, with the aim of broadening horizons and raising aspirations, and providing access to positive role models. To remain sustainable they have kept their overheads and staff costs low, with only 2.8 members of staff, concentrating mainly on primary schools. Funding comes from the participating businesses and from school subscription.
55. They currently offer 12 modules to primary schools – see **Annex F**, and the following 16 primary schools have participated (those with an astrix participated in 2014/15):

Burton Green Primary *	Rufforth Primary
Clifton Green Primary *	Scarcroft Primary *
Carr Junior *	St Barnabas C of E Primary *
Dringhouses Primary *	St Lawrence’s C of E Primary
Haxby Road Primary	St Paul’s C of E Primary *
Headlands Primary *	Stockton on the Forest Primary *
Heworth C of E Primary	Tang Hall Primary
Lakeside Primary *	Westfield Primary Community *
New Earswick Primary *	Wheldrake with Thorganby Primary
Osbaldwick Primary *	Woodthorpe Primary *
Park Grove Primary *	Yearsley Grove Primary *

56. In addition to their work with primary schools, the CU has a long history of working with secondary schools on community action and youth

volunteering through projects such as V² and a York Youth Community Action Programme³. They are now looking at how they might develop their primary school activities for secondary schools (working with further and higher education institutions and local employers). Initially the proposal is to focus activity for KS3 (Yrs 7-9) as a way of complementing the University of York's 'Green Apples' scheme⁴, which has a gap in the programme at this point. However it is likely to continue to run some activities with GCSE students too.

57. They are also keen to further the opportunities for secondary pupils to work on creative projects delivered by University students and business volunteers. Much like their CU modules, the aim of those projects would be to inspire secondary pupils in a topic linked to the world of work. Activities are likely to be themed around significant areas of local industry such as finance, engineering, hospitality and science but they have also started to pilot activities designed to build skills and confidence such as mentoring. Examples of projects so far include:

- Huntington Girl's Mentoring Scheme – Students from University of York provided support and mentoring to an identified cohort of Year 10 girls who lacked confidence and aspirations. The students helped the girls consider options for the future including a visit to University of York and Aviva to meet the Women in Business network. The girls were also encouraged to employ the skills they have to plan and host a large fundraising event in their school.
- Science of Food – The Food and Environment Research Agency piloted an adapted version of the primary school module for Yr 7 pupils at York High. This was entitled 'Is there horsemeat in my burger' and got the children to study a real life application of science.

² V was a national youth volunteering programme aimed at accrediting sixth form volunteering activities. It is still running today but has much reduced in scale.

³ The York Youth Community Action Programme was co run by City of York Council, York Centre of Voluntary Service and York Cares. Together they ran volunteering days with community partners in a range of areas (sports, conservation, heritage, literature) for all Yr 9 pupils in the city. The programme folded early in Sep 2010 due to funding cuts.

⁴ Green Apples is a an aspiration raising project for pupils at local primary and secondary schools in York run by University of York with other Further Education and Higher Education institutions – for further information see: <http://www.york.ac.uk/study/undergraduate/outreach/green-apples/>

58. There are currently 40 business partners involved in the work of CU and more businesses are being encouraged to participate. They are particularly keen to explore ways of tapping into more small businesses.
59. The Task Group heard from two business partners - **Aviva & Natwest**. The Business Manager from Natwest provided details on their recent work with Westfield Primary Community School. Initially they ran a 2 hour session in school, talking about money, fraudulent notes, working in a bank, mortgages, loans and loan sharks. Working in groups the children worked on ideas for new businesses, looking at the financing and marketing, creating a business card etc. The children then spent a day in the Natwest. In the morning, touring the bank and meeting with staff to find out what they do, and in the afternoon taking part in a Dragons Dens competition, to present their business ideas - the winners receiving a Golden Moment Award. The Task Group heard how well the children had risen to the challenge coming up with some really good ideas and impressing the staff with their knowledge and interest in the working of the bank.
60. At Aviva, the children who participated were tasked with creating advertising ideas for different Aviva insurance products (Home/Car/Pet/Health). Aviva visited the school to give a lesson on creative advertising, looking at examples of different advertising media, discussing their experiences and use of social media etc. The children were splits into groups and each was given a different brief. This was followed by a day at Aviva. In the morning the groups worked on their advertising ideas which culminated in them filming their advert, and in the afternoon each group gave a presentation to a panel of Aviva executives (like Dragons Den). Aviva were very impressed with the innovative ideas the children came up with, and their commitment to the project. Both companies confirmed they would be keen to participate again having thoroughly enjoyed the process and been impressed by the children's fantastic ideas and standards.
61. The CU has confirmed that **Westfield Primary Community School** worked with the CU in 2011 on its Big Community Challenge to transform their spare playing fields into Community Gardens. They subsequently joined CU in 2012 and have worked on a number of other modules including:
- Chocolate – with York's Sweet Story
 - Law and Justice – with North Yorkshire Police
 - Money – with Natwest

62. Quote from a parent of pupil at Westfield School:

“My daughter Charlotte really enjoyed the law & justice week. She gained lots from the week and would enthusiastically fill me in on the day’s events at the end of each day! She especially liked being given the part of magistrate at moot court & I know she thought carefully about the ‘sentence’ she passed down! I was very proud to see her looking so thrilled in the photograph in the newspaper article. Thank you for organising this special week.”

63. In addition, the school has engaged in the wider programme of events to promote extra-curricular learning such as family workshops and after-school clubs. Through children attending those events, the head teacher met the founder of York Cocoa House who has since become a Governor at the school. They have also received about 4 Right to Read volunteers per year (employees from local businesses) to support children with 1 to 1 reading for an hour a week.

64. **Osballdwick Primary School** has been involved in York CU (then called York Cares Kid’s College) since 2010. They have run 8 modules including:

- Science of Food – with Food and Environment Research Agency
- Food and Hospitality – with York Marriott Hotel
- Law and Justice – with North Yorkshire Police
- Tracks and Trains – with Network Rail
- Post-it! – with Royal Mail and University of York Post Room

65. Quote from teacher at Osballdwick School about the Post-it! module:

“Just a note to say how fantastic the post module was and how well the children responded to the content of the module. They were buzzing after the trip and produced books on the iPads about their day. Nigel and Graham came to our celebration assembly on Friday to present copies of the stamps that the children had designed which was a super end to the module. They were brilliant and delivered the module in an interesting way, engaging all the children. They had clearly put a lot of time and effort into planning the work and organising the trip.”

66. In March 2014 they joined York CU as members and have since engaged in the wider programme of events such as family workshops and after-school clubs. They have also received 4 Right to Read volunteers per year (employees from local businesses) to support children with 1 to 1 reading for an hour a week.

67. Task Group heard from the head teachers from both schools about their experiences of participating in the CU modules and the legacy/long term benefits they had brought to their schools.
68. The Head Teacher at Westfield confirmed that all of their CU modules have had a positive impact at the school and the adults the children have met have directly fed into children's raised career aspirations. For example, in 2013 the School health Nurse/Specialist Enuresis Nurse provided the following feedback:

"I just wanted to say how impressed I have been with the year 5 and year 6 pupils we have taught this year, they have been a delight to teach. They have behaved impeccably in the lessons and have asked very good questions which have shown maturity. It was wonderful to hear that they had aspirations for further education when we asked what they wanted to do when they reach 18. Many of the children said I want to be a doctor/midwife/teacher/lawyer/vet/electrician/chef etc, I don't think we have had that as much in previous years. Many thanks for letting us be involved in their education."

69. As a result of their participation in the modules, the school has also developed on-going links with some of the business partners which has resulted in other benefits to the school. For example, Best Western was so impressed with the children; they started passing refurbished lap tops on to the school that the Best Western hotel chain was going to dispose of (company policy). They trialled this with Westfield initially and they have since provided laptops to other York schools e.g. Tang Hall Primary, and St Lawrences where they have used them to download test SAT exams for the children to practice at home.
70. The Best Western hotel chain has also initiated a bike lights scheme - Lights4Bikes! They learnt that two of the main reasons children often do not have lights on their bikes is the costs involved with buying the lights and the batteries, and that they don't look cool. Again they chose to trial the scheme with Westfield. They provided the school with 25 sets of the massively bright but tiny silicone LED lights. These are simple to fit and are very trendy due to their small size but amazing brightness. They run on watch batteries which are also very cheap to replace, and they only take seconds to fit as they simply hook around the handlebar and seat post.

71. As before, there was no cost to the school, as Best Western sought some funding to help with the cost through the 95Alive scheme run by the North Yorkshire Police.
72. The Task Group agreed it would be beneficial to other schools who are considering subscribing to the CU, to share feedback from those schools who have benefitted in a range of ways from their participation in the modules.
73. **North Yorkshire Business Enterprise Partnership (NYBEP)** offers a range of support for York schools, students and employers. This year, over 1000 students from York schools will have undertaken a work experience placement (mostly from 4 secondary schools). And a wider range of schools including Applefields and Danesgate have undertaken extended and post-16 placements.
74. Over 2,250 employers in York offer placements. This represents approximately 40% of all York employers (10% higher than in North Yorkshire). Some offer multiple opportunities and will fill those placements on numerous occasions throughout the year, although the peak of activity is May to July.
75. Most schools have participated in a range of challenges and curriculum events involving employers including:
 - Green Energy Challenge
 - Enterprise Days
 - Employability programmes
 - Exploring Pathways, other **careers fairs** and 'speed networking'
76. NYBEP has worked with Nestle to support their employee volunteering programme and have drawn on their resources for many of the above events and programmes (including their UK Chief Exec, Fiona Kendrick, to inspire a female only audience at Millthorpe School). They also created a challenge with York Museums Trust linked to their WW1 displays which was successfully linked to school business studies programmes.
77. As part of a Royal Bank of Scotland Inspiring Youth Enterprise programme, NYBEP have developed an online Young Entrepreneur Platform which points students in the direction of where to find the best resources that will give them the information they might need when setting up their own business. The request for this support originally came from York teachers.

78. Earlier this year NYBEP ran a Careers and Employability Conference to support teachers and other professionals working in the field, and next year NYBEP will be rolling out some new challenges sponsored by Persimmon Homes, FERA, YORnight and RAF Linton and Ouse. They also have ESF funding to work with 14-16 year olds at risk of NEET (an accredited employability programme of 80 guided learning hours).
79. Finally, NYBEP provides Ambassadors to support STEM events and other curriculum work (as part of the STEMNET programme). However this programme is due to end in March 2015. They continue to sustain the annual STEM celebration event at the Yorkshire Air Museum in which York schools have had notable success in winning project entries. The event has increasingly attracted employers who provide hands on activities for visiting students - over 1000 last year. However, this event is dependent upon employer sponsorship.
80. Overall, in confirming that York has a large number of entrepreneurial activities available from various sources, NYBEP expressed the view that some improved co-ordination of these would allow more schools to access the opportunities on offer.
81. The Development Manager from York's **Federation of Small Businesses** confirmed that York businesses have worked with over 6000 young people in York schools, providing careers advice and supporting STEM. They also help run events aimed at improving entrepreneurial and employability skills (less emphasis on running your own business) using funding provided by NYBEP. She also highlighted the work of a young enterprise national charity which offers funding for year long programmes in schools.
82. The importance of entrepreneurial skills was stressed, which are not only great for starting up a business but also for working for a small company, confirming there are over 900 small businesses in York looking for staff who can offer a range of skills.
83. In regard to the low number of small businesses being set up in York, she confirmed that this should not necessarily be seen as a bad thing as it is a positive indication of the low unemployment levels in the city.

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Wards Affected:

All

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Annexes:

Annex A – European Commission Report

Annex B – Department of Business, Innovation & Skills Report

Annex C – 2011, Ofsted 2011 Report on Effectiveness of Economics,
Business & Enterprise Education

Annex D – Feedback from visit to Queen’s Park Community School, Brent

Annex E – Information on St James’s School, Kirklees

Annex F – List of CU Modules

Report Abbreviations:

CEIAG - Careers, Education, Information, Advice & Guidance

CU – Children’s University

ESF - European Social Funding

JA-YE – Junior Achievement Young Enterprise Europe

ICT - Information & Communication Technology

LEP – Local Enterprise Partnership

LCR - Leeds City Region

NEET – Not in Education, Employment or Training

NYBEP – North Yorkshire Business Education Partnership

OFSTED – Office for Standards in Education

PGCE – Post Graduate Certificate in Education

PSHE – Personal, Social & Health Education

SEN – Special Educational Needs

STEM - Science, Technology, Engineering and Maths

STEMNET – Stem Network



Entrepreneurship Education:

Enabling Teachers

as a Critical Success Factor

*A report on Teacher Education and
Training to prepare teachers for the
challenge of entrepreneurship education*



Entrepreneurship Education: Enabling Teachers as a Critical Success Factor

“A report on Teacher Education and Training to prepare teachers for the challenge of entrepreneurship education.”

Final Report

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Full title: "Entrepreneurship Education: Enabling Teachers as a Critical Success Factor". A report on Teacher Education and Training to prepare teachers for the challenge of entrepreneurship education.

This report was prepared in 2011 for the European Commission, DG Enterprise and Industry.

Abstract:

Offering specific training to teachers is crucial in order to make entrepreneurship education generally available and effective: two High Level Symposia was organized on 7-8 April in Budapest and on 13-15 July in Istanbul to tackle that issue. The aim was to bring together practitioners and policy makers from across Europe to determine how to develop effective teacher education systems for entrepreneurship. This report is based on the contents of the two Symposia, and includes a "Budapest Agenda on Enabling Teachers for Entrepreneurship Education".

The report is a repository of information and good practice, for both policy makers and practitioners, on how to enable teachers to take on a new role in the classroom (as "facilitators" of learning), use innovative and entrepreneurial methods of teaching, help young people to develop entrepreneurial mindsets and skills.

Acknowledgments:

This report provides a synthesis and elaboration of the material gathered during the course of a pilot action funded by the European Commission. It is based on the perspectives of the large number of individuals who took part in the action, particularly a Symposium held in Budapest in April 2011 and a Symposium involving countries from the EU pre-accession and Southern Mediterranean regions held in Istanbul in July 2011. The authors would like to record their sincere gratitude for the enthusiasm with which participants gave so freely of their expertise. We would also like to thank those people who made presentations at the Symposium and to the European Training Foundation for providing facilitation skills at short notice for one of the Grand Challenges addressed.

Performing organisation:

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Contents

1.0	Introduction.....	1
1.1	What is entrepreneurship education?	2
1.2	Implications ... a new role for teachers	2
1.3	New teacher education for new teachers	3
1.4	Teacher Education on the EU agenda	3
1.5	Purpose of this report and methods used	4
1.6	Report structure	6
2.0	What are we aiming for?	7
2.1	The entrepreneurial teacher	7
3.0	State of play	11
3.1	National strategies	11
3.2	Delivering entrepreneurship education.....	13
3.3	Teacher education for entrepreneurship education.....	16
3.4	Conclusions.....	18
4.0	Areas for action	19
4.1	Teachers as facilitators of learning: what is entailed?	19
4.2	Initial Teacher Education	21
4.3	National (or regional) support systems.....	27
4.4	Continuing Professional Development.....	35
4.5	School level support	46
4.6	Conclusions: the need for action in all areas	51
5.0	Moving Forwards: an agenda for change.....	52
5.1	The context for action	52
5.2	The Budapest Agenda for the Development of Entrepreneurial Teachers.....	53
5.3	Recommendations for the European Commission: developing the agenda.....	56
	Annex One: Action Plan	61

1.0 Introduction

The development of entrepreneurial mindsets is becoming embedded in policy across Europe. Previous research has shown the essential role that education plays in the development of such mindsets, and in particular the central role that teachers play in this process. It requires nothing less than a sea change in the approach to education, emphasising active learning and the provision of new experiences for students outside of the classroom. For many education systems this represents a fundamental shift away from traditional approaches.

Teachers are in the middle of these changes. They need to be equipped with the right skills, knowledge and attitudes to be able to provide their students with the new curricula, pedagogies and learning environments that they will need if they are to acquire entrepreneurial competencies. How should teachers be educated? What developments need to happen in initial teacher education and continuing professional development? What types of support will teachers need in the schools in which they teach?

These questions and others were addressed during 2011 through a pilot action initiated by DG Enterprise and Industry and DG Education and Culture and undertaken by a team from Ecorys, the University of Warwick's Centre for Education and Industry; and by the European Training Foundation (ETF) in its work with EU partner countries from the EU pre-accession and Mediterranean Neighbourhood regions.¹ This report presents the outcomes of these activities. It provides key findings on how to develop education for teachers in relation to entrepreneurship education, identifying actions for stakeholders at all levels in the process.

The European Commission pilot action took forward a key recommendation from work undertaken by Member States, EU partner countries and the European Commission in 2009 and 2010 that sought to establish the state of play in the teaching and learning of entrepreneurship education². That work took forward previous thinking³ and provided an opportunity for policy makers and other stakeholders to take

¹ ETF is the EU's specialist agency supporting human capital developments in Central and Eastern Europe, Central Asia and the Southern Mediterranean area. The Symposium involved the following countries: Albania, Algeria, Bosnia & Herzegovina, Croatia, Egypt, Iceland, Israel, Lebanon, Kosovo (under UNSCR 1244/1999), Montenegro, Serbia, Former Yugoslav Republic of Macedonia, Montenegro, Morocco, Occupied Palestinian Territory, Tunisia and Turkey.

² Pilot Action High Level Reflection Panels on entrepreneurship education initiated by DG Enterprise and Industry and DG Education and Culture. The report of the action is: ECOTEC (2010), Towards Greater Cooperation and Coherence in entrepreneurship education, DG Enterprise and Industry.

http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/reflection-panels/files/entr_education_panel_en.pdf See also ETF (2010) A Pilot Action on Entrepreneurship Education: High Level Reflection Panel, Fifth Cluster Meeting, Zagreb, 18-19 March. 2010
http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/reflection-panels/index_en.htm#h2-7

³ See in particular: European Charter for Small Enterprises. <http://ec.europa.eu/enterprise/policies/sme/best-practices/charter/>; the Oslo Agenda for entrepreneurship education in Europe (2006), http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/doc/oslo_agenda_final_en.pdf; EC, (2006) Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions, Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning, COM(2006) 33 final, Brussels, 13.2.2006; EC, DG Enterprise and Industry (2007) Assessment of compliance with the entrepreneurship education objective in the context of the 2006 Spring Council conclusions. Brussels, November 27, 2007 http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/doc/edu2006_en.pdf; and various studies on mini-companies, and on entrepreneurship in higher education and the reports of expert groups on primary and secondary education: http://ec.europa.eu/enterprise/policies/sme/documents/education-training-entrepreneurship/index_en.htm;

stock of progress and to discuss critical success factors and further developments in the field. As part of this process, teachers were identified as pivotal agents of change in making entrepreneurship education more widely available in schools. The pilot action provided the first opportunity to build on this work by exploring how teachers in the EU and its partner countries can be best supported to engage with and deliver effective entrepreneurship education. In particular, it enabled the further exploration and elaboration of Section C of the Oslo Agenda for Entrepreneurship Education in Europe - 'Support to Teachers and Educators'. A Symposium held in Budapest in April 2011 and a similar exercise in Istanbul in July 2011 with EU partner countries were central to this process.

The success of these activities - both for participants and in terms of the quality of the thinking generated - has enabled the development of a 'Budapest Agenda' for teacher education in entrepreneurship which is presented in this report (see chapter 5.2).

1.1 What is entrepreneurship education?

Much debate surrounds the meaning of entrepreneurship education, and different definitions can apply in different countries and at different levels and phases of education. Recent thinking has shown that narrow definitions based around preparing learners for the world of business may place limitations on both learners and the teaching community. Instead a broader definition which sees entrepreneurship education as a process through which learners acquire a broad set of competencies can bring greater individual, social and economic benefits since the competences acquired lend themselves to application in every aspect of people's lives. Entrepreneurship in this sense refers to an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity⁴. Entrepreneurship education is thus about life-wide as well as lifelong competence development. As well as contributing to European competitiveness, entrepreneurship education also helps to ensure a number of positive social benefits. The entrepreneurship key competence plays a vital role in Europe 2020 as a consequence.

1.2 Implications ... a new role for teachers

What do such developments imply for the practices of teaching and learning and hence for teachers? The development of the entrepreneurship key competence is not simply a question of knowledge acquisition. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviours are perhaps more important than knowledge about how to run a business. In short, entrepreneurship education means developing a culture which is through, for and about entrepreneurship. Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. They require active,

⁴ The Key Competences for Lifelong Learning – A European Framework is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the Official Journal of the European Union on 30 December 2006/L394. (http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf)

learner-centred pedagogies and learning activities that use practical learning opportunities from the real world. Furthermore, since entrepreneurship education is a transversal competence it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education⁵.

Clearly, the implication of these changes for teachers is substantial. They mean nothing less than a new role for every teacher: that of 'learning facilitator.'

1.3 New teacher education for new teachers

These changes will require significant changes in the way teachers themselves are educated. Research carried out by the European Commission shows that the core skills and values linked to entrepreneurship education are seldom a priority in initial teacher education programs. Creativity is not fully embedded into these programs and there are significant variations between Member States⁶. Approximately 90% of teachers say that they would like to receive some further training on creativity. Teachers also feel that educational and school cultures do not fully support them in fostering creative and innovative approaches to learning; this requires time to explore new approaches and a culture that encourages experimentation and allows for failure - in short, an environment that itself embodies the characteristics of entrepreneurialism.

Teachers thus need support throughout their careers, in their initial education, their continuing professional development and in their day-to-day work. The question is: how?

1.4 Teacher Education on the EU agenda

In response to proposals made by the European Commission, the Education Council in November 2007 for the first time adopted Conclusions that set a European agenda for improving the quality of teaching and teacher education. Ministers recognised that the quality of teaching is the single most important within-school factor affecting student attainment.

The importance of the teaching profession was again highlighted at an Informal Ministerial Meeting in Gothenburg in September 2009 under the Swedish Presidency of the EU and this was followed by the adoption of new Council Conclusions⁷ in which Member States committed themselves to improving the professional development of teachers and school leaders.

These Conclusions, taken together, provide a comprehensive set of EU priorities for improving teacher education. They include:

⁵ See ECOTEC (2010), Towards Greater Cooperation and Coherence in entrepreneurship education, DG Enterprise and Industry. http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/reflection-panels/files/entr_education_panel_en.pdf

⁶ Joint Research Centre, European Commission (2010) *Creativity in Schools: A Survey Of Teachers in Europe*

⁷ Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 26 November 2009 on the professional development of teachers and school leaders (OJ 2009/C 302/04)

- Improving teacher competences, making sure that teachers possess the necessary pedagogical skills to teach their own subjects and the transversal key competences, including in heterogeneous classes and making the best use of ICT;
- Improving the quality of Initial Teacher Education (ITE) which should provide a Higher Education qualification and should balance research-based studies and teaching practice;
- Ensuring the quality of teacher educators (teacher trainers) who should have solid practical teaching experience, good teaching competences and be of a high academic standard; and
- Promoting professional values and attitudes in the teaching profession (in which teachers adopt a culture of reflective practice, undertake autonomous learning, engage with research, and collaborate extensively with colleagues).

It will be noted that this agenda emphasises the need to improve teacher education systems so that they produce teachers who are reflective, creative and innovative as well as highly competent and knowledgeable in their fields. In this it complements the EU entrepreneurship policy agenda.

1.5 Purpose of this report and methods used

This report brings together the work undertaken by the European Commission and the European Training Foundation that has sought to address this question. The methods used were innovative and provided the first opportunity for the question to be explored at European and wider multi-country level.

The European Commission pilot action

The main components of the European Commission pilot action were, as noted above, the Symposia held in Budapest and Istanbul.. The Budapest Symposium was designed using the concept of the 'Innovation Camp'. This is a means of bringing people together to generate creative but practical solutions to problems through small group work and expert facilitation. Each participant was placed into a group to work intensively with an expert facilitator on one of five Grand Challenges over the course of two days (facilitators combined a mixture of expertise in both the pedagogics of teacher education and Innovation Camp methods). The Grand Challenges were designed to enable participants to focus on solutions rather than having general discussions about the meaning of entrepreneurship education. This was appropriate for the participants; as one commented, 'We know this ... but how?' The Grand Challenges were:

- How to help primary and secondary school teachers to become agents of change through initial teacher education;
- How to encourage and enable in-service teachers to engage in entrepreneurship education through continuing professional development;
- How to develop teachers as facilitators of learning;
- How to develop support systems for teachers;

- How to develop the role of the school and its community to help teachers to provide learning opportunities in entrepreneurship.

The Istanbul Symposium considered the same questions and involved a series of focus groups preceded by good practice sharing which was designed to inspire discussions within the groups.

Participants developed a range of potential solutions to the questions posed and then applied a set of criteria to focus on the most significant and viable. Outline action plans were then created to help make ideas more concrete, give a sense of direction, and to enable participants to take away well developed ideas which they could then use in their own particular professional contexts after the Budapest Symposium (an overview of the action plans is provided in Annex 2). Similarly, Istanbul participants considered options for next step developments both at national and regional levels.

By design and owing to the complex nature of teacher education for entrepreneurship, the Grand Challenges overlapped. Hence the solutions developed were frequently relevant to more than one issue.

Around 140 participants took part in the discussions in the two events, drawn from communities of both policymakers and practitioners. 28 countries were represented in Budapest and 17 in Istanbul. Discussions focused on the primary and secondary stages of education.

The discussions that took place generated many practical solutions and insights into the questions at hand. These outcomes have provided the raw material for this report. Summaries of each Grand Challenge and of the preliminary conclusions reached by the working groups are available on the Commission webpage dedicated to the pilot action⁸.

As an integral part of the pilot action, a number of other activities were conducted:

- A survey of participants was undertaken before the Budapest Symposium. This was completed by 26 participants, and provided data on the state of play in their countries. It provides the raw material for Chapter 3. Although the sample size is rather limited, the data nonetheless provides a relevant and interesting picture since the respondents are experts who have both an informed overview and specific knowledge of entrepreneurship education.
- In addition, an evaluation of the Symposium was conducted using feedback gathered at the end of the event and a follow-up survey of participants. Feedback was gathered using a form filled in by participants on the second day of the Symposium (completed by 53 participants). The more extensive and reflective evaluation survey was conducted a few weeks later and completed by 38 people. The evaluation report is a separate document, and not included in this report.
- Good practices from both Symposia were also collected and collated, to be published in full separately.

⁸ http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/teacher-education-entrepreneurship/index_en.htm

- In addition to fresh intelligence gathered through the Istanbul Symposium, information and analysis from ETF assessments for the EU partner countries under the auspices of an EU enterprise policy monitoring framework were drawn upon.⁹

All these additional aspects of the project have also provided materials for this report.

First steps towards a development agenda for teacher education

This report is a synthesis and further examination of the insights gathered from the above activities. The nature of those activities means that – as intended by the processes used - the content reflects the shared thinking of participants, all of whom are experts in their field. This was the first time they had had the opportunity to debate the topic in this manner. The report is thus a reflection of the state of play of current thinking. Some topics have not yet been as well developed as others: participants more easily addressed the question of how to develop the wider infrastructure of teacher support than the intricacies of the pedagogy of teacher education, which is altogether a more difficult subject highly dependent on national circumstances. The solutions presented in the report thus constitute first steps. But they are also the critical steps needed if we are to develop education for teachers that is fit for European and EU partner country entrepreneurship.

1.6 Report structure

The report is structured as follows:

- Chapter 2 sets out the overall objectives for teacher education in respect of entrepreneurship education. It examines the concept of the entrepreneurial teacher and the entrepreneurial school which lie at the heart of attempts to develop the entrepreneurship key competence for teachers;
- Chapter 3 sets out the state of play in teacher education across the EU;
- Chapter 4 examines four areas for action: initial teacher education; continuing professional development; national and regional level support systems for entrepreneurial teachers; and the local level support required at school level;
- Chapter 5 concludes the report by setting out the 'Budapest Agenda'¹⁰ for action by all stakeholders. It also makes recommendations for the European Commission.

⁹ [Small Business Act for Europe and its predecessor instruments the European Charter for Small Enterprises and the Euro-Mediterranean Charter for Small Enterprise.](#)

¹⁰ This comprises the collective recommendations resulting from the Budapest and Istanbul symposia.

2.0 What are we aiming for?

In the introduction we described what entrepreneurship education means in terms of the curriculum and teaching and learning practices. We also set out some of the implications for teacher education. However, it is important to establish the qualities that are required in teachers in respect of entrepreneurship education in order that the process of teacher education has clear objectives. Equally it was evident from the discussions at the Symposium that alongside the entrepreneurial teacher it is also important to see the development of the entrepreneurial school. Indeed, the entrepreneurial teacher and the entrepreneurial school are in practice inseparable if we wish to see entrepreneurship education available for every student in every school. As was noted in the 2010 European Commission report, *Towards Greater Cooperation and Coherence in entrepreneurship education*, progress in the field has thus far tended to depend too much on the individual entrepreneurial teacher. Without entrepreneurial schools we shall never establish an institutional framework through which entrepreneurship education can be fully implemented and sustained. In the following sections we therefore look at two key objectives: the qualities of the entrepreneurial teacher and of the entrepreneurial school.

2.1 The entrepreneurial teacher

Figure 2.1 provides a graphical representation of the qualities of an entrepreneurial teacher identified by participants at the Symposia. These qualities fall into two main groups: a set of characteristics grouped around the heart shown in the figure and a group of key activities. In an arc around the bottom of these features are those aspects of teacher education and school and community support that will be required to support the development of these qualities. These latter issues form the basis for further discussion in chapter 4.

Unpacking the group of characteristics, we can see that at their heart entrepreneurial teachers should be passionate about what they are doing. They should have a very positive attitude, and be able to inspire others. They should be confident in their teaching, in effect being leaders in themselves, and not necessarily waiting for leadership from senior staff. In their new role, their task is to lead their students. In the words of one Symposium participant, they are the sort of people who 'just do it', teachers with a 'can do' approach to their profession, who have belief in what they are doing. They need to be energetic, providing a spark both to their students and their fellow teachers. They should also have vision, as well as being both open to new ideas and able to think laterally about subjects and issues. They should be open-minded with respect to the ways in which not just other teachers but parents, businesses, students and others ought to be involved in entrepreneurship education. Such characteristics will mean they are well equipped for delivering the entrepreneurship education curriculum both within schools and in terms of thinking creatively about how to use resources available within the local community. In this respect, the entrepreneurial teacher should also be able to network effectively and make connections to a wide range of stakeholders. Entrepreneurialism also requires teachers to be flexible and to push the boundaries with respect to established norms within education, without being a maverick. At the same time they need to have a balanced approach, be 'down to earth' and, of course, remain professionally responsible.

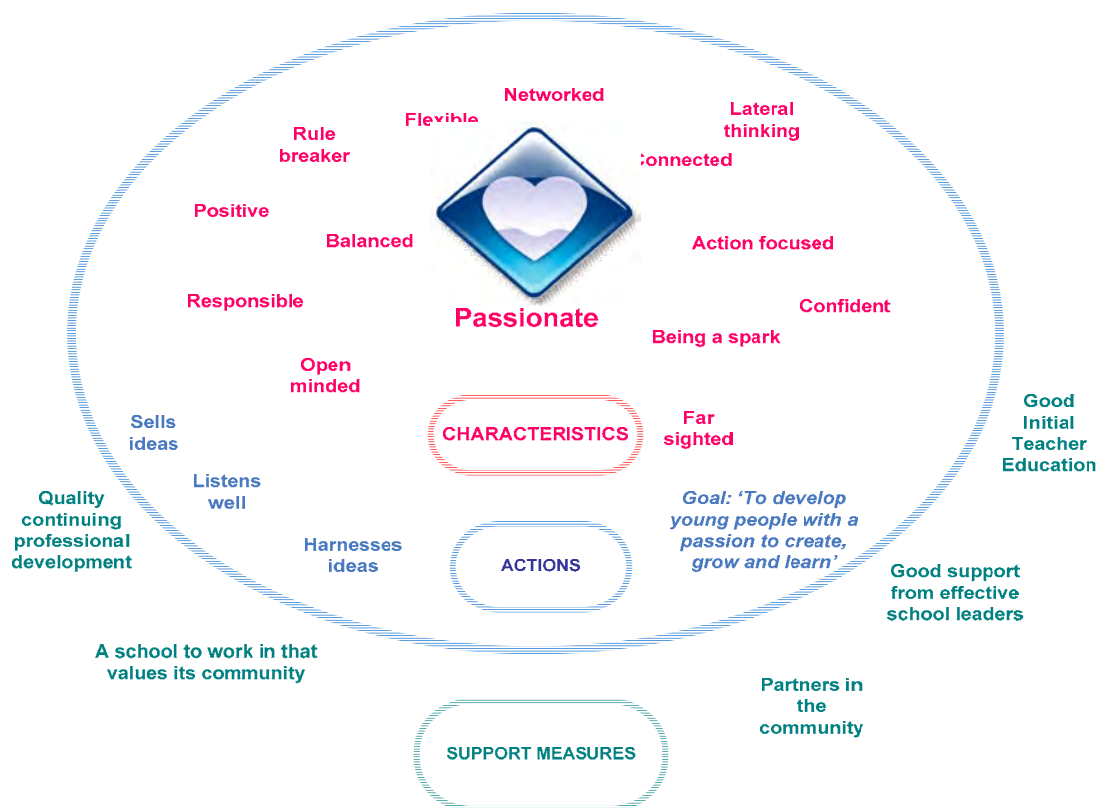


Figure 2.1 The Entrepreneurial Teacher – Characteristics, Actions and Support Measures

Alongside these characteristics, the entrepreneurial teacher needs to be someone who listens attentively and can pick up and put to good use new ideas. They also need to have the ability to sell ideas to others. Above all they should retain the goal of all educators which is to develop young people who have a passion to create, grow and learn.

As many participants at the Symposia commented, these qualities add up to the perfect teacher. Some felt that they also demonstrated how much was still to be achieved within the education system. As was also remarked, it is quite unlikely that all these ideal qualities will be found in one individual alone. Rather, it is more realistic to expect to find such qualities distributed across a range of individuals, reinforcing the point that entrepreneurial schools are needed as much as entrepreneurial teachers. As one participant commented, entrepreneurial teachers 'need to be part of the whole'. Indeed, entrepreneurial teachers imbued with such qualities who try to achieve their objectives in un-entrepreneurial schools may well find themselves suffering from 'burn out' quite rapidly as they constantly run into constraints and boundaries.

The entrepreneurial school

An entrepreneurial school would have a number of characteristics. Some of these might be developed early on in a school's 'journey' to becoming entrepreneurial; others would take more time. Their exact form would depend on policy and practice of the wider education system, so here we summarise the more generic aspects.

First, an entrepreneurial school would possess a clear vision and policy for entrepreneurship education which expresses it as an entitlement for all pupils. To achieve this, school leadership teams would consult

all staff, clearly identifying and agreeing their own understanding and definition of entrepreneurship education, appropriate for the institution. Communication, debate and dialogue with staff are important in developing a shared understanding of what entrepreneurship education means for the school.

In order to develop its approach to entrepreneurship education the school would undertake an audit of existing activity: schools are typically already carrying out a range of activities which are characteristic of entrepreneurship education and identifying these helps build understanding and overcome teacher concerns by demonstrating that much of what they already teach and the way in which they teach it has a good fit with the entrepreneurial approach.

To establish entrepreneurship education as a clear and defined entitlement for all pupils, a range of strategies and procedures can be used, e.g. an agreed list of annual activities, specific timetabling, use of a pupil diary, a school schedule, etc. Reference to entrepreneurship education should appear through explicit references in a number of curriculum policies.

The entrepreneurial school would also be clear as to how entrepreneurship should be introduced to pupils, discussing it with them well before activities take place. It is part of the ethos of entrepreneurship education that pupils are made aware of why they are involved in entrepreneurship activities, and of the intended learning outcomes and longer term benefits of developing entrepreneurship capabilities. All entrepreneurship education activities should be preceded by a structured briefing in which the purposes of the activity are explained and the intended learning outcomes are defined, emphasising the applicability of entrepreneurial skills throughout life, not just at work, and also the ethical aspects.

The entrepreneurial school would explicitly identify time for entrepreneurship education in the school timetable. This would include time identified within the 'normal' curriculum across a broad range of subject areas, and also opportunities created through collapsing the timetable, operating 'themed' sessions and, in addition, extra-curricular activities.

Entrepreneurship education activities in the school would aim to develop the full range of entrepreneurship capabilities and pupils would be increasingly encouraged to take on responsibility for their own learning. Entrepreneurship education activities would require pupils to apply decision-making and problem-solving skills, to work as part of a team and to get involved in 'supported' risk-taking and learning activities that incorporate the possibility of failure. Entrepreneurship education activities would be adequately varied to allow for the preferred learning styles of different pupils/students.

An entrepreneurial school would also make sure that it uses student assessment methods that are appropriate to assessing transversal skills and attitudes like those involved in entrepreneurship. Such methods can differ markedly from those that are often used which are designed mainly to assess knowledge acquisition. They are critical to ensuring teachers have the incentive to engage in entrepreneurship education.

An entrepreneurial school would also designate a teacher as co-ordinator with specific responsibility for entrepreneurship education activities. There should be a specific job description and objectives for the post. A formal commitment should be made by the leadership team to support and resource appropriate staff development for entrepreneurship education. Where financial management arrangements permit, a specified budget for entrepreneurship education should be made available to the entrepreneurship education coordinator.

Co-operation with the local community to deliver the entrepreneurship education curriculum is a further critical feature. Entrepreneurship education in the school should capitalise on the existing links with a wide range of external partners, including parents, and also play a leading part in developing relationships with new contacts, and extending the range and value of contributions from external partners. The school would also disseminate and celebrate its good practice in entrepreneurship education activities with outside organisations.

Depending on national arrangements, the school's entrepreneurship education programme would include assessment of entrepreneurship learning. The school would identify a set of key knowledge, understanding and skills for entrepreneurship education which would form a focus for assessment and evaluation. Time would be made available in which teachers can observe pupils/students in experiential learning contexts, and discuss progress with them. The school might also encourage the assessment of entrepreneurship learning by the pupils/students of their own and others' work. Specific reference to entrepreneurship education outcomes should be included in students' records, portfolios and progress files.

Colliding with opportunities – Manchester Academy

Jane Deflino, Director of Enterprise and Internationalism at the Manchester Academy (a secondary school in the UK) gave a presentation at the Budapest Symposium focused on the “teachers’ perspective” on entrepreneurship education. She presented the vision of the entrepreneurial teacher that her school has been implementing in the past eight years, as a mean to raise the achievements and perspectives of their students.

Entrepreneurship education is delivered at Manchester Academy through a variety of formal and non-formal settings, associating all teaching staff on a whole-school approach. The key principles of this approach are the following:

- *Self-respect and self-esteem*: lead students to respect themselves and to believe in their capacities. At the core of this principle is the belief that all students have talents, some of which they may even be unaware of, especially in the case of low academic achievers.
- *Collide with opportunities*: provide students with as many opportunities as possible, in and outside the school, to experiment new things and ideas. The involvement of the outside community is key to this principle. Partners outside the school include the local business world, schools from other countries as well as higher education providers.
- *Identity is not destiny*: raise students’ aspirations by leading them to realise that they can open all doors, and equip them with the life skills they need to do so. This is particularly relevant given that many students at Manchester Academy come from disadvantaged backgrounds. As a result, they may conclude that some jobs / universities etc. are out of their reach or they may lack the social and transversal skills required to access these positions.

The approach followed by the Manchester Academy has improved academic results dramatically: in the ten years before it was established, the former school had never reached 15% of pupils receiving A* to C grades¹¹ in five or more GCSE (General Certificate of Secondary Education) subjects. Since becoming the Manchester Academy, this score has gone from 8% in 2004 to 81% in 2010 and 84% in 2011.

¹¹ Equivalent to Level 3 in the European Qualification Framework. For more information, see http://ec.europa.eu/eqf/compare/uk-eni_en.htm#comparison

3.0 State of play

Given the goals of entrepreneurship education as set out in the preceding chapter, it is important to consider how well positioned EU Member States are to achieve them. In this chapter we review the state of play using the responses from the surveys carried out as part of the European Commission pilot project (details on the method used are contained in section Chapter 1) as well as the intelligence gathered by ETF through the entrepreneurship education assessments in partner countries.¹²

We begin by looking at the extent to which countries have introduced entrepreneurship education strategies in general, and the ways in which they have done this, before turning to examine the ways in which entrepreneurship education is being delivered in schools. We then look at the specific issue of teacher education, how it is incorporated into national strategies, the extent to which it is offered by teacher education institutions and its mode of incorporation into initial teacher education and continuing professional development.

3.1 National strategies

National approaches to entrepreneurship education are ubiquitous

Entrepreneurship education is on the agenda in almost all countries, either being in development, or already articulated in some form. On the basis of consultations with 16 Member State experts from the Budapest Symposium (rather than a full set of responses from EU27 Member States) it is clear that entrepreneurship education varies in terms of how it is dealt with at national strategy level. The High Level Reflection Panels undertaken in 2009¹³, which were designed to collect more detailed information in this area, also emphasised that Member States are at various stages in strategy development. For instance the Panels found that around one third of Member States had produced a specific and separate national entrepreneurship education strategy document, and that national strategies were in development or planned in a further eight countries. Furthermore, nine Member States reported that they had chosen to embed entrepreneurship education within wider strategies or related policy documentation (such as a wider lifelong learning strategy). The Symposium consultations with 16 Member State experts showed that the most popular strategic approach is to ensure that entrepreneurship education is embedded into curricula (as reported by participants from Bulgaria, Czech Republic, Poland, Romania, Spain, UK, Slovakia). For the pre-accession and Southern Mediterranean regions, while school-based approaches to entrepreneurship education were common, particular efforts were noted in mainstreaming the entrepreneurship key competence into curriculum in a number of countries (Albania, Croatia, Kosovo, Tunisia). Other methods for bringing forward entrepreneurship education concentrated on creating an enabling environment involving the elaboration of dedicated strategies or policy documents (Croatia, Denmark, Egypt, Kosovo, Montenegro, Norway, Netherlands, Occupied Palestinian Territory, Tunisia) or making it part of other policies (Belgium, Slovenia).

¹² Assessments were undertaken by ETF in 2008 (South Mediterranean neighbourhood) and 2009 (pre-accession region, excluding Turkey) as part of a wider SME policy review defined by the European Charter for Small Business which predated the Small Business Act for Europe.

¹³ Towards Greater Cooperation and Coherence in Entrepreneurship Education, Report and Evaluation of the Pilot Action High Level Reflection Panel on Entrepreneurship Education initiated by DG Enterprise and Industry and DG Education and Culture. ECOTEC (2010)

This stage of development of strategies is mirrored in the extent to which learning outcomes have been defined for the key competence sense of initiative and entrepreneurship. In a substantial majority of cases (17 out of 22 expert respondents) learning outcomes have either already been developed or are currently being developed. In around one half of these cases, a comprehensive approach has been adopted and learning outcomes have been/are being developed for all educational levels (Austria, Bulgaria, France, Norway, UK, Denmark, Poland, Romania, Slovakia); in the other half of cases, only some levels are covered. Meanwhile, the countries of the pre-accession region (excluding Iceland) have defined a common set of learning outcomes for the entrepreneurship key competence for lower secondary education. These are subject to a piloting exercise involving selected schools in all eight countries.

Participants at the Istanbul symposium underlined how teacher promotion were often school-based, project driven development initiated with external (donor) support with the risk of sustainability on withdrawal of financial assistance unless already adopted into national policy. While recognising their value, the Istanbul Symposium recommended that innovative projects should be monitored by the national authorities with a view to informing and improving national policy on teacher training within the wider entrepreneurship education agenda. Further, the Istanbul participants called for better coordination between the international agencies supporting entrepreneurship education particularly in the Southern Mediterranean area.

Partnerships tend to be ad hoc rather than systematic

As might be expected, it is ministries responsible for education which are most likely to be actively involved in taking forward entrepreneurship education. However, ministries responsible for economics or enterprise are also quite commonly involved and other ministries are also involved in particular countries (e.g. Ministry of Youth & Sport in Serbia). This highlights the considerable extent to which of entrepreneurship education tends to be taken forward by education ministries in partnership with other areas of government.

That said, it is important to note that the interactions between ministries tend to take place on an ad hoc basis as needs require rather than on a more regular and structured basis. This is unfortunate, since, as pointed out by the European Commission, considerable benefits follow from regular collaboration rather than ad hoc meetings between ministries¹⁴. Countries where ministries meet on a regular basis are for instance Denmark and the Netherlands.

With regards to the involvement of social partners, in most cases they are either consulted regularly or are an integral part of strategy development being involved in the key bodies that meet regularly. Nonetheless, in a substantial minority of cases social partners are either not yet involved or are only consulted on an ad hoc basis.

¹⁴ European Commission (2010) *Towards Greater Coherence and Cooperation in Entrepreneurship Education*

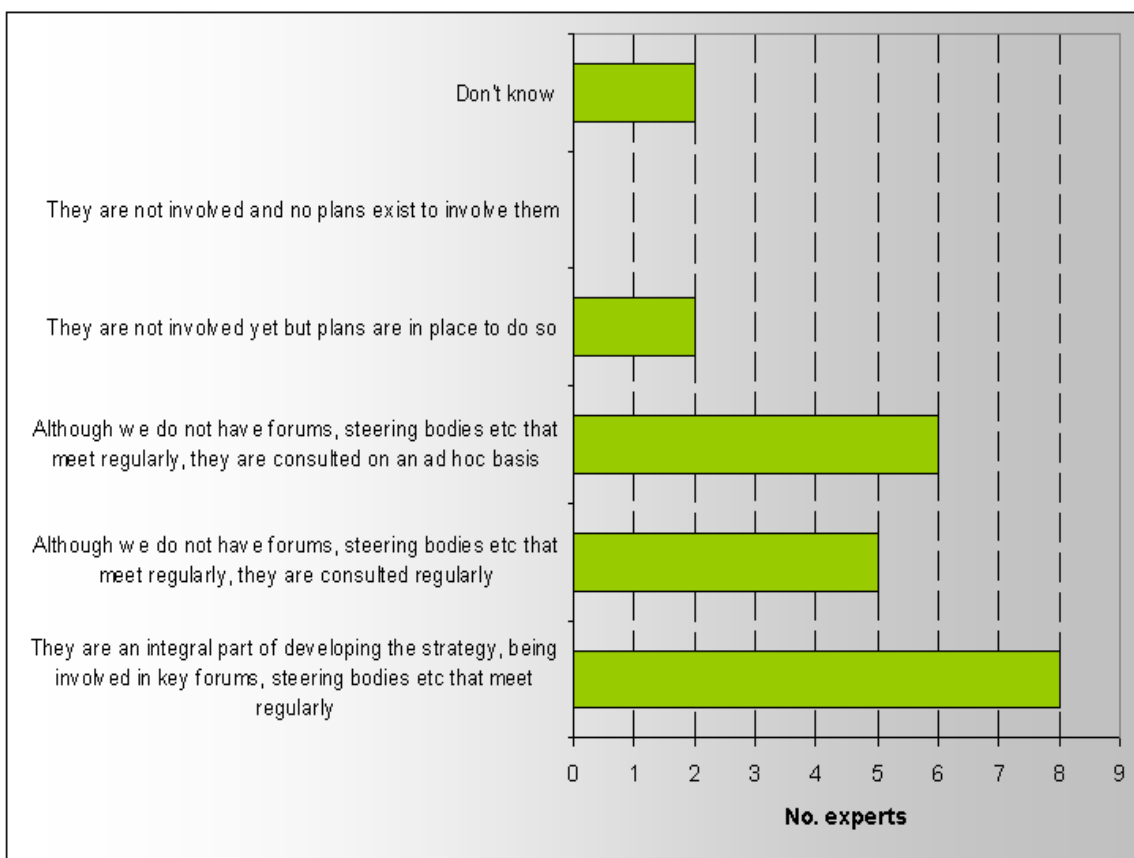


Figure 3.1 Which statement best describes the way social partners are involved in developing entrepreneurship education strategies?

With regards to implementation, in the majority of cases social partners are regarded as having a major or essential role to play. However, in only a minority of cases has the role of social partners been explicitly articulated in plans and strategies (for instance in Austria, Belgium, Denmark, Croatia, Kosovo, Lebanon Montenegro, Serbia, Slovenia).

3.2 Delivering entrepreneurship education

Entrepreneurship as a key competence is now well established ...

Entrepreneurship education is often taught in one of two ways: either as a key competence or as a specific business related topic. As noted in the introduction to this report, there is now a widespread recognition of the value of the former approach over the latter. Traditionally, however, entrepreneurship has tended to be treated narrowly as a matter of how to set up and run a business rather than more broadly as a set of transversal skills and attitudes. What is the current position?

As figure 3.2 makes clear, the teaching of entrepreneurship as a key competence is now well established. In the primary and lower secondary phases teaching it in this way is now around four times as commonplace as teaching it as a business-related topic. Even in upper secondary education, which has a much stronger labour market orientation and where subjects like business studies and economics have been traditional 'homes' for entrepreneurship, the key competence approach is as common as the other. Nonetheless, there remains scope to improve the extent to which entrepreneurship is taught in a broad rather than narrow manner across all educational levels and especially in the upper secondary phase.

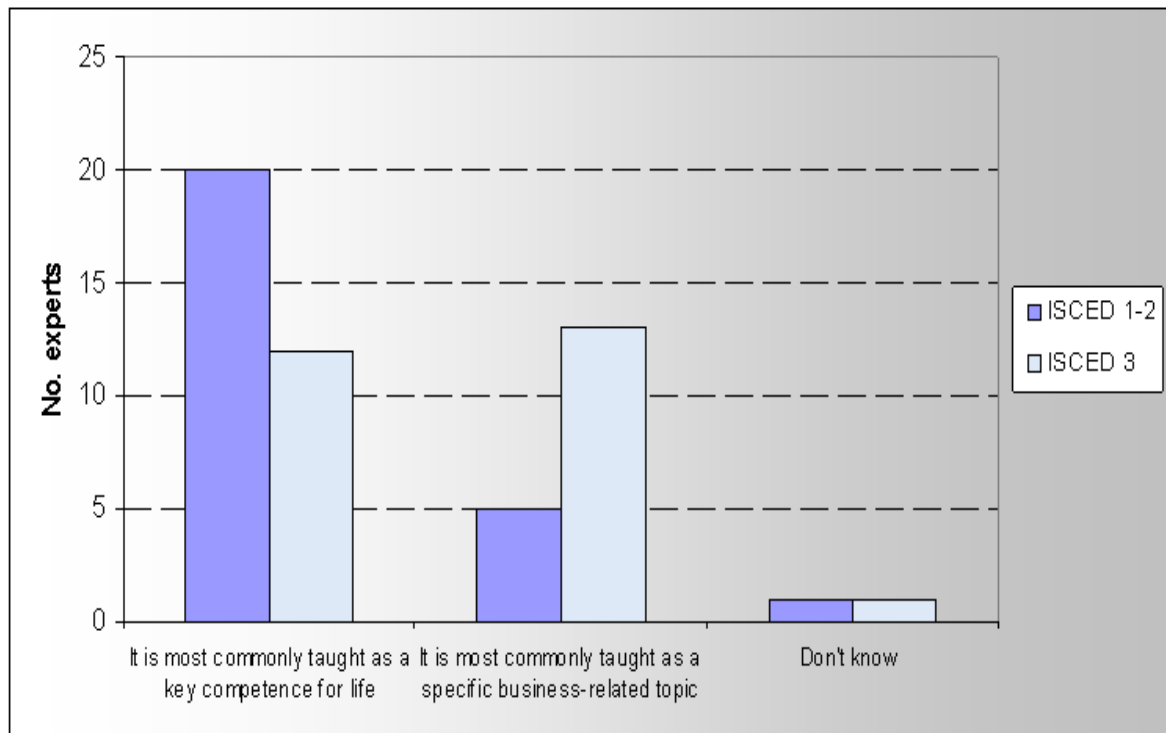


Figure 3.2 How is entrepreneurship education commonly taught in the country you represent?

... but there is some way to go to make it a cross-curricular subject

It is also important to have regard to the extent to which entrepreneurship is now incorporated into existing subjects rather than being taught separately; again, current thinking stresses the benefits of embedding entrepreneurship. Figure 3.3 enables the comparison to be made. It shows that the embedding of entrepreneurship is most likely in the primary and lower secondary phases but that even here teaching it as a separate subject is by no means uncommon. At upper secondary level the number of cases where entrepreneurship is taught as a separate subject out numbers its incorporation into existing subjects by about two to one. There appears to be some way to go therefore in all phases of education to embed entrepreneurship across the curriculum.

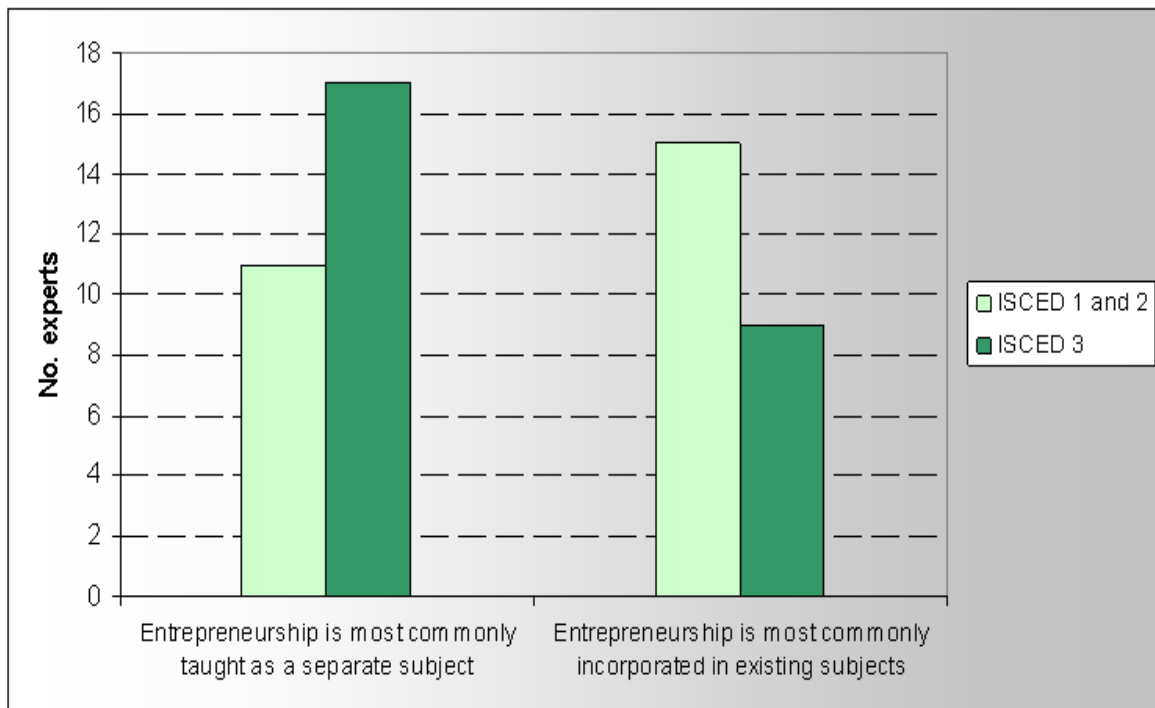


Figure 3.3 How is entrepreneurship education integrated into teaching in the country you represent?

Penetration of 'sense of initiative and entrepreneurship' into schools is highly variable from country to country

In terms of the number of schools aiming to foster the key competence sense of initiative and entrepreneurship, the picture is quite varied. It tends to be least common in the primary and secondary levels where one half of the expert respondents indicated that only a minority of schools aims to foster the key competence. But it is not uncommon for the majority or all schools in a country to be aiming to foster the key competence (as reported for instance by participants from Bulgaria, Denmark, Kosovo and Poland). At upper secondary level, the situation is perhaps more polarised with the number of countries where it is being fostered in most or all schools roughly equaling the number where it is not.

Individual teachers and schools are the critical factor ...

In most cases the availability of entrepreneurship education depends to a very high degree on the initiative of individual teachers and schools. In almost all cases they are the critical factor. This has traditionally been the way in which entrepreneurship education has been developed and sustained¹⁵. Developing more widespread coverage of entrepreneurship education will, however, require a shift towards more systematic approaches, such as those which we set out in the next chapter and which were the focus of the Budapest Symposium.

¹⁵ See European Commission (2010) *Towards Greater Cooperation and Coherence in Entrepreneurship Education*

... but teachers can't do it alone

Notwithstanding this dependence on individual teachers and schools, an important feature of the current state of play is that entrepreneurship education also relies upon both external actors outside the education system such as business organisations and NGOs, and on specific programs organised by national and/or regional authorities. In other words, whilst teachers are critical, they cannot do it alone, an issue to which we return at some length in the next chapter.

3.3 Teacher education for entrepreneurship education

Having set out in the preceding sections the general state of play in relation to entrepreneurship education, we turn in this section to specific issues related to teacher education.

Teacher education is yet to be fully incorporated into most national strategies

To begin with, we should establish the ways in which teacher education for entrepreneurship education is articulated within national plans and strategies. At the present time only in a very small number of instances is teacher education considered by expert respondents to be well-developed and in the process of being implemented (as reported by participants from the Netherlands, Poland and Romania) while a collective approach to teacher development for entrepreneurship education is underway in the EU pre-accession region. The most common situation is for teacher education to be still awaiting the articulation of an appropriate approach within strategies.

Entrepreneurship is absent from most initial teacher education

In this context, it is perhaps not surprising that typically only a minority of teacher education institutions in EU Member States and EU partner countries offer courses within their curricula which will enable student teachers to engage in entrepreneurship education after graduation..

For the EU countries, the most common mode of incorporation for entrepreneurship education is as an option, as shown in figure 3.4. Only two expert respondents stated that entrepreneurship education was an integral part of all teacher education (Austria, Poland). This situation falls well short of the proposition that all student teachers should as a minimum be acquainted with entrepreneurship during their studies¹⁶.

¹⁶ European Commission *ibid*.

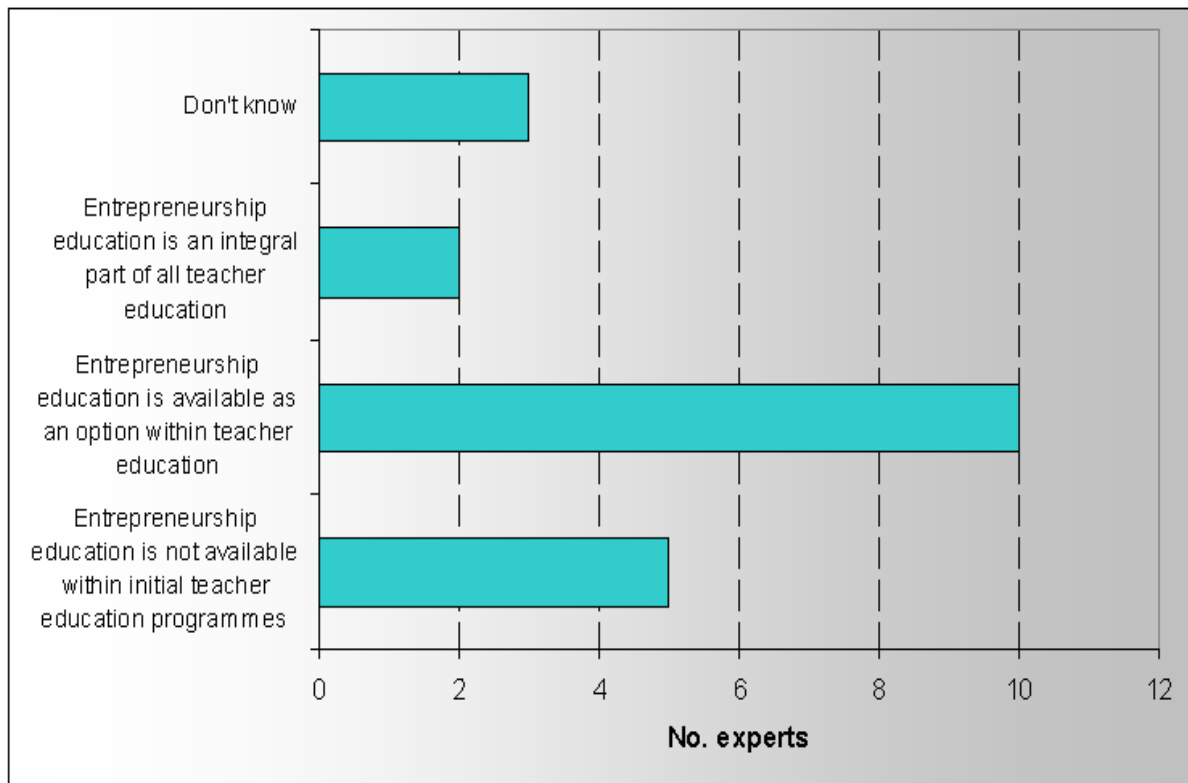


Figure 3.4 Degree/mode of incorporation of EE into Initial Teacher Education

Entrepreneurship is not yet an integral part of teachers' continuing professional development

As with initial teacher education, entrepreneurship is most commonly available as an option for teachers as part of their continuing professional development, with no instances being cited where it is integral. The dominant modes of incorporation of entrepreneurship education are through external actors and as part of specific programs organised by ministries of education. Once again, therefore, it is clear that schools alone struggle to make provision, and rely on support from the wider community of stakeholders.

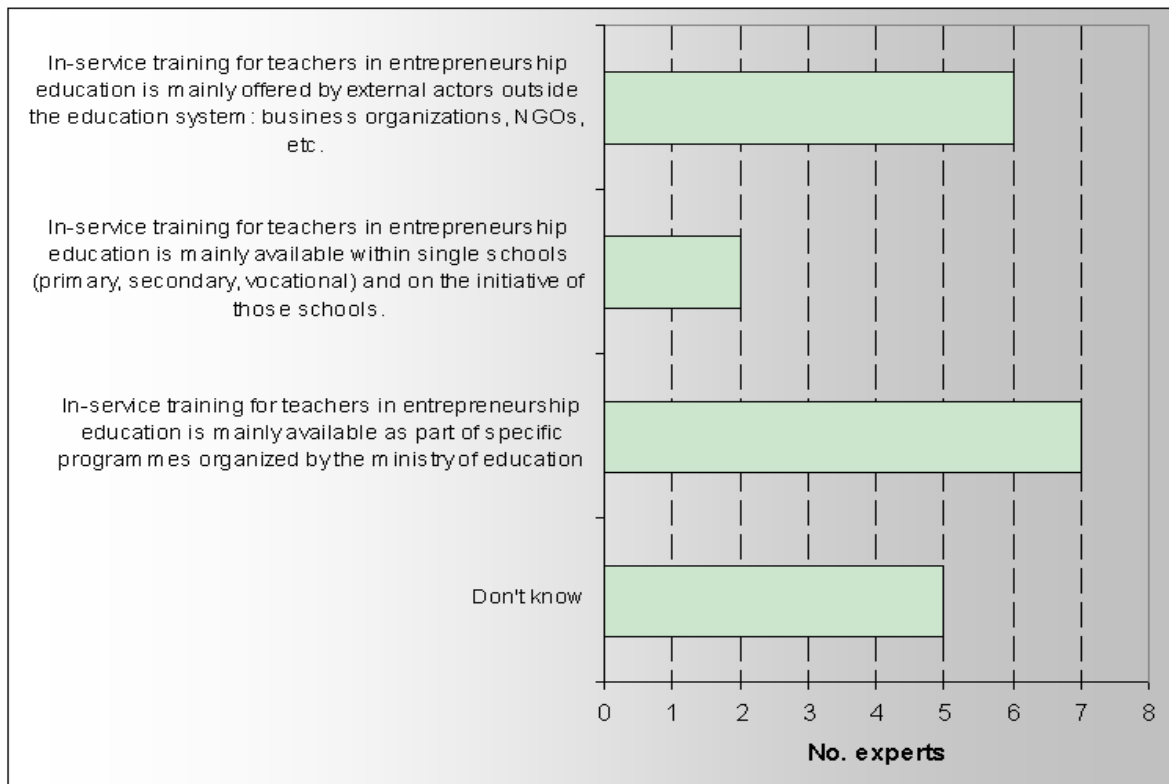


Figure 3.5 Degree/mode of incorporation of entrepreneurship education in continuing professional development

3.4 Conclusions

The data presented in this chapter shows that entrepreneurship education is now a part of national strategy in most countries. However partnerships involved in their development and implementation are in need of more systematic development especially with regards to the involvement of social partners. Furthermore, entrepreneurship education needs to become more commonly treated as a key competence across subjects rather than a business related and/or separate subject. Individual teachers are key but the evidence shows that they also need external support.

In comparison, the role of teacher education in the development of entrepreneurship is lagging behind. It is not included in most initial teacher education and continuing professional development. When it is included it is as an optional extra in the main rather than being integrated and mandatory. The question to which we now turn is how to improve on this baseline position.

4.0 Areas for action

In view of the state of play described in the preceding Chapter, it is clear that action is required in a number of areas to move towards the development of the characteristics of an entrepreneurial teacher which were set out in Chapter 2. These characteristics will be essential if teachers are to play the role of facilitators of learning. In this Chapter we look at the areas where action is required to achieve the goals intended.

4.1 Teachers as facilitators of learning: what is entailed?

Entrepreneurship education requires the use of active learning methods that place the learner at the centre of the educational process and enable them to take responsibility for their own learning to experiment and learn about themselves. Such methods have been shown to make learning experiences richer and to have positive benefits for students in terms of improving their motivation with positive effects from their engagement with learning and long-term attainment. Thus teachers need the professional competencies to be able to guide students through the learning process rather than, as in traditional methods, communicating knowledge and information mainly through 'chalk and talk'. They need the skills to be able to ensure the relevance of education to students' learning needs and backgrounds and be able to support students in planning activity. The teacher's role is especially important in the latter stage of activity-based learning, i.e. in the reflection and generalisation stages. Without the right support, students may not be able to draw lessons from their experiences. In this setting, there is a fine balance to be found between too distant interventions that leave learners under-equipped to make the most of the experience and too much supervision which does not leave space for students to develop their independence.

This is not to say that it is only teachers who need to change. Students need authentic, practical experiences and realistic learning environments as essential parts of active learning. Teachers need to have access to a varied new range of resources in order to build activities for students that are as true to life as possible, bringing the outside world into the school. This includes, for example, the resources to set up and manage a businesslike project, to organize study visits to companies or charities, or visits to schools by entrepreneurs. This challenges both schools to become more open to their local communities and, in equal measure, businesses and the wider community in general to be willing to play an active and committed role in supporting teachers and schools in their endeavours. Changes to teacher education cannot take place in a vacuum if they are to be effective.

Four key areas can be identified where action is required:

- the initial education of teachers;
- at national (or regional) level, the development of the requisite vision and supporting frameworks across education systems as a whole¹⁷;
- teachers' continuing professional development;
- at local school level, the development of appropriate support structures and activities.

¹⁷ The level depends on governance arrangements pertaining in an individual country.

The order in which these topics are dealt with is deliberate. Initial teacher education is principally a question of formal education and national/regional level action, as teachers undergo their education in dedicated establishments and universities – though, of course, they also do placements in schools. Hence we follow it with a description of the support measures needed at national level. Continuing professional development, in contrast, consists of a mixture of formal, non-formal and informal learning where local interventions are as important as national ones. Alongside the formal element – taking place as part of national/regional programmes – is learning through day-to-day professional practice in local school contexts. The latter is particularly important for teachers to acquire entrepreneurial skills and attitudes. As we noted in Chapter 2, for entrepreneurship education to be embedded we need to develop entrepreneurial schools. Hence the wider context of local, school level support is central to teachers' continuing professional development. At this level, national/regional policy and practice remain important, of course, since as we noted in Chapter 3 entrepreneurship education and in-service training are highly dependent in many countries on national/regional programmes and other external agencies (business organisations, NGOs etc). National policy and practice provides the overall framework as well. But local support measures are the essential corollary of continuing professional development. These relationships are shown schematically in Figure 4.1.

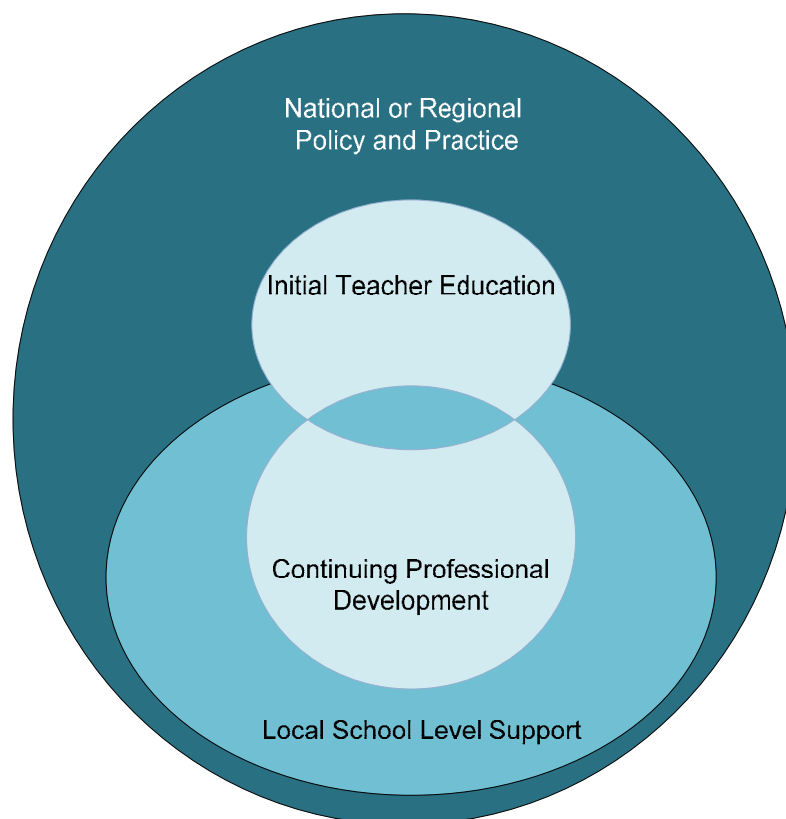


Figure 4.1 The relationship between areas for action in teacher education for entrepreneurship

In the following sections, we describe in detail the developments needed in each of the areas shown above. As we noted in the Introduction, the innovative methods used to generate the raw materials used in this Chapter mean that some areas are, at this point, developed in greater depth than others. This is true of the areas of wider support at national and local level, where it has tended to be easier for policy-makers and practitioners to formulate immediate solutions. In the more technical area of the pedagogy of teacher development it is an inherently more difficult task to tackle the challenging questions posed. Nonetheless, we see here the first critical building blocks in developing a comprehensive agenda for teacher education for entrepreneurship.

4.2 Initial Teacher Education

Given the current state of play, initial teacher education plays a key role in instilling in a new cohort of teachers the need for and skills and attitudes required for entrepreneurship education (whilst at the present time it is continuing professional development which has the task of promulgating entrepreneurship education to the much larger number of existing teachers). As we have seen in Chapter 3, the extent to which entrepreneurship education features in current initial teacher education and training is highly variable across Member States. In most countries, whilst teacher education in entrepreneurship education is a priority, a coherent approach is yet to be developed. Often it is still yet to be included in the initial teacher education curriculum. There is, then, scope for considerable change and development within initial teacher education.

Figure 4.2 overleaf, shows the first steps that will be required. In the sub-sections that follow we describe these steps, starting with the most fundamental question: what should be taught and how?

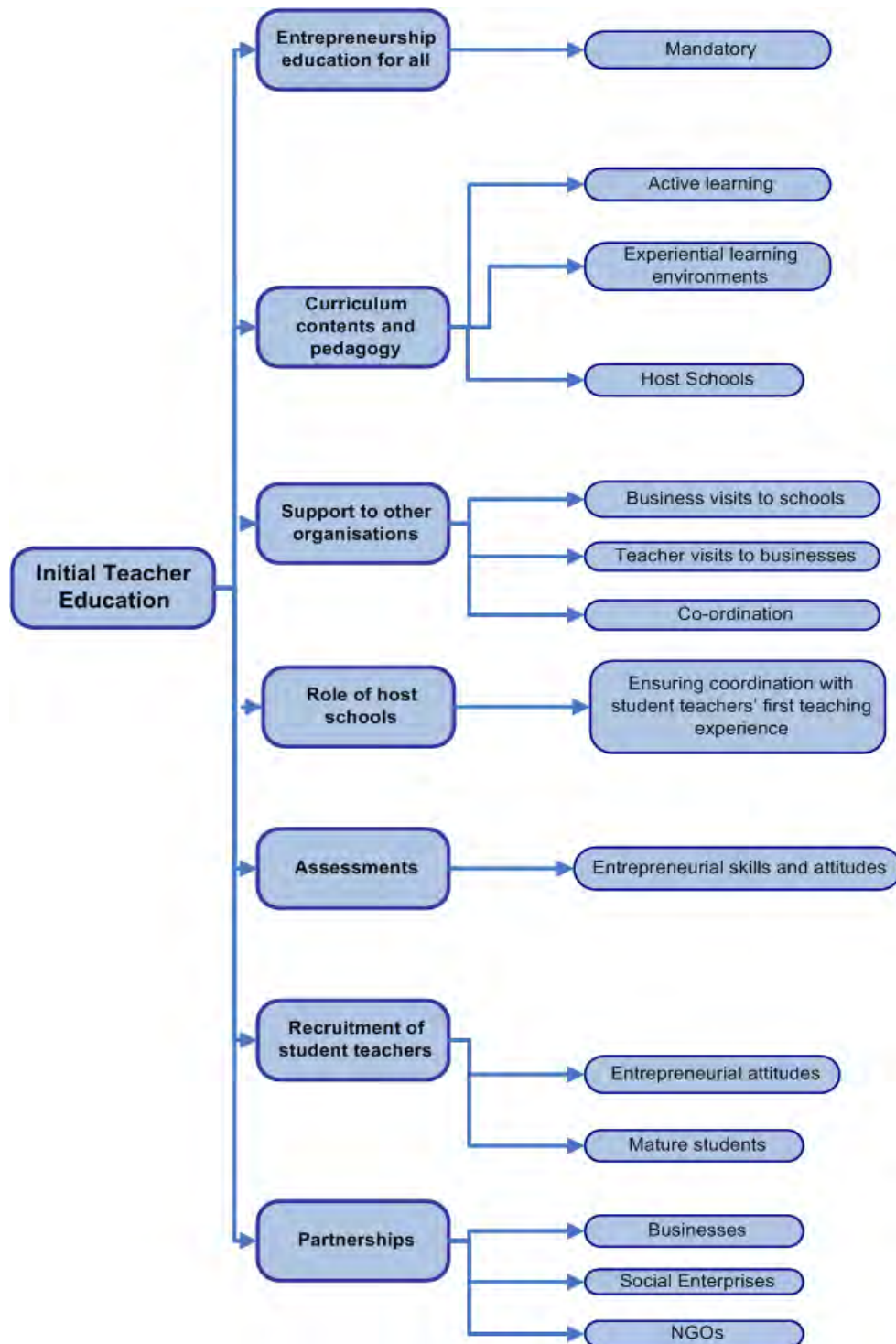


Figure 4.2 Map of actions involved in initial teacher education

Entrepreneurship education for all

Institutions educating our future teachers should adopt the paradigms and pedagogical models that will equip them with the necessary skills and attitudes for entrepreneurship education. Indeed, there was overwhelming support for making entrepreneurship a mandatory part of the initial teacher education curriculum amongst all those participating in the Budapest and Istanbul Symposia. More specifically for the Budapest participants, almost all of them thought entrepreneurship education should be formally integrated within initial teacher education. 84% thought it should be compulsory, either for teachers of specific subjects (25%) or for all student teachers (59%), reflecting the dominant conviction that entrepreneurship education should be a creative and experiential learning for all¹⁸.

Curriculum content and pedagogy

First of all, it needs to be noted that current evidence suggests that entrepreneurship education, when defined in broad terms, resonates with many of teachers' existing goals as educators, e.g. in terms of fostering creativity, innovation, and humanistic values¹⁹. Furthermore, once entrepreneurship education is explained, teachers can often match many of their core competencies as teachers to the pedagogies required. Initial teacher education therefore becomes a question of emphasising those personal generic skills and attitudes that entrepreneurship requires such as teamwork, sense of initiative, decision making, problem solving, leadership, risk-taking and creativity. It is less a question of knowledge and more that of skills and attitudes. Initial teacher education institutions will need to start by examining existing curricula and determining the extent to which entrepreneurship education underpins and is embedded within it, and what more needs to be done.

At the same time, entrepreneurial skills and attitudes will require new pedagogies: in essence the same ones as student teachers will be expected to teach once they professionally qualify, i.e. experiential learning (project-based activities, active learning, learning that is 'co-constructed' with those beyond the school, or college etc.) and participatory teaching. Teacher education institutions should thus provide rich contexts for learning about, through and for entrepreneurship. They should enable student teachers to explore and develop a range of pedagogical techniques which are underpinned by active learning approaches, a willingness to experiment and 'to try new things' and to draw upon a wide range of learning contexts both within, but particularly outside the institution.

Student teachers should also be encouraged to learn with student teachers from other subject areas, to learn about other subjects and differing approaches across disciplines so that they are open to other perspectives. Such approaches can foster team building, communication and negotiation skills, project management and reflective learning; all these are skills essential for entrepreneurship education.

Initial teacher education institutions should also encourage student teachers to take responsibility for their own learning and reflect upon their learning experiences and to articulate them through seminars, workshops and learning logs. They should be encouraged to integrate this learning into their own planning of entrepreneurship activities for future pupils.

¹⁸ Post-Budapest Symposium evaluation survey

¹⁹ Backström-Widjeskog, B. (2010) Teachers' thoughts on entrepreneurship education, in Skogen, K. and Sjøvoll, J. (eds), *Creativity and Innovation – Preconditions for entrepreneurial education*, Trondheim: Tapir Academic Press, pp. 107-120.

Drawing on the local community including businesses and other organisations to support the new approaches

In order to supply student teachers with the experiential learning situations they need, the involvement of the wider community in general, and entrepreneurs in particular, will be critical. This can work in both directions: teacher-to-community (T2C) and community-to-teacher (C2T). With regard to T2C, placements, or internships, outside the education sector enable student teachers to have first-hand experience of other sectors of employment and different work roles. This practice is already well established in some countries and is seen as an important contribution to the development of professional skills. Workplaces provide rich contexts for learning in terms of entrepreneurship skills, including the opportunities they afford for working in teams, problem solving, meeting deadlines, and working within budgetary constraints. Internships can also provide practical experiences in how links can be fostered between teachers and businesses and to develop their own links between education and other stakeholders.

C2T activities involve getting entrepreneurs to come in to initial teacher education institutions to assist in learning activities. Co-delivery alongside experienced university/college lecturers can enrich learning with a realistic dimension by providing examples of 'real life' business scenarios, or by getting student teachers involved in authentic business challenges set by visiting entrepreneurs, NGOs, local authorities etc.

Whilst T2C is arguably a richer experience on account of being more all-encompassing or immersive, C2T is probably easier to organise, requiring less time and commitment from individual entrepreneurs, and may be an easier first step for many initial teacher education institutions. Whatever the activity, stakeholders need to be well briefed on their role and the learning objectives need to be made clear for such activities to be effective.

Ensuring coordination with student teachers' first teaching experience

There should be strong alignment between what student teachers are learning with respect to entrepreneurship education in their university/college studies and their practical experiences of teaching. The co-ordination with host schools - those that receive student teachers during their education period - is central to developing this continuity, as is the awareness of entrepreneurship education among school management teams. Wherever possible, host schools should be selected which will provide excellent opportunities for students to practise their own entrepreneurship skills as well as observe good practice in terms of the school's provision of entrepreneurship education for its pupils.

The way in which this coordination with host schools in particular, and all schools which receive new teachers in general, depends on national and local situations, but there is a potential role for teacher education institutions. They could lead on taking forward the cooperation with host schools and ensure teachers' first experiences in school support what they have learnt in university or college. Exemplary schools in terms of entrepreneurship education could receive recognition from teacher education institutions through an award scheme, or be invited to present their work in the teacher education institutions.

Assessment

An essential corollary of the developments just described is that methods of assessing teachers are put in place that support the new skills and attitudes. Traditional methods like written examinations are well suited to assess the acquisition of bodies of knowledge but not to the assessment of practical skills in general and entrepreneurial skills and attitudes in particular. A wide repertoire of assessment techniques should be deployed, both formal and informal, which focus on performance as well as on subject knowledge.

Certificate in Entrepreneurship for Initial Teacher Education – St. Mary's University College Belfast, UK

St Mary's College, a provider of initial teacher training at the Queen's University in Belfast, started offering the Certificate in Entrepreneurship to its students in 2005. All students at St. Mary's University College Belfast are afforded the opportunity to develop and challenge entrepreneurial ideas through an intensive and inter-active programme of workshops, seminars and lectures. The course challenges the students to consider the practical/entrepreneurial dimensions to be encountered in their main degree programme. It employs a range of experiential methods of teaching which have been developed including the use of drama, business games and live case studies.

As the entrepreneurship education training programme is offered on a voluntary basis, rewarding students' effort with an accredited award (in this case a Certificate in Entrepreneurship offered in addition to their teaching degree) is reported to have made the course more appealing to student teachers and helped to secure their buy-in the optional entrepreneurship course.

Building on the experiences acquired, St Mary's has also introduced a new course at Masters degree level for school teachers, from both primary and post-primary sectors, as part of its contribution to continuing teacher education. As part of its recently completed review of its teacher education degree programmes, St Mary's is now proposing to enhance Entrepreneurship Education through establishing more formal cross-disciplinary linkages within its programmes, and between the degree programmes and the Certificate in Entrepreneurship.

Recruitment of student teachers

Initial teacher education institutions may pay regard to entrepreneurial skills from the point when they select student teachers on to their courses, emphasising the qualities of the entrepreneurial teacher described in Chapter 2. Potential to excel in these qualities may be assessed in selection criteria.

Following on from this, student teachers should be encouraged during their courses to build on their existing skills (including soft skills), which can be under-estimated by staff within initial teacher education institutions. This is of particular significance given that in some countries there are increasing numbers of mature entrants to the profession who bring with them a range of skills and experience from previous employment. In addition, younger entrants are highly likely to have part-time jobs during their student years. Many student teachers are already in the labour market and should be encouraged to draw on these experiences to inform their teaching.

Partnerships

The involvement of external actors in teacher education in the manner described above requires a planned and structured approach, in the same way as any curriculum design, while retaining some level of flexibility. Flexible co-operation agreements/partnerships (rather than ad hoc interventions) between teacher education and external institutions could help to sustain better and stronger links between the two, as well as make it easier for teacher educators to engage with actors from the local community. Links built on a 'coalition of the willing' lack sustainable foundations and can dissolve once initial partners move on.

Initial teacher education establishments also need to bear in mind that entrepreneurship is not the preserve of business: there are un-entrepreneurial business people and business organisations just as there are entrepreneurial teachers and schools. Large corporations for example may be willing participants in collaborations with schools, but though they may offer good experience of the private sector that is not the same as offering the opportunity to acquire entrepreneurial skills. Careful selection of partners is therefore required. (For more on the topic of linking with businesses and the wider community see the Chapter on local support.)

Implementation: stakeholder roles

Responsibility for implementing the actions set out above falls predominantly on the institutions that carry out initial teacher education and, depending on governance arrangements, national/regional education ministries. It may require legislative action to ensure that entrepreneurship becomes a mandatory part of student teachers' initial education. But in many respects the most pressing area where action is required is in developing and implementing appropriate pedagogical and assessment methods. The experience of the Budapest and Istanbul Symposia as already noted, was that this is a more difficult area to identify first steps for action than general support measures. This is not to say that completely new approaches need to be invented from scratch. On the contrary there is much good practice but steps are needed to bring this to the surface and to share amongst stakeholders. Practitioners need to know where to go to find the resources they need, and those resources need to be quality assured in some manner. Clearly these activities can involve a large range of actors from local through to national and European levels. Initial teacher education also needs to make more use of resources in the wider community especially amongst businesses and to develop sustainable and systematic partnerships rather than ad hoc links. This again draws in a wide range of actors outside the realm of education.

4.3 National (or regional) support systems²⁰

Putting in place effective support systems for teachers is a critical component of entrepreneurship education. As one Budapest Symposium participant said: ‘Teachers can’t do it alone!’ Support is needed at a number of levels. In this section, we look at measures that can be put in place at national (and/or regional) level. Figure 4.3 below, summarises the steps that can be taken.

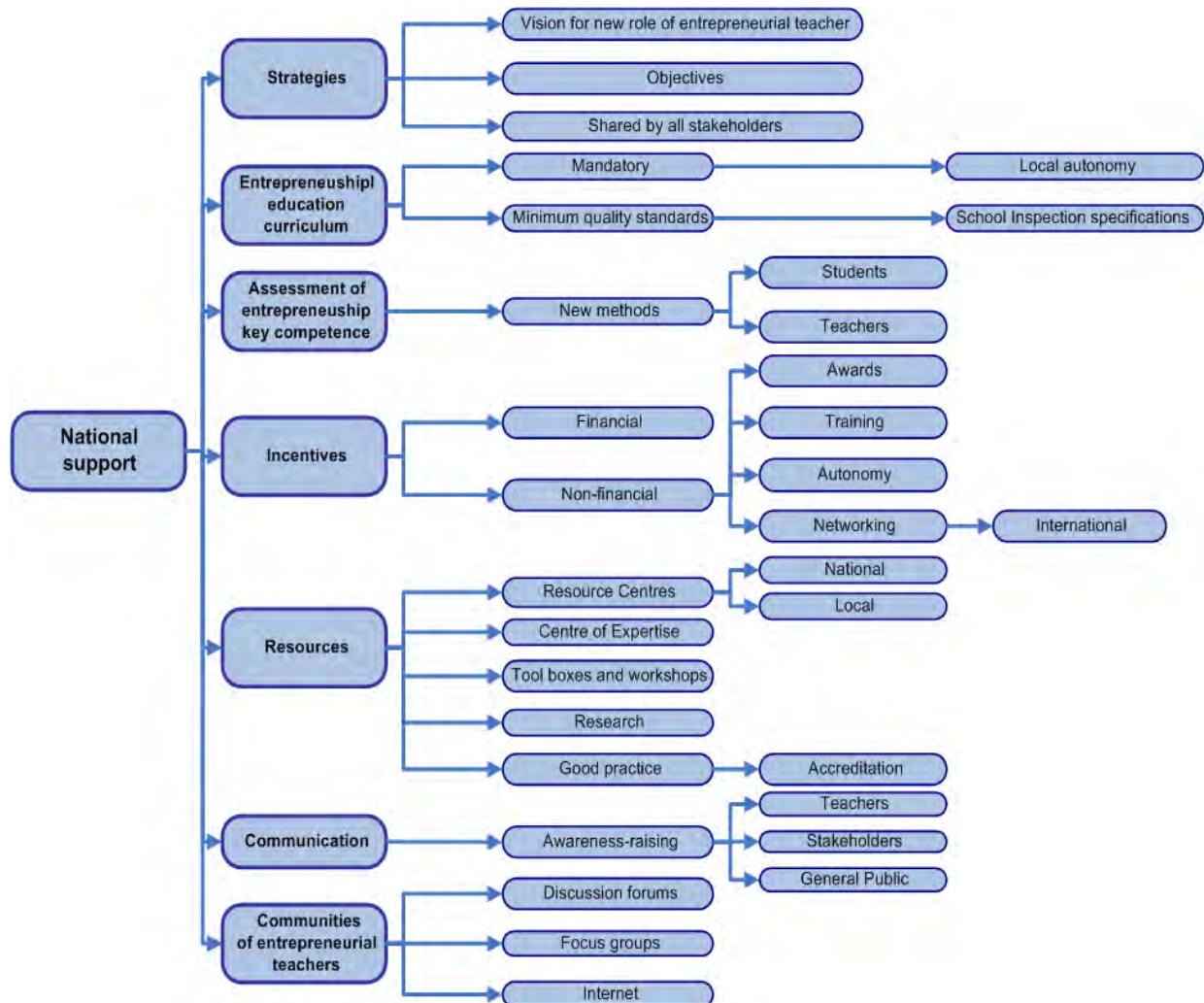


Figure 4.3 Map of national support actions

It is clear that action is required across several domains. Equally, many measures can be built in or linked to existing policy and practice. In general, entrepreneurship education ‘runs with the grain’ of many existing trends in education, e.g. towards learner centredness, greater teacher autonomy, and indeed can be a vehicle for achieving objectives outside entrepreneurship itself (e.g. by developing motivational learning environments across the curriculum which then drive up attainment). It should also be pointed out that although central stimulation of the necessary changes is essential, it is also important that local flexibility is possible in order that local systems can be created by teachers and schools with the support of their local communities, as described in Chapter 4.2. The entrepreneurship agenda requires the exercise of autonomy by teachers and schools in order to develop learner-centred practices for their students.

²⁰ The level of support systems depends on governance arrangements within countries.

Setting an entrepreneurial vision and objectives

The starting point for national interventions should be the establishment of a clear vision for the role of the teacher as learning facilitator in entrepreneurship education and its articulation in national strategies. Teacher developments are an integral feature of a set of common policy indicators presently used by the governments of the EU pre-accession and Mediterranean neighbourhood regions to guide lifelong entrepreneurship education developments. Further, all of the respondents to the Budapest Symposium evaluation questionnaire thought it was important (three quarters thought it was very important) that teacher education be part of a national strategy or plan for entrepreneurship education, while acknowledging that it was often not the case in their country at this point in time. Without such a vision, like that elaborated in Chapter 2, it will be difficult to develop appropriate policy and practice. National plans in this area are in an early stage of development and teacher education still needs to be integrated in the vast majority of cases. Many plans provide broad frameworks for action and these should specify responsibilities and objectives in relation to the education of teachers if entrepreneurship education goals are to be achieved. Implementation is at an early stage therefore and this provides an opportunity to interpret the findings presented in this report into national approaches.

National strategies should be developed and shared by all relevant stakeholders. At national level ministries responsible for education and economics or enterprise tend to dominate (see Chapter 3) but a variety of ministries can be involved in order to bring in all relevant interests (the configuration and number will vary from country to country). The cooperation at European level between Directorate General Enterprise and Industry and the Directorate General Education and Culture is an important model in this respect which should be emulated at Member State level.

It is important that a national strategy is not imposed. Forums are needed where all stakeholders can be involved in developing and implementing policy. Bosnia & Herzegovina provides an excellent example of cross-stakeholder cooperation for entrepreneurship education and particularly where teacher training is considered the predominant factor in ensuring success in the country's entrepreneurship education agenda. Teachers and enterprises themselves, through their social partner organisations, should feel they have ownership of the vision adopted. Equally, the involvement of business and trade union partners is just as vital.

Mandating the entrepreneurship education curriculum

Thus far, progress in entrepreneurship education has often been achieved through individual teacher action and/or through government pilots. At the moment, schools are focused on subjects and targets. There is a lack of time for entrepreneurship education owing to the requirements of the examination system. So entrepreneurship education is tacked on, for example as an enterprise day or extra-curricula activity, perhaps so that schools can 'tick a box' to say it is included in the curriculum. Making some level of provision mandatory by law would ensure a place for entrepreneurship in the mainstream curriculum. The way in which Information and Communications Technology developed and has become embedded in the curriculum is instructive – entrepreneurship education needs to follow the same trajectory.

At the same time, developing the entrepreneurship key competence requires a balance between central prescription and teacher autonomy. Whilst national objectives are important, so too is allowing enough space in the curriculum for testing new pedagogies.

In many countries there is a legal basis for creativity and innovation in education that can provide the cornerstone for a mandate on entrepreneurship education. At national level, teachers can lobby for change by using the argument that entrepreneurship education is a way of hitting existing targets and improving the learning experience, e.g. in maths and language, not necessarily creating new ones.

National/regional administrations should also oversee the establishment of minimum standards of quality; as one Budapest Symposium participant said, 'it can't just be a fun thing'. National administrations have the opportunity to ensure entrepreneurship is reflected in broader education developments such as school inspection or qualification frameworks. The efforts by the Icelandic education authorities to link its work on European Qualifications Framework to key competences, including the entrepreneurship key competence, provided a new dimension to the system-building perspectives' debate in the Istanbul Symposium.

Tuning assessment procedures to the entrepreneurial key competence

As mentioned in the preceding section, it is especially important that the ways in which teachers and students are assessed come in line with the goals of entrepreneurship education. Systems need to recognise and reward teachers for becoming entrepreneurial themselves and for using active learning methods and experiential learning. Student assessment methods are also needed which evaluate them against appropriate criteria related more to the essential features of entrepreneurship such as learning from mistakes, risk taking, innovation and creativity, rather than knowledge acquisition. If such methods don't change, the job of the teacher as facilitator will be impossible to realise fully in practice: teaching and learning are, to varying degrees, organised and adapted to methods of assessment and the types of knowledge, skills and attitudes being assessed so without change in these areas it is difficult to see how the goals of entrepreneurship education will be achieved.

For the teacher, assessment has a powerful impact on what is taught and how it is taught. An Eurydice study shows that while key competences such as mother tongue, foreign language and maths, science and technology are commonly assessed in national tests, transversal key competences like sense of initiative, entrepreneurship and learning to learn are not²¹. Therefore, there are limited incentives for teachers to engage in entrepreneurship education and to apply the teaching methods associated with entrepreneurship. Work by the European Commission²² has demonstrated that although a transversal competence like entrepreneurship is complex to assess, Member States are already developing practice in how to assess aspects like creativity and problem solving. Capturing attitudinal development is possible through systematic and intentional use of formative assessment and broader summative assessment. EU Member States are already developing learning outcomes for entrepreneurship, which need to be coupled to the definition of stages and levels to enable assessment to take place. The EU pre-accession countries as a collective (excluding Iceland) have worked up a set of entrepreneurship learning outcomes for lower secondary education, as noted in Chapter 3.

²¹ Education, Audiovisual and Culture Executive Agency (2009) National Testing of Pupils in Europe: Objectives, Organisation and Use of Results.

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/109EN.pdf

²² European Commission (2010) Assessment of key competences. Draft Background Paper for the Belgian Presidency meeting for Directors-General for school education, 8 July 2010

<http://www.kslll.net/Documents/Draft%20Background%20Paper%20on%20Assesment%20of%20key%20competences%20final.pdf>

Getting the incentives right

Along with the development of assessment procedures, national education systems should ensure that they incentivise teachers to become learning facilitators. All systems, by their nature, provide both formal (intended) and informal (perhaps unintended) incentives for people involved in them to act in certain ways. For teachers the way they teach is a consequence of a variety of formal factors, including: their professional education; the pay they receive; the systems that assess their performance and determine their promotion prospects. But other less formal elements can also be significant including the extent of autonomy teachers experience and the opportunities for networking with colleagues, including at European and international level. All such elements, and others besides, should point in the same direction, and specific incentives should be developed such as awards for good entrepreneurial teaching practice, and further training opportunities. Special regard should be paid to ensuring that 'perverse incentives' which discourage teachers from becoming facilitators despite the overall policy intention are addressed.

Providing teachers with appropriate resources

As noted in Chapter 4.1, teachers need appropriate resources if they are to be able to work as facilitators of learning. Whilst the teaching community itself, which includes researchers and other experts, is best placed to know what resources it needs, national level support will be required to identify, bring together and disseminate them.

The virtual learning environment for entrepreneurship education – University of Turku, Finland

The Virtual Learning Environment for entrepreneurship education developed by the University of Turku, in Finland, provides an example of an attempt to create an online platform with the aim to tackle the lack of information, of learning material and of networking in teacher education in entrepreneurship. The objectives of the Virtual Learning Environment are to create dynamic models for entrepreneurship education, to enable networking between developers of entrepreneurship education and to support teacher educators by contributing to the development of pedagogies, strategies and curricula for teacher education in entrepreneurship.

The project, which started in mid-2010, will be implemented throughout the period 2010 – 2013. In 2011, it brings together 26 partners. Early results indicate changes in strategy and curricula development in teacher education, as well as an improvement in teachers' pedagogical readiness to implement entrepreneurship education. Through the project, the Finnish network has also been strengthened.

Resource centres are needed at both local and national levels. Budapest Symposium delegates stressed that these should be constituted so that partners do not waste time 'reinventing the wheel': teachers and teacher educators need to be provided with opportunities for finding what already exists and growing it.

Resource centres should therefore be close to practitioners so that easy-to-find tools, methods and good practices are available. Networking is important, perhaps with the help of web tools. Teachers also need training, coaching and mentoring. Workshops are valuable to share experiences and build common

understandings. In fact, workshops are needed for all relevant actors, including parents and businesses, to share knowledge.

The South East European Centre for Entrepreneurial Learning (SEECEL) provides a good example of a cost-effective facility which supports teacher trainers from the Western Balkans and Turkey to co-work teacher developments, share experience and good practice and promote networking. SEECEL experience shared into the Istanbul Symposium generated discussion and interest as to a similar support facility for the Southern Mediterranean region to develop common teacher support materials and methods.

One of the recommendations from participants in the Budapest Symposium concerned the possible creation of a resource centre at European level (see Chapter 5).

Trans-national laboratory on teacher developments in entrepreneurial learning: South East European Centre for Entrepreneurial Learning

The South East European Centre for Entrepreneurial Learning (SEECEL) is an institution which evolved out of the EU's enterprise policy monitoring framework in the EU's pre-accession region. On the basis on a multi-country interest in cooperation on entrepreneurship education, the Centre receives support from the European Commission and the Croatian Government. Eight countries are supported by the Centre where both education and economy ministries make up the Governing Board.

The Centre's activities are built around multi-country experts teams working on entrepreneurial learning curriculum and outcomes, pre-service and in-service teacher training and innovative approaches to promoting the entrepreneurial school. Within the pre-service strand, SEECEL is working with one university (education and other faculties which prepare teachers for subject-oriented teaching) from each of the 8 participant countries to develop pre-service entrepreneurship teacher training with particular reference to the entrepreneurship key competence. An optional course at the universities focuses on the role of the entrepreneurial school and the development of entrepreneurial characteristics in students.

SEECEL's in-service training support is offered at two levels. Firstly, at national level (education agencies) with a view to policy enhancement and monitoring arrangements. Secondly at school level, where teachers trained road-test the teaching principles and methods in 32 schools across the 8 participant countries (2011-2012). Given interest in sustainability of developments in the school environment, training of school directors is a core area of SEECEL's work.

A critical question is how end users can be sure that materials and tools are of high quality and fit for purpose. Pedagogies and didactic tools should be based on good quality research. A conclusion of the Istanbul Symposium was that, given the relative newness of the lifelong entrepreneurship education drive, there is a clear need for more systematic and longitudinal research to support policy makers and the teaching profession in determining 'directions and corrections' to the entrepreneurship education drive. Research studies are thus needed to underpin action. Additionally, over time resource centres might develop into national Centres of Excellence in entrepreneurship education with a role in accrediting the quality of teaching and learning materials. There should be one in each country.

Online training for primary school teachers – Valnalón, Asturias, Spain

Valnalóneduca, a project supported by the Asturias regional government and aimed at fostering the emergence of young entrepreneurs, developed an Entrepreneurship Education Online Training course for primary school teachers, which is implemented since 2005. Teachers acquire in-depth knowledge of *Emprender en Mi Escuela* (EME), a mini-company project for primary schools. The course's robust and coherent methodology provides a set of tools to develop sense of initiative and entrepreneurship key competence in a primary school setting.

The project identified two obstacles to the development of entrepreneurship education in primary schools: the absence of a broad perception and understanding of entrepreneurship education among primary school teachers and the lack of practice-based pedagogical tools. The project addressed these problems by developing a training programme which had the following three objectives: to raise awareness of entrepreneurship education among primary school teachers, to help teachers adopt more entrepreneurial learning styles and to provide practice-based methodologies to develop entrepreneurship in primary schools.

Participants enrol on a voluntary basis. The online nature of the course offers greater flexibility for them, especially at a time where extra-pressure is put upon them to perform a number of additional administrative and other work, while they also benefit from the personal follow-up by Valnalón tutors, with options to adapt the training to individual needs and availability, as the content of the course is modular and scalable, which allows adaptation at a minimum cost in terms of time, money and resources. As part of the efforts to ensure broad participation, the organisation also published a “how-to” guide targeted at those teachers with limited ICT skills and experience.

In 2010-2011, 48 teachers were enrolled in the training programme. The course is recognised by the official regional teacher training institution, and demand grows every year, including from sectors outside the primary target, such as early years education teachers.

Communicating the message

Alongside the development of vision, objectives and concrete support to teachers, it is also important that national/regional communication plans are put in place. Without effective means of communicating the message, there is a risk that the vision of the teacher as facilitator will not be absorbed and acted upon. Communication strategies should:

- target teachers in order to better inform them about entrepreneurship education and the essential functions they have; teachers need to know about the purpose of entrepreneurship education, the intended outcomes for students, and the teaching, learning and assessment methods associated with effective entrepreneurship education;
- target other stakeholders at all levels of the education system to better inform them about teachers' role and how they might support teachers going forwards;
- raise awareness amongst the general public of the need for change within education to support learning for the entrepreneurship key competence.

The methods used to deliver these communication strategies naturally need to be appropriate to the group in question, but the whole gamut of traditional and modern methods (e.g. social media, information events) are potentially valuable.

Entrepreneurship in the School – Germany

The German Federal Government's initiative called "Entrepreneurship in the School" (Unternehmergeist in die Schule) is a network aimed at fostering awareness of entrepreneurship education among teachers and encouraging them to integrate entrepreneurship education into their teaching. This is achieved by:

- promoting successful entrepreneurship education projects;
- supporting teachers with a wide range of material;
- making teachers more familiar with the entrepreneurship education approach.

The programme also offers teacher training workshop and infoletters which keep the network together, resulting in the ongoing development of "social community" of professionals with an interest in entrepreneurship education.

The initiative started in 2009/2010 and works on a voluntary basis. In 2011, the network counted with 12 organisations representing 23 initiatives. The Ministry takes the coordinating role and provides financial and political support. As such, the approach has a relatively low financial and administrative cost for the national government.

Developing communities of entrepreneurial teachers

If teachers are at the centre of entrepreneurship education, then they should be supported in developing their own communities of interest around the topic. Teachers already form subject-based professional communities. These share experiences and practice (formal and informal) and provide general support to their memberships. Their activities include online discussion forums, newsletters, conferences, seminars etc. When at their most developed they uphold professional standards and provide advice on matters of curriculum and pedagogy to policy makers. Equally, in practice, these communities vary in their scale, capacity and ability to sustain themselves, depending on a variety of features. New, cross-curricula communities, such as those that would need to be built around entrepreneurship education, might struggle to establish themselves 'spontaneously', since teachers have their own subject interests. They may therefore need support to get started. Yet they have the potential to play an important role, spreading the message about the merits of entrepreneurship education teacher-to-teacher. As one Budapest Symposium delegate commented: a process is needed whereby teachers can 'virally infect' one another about entrepreneurship. Since entrepreneurship education is a new 'frontier' subject, teacher communities would also play a vital role in spreading good practice and stimulating innovation.

Given that entrepreneurship education in third-level education is relatively more developed, benefiting from the wider business studies experience, participants at the Istanbul Symposium saw opportunities in building on the third-level experience. Firstly, the case of Morocco demonstrated how national dialogue on third-level entrepreneurship promotion, including teacher readiness, had been catalytic in generating reflections on how the earlier education system could more strategically accommodate the entrepreneurship education agenda. Secondly, third-level education practice of summer workshops and training sessions for teacher development could be also undertaken for primary, secondary and

vocational education to ensure wider access of teachers to training opportunities. Thirdly, participants underlined that teaching practice associated with curriculum and learning outcomes needed to be sequenced across the learning system. Hence, primary, secondary, and vocational education teachers need to create linkages between themselves as well as with the university system to ensure a coordinated approach to the teaching of entrepreneurship based on a lifelong learning model.

Stimulating Entrepreneurial Education and Training (SEET) – Transnational programme

SEET is a transnational network bringing together people and organisations, interested in Entrepreneurial Education. The project, funded by the European Commission through the Leonardo da Vinci Programme, is led by SYNTRA Flanders, with partners from Iceland, the Netherlands, Norway, Spain, Sweden and the UK (Wales). The network aims to improve the valorisation and dissemination of teacher education policies, methods and instruments to stimulate entrepreneurship in (vocational) education and training and to enhance the transfer of entrepreneurial competences to young people and adults.

Network activities include:

- Supporting a transnational network on entrepreneurial education, linking up with other networks in the field.
- Setting up innovative projects in the area of entrepreneurial education, for example transnational benchmarking.
- Organising Study Visits, Transnational Events and Regional Activities in the field of entrepreneurial education and training.
- Maintaining an internet-based Transnational Knowledge Centre on entrepreneurial education and training and supporting the LinkedIn SEET Group.
- Facilitating discussion amongst stakeholders, including policy makers, organisations with a responsibility to promote the implementation of entrepreneurial education and practitioners.

SEET has facilitated the development of innovative practices and their transfer, including from one participating country to others. The impact from the SEET Project has been significant, not only for the SEET Partners, but also for other organisations and teachers who have participated in the SEET Events. The SEET project is also reported to have had significant impacts on national Entrepreneurship Education and Teacher Education for Entrepreneurship policies in participating countries.

Implementation: stakeholder roles

It is clear from this Chapter that a wide range of support measures are required at national/regional levels to support teacher education for entrepreneurship. Member States need to have clear frameworks within which these measures can be prioritised and coordinated, and this highlights the need for well-developed strategies to be created by ministries with responsibilities in this area (e.g. education and economics/enterprise ministries). In most countries teacher education is still waiting to be fully articulated within wider strategies that deal with entrepreneurship education. It is equally important that Member States move towards mandating entrepreneurship education within curricula so as to ensure it becomes part of the mainstream and not marginalised as an extra-curricular activity. An essential complement to

these activities are effective communication strategies which convey the need for change to teachers, stakeholders and the public in general.

Authorities with responsibilities in education also needs to make sure that assessment procedures for students are tuned to the entrepreneurial key competence : many traditional assessment methods are designed for assessing the acquisition of bodies of knowledge and these are not appropriate for assessing the acquisition of skills and attitudes. Teachers inevitably focus on helping students to pass examinations so having the right assessment methods is absolutely vital if the efforts that will go into teaching education processes are to bear fruit. Stakeholders from the European level downwards can clearly play a role in helping to develop and share experiences in these areas.

More generally, the incentives and resources available within education systems need to be adapted to entrepreneurship education. Educational authorities need to play an important role in structuring incentives and removing obstacles to teachers becoming facilitators of learning. Making the right resources available can involve a broad range of actors including businesses, social enterprises and NGOs.

The development of communities of entrepreneurial teachers should involve a combination of bottom-up and top-down action. Clearly the onus is on teachers to come together but national and European level actions can support the process.

4.4 Continuing Professional Development

Continuing professional development has a critical role to play in the development of entrepreneurship education since its concerns the existing teaching force in Europe. At the start of this Chapter we drew attention to two of its key features: it comprises formal, non-formal, and informal learning; and it relies heavily upon the school context, particularly with regard to the non-formal and informal elements. A further relevant feature is the high degree of variation across Europe in the nature of continuing professional development. Research regarding primary and lower secondary education²³ has shown that in some countries this is a professional duty (e.g. in UK, Germany, Finland), in others it is optional although necessary for promotion (e.g. in Spain, Portugal, Poland and Slovenia), whilst in some countries it is completely optional (e.g. Italy, Greece, and Denmark). Some countries take a mixed approach (e.g. France and Sweden). Typically on average nine out of 10 teachers take some form of continuing professional development, although in some countries up to one in four teachers has none at all. The introduction of entrepreneurship into continuing professional development therefore takes place in a highly varied context.

We saw in Chapter 3 that at the present time in-service training for teachers in entrepreneurship education tends to depend heavily on provision offered by external actors such as business organisations and NGOs, and on specific programs organised by ministries of education. In our sample instances where in-service training is mainly available in single schools and on the initiative of those schools are rare. At the same time, the development of entrepreneurial teachers and entrepreneurial schools needs to proceed hand in hand if entrepreneurship education is to be realised as an entitlement for all teachers and students (as described in Chapter 2). The consequence of this is that teachers' continuing

²³ DGEAC and OECD (2010) *Teachers' Professional Development: Europe in international comparison*. Data for 2006/07.

professional development is necessarily an integral part of schools' strategies to become entrepreneurial. Continuing professional development for entrepreneurship will only succeed where schools have a clear vision and objectives about how they want to realise entrepreneurship education as a whole. Essentially this is therefore a matter for local school action which involves schools looking both inwards to their own practices and outwards to the local community. National policy and practice also has an important role to play.

This conception of continuing professional development clearly involves an inseparable relationship between teacher education and school development. However there is value in treating them separately. In this Chapter we focus on the actions required within schools that are most directly related to the professional development of teachers. The next Chapter examines the broader issues that schools needs to take on board including their engagement with the local community. Figure 4.4 provides a summary of the elements to be dealt with in this section.

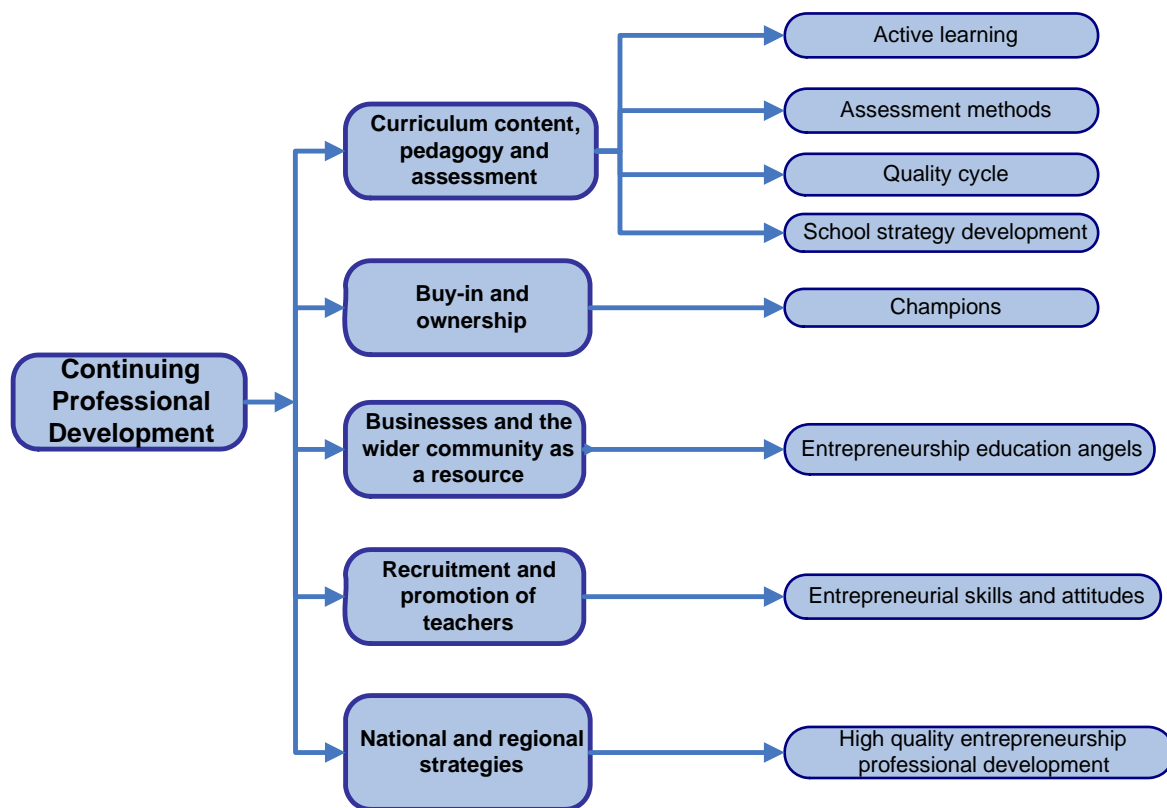


Figure 4.4 Map of actions involved in Continuing Professional Development

Curriculum content, pedagogy and assessment

As discussed in the Chapter on initial teacher education, the curriculum and pedagogy of entrepreneurship needs to be focused on providing teachers with active learning opportunities in experiential environments, and using appropriate assessment methods. Continuing professional development is no different. However, at school level there is the opportunity to make continuing professional development part of the process by which a school seeks to become an entrepreneurial institution. This offers many benefits: it means that entrepreneurship continuing professional development is not an 'add on' but an integral component of a programme of activities, that teachers are

not isolated ‘champions’ who risk becoming burnt out, and that the likelihood of the continuing professional development leading to lasting change is increased.

This approach means that continuing professional development should be structured around a ‘quality cycle’ that involves developing a vision, planning a strategy, delivering programmes and assessing and evaluating learning outcomes. Staff should have access to a ‘menu’ of continuing professional development choices that flow from the over-arching strategy (Figure 4.5). This can be conceived as comprising four elements – content, planning, delivery, and assessment and evaluation – as shown in the following table.

Figure 4.5 Example of a menu for continuing professional development in an entrepreneurial school²⁴

Content
<ul style="list-style-type: none"> • Challenging the myths surrounding entrepreneurship education • Developing whole school, cross curricular, vision and policy statements • Embedding the ethical and moral dimensions of entrepreneurship • Ensuring compliance with national statutory curricular requirements and identify learning objectives • Addressing the school improvement agenda • Engaging senior managers to create an entrepreneurial school culture • Addressing the 'hidden curriculum' of school bureaucracy and engendering a 'can do' attitude
Planning
<ul style="list-style-type: none"> • Auditing existing provision and action planning for future development • Staffing/coordination/resourcing – the role of entrepreneurship education coordinator • Complying with statutory regulation re Health and Safety, Public Liability and Child protection • Embedding of Equality Opportunities best practice • Design of real business challenges • Achieving coherent, progressive, comprehensive and inclusive curriculum coverage • Ensuring student voice and briefing
Delivery
<ul style="list-style-type: none"> • Supporting student centred active learning opportunities • Addressing the diversity of student learning styles • Student Skills development – team working, problem solving, decision making, risk taking • Personal Finance education for young adults • The production process as a mini business • Engaging support from the local community and from the business world • Identifying off site learning opportunities • Facilitating local Business Mentor involvement
Assessment and Evaluation
<ul style="list-style-type: none"> • Assessment for Learning (AFL) and Assessment of Learning (AOL) -Tracking, mapping and reporting student progress • Student peer review • Generating Local Business/community feedback • Reviewing progress and forward planning for programme improvement • Designing dissemination and celebration events

²⁴ Centre for Education and Industry, University of Warwick, England

This approach makes it possible for continuing professional development to be much more than one-off teacher seminars and conferences. The most crucial formal continuing professional development will often take place within the home institution, be run and managed by the school teaching staff and designed to address very specific issues identified by the school itself within its entrepreneurship education strategy. As with any entrepreneurship learning, these continuing professional development events should feature learner-centred approaches that require active engagement from all attendees. The school's strategy should also actively enable non-formal learning.

Quality Framework and National Standard for Enterprise Education - Centre for Education and Industry at the University of Warwick, UK

The Centre for Education and Industry at the University of Warwick, UK has developed a Quality Framework and National Standard for Enterprise Education for schools in England. The National Standard for Enterprise Education has been designed to provide a quality review process and mechanism for recognising and celebrating good practice in enterprise education. It has been produced by a team of staff at the Centre for Education and Industry, the University of Warwick, which has specialist experience in entrepreneurship education.

The National Standard quality framework is organised into five elements, each of which describes and identifies quality processes including:

- The vision of enterprise education in terms of concept and communication;
- Conducting an enterprise education audit;
- Planning and managing enterprise education;
- Delivering an enterprise education curriculum;
- Assessing and evaluating enterprise education.

Each element contains a list of requirements for schools to complete in order to meet the Standard and a brief descriptive explanation of the type of documentation which may be submitted along with specified evidence which must be included with any submission. The target audience was very broad and a wide range of schools (Primary, Secondary and Special) subsequently accessed the self review materials. Several regional teacher support networks have also used the materials as a benchmark for their provision and as the basis for designing their continuing professional development programmes. Reports suggest that teachers and their mentors value the provision of clear guidelines to support the provision of high quality enterprise education. They also respond well to the flexibility built into the requirements which allows for local priorities to be addressed whilst still complying with the basic criteria.

Learning opportunities can be built into the strategy development process itself. For example, continuing professional development sessions would support staff to audit their existing provision and draw up an action plan for change. Starting with the school improvement policy, continuing professional development provision would be driven by a requirement to identify opportunities for students to experience and learn through, for and about entrepreneurship. Staff would be offered training in teaching and learning methodologies that support a student-centred approach and the full range of entrepreneurial competences including team working, decision making and risk taking. Potential learning activities would be selected as to their suitability using the CEI²⁵ Four Essentials for Quality Enterprise Education framework:

- Learners are set real challenges;
- Learners take responsibility for their own learning;
- Learning is supported by community partners;
- Learning generates real solutions.

Other activities that can provide a starting point for entrepreneurship education include: undertaking an audit of local employers to ascertain their skill needs and their future demand for labour so as to identify and plug the gaps in provision; and inviting teachers and students to develop classroom curriculum projects which will have a demonstrably positive effect on the local community to kick-start a process of institutional review and renewal.

Golden opportunities : Closing the books a little more often – The Dutch National Centre for Curriculum Development (SLO), Netherlands

SLO, the Dutch national expertise centre for curriculum development, offers training courses to teachers, school directors and wider stakeholders who wish to develop, implement or contribute to entrepreneurship education programmes. The training for teachers consists in two consecutive courses. The core principle of SLO's training programme is that "being entrepreneurial is about behaviour".

The first one is called "Excelling" and is run over three days. The objective of this course, focused on attitudes and behaviours, is to stimulate the entrepreneurial behaviour of the teachers. Participants work on their own development as an entrepreneurial individual. The course hopes to kindle the entrepreneurial flame, by providing teachers with first-hand experience of what it means to have an entrepreneurial attitude. Participants learn to look at things differently, they must reflect on their own talent and the talents of their students, they must make contact with the 'outside world' and link entrepreneurship and education.

The second course is called "Arranging" and is run over two days. The aim of this course is for teachers to translate the entrepreneurial fire into teaching practice. Participants are taught how to arrange entrepreneurial lessons – from and for their own teaching practice, in cooperation with entrepreneurs from outside the school, with links being drawn with education frameworks and objectives. Participating teachers are expected to design their own entrepreneurship education courses, using all characteristics of entrepreneurship.

²⁵ Centre for Education and Industry, University of Warwick, England

A teacher who took part in the training gave the following testimony:

"I went on a course that has helped me to bring more entrepreneurship into our school. For instance by teaching me how to present my story within a three minute time period and to present a business plan to the directors. I worked very hard to promote my plan of starting a production agency for students. Our school organises many cultural and artistic activities, and the (senior) students who work for the agency take care of catering or the sound during a show or an event. It is a great challenge for students who prefer to work behind the scenes. They learn to organise things, to approach people and they learn how they can be a contact for clients. In addition I hope to enthuse more colleagues so they will help develop an entrepreneurial attitude with our students".

Buy-in and ownership

It is important that continuing professional development for entrepreneurship has teacher buy-in and ownership. As already noted, the evidence suggests that teachers readily embrace the broad definition of entrepreneurship based on creativity and initiative. Nonetheless, many – probably most – existing teachers have little or no experience of entrepreneurship education and perceptions of what it means vary greatly. All teachers should be encouraged to see these developments as a way of enhancing their teaching experience and it is important to effectively communicate entrepreneurship as a key competence. Also, one recommendation from the Istanbul Symposium was that more developed and structured discussion and engagement with the teaching profession was necessary. Teacher trade unions and other professional associations should be formally engaged into processes which had evolved from singular interest groups. The risk of poor buy-in or rejection by teacher bodies in the medium-term would be minimised by their immediate and more formal inclusion into the entrepreneurship education development agenda.

Municipality of Botkyrka, Sweden

In-service training can change teachers' attitudes towards entrepreneurship: teachers' feedback on a four-day entrepreneurship education training organised by the municipality of Botkyrka, in Sweden, showed that participants who might be initially hesitant to attend, often ended up finding the training "useful", "informative" and "thought-provoking". The message conveyed to participants was that transversal competences such as "creative thinking, innovation, networking and fund-raising" can be applied to a number of career choices and raise students' employability.

Much work needs to be done to dispel the 'myths and legends' surrounding entrepreneurship and entrepreneurial education. In the Chapter on national support we described national measures in this respect, and at school level these can be complemented with the use of teacher entrepreneurship champions. There is a strong argument for starting to work with those teachers who have already been convinced of the benefits of entrepreneurial education - the converted. These teachers not only understand the issues but they can also share their experiences with other teachers who may be less certain about the perceived advantages of adopting such an approach. Teacher champions can be important in the early stages in selling the benefits of entrepreneurship to their colleagues and therefore developing buy-in to the concept and eventually collective ownership of the strategy.

Federal Ministry for Education, the Arts and Culture, Schumpeter Handelsakademie, EESI Team (Entrepreneurship Education as School Innovation), Austria.

The EESI Centre is founded and financed by Austrian ministry of Education at the Schumpeter Handelsakademie (Secondary College for Business Administration). The aim of the Centre is to encourage teachers of secondary schools and colleges to develop entrepreneurial spirit in their students whilst teaching the hard facts of entrepreneurship and management skills across different types of school in Austria. The EESI Centre offers seminars and teaching materials and co-operates with regional teams in all the 9 federal countries of Austria to offer support. The approach was implemented 10 years ago and is still spreading across secondary (and also elementary) schools.

The Centre's work has helped to increase motivation and knowledge for the entrepreneurial teacher and has made positive contributions to teaching materials, curricula and training development. The key strengths of the activity are that teachers are involved with training other teachers which is effective in promoting mutual support and the sharing of information. The co-operation with universities and institutions of teacher education has also been key to the success of the project. Initially it was found that entrepreneurship education was seen as limited to business education and there was some opposition to integrating learning across subjects. However, the involvement of different partners such as various Ministries, the Chamber of commerce, trade unions, the Chamber of labour, and regional enterprises has helped to counter this view. Overall the project has raised the profile of entrepreneurship education amongst head teachers and stakeholders and has contributed to entrepreneurship education having become a well accepted theme in VET curricula.

Businesses: visits, mentors and 'angels'

Teachers, as with any profession, can be reluctant to have their work identified as exemplary but they are more likely to do so through a system of mutual exchange and sharing of good ideas. Teacher visits and placements with SMEs from the local community have been shown to be a very effective means of creating better understanding of the entrepreneurial world.

Business mentorship programmes can be integrated into and lead to the development of wider entrepreneurship education approaches. Under such programmes teachers spend time in local companies, experiencing different types of tasks and encountering different types of business problem, essentially learning by doing.

Employer engagement – Manchester Academy (UK)

"*In urban settings qualifications are not enough*", said Jane Deflino, Director of Enterprise and Internationalism at the Manchester Academy. In order to use qualifications effectively young people need to develop interpersonal and transversal skills, to build their confidence and self-respect, and to raise their aspirations. It is therefore vital that the development of these skills is embedded across the school. Employer engagement facilitates this.

Manchester Academy uses employer engagement as a key driver in raising attainment and aspirations. Employers offer mentoring, placements, competitions, support for micro-ventures, interviews and a number of other opportunities through which participants gain generic as well as sector-specific skills. Employer engagement started in 2007. The academy works on the principle of 'think big, act small'. "*We plan our work with employers one academic year in advance. Everything is agreed and calendared before the academic year begins. With new employers, we build our successes with one programme and then expand the programme and embed year upon year.*"

Initially, some teachers thought it meant an increase in their workload and some employers were nervous about engaging with inner city students. Teachers need to see that employer engagement benefits, supports and enhances the work they are doing, by adding value and realism to what they teach. Teachers engaged in the programme also realised that the costs were lower than expected and implementation easier. They also saw an increase in student engagement and on task behaviour. Building and maintaining good relationships with employers means meetings on and off site, and always being business like.

After 5 years staff now take employer engagement for granted and see it as an essential part of their curriculum delivery. It is built into schemes of work and new projects (which happen all the time) are embraced with enthusiasm. Student teachers are inducted into the programmes – as they often have had no experience of enterprise education.

A further development of such teacher-business relationships can be the 'buddy' system where schools are supported to 'adopt' an entrepreneur who might act as an 'entrepreneurship education angel', which was proposed at the Budapest Symposium. These 'angels' would be recruited from the local business community and, following appropriate vetting procedures, trained to work alongside teachers in schools, to challenge some of the 'myths and legends' about entrepreneurship and entrepreneurs which abound in many quarters. 'Angels' would undergo a school familiarisation training programme and then make themselves available through a local web site to support teachers for up to a week at a time with any challenge which presented itself. They would aim to provide enterprising solutions to the issues faced by teachers and students in and outside the classroom. These mentors would also be encouraged to engage the teachers in discussions about their personal entrepreneurial activity, building an understanding and interest in the entrepreneurial process and life style. The next stage would be to offer those teachers interested an opportunity to learn more about business planning and SMEs in general, ultimately aiming to replicate some of this activity with pupils in a school context. Those mentees with an interest could in turn be trained to work with other colleagues in the school as internal mentors.

NGOs can often play a facilitative role in developing the mainstream entrepreneurship education agenda. The case of INJAZ in Lebanon demonstrates how one organization helps broker business-school cooperation for entrepreneurship promotion while additionally playing a capacity building role within the schools and wider policy environment.

INJAZ al Arab: inspiring and preparing young Arabs to succeed in a global economy

INJAZ Lebanon forms part of a wider INJAZ al Arab network which spans the Arab world. Established in 1999, the Lebanese operation specifically focuses on forging partnership between enterprises and schools drawing on a vast network of entrepreneurs which have signed up to supporting the schooling system in bringing forward entrepreneurship education. Its target is to ensure support services impact on one million young people by 2020.

The crux of INJAZ efforts focus on key competence development, financial literacy and mini-businesses. However, a more innovative line in the entrepreneurship education agenda has been INJAZ's support to teachers with careers guidance and counselling responsibilities. Considered a 'policy blind-spot' in the entrepreneurship education agenda, the focus on careers guidance and counseling within the school environment has engendered wider policy commitment to entrepreneurship education and ensured that young people's employability is now a more critical feature of the education agenda.

The spirit of partnership was captured by Dima EL Khouri, Executive Director of INJAZ Al Arab Lebanon at the Istanbul Symposium. 'Ensuring teachers and schools are prepared for the entrepreneurship education agenda is as much the responsibility of the private sector as the education services', she said.

INJAZ Lebanon benefits from structured cooperation with INJAZ partners from across the Arab world where exchange of experience and know-how is a primary feature of the network's entrepreneurship education promotion drive.

Focusing on entrepreneurship in recruitment and promotion

It is a central principle of entrepreneurship education that learners should become more responsible for their own learning and this applies equally to teachers. As noted, it is common in many EU countries for continuing professional development to be optional. In this context, it is especially important that individual teachers are encouraged to start to perceive the benefits of entrepreneurial teaching styles and prioritise their own professional development accordingly. To assist this process, leadership teams in schools should expect to see evidence of experience with entrepreneurship education when they are both promoting and recruiting teaching staff. Again, this highlights the importance of continuing professional development being an integral component of a school's strategy.

Ensuring national/regional strategies incorporate entrepreneurship in regular continuing professional development

As we saw in Chapter 3, national programmes and external agencies are key to the delivery of continuing professional development. Areas for action at this level would include the following:

- National/regional authorities should ensure that funding for entrepreneurship education continuing professional development is only made available if the training conforms to strict criteria as identified by a quality framework.

- Imaginative programmes should be offered with a broad range of opportunities made available, including SME and other community placements /internships for all teaching staff.
- Regular dissemination events should be organised at a national level to both inform teachers of best practice exemplars and also to celebrate progress being made towards establishing excellence in entrepreneurship education as a student entitlement available to all.

Continuing professional development of in-service teachers – training in delivering entrepreneurship education programmes – JA –YE Europe, transnational

The JA-YE organisation network (based in Brussels) collaborates with national education authorities through its local offices to organise training for primary, secondary as well as tertiary teachers. The training is focused on enabling teachers to use a 'learning by doing' methodology and JA-YE teaching materials. The training is provided locally to 'new' teachers before they teach the programme for the first time. The training of teachers is designed to help the teachers overcome a fear of teaching in an entrepreneurial way and to move beyond teaching in a conservative way to becoming an effective facilitator on entrepreneurship. JA-YE uses existing teachers as multipliers by having them reach out to peers in the same school or same city or region. The project has overcome the negative attitude of some teachers toward “learning by doing” and participatory teaching methods, through providing information about the results at both national and European levels.

In the countries where the JA-YE entrepreneurship curriculum is approved by the Ministry of Education, the training of teachers provided by JA-YE is officially accredited (teachers obtain credits that are recognised within the system of continuing professional development of teachers) or recognised in other ways by education authorities. Teachers are also trained in how to work with volunteers from the business community who are an essential element of all JA-YE programmes at any age. It is recognised that the approach improves performance of students in all standard subjects. The critical success factor of the project's success is the support from the education administration and education institution/school management. A benefit of the approach is that it offers a model which can be easily transferred to other settings.

Implementation: stakeholder roles

Interventions in relation to continuing professional development involve a wide range of actors since it encompasses both national, formal learning opportunities and local, formal and non-formal ones. Critically, continuing professional development should be part of a process of building entrepreneurial schools if it is to be most effective. Without such an approach efforts are likely to be atomised, unsustainable, and have little prospect of building up cumulative effects. Schools will need to play a lead role with support from other stakeholders at local, national, multi-country and European levels.

Schools should ensure that continuing professional development is an integral part of their strategies to develop entrepreneurship education. Buy-in and ownership by teaching staff and also the wider community will be important for success. Schools will also need to ensure that entrepreneurial skills and attitudes are considered in recruitment and promotion activities. National/regional strategies should ensure they support high-quality entrepreneurship continuing professional development. This can be

secured through funding against clear quality criteria, the development of imaginative programs, the dissemination of good practice and the recognition of excellence.

Like for initial teacher education there is a need for a new pedagogies and assessment methods to be developed and implemented. This should involve a wide range of actors to bring together and promulgate existing material as well as developing new approaches based on sound research. Actors at all levels should get involved.

4.5 School level support

In Chapter 4.3 we described the support needed at national level. In this Chapter we examine the support required at local level. This support is especially important for bolstering teachers' continuing professional development. As noted in the preceding section, schools need to transform their everyday practice and we examined how the elements of the entrepreneurial school translate into elements of continuing professional development. Here we concentrate on wider elements of school policy and practice. Without these wider changes, individual teachers who already believe in entrepreneurship education and aspire to the qualities of an entrepreneurial teacher are at risk of being isolated and becoming burned out. Figure 4.6 summarises the developments we shall look at in this section.

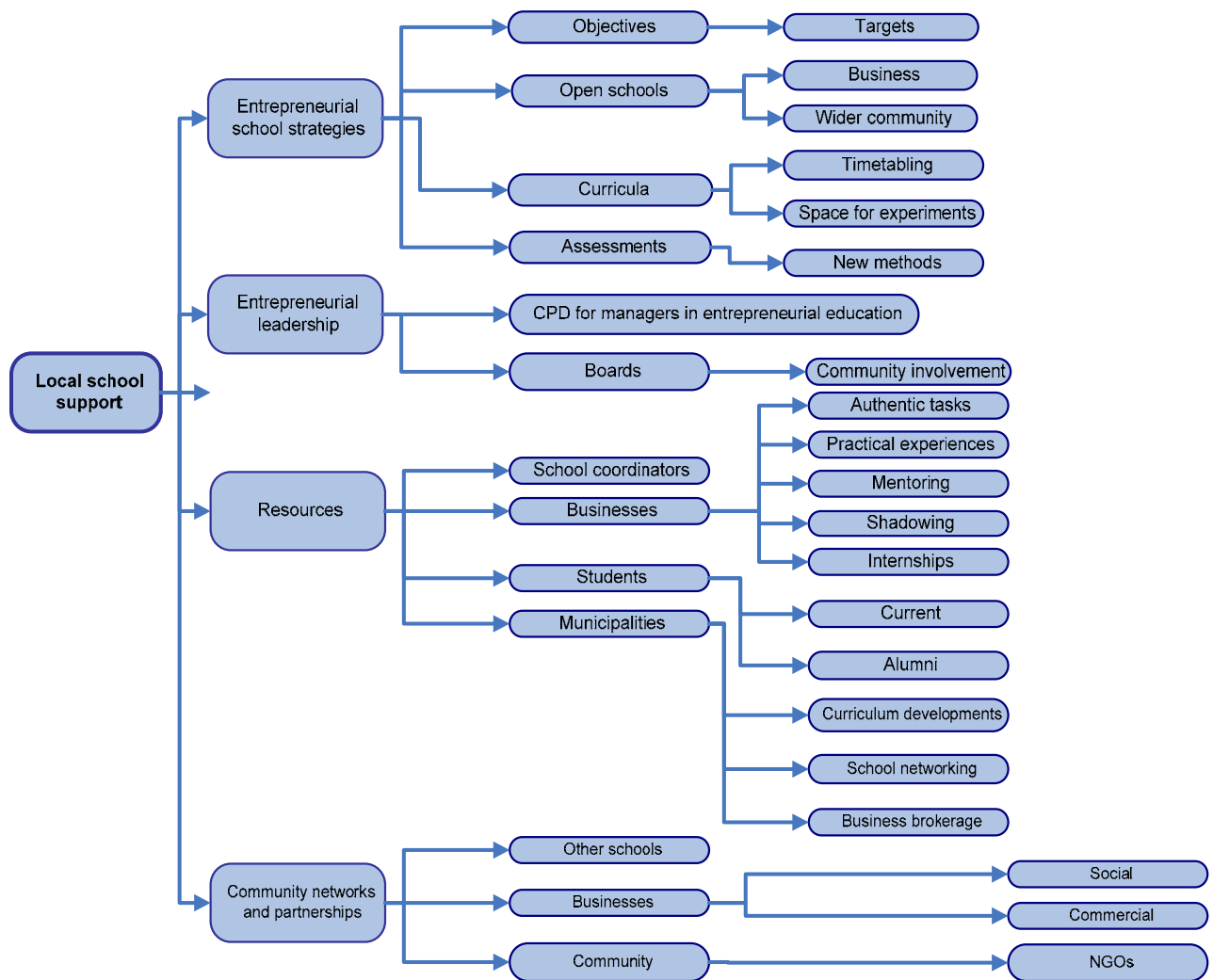


Figure 4.6 Map of local school support actions

Developing entrepreneurial school strategies

At a strategic level, every school should have a strategy that defines its objectives in relation to entrepreneurship education. It should set out how entrepreneurship is integrated into the curriculum, the space to be made available for it and the assessment methods to be used (see Chapter 4.2 for a discussion of these topics).

To get to this point means more than simple superficial adjustments if schools are to become truly entrepreneurial. Staff in individual schools need to work together as a whole school initiative to develop an entrepreneurship education ‘cultural journey’ which describes their process for delivering their vision of an entrepreneurship entitlement for all learners. This vision/mission statement should be an organic development generated from their understanding of the local community and aimed at equipping their learners with the entrepreneurship key competence. Staff may well need to accept the need to transform their organisation from a bureaucratic structure to an entrepreneurial learning environment that acknowledges the power of the ‘hidden curriculum’ as much as or more so than the formal programmes of study. The institution should develop as a flexible learning organisation that allows time for staff and learners to reflect on their practice and develop responses.

Schools need to ensure they define entrepreneurship education in a way that promotes ownership of the definition: teachers, students and the local community need to influence the definition. There needs to be a shared understanding of entrepreneurship education, what the educational outcomes should be and what the minimal provision should be in schools in order to achieve them. It is important that the right balance is struck: broad definitions might be too vague for some teachers and/or encourage them to think that it is all about creativity and therefore that they are already teaching it. Yet narrow definitions may make some teachers feel excluded.

Holistic approaches are needed that reflect the nature of entrepreneurship. One approach to this is to focus on making education more relevant to real life and on defining the skills that need to be acquired, linking them to the needs of different stakeholders. The EU key competence framework for lifelong learning²⁶ is a step forward in this respect and can provide a means for interpreting entrepreneurship competences into different education levels, as in the European Qualifications Framework²⁷.

Entrepreneurship education also means young people working on real-life issues within their community and formulating practical solutions. It means problem-based learning in which there are no wrong answers, only solutions that are more or less feasible. It is a design approach to learning that uses both sides of the brain and can call on the resources of the whole community.

School strategies should thus recognise that entrepreneurship education means a completely different outlook on education. It means seeing education as part of the community. "It takes a village to educate a child". Ultimately, the wider community needs to actively participate and not just be a passive provider of resources. To start this process schools need an open door policy that makes them accessible to the local community. A school cannot be a closed system; it should develop porous boundaries so that it can learn from and reflect the local community, making use of the skills and attributes that lie there. Schools boards need stronger community representation; and school buildings need to be designed to facilitate all kinds of activity supporting school-business cooperation. As far as a school's strategy is concerned, it should be owned by all parties, including students, teachers, parents, municipalities, chambers of commerce etc. Competitions can be organised locally, with financial support from local authorities, to recognise the best strategy implementation by schools.

Ownership of entrepreneurship education by the whole community involves defining entrepreneurship as a skill set for all. In some contexts, it primarily benefits the most able students, whilst elsewhere it is used to motivate the less able or potentially excluded pupils who thrive on active learning methods. There might be different types of entrepreneurship education for students with different talents.

²⁶ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC), Official Journal 30.12.2006; <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:EN:NOT>

²⁷ Recommendation of the European Parliament and Council of 23 April 2008 on the establishment of the European Qualifications Framework for Lifelong Learning (2008/C 111/ 01), Official Journal 6.5.2008; <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

Entrepreneurial school leadership

There is a wide literature demonstrating the importance of leadership in the effectiveness of teaching and learning within schools. Entrepreneurship education is no exception in this regard. At the same time, opening up schools to the wider world and involving the business community and the local community more widely can constitute a major challenge to traditional norms and approaches within education, and without the full support of the leaders of our schools, achieving entrepreneurship education will be an extremely difficult task. Whilst local communities have a very important role to play, it is head teachers and senior school managers who have to set the overall framework within which local goals are achieved in practice. School leaders thus need to have a clear vision of what they hope to achieve through entrepreneurship education, a vision that should be shared with their teaching staff. Without this vision, allocating resources in the most appropriate ways is unlikely to be successful.

For these reasons, school leaders should be given attention in national and regional strategies with regards to entrepreneurship education. Entrepreneurship education needs to be included as part of school leaders' own continuing professional development, and they should also be identified as separate target groups in national and regional communication strategies. School leaders need to understand the new role that teachers should perform as facilitators, so that they can identify the best means in which to support their teaching staff both through informal learning opportunities and formal episodes of continuing professional development.

Golden opportunities : Closing the books a little more often – The Dutch National Centre for Curriculum Development (SLO), Netherlands

SLO developed a course specifically aimed at and designed for school managers and directors, which runs in parallel to its teacher training in entrepreneurship education. The managers' 3-day course is aimed at helping school directors understand which values are essential to an entrepreneurial school, what entrepreneurship demands from them as directors and from their staff, as well as providing them with the tools to convince others to implement entrepreneurship education. Directors can then act as multipliers in their schools, as testified by this director who participated to the programme: "entrepreneurship education means a changing role for teachers. They must see opportunities themselves, think outside the box and be creative. I call that competence entrepreneurship. As a school, you can stimulate this, you can enthuse people. Forcing them does not work. We started to focus on entrepreneurship three years ago. Now we have ten to fifteen teachers that are very interested in this way of working. They feel challenged".

Resources

School strategies should identify the resources they need. Designating a teacher as the school entrepreneurship coordinator can be important for strategy implementation. There are also enormous opportunities to use skills and expertise within local communities. This is especially important with regard to businesses and entrepreneurs. Firms often do not know either how to participate or which activities they are allowed to participate in. Sometimes they need incentives to take part in entrepreneurship education. They need to be sold the benefits of internships and placements, and for entrepreneurship education to be linked into their products and services. Municipalities as well as individual schools can play a role here. They can be especially helpful given the variation between schools in the scale and

breadth of the local community, helping schools in areas with a smaller entrepreneurial base with access to businesses. But opportunities are available everywhere and schools should make use of all channels, including parents' connections. Intermediaries like chambers of commerce can also facilitate interaction between businesses and schools. This helps to establish a common language between commercial entrepreneurs and schools. There are instances across Europe where local business communities/Chambers of Commerce have instigated community involvement awards for local schools with an annual award ceremony similar to the 'Oscars'. These events recognise and reward the efforts required to develop and sustain effective employer links.

Another source of support is students. Many current students have work experience that can provide teachers with a useful resource. Past students' talents can be utilised systematically through alumni networks. They can be used as role models and ambassadors to share successes and failures.

Initially, a school's engagement with its community may be opportunistic and ad hoc. Over time, however, the goal should be to establish regular, structured and sustainable collaboration, moving from individual teacher-entrepreneur links to corporate school-business networks and partnerships.

Community networks and partnerships

As well as developing effective strategies for community collaboration, it is also important to ensure that opportunities are made available for schools to cooperate with one another. Partnership, networking and good practice exchange should be supported at local level. Such measures can help schools to develop mutual support mechanisms. These can help them to learn from one another's experiences, and perhaps to pool resources and share connections with local communities, including entrepreneurs.

Opportunities for networking should also be developed at European level. Indeed alongside opportunities for schools and teachers to share experiences, opportunities for mobility should also be developed for teachers. They should provide opportunities for both face-to-face and virtual interactions, aiming to foster the development of self-sustaining communities of interest. The introduction of a European trans-national mobility scheme should be considered by the European Commission.

Implementation: stakeholder roles

At the level of the individual school the range of support measures that can be undertaken to support entrepreneurship in teacher education is broad ranging. Schools and local municipalities need to take the lead in implementing these measures in the context of national frameworks. These stakeholders need to take advantage of or lobby for the local autonomy they need to make entrepreneurial education a reality.

Schools have the responsibility for developing strategies which have a shared understanding of entrepreneurship education, clear objectives and which are owned by the whole community. Open door policies that make schools accessible to their local communities, enabling them to draw on the skills and talents of local people, are vital. Within schools, leadership teams need to become entrepreneurial if they are to support the spread of entrepreneurship education.

Resources also need to be made available such as in the form of school entrepreneurship coordinators. There is also a need for practical toolboxes and resource centres with a guarantee of quality, which teachers can freely access according to their needs. Opportunities for networking and mutual exchange

should be provided at all levels from local through to European scales. Here there are roles for actors at national and European as well as local levels.

4.6 Conclusions: the need for action in all areas

For teachers to engage in entrepreneurship education as regards both content and teaching and learning methods, a complex combination of knowledge, skills and attitudes is required. This Chapter has described the changes needed in four areas to develop them. None of these elements on its own is sufficient. All four need to synchronise around the goal of creating the right conditions for the development of entrepreneurial teachers. Action is required not only within teacher education systems but more broadly within education systems as a whole to ensure that what teachers learn within their initial education is translated into a new role in day-to-day practice in schools.

Initial teacher education and continuing professional development have the critical task of developing in teachers the competences they need to ensure students benefit from curricula and pedagogies designed for entrepreneurship rather than those suited to more traditional objectives centred around the acquisition of subject knowledge. Whilst initial teacher education will develop a cohort of newly trained educators in entrepreneurship, the right continuing professional development is essential in order to develop the requisite competences in all educational staff, and to further support the growth of those teachers who have been able to benefit from the initial teacher education.

This Chapter has also shown that developing teachers as facilitators requires wider changes within education systems to establish a clear vision of the teacher's role and to ensure that system-wide frameworks support rather than discourage the developments required. Developments at school level are critical to support both existing teachers and those newly entering the profession. This requires action both within and outside the school. Within the school a supportive environment needs to be created which will enable teachers to put into practice their entrepreneurship education. Outside the school mechanisms need to be put in place to facilitate the structured involvement of the entire community - businesses, social enterprises, parents, students, alumni, local municipalities, and others.

5.0 Moving Forwards: an agenda for change

This Chapter of the report draws on the preceding sections to identify key actions to support future developments in entrepreneurship education for teachers. There are two elements to this. First, it draws together and consolidates the material presented in chapter 4 to present an agenda for action. Secondly, it identifies actions to be taken by the European Commission in the form of a set of recommendations.

5.1 The context for action

For the purposes of determining actions, both teachers and schools should be treated as part of a linked 'system'. Actions to support teachers will inevitably support the development of quality in schools and vice versa. Whilst initial teacher education plays an important role in teacher development, actions also need to be directed at the community of teachers already teaching in order that momentum can be gained in progressing entrepreneurship education. The importance of in-school and continuous teacher support reflects the fact that teachers will spend most part of their professional lives in schools, and also the current trend in education systems towards decentralisation to schools and increased autonomy for teachers²⁸. In this context, national policy and guidance are increasingly tending to take the form of objectives and frameworks of support rather than the prescription of requirements and inputs. Furthermore, the capacity of municipalities to act in support of entrepreneurship education should not be underestimated as they often have an important role in determining curricula. If the development of entrepreneurship education is to be adequately supported and stimulated in Member States then initial teacher education and continuing professional development needs to work in line with this wider context.

The Budapest Agenda for the Development of Entrepreneurial Teachers

The table below presents a comprehensive agenda for action. For each of the four areas discussed in the preceding chapter it presents the key overall steps needed, identifying in each case the actors who need to be involved in its realisation. Actors will need to determine the most appropriate way of implementing these steps in their own particular contexts. Chapter 4 provides ideas and inspirational case studies about how to do this.

²⁸ Eurodice (2003). Levels of Autonomy and Responsibilities of Teachers in Europe, Directorate-General Education and Culture.

5.2 The Budapest Agenda: Enabling Teachers for Entrepreneurship Education

The Budapest Agenda: Enabling Teachers for Entrepreneurship Education

The aim of the 'Budapest Agenda' is to provide a catalogue of measures to be drawn upon by stakeholders at all levels within the worlds of education, business and the wider community in order to take forward the development of teacher education in entrepreneurship. It draws on the work and experiences of practitioners and policy makers from across Europe, and is backed up by good practices, as evidenced by this report. It is intended to be used by all those with an interest in the subject, who can select measures and tailor them to their own particular circumstances. Each action indicates the relevant actors.

	EU	Member States	Educational Authorities	Regional/Local Authorities	Schools	Intermediary Organisations	Business Entrepreneurs	Teacher Education Institutions
A) Initial Teacher Education								
A1 Entrepreneurship education for all								
Make entrepreneurship modules compulsory for student teachers		✓	✓	✓				✓
A2 Curriculum content and pedagogy								
Use the same practical methods that teachers will use with their students (active learning, practical experiences)	✓	✓	✓	✓	✓	✓	✓	✓
Ensure continuity between teacher education and student teachers' first experiences in host schools		✓	✓	✓	✓			✓
Have access to authentic tasks , by creating links to the local community (business, local authorities, third sector) to identify and get access to real life tasks that the teachers can use		✓	✓	✓	✓	✓	✓	✓
Promote internships and placements of teachers in enterprises, or allow teachers to shadow an entrepreneur for one day	✓	✓	✓	✓	✓	✓	✓	✓
A3 Assessment								
Develop and implement methods that enable assessment of the transversal skills and attitudes of the entrepreneurship key competence	✓	✓	✓	✓				✓
A4 Selection of student teachers								
Consider entrepreneurial skills and experiences as one possible asset when selecting student teachers, and help those students to draw on these skills and experiences to inform their teaching.		✓						✓
A5 Partnerships								
Develop sustainable and systematic partnerships with businesses, social enterprises and NGOs rather than ad hoc links						✓	✓	✓

	EU	Member States	Educational Authorities	Regional/Local Authorities	Schools	Intermediary Organisations	Business Entrepreneurs	Teacher Education Institutions
B) National Support								
B1 Strategies								
Develop in national strategies for entrepreneurship education a clear vision of and objectives for the role of teachers as coaches and facilitators. Such a vision should be owned by all stakeholders, at policy and operational levels		✓	✓	✓				
B2 Entrepreneurship education curricula								
Make entrepreneurship education a mandatory part of the curriculum		✓						
Develop minimum standards as part of quality frameworks and enforce through inspection regimes		✓						
Create a label of accreditation for innovative approaches in teaching, thus helping entrepreneurship teachers to quickly identify good practices	✓	✓	✓	✓	✓			✓
B3 Assessment of the entrepreneurship key competence								
Put in place student assessment methods that are appropriate to entrepreneurship education so that teachers are able to put into practice the requisite facilitative teaching methods		✓	✓	✓	✓		✓	✓
B4 Incentives								
Ensure that incentives within the teaching profession reward entrepreneurial teachers. Such incentives can be both financial and non-financial , e.g. training, greater autonomy, international networking		✓	✓	✓				
B5 Resources								
Establish resource centres and quality assured centres of expertise at European, national and local levels to gather together and make available good practice	✓	✓	✓	✓		✓		
Develop tool boxes of entrepreneurial teaching methods	✓	✓	✓	✓	✓	✓	✓	✓
B6 Communication								
Develop effective communication strategies for all partners (teachers, teacher educators, businesses, other community organisations and the general public) to promote the need for entrepreneurial teachers and schools	✓	✓	✓	✓		✓		
B7 Communities of entrepreneurial teachers								
Develop self-sustaining communities of 'entrepreneurship educators' at local, national and European levels, e.g. through discussion forums and focus groups. Such groups can support continuous improvement and innovation on teaching methods, and also help to disseminate their practice and enthusiasm to new	✓	✓	✓	✓				

	EU	Member States	Educational Authorities	Regional/Local Authorities	Schools	Intermediary Organisations	Business Entrepreneurs	Teacher Education Institutions
teachers								
C) Continuing Professional Development								
C1 Curriculum content, pedagogy and assessment								
Implement active learning opportunities and appropriate teacher assessment methods as an integral part of overall entrepreneurial school strategies		✓	✓	✓	✓			✓
Identify learning opportunities as part of school strategy development , e.g. audits of existing provision, links with business etc				✓	✓	✓	✓	✓
C2 Buy-in and ownership								
Ensure all teachers buy in to and ultimately own their own entrepreneurial continuing professional development , e.g. through the appointment of entrepreneurship 'champions' to promote the benefits and dispel myths					✓			✓
C3 Businesses and the wider community as a resource								
Develop links with local entrepreneurs/businesses and others in the community to enable the setting up of mentorship and ' entrepreneurship education angels ' programmes. Over time these should be developed into comprehensive programmes				✓	✓	✓	✓	✓
C4 Recruitment and promotion of teachers								
Prioritise entrepreneurial skills and attitudes in recruitment and selection activities					✓			✓
C5 Continuing professional development in national/regional strategies								
Ensure national/regional strategies that support high quality entrepreneurship continuing professional development through funding against clear quality criteria, imaginative programmes, dissemination of good practice, and recognition of excellence		✓	✓	✓				
D) Local School Support								
D1 Entrepreneurial school strategies								
Create school level plans which have a shared understanding of entrepreneurship education, clear objectives and define the actions needed, and which are owned by the whole community, and which include strategies for business engagement				✓	✓	✓	✓	✓
Create ' open door ' policies in schools to make them accessible to their local communities; and enabling them to draw on the skills and talents of local people			✓	✓	✓			✓
D2 Entrepreneurial leadership								
Support the role of school leaders in the development of entrepreneurship education, ensuring the inclusion of entrepreneurship education within their continuing professional			✓	✓	✓			✓

	EU	Member States	Educational Authorities	Regional/Local Authorities	Schools	Intermediary Organisations	Business Entrepreneurs	Teacher Education Institutions
development								
D3 Resources								
Appoint school entrepreneurship coordinators				✓	✓			✓
Stimulate collaboration between entrepreneurs and schools to support teachers as facilitators		✓	✓	✓	✓	✓	✓	✓
Utilise the entrepreneurial talents and experiences of existing students and alumni in supporting teachers					✓			✓
D4 Community networks and partnerships								
Develop school-to-school initiatives where partnership, networking and good practice exchange are core features of all developments		✓	✓	✓	✓			✓
Implement EU-wide networking, mobility and know-how exchange opportunities for teachers . These could involve both face-to-face and virtual methods, and aim to foster self-sustaining online teacher communities	✓	✓						

5.3 Recommendations for the European Commission: developing the agenda

The aim of this section is to present recommendations with regard to the potential role of the European Commission in teacher education and training for entrepreneurship. The recommendations have been carefully selected to focus on the areas that provide a real Community added value in alignment with the principle of subsidiarity. They can be grouped under six main areas of action.

1. Raise awareness of the value and importance of teacher education for entrepreneurship

The EU could add value to local and national efforts by developing communication and public awareness activities. A number of recommendations emerging from the Budapest Symposium supported awareness-raising EU initiatives with the aim to dispel the myths surrounding entrepreneurial education and disseminate a picture of entrepreneurship in knowledge society.

The value of entrepreneurial teaching should be promoted as a vehicle for developing the entrepreneurial key competences that is essential to the future well being of our young people. Also, teachers should be encouraged to see a link between entrepreneurship education and employability. The relevance and contribution of individual subject disciplines to success in the jobs market needs to be revisited and shared with students.

Communication efforts could be targeted at different groups of stakeholders, which can be represented as concentric circles (Figure 5.1):

- The first circle is that of teacher educators and teacher education institutions, whose awareness entrepreneurship is a crucial component of the effort to improve teacher education in that field;

- The second circle encompasses the whole teaching community, to inform teachers about their role in entrepreneurship education, its purpose, the learning outcomes, teaching and learning methods, and to support demand for Continuous Professional Development in Entrepreneurship Education;
- The third circle includes the stakeholders who could provide a support role in the development of teachers as facilitators, to share with them the vision of the teacher's role so that they understand better how teachers might be supported;
- The fourth and last circle is made of the wider public.

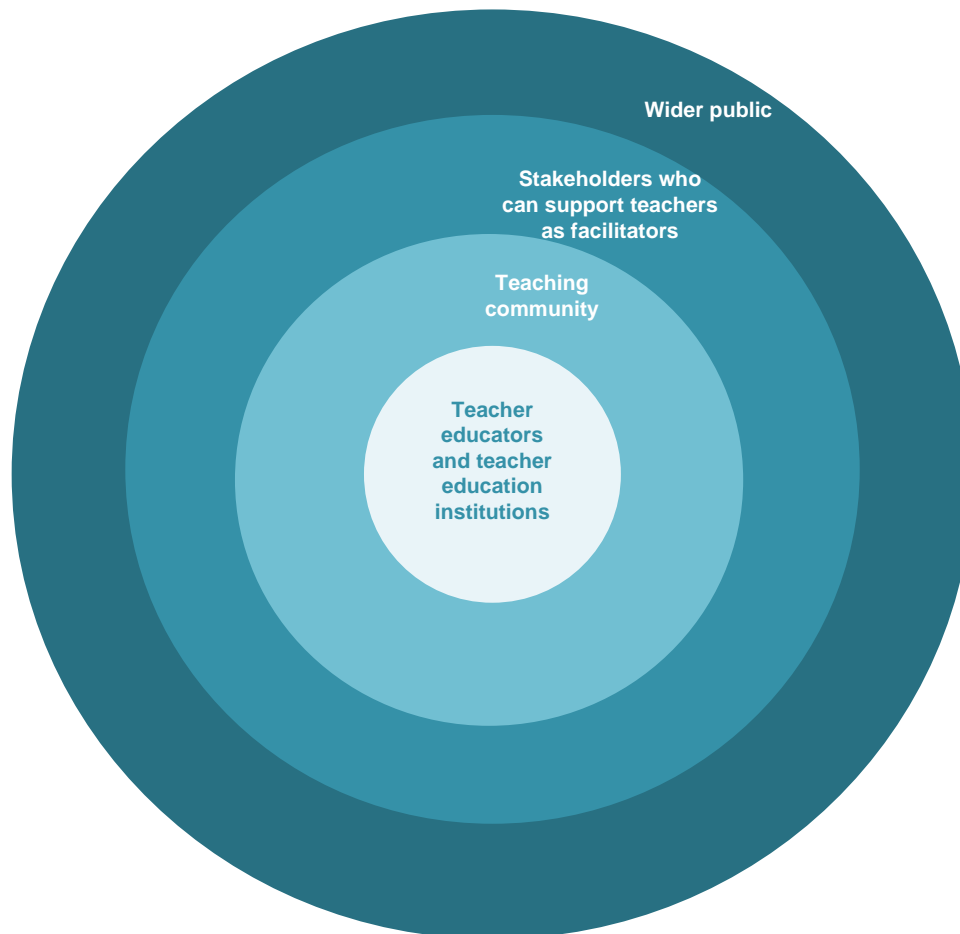


Figure 5.1 Stakeholders targeted at the European level

The European SME week could be used as an opportunity to organise national and EU-wide information events which could additionally be developed in the EU pre-accession and neighbourhood regions. Synergies between the SME week and specific teacher education for entrepreneurship awareness-raising activities would increase the impact of the latter.

2. Stimulate implementation of national and local policies and frameworks

The role model of the EU is for example very strong with regards to the on-going dialogue between DG Education and Culture and DG Enterprise and Industry. This dialogue should continue and encouragement given for replication of this between ministries at Member State level.

Joint meetings of Council of Ministers for Education, Youth & Culture & the Competitiveness Council could also be held, with preparatory meetings being held and goals sets for the next steps in achieving an improved teacher education for entrepreneurship.

Member States should be invited to develop their own national strategies, and benchmarking exercises at European level could map countries' achievements in promoting teacher education for entrepreneurship.

A European observatory should be established to monitor progress in the development of teacher education for entrepreneurship.

3. Collect and disseminate good practices, experience and knowledge

A clear area where the EU can add value to the initiatives taken at the local and national levels is in the sharing of knowledge, experience and good practices at the European level.

The Budapest Symposium illustrated clearly that there is in Europe a number of practitioners, researchers and policy-makers who have substantial experience and expertise of teacher education for entrepreneurship, and who can feed back on experiments which have been implemented at their level. This know-how deserves to be better disseminated, and the European Commission is ideally placed to facilitate these exchanges across Europe.

Meanwhile, the Istanbul Symposium called for more systematic approaches to good practice identification in entrepreneurship education and teacher developments in particular, to include a good practice quality assurance framework based on a peer review model. This proposal should be considered by the ETF in its support to the EU partner countries but should also include access to, and sharing of, good practice on teacher developments within the European Union. For its part, the Commission could also explore ways to promote the collection and dissemination of good practices including the development of quality standards and accreditation systems of good practices.

A further suggestion to enable the exchange of good practices and experience between practitioners is the establishment of 'incubators' for initial teacher trainees and their tutors at initial teacher education institutions. These incubators would promote peer-learning activities and promote the dissemination of practice and outcomes. The Commission could consider providing initial 'start-up' finance through calls for proposals to facilitate the establishments of such incubators.

4. Enhance networking among specialists

The EU can also add value by enhancing networking and exchanges between practitioners and specialists, through a variety of mechanisms in which the Commission has built a high level of experience over the years. The outcome of these activities would be to enhance the overall quality of teacher education for entrepreneurship by supporting and encouraging teacher education practitioners to engage in European level mobility and exchange of experience.

Increased mobility and networking at the European level would aim to foster the development of self-sustaining communities of interest. Such groups can support continuous improvement and innovation on teaching methods, and also help to disseminate their practice and enthusiasm to new teachers.

Practical proposals include support for trans-national training for practitioners and the international mobility of practitioners through grants, perhaps through the development of strands in existing programmes, e.g. Comenius. Opportunities should be provided for both face-to-face and virtual interactions.

5. Establish a European level platform

This recommendation partly overlaps with the preceding two ('collect and disseminate good practices' and 'enhance networking among specialists'). More precisely, it is one of the ways to make networking and sharing experience happen in reality.

The nature, shape and size of this Platform could vary but the essence remains the same: to enable dialogue, networking and sharing of ideas and experiences at the European level. While such a platform can foster exchanges between peers, one of its aims could also be to stimulate dialogue between the three apexes of the research, policy and practice triangle.

The Budapest and Istanbul Symposia provide an excellent example of the value of bringing together educationalists who share common concerns and challenges. Since the close of the Symposia, the seminar facilitators and practitioners have continued to exchange ideas and to offer advice to each other.

A European level platform for the development of teacher education in entrepreneurship education was considered useful by the participants to the Budapest Symposium. In fact, many delegates expressed their wish to take part in future gatherings with the Budapest Symposium participants, so as not to lose the high quality work dynamic which had been successfully developed during the event.

The European level platform could focus on areas such as:

- Sharing best practices and raising awareness / visibility;
- Facilitating international collaborative projects and initiatives;
- Developing concrete policy suggestions for Member States.

When asked who should sit on the platform, many respondents placed a great emphasis on practitioners (teachers, teacher educators, other educators and creativity experts), but also on a wide range of stakeholders (such as chambers of commerce, trade unions, entrepreneurs) as well as policy-makers from ministries responsible for education and entrepreneurship.

Face-to-face contacts such as seminars following up from the Budapest and Istanbul Symposia could be complemented with the development of online platforms for the exchange of resources and exemplars. Some web-based platforms have already been created at the local and national levels, and the establishment of a European platform could draw upon the lessons learnt by these examples, some of which were presented at the Budapest Symposium.

6. Stimulate and disseminate research, particularly on pedagogies

Entrepreneurship education is a relatively new subject, at least in many countries, and teacher education in that area is often even more recent. Discussions in Budapest and Istanbul highlighted that there is

already a wealth of didactic material and resources in place but participants stressed the need to deepen and widen existing knowledge and to improve pedagogical tools. This in turn calls for more research efforts, as pedagogies and didactic tools should be based on good quality research. Research studies are thus needed to underpin action.

The European Commission could consider how best it could support the research effort in teacher education for entrepreneurship, both through existing support mechanisms for research and by creating new ones. Suggestions for EU action include commissioning new research, supporting collaborative research projects as well as collecting and disseminating existing and new research (including through mechanisms which have been presented in previous sections).

Annex One: Action Plan

Action Plan: Entrepreneurship Education Incubators (Grand Challenge 1: initial teacher education)

This action plan summarises the steps required to initiate entrepreneurship education incubators within initial teacher training institutions. For modest 'start-up' funding an inception incubator could be established within a host initial teacher training institution for the purposes of bringing together trainers, trainees and practitioners to exploit what is already known, to disseminate good practice and to identify possible future collaborative projects.

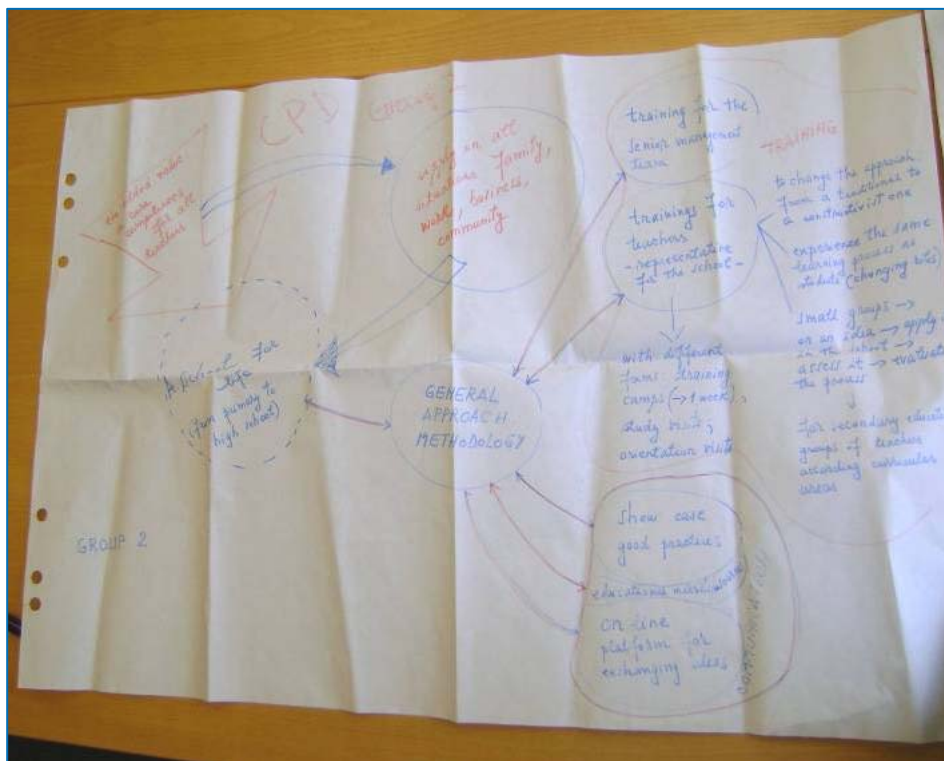
How we are going to achieve it:**Action Plan**

- **WHAT:** Develop incubators (Peer-learning activities) based in Teacher Training Institutions
- **WHY:** Exploit and disseminate existing experiences and good practices between practitioners and foster projects; Widen the club
- **HOW:** 5 transnational clusters throughout Europe and neighbouring countries to provide opportunities to exchange and on-going support to projects
- **WHO:**
 - Teacher Training Institutions /Student teachers will run the incubator
 - Host schools
 - Business and community partners
 - EU support

Action Plan: Reworking Managerial Mindsets (Grand Challenge 2: continuing professional development)

The focus for this theme is the work required with all staff and, particularly Senior Managers, to embed entrepreneurial education into the quality management structures of the school. Continuing professional development sessions would support staff to audit their existing provision and draw up an action plan for change. Starting with the school improvement policy, continuing professional development provision would be driven by a requirement to identify opportunities for students to experience and learn THROUGH, FOR and ABOUT entrepreneurship. Staff would be offered training in teaching and learning methodologies which support a student-centred approach and the full range of entrepreneurial competences including team working, decision making and risk taking. Potential learning activities would be selected as to their suitability using the CEI²⁹ Four Essentials for Quality Enterprise Education framework:

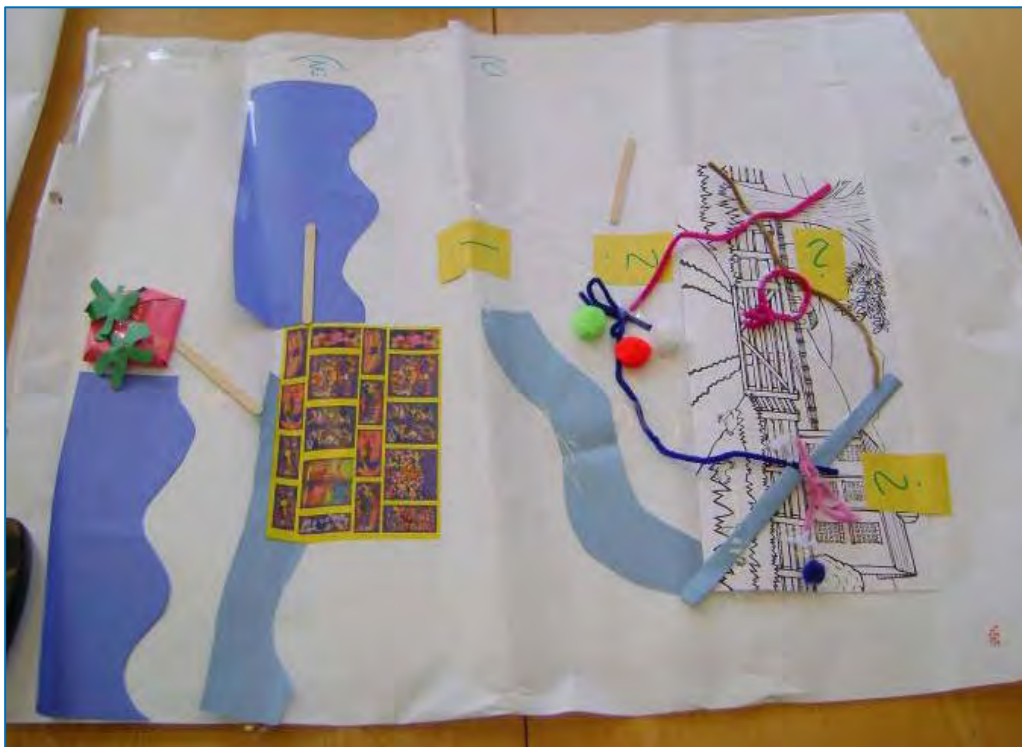
- Learners are set real challenges;
- Learners take responsibility for their own learning;
- Learning is supported by community partners;
- Learning generates real solutions.



²⁹ Centre for Education and Industry, University of Warwick, England

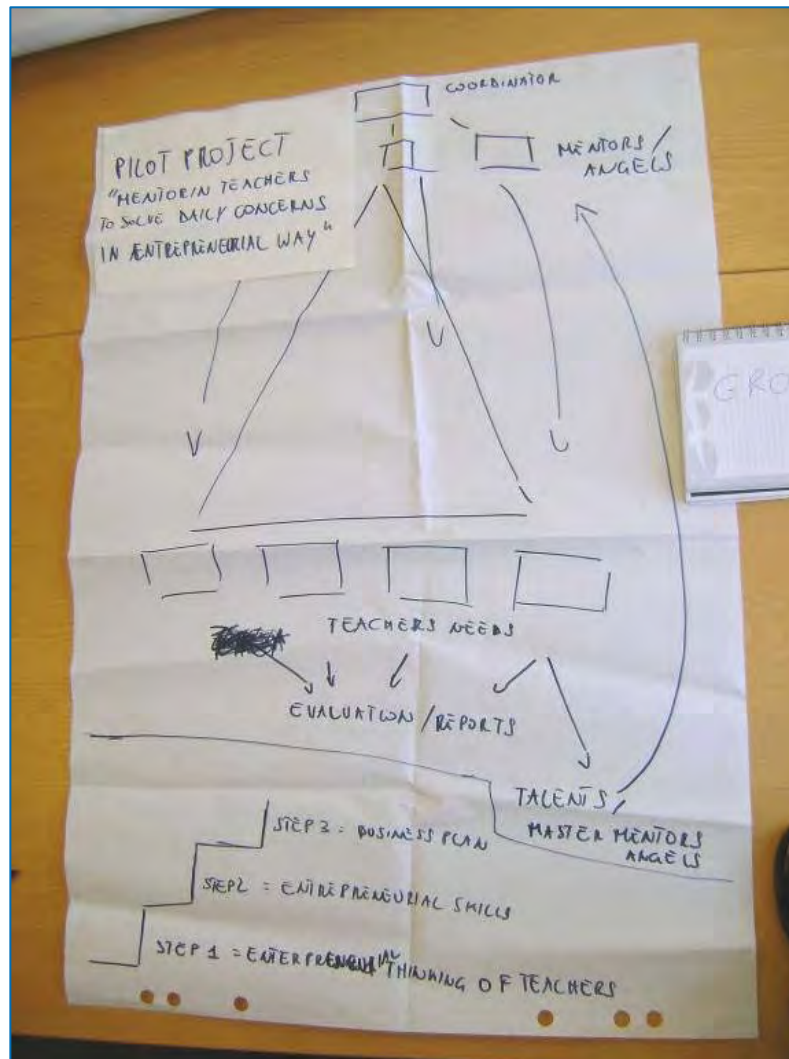
Action Plan: Transforming Schools - The Cultural Journey (Grand Challenge 2: continuing professional development)

Staff in individual schools work together as a whole school initiative to develop an entrepreneurship education 'journey' which describes their process for delivering their vision of an entrepreneurship entitlement for all learners. This vision/mission statement should be an organic development generated from their understanding of the local community and aimed at preparing their learners for life as 21st Century citizens. Staff may well need to accept the need to transform their organisation from a bureaucratic structure to an entrepreneurial learning environment which acknowledges the power of the hidden curriculum as much as or more so than the formal programmes of study. The institution should develop as an agile learning organisation which allows time for staff and learners to reflect on their practice and develop responses. Action would be required which would encompass but also go beyond training programmes for staff and encompass work on the 'eco-structure' of the school. Student voice would be central to the process, with stakeholder involvement in decision making and planning. There would also need to be a campaign to communicate and justify the philosophy to all staff and stakeholders to allow for a shift towards a school which laid a much greater emphasis on student-centred learning.



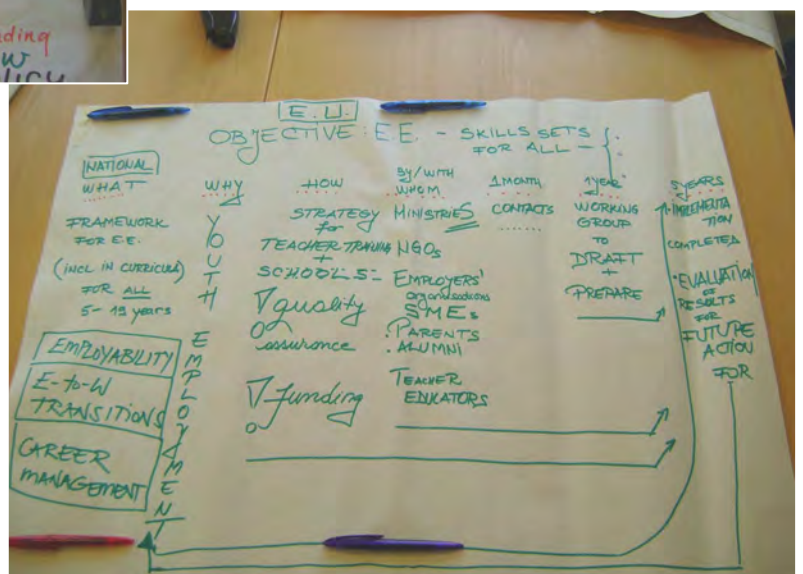
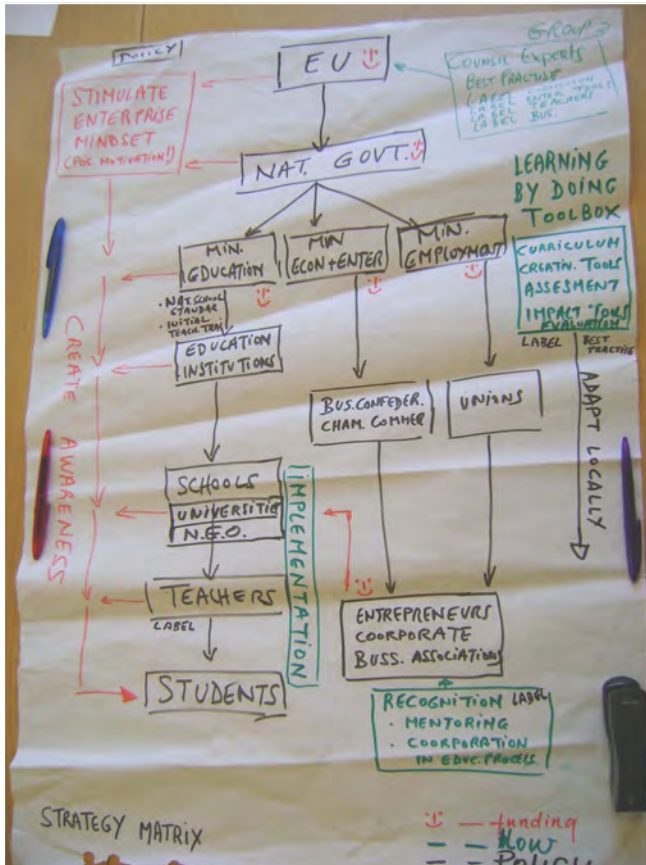
Action Plan: Engaging the Local Enterprise Community (Grand Challenge 2: continuing professional development)

Recognising the difficulties some schools experience developing links with a broader range of stakeholders, the concept of the 'entrepreneurship education Angel' offers many benefits. These 'Angels' would be recruited from the local business community and, following appropriate vetting procedures, trained to work alongside teachers in schools, to challenge some of the 'myths and legends' about entrepreneurship and entrepreneurs which abound in many quarters. These 'Angels' would undergo a school familiarisation training programme and then make themselves available through a local web site to support teachers for up to a week at a time with any challenge which presented itself. They would aim to provide enterprising solutions to the issues faced by teachers and students in and outside the classroom. These mentors would also be encouraged to engage the teachers in discussions about their personal entrepreneurial activity, building an understanding and interest in the entrepreneurial process and life style. The next stage would be to offer those teachers interested an opportunity to learn more about business planning and SMEs in general, ultimately aiming to replicate some of this activity with pupils in a school context. Those mentees with an interest could in turn be trained to work with other colleagues in the school as internal mentors.



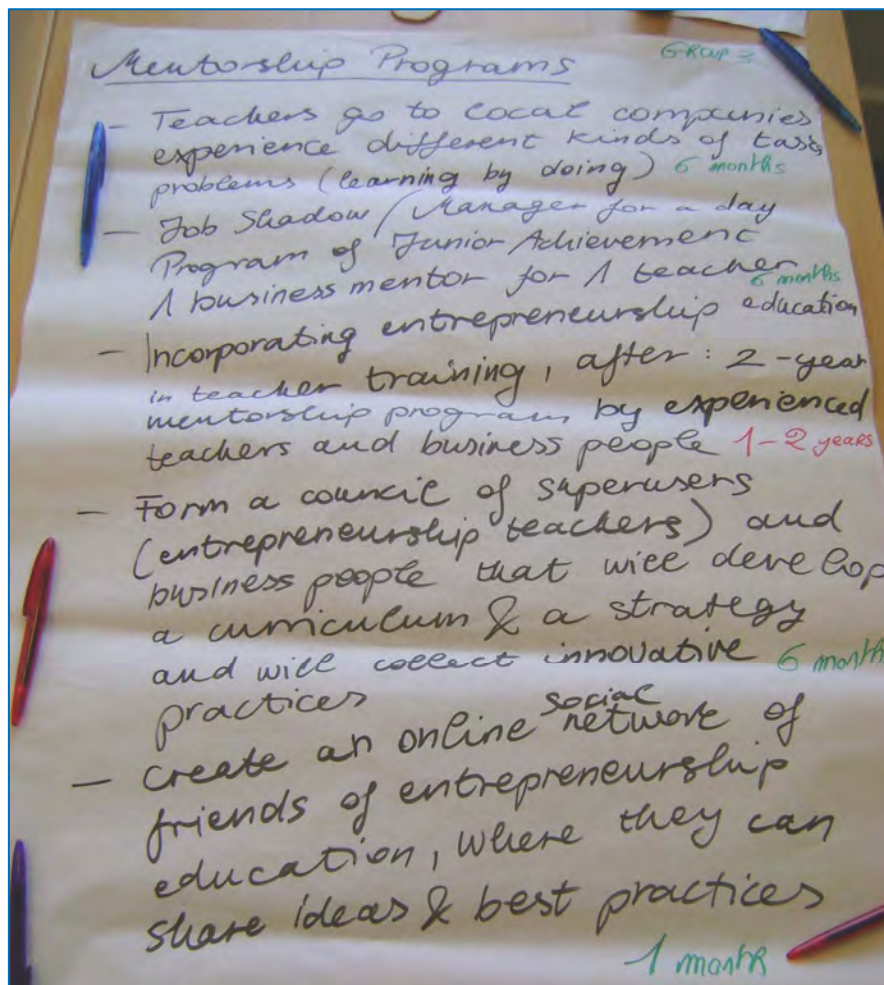
Action Plan: Entrepreneurship as a Skill Set for All (Grand Challenge 3: facilitators of learning and Grand Challenge 5: role of the school and its community)

The need to improve youth employment presents a powerful rationale for the introduction of entrepreneurship education as a means of developing entrepreneurial skills for all. Entrepreneurship can help with employability, school to work transitions, and career management. Strategies are required for teacher education that ensure quality provision and also that funding is available on a sufficient level. The entire gamut of stakeholders should be involved in preparing a strategy for implementation and subsequent evaluation.




Action Plan: Mentorship Programs (Grand Challenge 3: facilitators of learning)



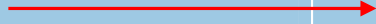
This action plan demonstrates how a mentorship program might be integrated into and lead to the development of wider entrepreneurship education approaches. Under the program teachers will spend time in local companies, experiencing different types of tasks and encountering different types of business problem, essentially learning by doing. In order to create a community of interest they might form an online social network of friends of entrepreneurship education to share ideas. They might also shadow managers within companies. These individuals could then form a council of super users and be given the task of developing a curriculum and strategy for entrepreneurship education. After perhaps 1 to 2 years of such activity entrepreneurship education might then be incorporated into teacher training, drawing on the experience of the teachers and business people who have taken part in the program.



Action Plans: System Support for Teacher Training and Development (Grand Challenge 4: support systems)

The two action plans overleaf provide a comprehensive overview of steps needed to support teacher education at European, national and local levels. At the national level measures include seeing training as an incentive, developing job sharing between teachers and businesses, and seeing entrepreneurship education as a technique that can be used in all subjects. At the local level school to school networks can be developed to exchange good practices and increase quality and participation in entrepreneurship education. Both online and off-line methods can be used.

What	Why	How	By	Short Y1	Medium Y2	Long Y5
Training as an incentive e.g. "Erasmus 4 innovations"	Individual development Recognition Multiplying effect	Attractive plan + experience based learning United Trainer/ Company Erasmus 4 innovators Week → short training course in another country European Academy Specific Prize for Innovators Teachers/Trainers	National + private initiatives Bilateral European /pan-European Regional/ National	Mapping the needs Language orientation Material + training Ongoing  Ongoing 		
Job sharing	Economic logic Direct contacts Ongoing support	e.g. 1 week in a company	Local, National	Contacts	Realising a week programme including didactic use	
Online training e.g. Finnish example resources	To learn form other experience Cost effect	Direct support with a platform self assessment One stop shop	National, European	Technical aspects Mapping which countries have an offer	Update + materials	

What	Why	How	By	Short Y1	Medium Y2	Long Y5
entrepreneurship education as a "methode" → many subjects	Explanation Teach entrepreneurship Interpretation Action oriented approach	Tools development → Active exercise: via text book via guide to the teachers	National, regional			
Joint meeting of Council of Ministers for Education, Youth & Culture & the Competitiveness Council 	Importance of the topic to policy level	Pre-session (1 day before) Overview of implementation Goals for the next steps Entrepreneurship teachers are invited	DG/GD of Enterprise & DG/GD of Education	Ongoing 		
Invite Member States to co work strategic development in teacher training for entrepreneurship education with Commission to coordinate		Development & Experience Exchange and implementation		Ongoing 		

What	Through	How	With whom	Short-term	Medium-term	Long-term
<ul style="list-style-type: none"> - Exchange of best practices - Increase quality & relevance - Support active participation - Raise awareness 	<p>School to school network (+involvement of larger society: entrepreneurs, parents, universities, media etc.)</p>	<p>1. Offline partnerships (local)</p> <ul style="list-style-type: none"> - clusters of communities of/in practice <ul style="list-style-type: none"> ➢ Job sharing/shadowing ➢ Exchange of materials - Coaching <ul style="list-style-type: none"> ➢ By experienced teachers ➢ Companies/entrepreneurs <p>2 Online platform (EU wide)</p> <ul style="list-style-type: none"> - Disclosure / showcasing <ul style="list-style-type: none"> ➢ materials ➢ best practices - Discussion forums - Online training 	<ul style="list-style-type: none"> - Schools <ul style="list-style-type: none"> ➢ Headmasters ➢ Teachers ➢ Parents - Career guidance councillors - Companies/entrepreneurs - Teacher training academy - Universities - NGOs - Society <ul style="list-style-type: none"> ➢ Media ➢ Individuals 	<ul style="list-style-type: none"> - Focus on offline partnerships <ul style="list-style-type: none"> ➢ School ➢ Entrepreneurs ➢ Companies - Start conceptualizing <ul style="list-style-type: none"> ➢ Online/offline - Look for show cases - European Foundation 	<ul style="list-style-type: none"> - Finalise concept - Build platform - Launch beta - Content - Establish partnerships - Mobilise people - EU SME - Week → event - Development of pilot regions 	<ul style="list-style-type: none"> - European Platform up & running <ul style="list-style-type: none"> ➢ min. 20 countries ➢ self organizing ➢ radiant example for outside EU - Platform evaluated - Offline coverage + 80% schools

Action Plan: Mandating Entrepreneurship Education (Grand Challenge 5: role of the school and local community)

This action plan focuses on how to embed entrepreneurship education within education systems. Action is required across several domains: national legislation; the national curriculum; and inspection systems. In relation to national legislation, lobbying by a range of actors will be required to make sure that entrepreneurship education is built in to legal frameworks. Linkages can be made to existing policies such as the European Qualifications Framework, and science, technology, engineering, and mathematics curricula. The key here is to build on existing initiatives.

WHAT	WHY	HOW	BY/WITH	SHORT	MT	LT	
<p><i>DO NOT EMBED IN EDUC SYSTEM</i></p> <p>LAW REGULATION</p> <p>EQF</p>	FOUNDATION	LOBBY	<p>EU MEMBER STATES</p> <p><i>sep. + platform</i></p> <p>STUDENTS</p> <p>OTHER STAKEH</p>	✓	✓	✓	
NATIONAL CURRICULUM	"	BUILD ON EXISTING INITIATIVES			✓		
<p><i>STEM NEED BROAD DEFINITION!</i></p>							
INSPECTORATE SYSTEM	"						✓
KEY STEM COMPETENCE	TRANSLATED TO DIFF LEVELS			EU MEMBER ST	✓		

Entrepreneurship Education:
Enabling Teachers as a Critical Success Factor

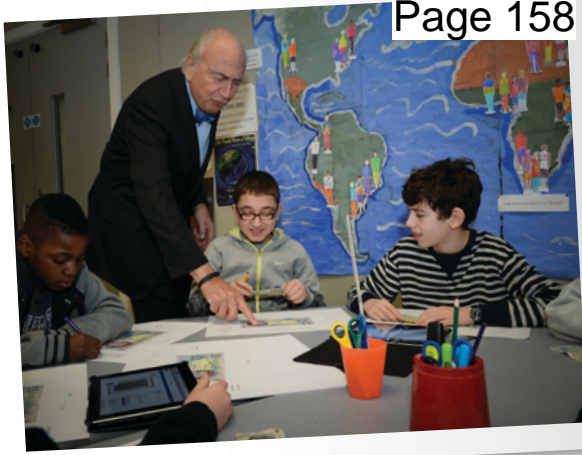


ENTERPRISE FOR ALL

THE RELEVANCE OF ENTERPRISE IN EDUCATION

Lord Young, June 2014

THE THIRD PART OF THE REPORT ON ENTERPRISE AND SMALL FIRMS



Photographs: **Top row, L-R:** Lauriston Primary School; Herringthorpe Infant School. **Middle row, L-R:** Kent Business School; Seven Hills and Gazelle Group 'Coder's Corner' at SUMMIT; Premier League Enterprise. **Bottom row, L-R:** Small Business Charter; Community Links; Young Enterprise Fiver Challenge at Lauriston Primary School. *Picture credits under Notes.*

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CONTENTS

Enterprise for All	1
Executive Summary	4
1. Education and Employability	7
Future Earnings and Employment Record	9
2. Enterprise Passport	11
The Range of Passport Activities	12
A Digitally-Enabled Passport	13
3. Enterprise in Schools	15
Primary School: Capturing the Imagination... the First Taste	16
Secondary School: Adopting Enterprising Attitudes	18
Enterprise Advisers	19
Teachers	23
Education in the Real World	24
Accountability	26
4. Further Education	27
Modules for Working for Yourself	27
Enterprise Societies	30
5. Higher Education	32
Enterprise E-Star Award for Universities	35
Enterprise Modules for All Students	36
Enterprise Societies	38
A Student Business Start-Up Programme	38
Social Enterprise	39
Acknowledgements	42
Lord Young's Executive Group	42
Meetings and Engagements	43
Notes	47

ENTERPRISE FOR ALL

Prime Minister,

When the internet reached critical mass it changed far more than the social and shopping habits of the nation. Only a few years ago the definition of a small firm was one employing fewer than 500: today 95.5% of firms by number in this country employ fewer than ten. The skills sought by large companies, invariably process-driven, were in those days typified by team sports and conformity and that is what the school system was encouraged to deliver. The world of those now leaving education will be one in which self-reliance and creativity will be rewarded and the education system will have to adapt. Nothing in this report will undermine the present curriculum; indeed the most employable skills of all are the three Rs – but they, by themselves, may not be sufficient unless accompanied by an enterprising attitude.

Enterprise means more than just the ability to become an entrepreneur. It is that quality that gives an individual a positive outlook, an ability to see the glass as half full rather than half empty, and is a valuable attribute for the whole of life. It is a quality many bring with them on starting primary school but far too many leave secondary school without. This report looks at fostering an enterprising attitude in both formal and informal education, including the desire to become an entrepreneur, and encouraging more to enter self-employment or start their own company.

It is not just the business world that has changed. We are now asking young people who leave the school system at 18 to make a serious economic decision when they choose a particular university and degree course. By making a Future Earnings and Employment Record available, as outlined in my report, we will enable them to decide if a particular course makes sense. I have spent enough years in the higher education sector to know how jealously universities regard their reputations and how they compare their results with their peers; the availability of this kind of information will

be a powerful driver for raising standards throughout the sector.

It is now well over 30 years since I played a part in the introduction of the Youth Training Scheme. The challenges we faced then are similar to those we have today, namely, the number of young people who leave school demotivated with few or no qualifications. It is difficult for many young people to connect what they are asked to learn in school with the outside world and that is why I am proposing that head teachers have an Enterprise Adviser to assist them by introducing speakers from all walks of life to enthuse pupils in the classroom. We must also make many of the subjects learned in school more relevant to the outside world, including encouraging more pupils in STEM (Science, Technology, Engineering and Maths) subjects. I anticipate that the Local Enterprise Partnerships may well wish to have a coordinating role.

But people are more than just the sum of their qualifications. There are many activities in and around school that help to broaden the experience of the individual. We have introduced a programme called Fiver which is giving primary school pupils £5 for the month of June to see what they can make of it and I look forward to meeting those that have done best after the summer. We have received 27,000 registrations for Fiver so far, far exceeding the 20,000 target for this first year, and we will be looking to double this programme over the next two years. There are many other activities that take place in and around schools. Quite apart from Outward Bound and other similar programmes, there are often school companies, work experience, additional vocational courses and enterprising summer and holiday activities. That is why I am proposing an Enterprise Passport that will follow

an individual throughout their time in education. This passport will be digital, will list all the extramural and other activities and will, for example, enable an employer to take a more rounded view of that individual other than by assessing academic qualifications alone. I could see it being a useful adjunct in university entrance as well.

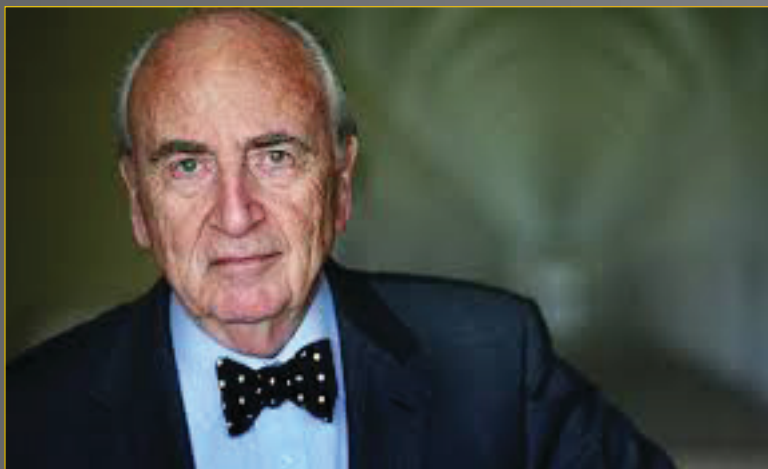
Teachers will have a key role to play if we are to support the learning of young people with the right mix of enterprise and employability skills. I have met many talented teachers up and down the country who are already demonstrating imaginative and enterprising approaches to teaching and learning, and I want to encourage them to go further to promote their pupils' enterprise capabilities. I have therefore proposed that all teachers be given the opportunity to spend a week with a large organisation, public or private, on a special course designed to bring out the skills and attitudes required in tomorrow's world. I also propose that facilities be made available to enable teachers to spend some of their inset days with employers.

We have many excellent further education colleges that produce hundreds of thousands of young people with highly employable skills, but my research has found that only a small number of college courses prepare their students for self-employment or setting up a business. In fact many graduates, be they plumbers, plasterers, hairdressers or many of the other skills acquired in a further education college, may well want to start working for themselves. That is why I am recommending that all courses should include a core module on starting a business so that all graduates will leave with the necessary skills.

Last year we started working with university business schools and as a result many are now reaching out to small firms in their vicinity. Business schools have, up to now, devoted themselves to producing executives for large companies and, as a result of the steps we took last year, we will see more entrepreneurs coming from the schools themselves. However, within the whole body of students at any university, be they on courses as diverse as archaeology to zoology, individuals may wish to work for themselves or indeed go into business to help others, as the substantial growth of social enterprises in recent years can attest. The steps outlined in my report will enable many more entrepreneurs to emerge from the general body of students.

It is difficult to exaggerate the importance of enterprise in all its forms in a modern economy. This report outlines a number of steps we can take over the next few years but much more needs to be done. I am reminded that many of the initiatives I introduced in the 1980s as a Minister evolved into stronger programmes that were able to adapt over time, and I hope that the proposals I set out in this report can be seen as a foundation for us to build on. We can no longer afford to be an island in a globalised world and our competitors will not wait for us.

David Young



The Rt Hon the Lord Young of Graffham PC DL graduated from University College London before becoming a solicitor. He spent a year in the profession before moving on to establish a number of successful businesses. He became Chairman of the Manpower Services Commission in 1982, entered the Cabinet in 1984, became Secretary of State for Employment in 1985 and in

1987 became Secretary of State for Trade and Industry and President of the Board of Trade. He was Executive Chairman of Cable and Wireless plc from 1990 to 1995 and thereafter Chairman of Young Associates Ltd, which invests in new technologies.

Lord Young is an adviser to the Prime Minister on small business and enterprise. He published a report on start-ups, *Make Business Your Business*, in May 2012, and a report on growing micro businesses, *Growing Your Business*, in May 2013.

EXECUTIVE SUMMARY

Enterprise for All is about motivating young people to learn and excel in their education and to see the relevance of their studies. Enterprise is more than the creation of entrepreneurs, it is about a can-do and positive attitude and equipping people with the confidence to develop a career and vocational interests. Enterprise therefore supports the development of a wide range of work and professional skills and capabilities, including resilience, risk taking, creativity and innovation, as well as a self-belief that starting a business is a viable career choice and one of the most exciting and challenging things a person will ever do.

This review covers the full breadth of education and is aimed at education leaders, teachers and all those involved in policy, administration and delivery of teaching and learning in our education system. This includes business champions such as business representative bodies and the Local Enterprise Partnerships (LEPs) that have a key role to play in creating closer links between education and the world of work and business.

This review looks at how we can create a lifelong experience of enterprise in education which is:

- 1. Captive** and meaningful to young people through real-life contact with business and work, particularly for those put off by more theoretical or academic learning; and made relevant in the way the curriculum and exams are designed and delivered.
- 2. Continuous**, beginning with inspiration and a first taste of enterprise in primary and secondary education and then the application of that learning through further and higher education, and later in life.
- 3. Coherent**, first as a strong and consistent government message to empower educators to embed enterprise in their teaching; second, in the way we measure and distinguish the impact of an institution's enterprise activity; and third, through better coordination and consistency in what already exists, to ensure that all young people are able to access enterprise-related programmes.

This report contains a number of recommendations about how we can achieve this:

- **The publication of a Future Employment and Earnings Record after leaving education.** This would be transformational to the way young people assess which academic institutions and subject areas offer the best educational and career prospects, including opportunities for self-employment, and enable them to make an informed choice ahead of committing to tuition fees. Publishing this information through league tables would also promote competition and improvement amongst educators in their response to raising academic standards and their relevance to work and business.
- **Developing an 'Enterprise Passport'** for young people to record and demonstrate their enterprise learning and work experience throughout their education. This will be held digitally and offer a pool of accredited enterprise schemes and resources to educators, a differentiator for employers looking for proven employability skills alongside educational qualifications in a young person's CV, and an accessible tool for Ofsted to assess the quality and level of a school's enterprise commitment.

Schools

Inspiration about enterprise should begin at an early age when children are open to the ideas and influences which will shape their futures. A new Fiver programme is offering primary school children £5 to run a mini-business for a month, to help cultivate enterprise as part of their early learning and as an enduring taste of enterprise and business.

This needs to continue through secondary education and several excellent programmes are already doing well, reinforcing motivation to succeed. We need to join up activity and seek to engage all pupils. The new **Careers Statutory Guidance**¹ stipulates that schools should make an enterprise offer to pupils and this could be reinforced in several ways:

- **A new national volunteer network of 'Enterprise Advisers', coordinated by the LEPs, to work closely with school heads** and enlist local businesses and other occupations and professions to give pupils real-life experience of the world of work and business engagement, including emphasis on STEM subjects in order to improve industry and employability skills.
- **Embedding enterprise flavour into new curriculum materials and examinations**, supported by a higher profile for and greater attention given to enterprise skills and activities in Ofsted school inspections.
- **Providing teachers with experience in business as part of their Continuous Professional Development.** An industry-led business training programme could offer trainees and teachers an opportunity to understand and embed the skills and attitudes that are required in the world of work and business into their teaching of the curriculum.

Further Education

Colleges' focus on professional trades and vocational careers makes them fertile ground for self-employment and entrepreneurship – but currently there is too little coverage in the curriculum modules about working for yourself.

- Students on vocational courses should learn not only the skills of a trade but also how to run and manage a business in that profession – **Level 3 vocational courses should include a module on working for yourself and how to start up a business as a core component.**

Higher Education

All university students should have access to enterprise and entrepreneurship, including a growing ambition amongst young people to develop their interest in social enterprise. In higher education, enterprise should extend to all areas of faculty and study, and I am encouraging:

- **Universities to have an elective enterprise module available to all students.**
- **An active and supported enterprise society in every university** – and the Department for Business, Innovation and Skills (BIS)'s funding to the National Association of College and University Entrepreneurs (NACUE) for 2014/15 should be awarded on the basis of targeted objectives about supporting and measuring start-ups and entrepreneurship.

- **A 'start-up programme' in all universities that have business schools holding Small Business Charter² status.** This should include specific provision for starting and funding social entrepreneurship.
- **Create an incentive and reward structure for enterprise activity at universities by developing an enterprise "E-Star" award,** under the patronage of the Duke of York, to distinguish the universities that are delivering the strongest enterprise ethos and outcomes for their students.

The issues and conclusions highlighted in this report focus on the position in England, accepting that other arrangements apply in the devolved administrations.

1. EDUCATION AND EMPLOYABILITY

Young people today experience a completely different economy and labour market than previous generations. There was a time when our education system was predicated on preparation for lifelong careers with large companies and employers. Today, 95.5% of firms in the UK employ fewer than ten people³ and the prospect of leaving education and working for the same employer for their entire career is no longer a realistic option for most young people, nor is it necessarily their first choice. Instead they are far more likely to have multiple careers with various employers, ranging from global multinationals to small and micro employers.

The most striking difference is that you are more likely than ever before to run your own business. This is due in large part to the transformative nature of the internet and other technological developments which are facilitating an abundance of new career and business opportunities for all people, and at a rapid rate. We have witnessed a staggering rise over the last ten years in self-employment, which has now reached 4.6 million, including an increase of 10% in the period since my report last year on *Growing Your Business*, and is now at an all-time record high.⁴ To put this into context, self-employment has contributed nearly half of the 780,000 new

jobs created in our economy over the last year.

The rise in entrepreneurial activity has amounted to 600,000 more microbusinesses (firms with 0–9 employees) in existence than there were when the recession first began in 2008, and 40% more than at the turn of the century.⁵ When we look into the individuals involved, and the reasons for turning to self-employment and small firms, we are seeing a growing positive attitude and motivation to start up a business. A recent RSA/populous survey⁶ found that 84% agreed that being self-employed meant they were more content in their working lives (66% completely or strongly so). Of those polled in this survey, 82% said the work they do is more meaningful than that found in a typical job, and 87% reported that they have more freedom to do the things they want.

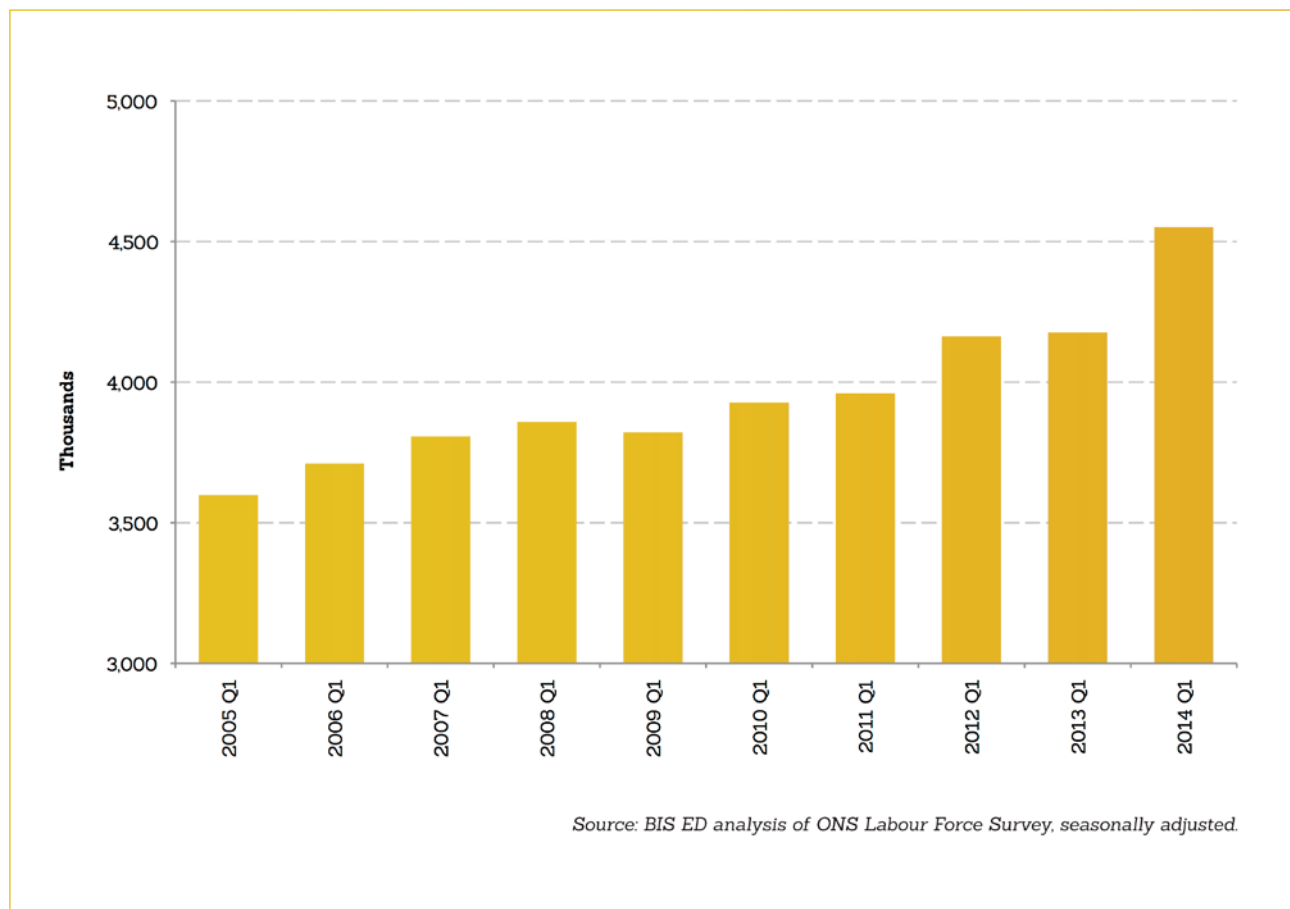
“ . . . the growth in self-employment is as much to do with structural changes in our economy and society as with short-term economic fluctuations. ”

(Salvation in a start-up? The origins and nature of the self-employment boom, RSA, May 2014.)

This surge in entrepreneurship is apparent amongst all age groups not least for those aged under 30. The RBS Youth Enterprise Tracker reports that 55% of 18 to 30-year-olds aim to start a business, compared to 35% of the total adult population. Fourteen per cent of this age group said they are actually in the process of starting a

business.⁷ The aspiration and ambition to work for yourself is also pronounced amongst those at school leaving age – around one in eight young people aged 16–19 think that they are likely to become self-employed.⁸

SELF-EMPLOYMENT NUMBERS, 2005–2014



“ You are more likely than ever to work in a small firm or start your own business. ”

Future Earnings and Employment Record

Our education system and career advice needs to adapt to this changing pattern of work, including a better balance between education and skills for employment, and motivation and support to work for yourself. The best way to drive changes in the way schools, colleges and universities respond to this changing labour market is to create transparency about the economic impact that these institutions and their course subjects have on their pupils and students.

“ A key recommendation in this report is for the publication of an employment and earning record for the decade after leaving education. ”

Government has made good progress to ensure that everyone can understand the benefits of education from the 3Rs, higher apprenticeships and degrees. This includes improvements in the way we can give people information about courses on offer, but the system is less transparent about the financial and economic return to an individual when they complete their studies and what impact this will have on future employment and career prospects.

I see the Future Earnings and Employment Record (FEER) as a highly persuasive tool to drive continuous improvement in the way education institutions meet the needs of our rapidly changing labour market, as well as the increasing aspiration amongst young people to be their own boss. I am proposing that government take steps to publish both employment rates and earnings over a period of at least ten years post-completion of every further and higher education course.

What FEER would do

Making such outcomes visible can achieve this in three important ways:

1. It provides incentives, through increased competition between institutions, to improve the quality and diversity of the courses they offer and make sure their students are best equipped for the world of work.
2. It can empower learners and their families to make better informed choices about which course will benefit them the most in terms of future career prospects and earnings. This would include an understanding of the earnings trajectory of one occupation compared with another, over the short, medium and longer term. For instance an occupation that pays handsomely in the first few years after graduation may well be surpassed in later years by the likely earnings of other professions and career paths, including those that opt for self-employment and starting a business. In addition, tuition fees are likely to be one of the biggest financial commitments that a person will make in their life and there is a duty on us to enable young people to make fully informed decisions about where they will go to start and further their education.
3. It enables national government and local and sectoral stakeholders to draw comparisons between the effectiveness of institutions. This could include business start-up activity to help understand the entrepreneurial credentials of each education institution.

FEER would also provide information about the way the institutions are encouraging their pupils and students to explore different patterns of education – in

particular how the vocational pathways are being utilised as an alternative to traditional academic ones. I would expect key roles for boards of governors, LEPs, the National Careers Service and its advisers, and my proposed Enterprise Advisers, to use FEER as a resource to advise young people about their future academic choices and as a means to identify the optimal pathway to achieving their chosen profession.

The opportunity already exists to publish FEER in further education through provision made under the Education and Skills Act 2008; and some useful but limited data is currently available by the Higher Education Statistics Agency.

I have encouraged government to publish information on further education this year, as a first step, and then use additional legislation to bring together HMRC data and statistical information about destinations of leavers to track employment and earnings for all education sectors and long after a person's education is completed. In addition I would like to use this provision to publish and index future employment and earnings data in a simple and accessible format so that students can assess the full costs and likely benefits of specific courses at specific institutions.

“ Publish and index future employment and earnings. ”

2. ENTERPRISE PASSPORT

The second major change that I am recommending will allow the recognition of enterprise activity throughout the education system, from primary school through to college, university and beyond. This will be an opportunity to change the way we think about what children and young people learn beyond the curriculum and what employers value; too much of which goes unrecorded and unacknowledged.

Much of the extra-curricular enterprise activity I describe in this report and many other things pupils and students do in education and beyond can go on to make a substantial contribution to their CVs later in life. These activities will be of great interest to employers who are looking for enterprising individuals. We are good at valuing and recording academic and vocational qualifications using well-established systems in school, further and higher education. Now we must do more to record the wider activities schools and many other organisations deliver for young people to increase their employment prospects and recognise their enterprise skills and experience.

I am grateful to Young Enterprise for the idea of an Enterprise Passport, which I would like to see rolled out throughout the

whole education system and form the basis of my proposals to provide a step change in recognising enterprising attitudes. I would like to see this valued by parents, employers and the community in the same way we value community service and sporting success.

“ We must do more to record what schools and many other organisations deliver for young people to increase their employment prospects and recognise their enterprise skills and experience. ”

This would have a strong motivational effect on children and young people and would be valuable to employers in helping them judge a potential employee. At a time when many employers report how difficult it is to distinguish between applicants on their educational qualifications alone, the Passport will be a valuable adjunct, enabling a fuller picture of enterprise and employability skills alongside academic qualifications.

The Range of Passport Activities

There are hundreds of initiatives offering high-quality enterprise and careers inspiration activities which are beneficial. The Passport will record those which add value and might include activities drawn from those below. This is an illustrative list only, and is not exclusive:

1. School, college and university-based business programmes such as:

- **Fiver:** gives Primary School children a month to do something enterprising with their £5 pledge.
- **Tenner:** provides £10 seed capital for secondary school pupils to start a business and compete to make the most profit.
- **Other Young Enterprise programmes:** these are available at all stages of education.
- **Tycoons in school:** gives students an opportunity to experience running a real-life business, from creating a business plan to actually trading.
- **Enterprise societies:** student-run, university clubs that give all students the chance to take part in enterprising activities.
- **YES programme:** provides learning resources for primary school pupils to teach how the skills they learn at school relate to different careers.
- **MyBnk:** gives students the chance to run a bank amongst other enterprise opportunities.
- **Locally run school/business programmes and competitions:** to make links between young people and local employers.
- **Duke of York and Nominet Trust's iDEA award:** accrediting digital badges to support young people's digital and entrepreneurial skills.

2. Personal development:

- **Business Class, run by Business In the Community:** develops partnerships between schools and businesses to support disadvantaged young people.
- **National Citizen Service:** provides opportunities for 16 to 17-year-olds to develop by taking part in a team project to help their community.
- **Duke of Edinburgh's Award:** challenges young people to spend their free time on activities that contribute to their personal development and their community.
- **Cadets:** helps young people develop through fun, exciting and challenging opportunities.
- **Barclays LifeSkills:** provides resources to help teachers develop their pupils' work, people and money skills.
- **Prince's Trust:** provides programmes and support to vulnerable young people to help them move into work, education or training.
- **Job Junction:** provides school-based careers advice and support.
- **Scouts or Guides:** enables young people to gain a range of skills and be part of a community.
- **Peer mentoring or coaching:** enables young people to develop communication skills.
- **Outward Bound:** outdoor and residential leadership programmes for young people.
- **Volunteering:** for a charity or another community organisation.
- **Taking part in sport (outside of school lessons):** requires commitment and resilience.

3. Careers education:

- **Speakers for Schools:** runs events in schools with talks from inspiring figures.
- **Founders4Schools:** connects entrepreneurs with schools.
- **Inspiring Women:** provides female role models to help girls engage with their learning.
- **STEM speakers and events:** promote careers in Science, Technology, Engineering and Maths.
- **Primary Futures:** run events in primary schools to teach young children about the world of work.
- **The Skills Show:** provides hands-on experiences to inspire young people to explore further education.
- **Workplace visits** to a variety of employers.
- **High-quality work experience** such as sustained company schemes.
- **MyKindaCrowd:** allows young people to respond to challenges set by businesses.
- **Ideas Foundation:** provides work experience in the creative industries.
- **Sorrell Foundation Saturday Clubs:** Arts and Design projects for young people working with businesses.
- **Brightside Trust:** arranges e-mentoring for young people.
- **Mosaic Network:** provides mentoring in disadvantaged communities.
- Other mentoring and coaching activity.

A Digitally-Enabled Passport

I am proposing that the Passport is administered using an online record. A digital record provides an accessible way for young people's enterprise activity to be validated and recorded. I envisage that scheme providers would input activity and level of achievement into a young person's Enterprise Passport, and the recipient would be able to view and share the record of attainment with prospective employers as part of their CV or job applications.

There are already a number of passport and reward models but none that cover the entire enterprise and work experience journey for young people. The Higher Education Achievement Record (HEAR) offers an electronic record of students' wider experiences and skills alongside their academic achievements, and this is joined by National Careers Service Lifelong Learning Accounts, Further Education accounts and other systems

which offer online CVs. The Duke of York and Nominet Trust's iDEA award will use digital badges to accredit young people and we hope to collaborate with the iDEA project and others to develop a platform to support the passport. The purpose of the Enterprise Passport is to harness all of this into a coherent offer for young people, schools and employers to recognise and understand. I am proposing two key strands of work to make this happen:

First, to convene a group, leading to an Enterprise Passport Supervisory Board, which will work with schools, head teachers unions and other education heads, programme providers and employers' representatives to determine how the Passport might be operated and what it will cover. This would determine: how an award system might work, including a grade or points system to record not just participation but also attainment; and how the board

would authenticate the schemes to be included on the Passport.

Second, to deliver the best technical solution to host and administer the Passport online. This will require capacity to accommodate detail about validated schemes as well as the information of many millions of young people that I hope will use the Passport to record their enterprise accomplishments.

A key imperative for this work will be to enable teachers and those running enterprise schemes to be able to input a young person's activity into the Passport in an accessible way; and to ensure that young people's personal information is safeguarded at all times and only available to those that they wish to share it with. I am already consulting major technology companies to come up with an online solution that can achieve this.

CASE STUDY

PREMIER LEAGUE ENTERPRISE CHALLENGE | *Emma Joussemet, Senior Community Policy Executive*

Premier League Enterprise is a Premier League UK Community initiative in which Premier and Football League Clubs work with young people in their local communities. Part of this is the Enterprise Challenge in which thousands of 14 to 19-year-olds compete to generate the best solution to a real-life business scenario.

Why is the Premier League Enterprise Challenge so successful?

Sport is able to engage a diverse group of people, often from very different backgrounds, helping to build relationships where before they could have been nonexistent or had broken down. Partly it is the power of our brand and our place in communities – we are able to use the football clubs to really capture students' imaginations.

How does the scheme help young people?

By tasking students aged 14–19 with developing possible solutions to real-life challenges that football clubs face it instils: confidence; communication skills; team spirit; personable skills; aspiration; can-do attitude; literacy and numeracy; and

broadens horizons. Participants also often gain new skills like presenting, planning and problem solving.

How do you engage with the local community and schools?

Our football clubs work with local communities and schools all year round so we are fortunate that good relationships already exist. With schools we are mindful of fitting around the school timetable but we have found that teachers recognise the benefits for their pupils and are keen for them to take part.

What next?

The expanded 2014/15 Challenge launches in September 2014. To find out more, visit www.premierleague.com/en-gb/creating-chances/2013-14/west-ham-win-premier-league-enterprise-challenge-2014-final.html



3. ENTERPRISE IN SCHOOLS

It is at school that you acquire the skills that are the foundation of your future. Literacy and numeracy are of course essential, but so is the spirit of enterprise. By this I don't just mean the enterprise that creates entrepreneurs but also the enterprise that creates a positive outlook on life that enables you to succeed in any endeavour.

Employers tell me they need enterprising and motivated young people; teachers know that many who don't see the relevance of their lessons become discouraged in the classroom. My concern is to do as much for young people who leave school with low aspirations that blight the rest of their days as to broaden the horizons of those who have done well.

My experience over many decades has convinced me that, for many young people, the fourth R is relevance and that many only learn when they see the application of the lesson. I hope that, wherever possible, teachers adopt examples that relate to the real world so in mathematics use the illustration of a simple cash flow or other practical application. The more that school relates to their future life the more they will relate to their lessons.

The delivery of enterprise in education should begin in primary school and, as the rest of the report shows, continue throughout the education system. The ideas in this chapter should apply to all types of school regardless of how they are funded. To meet the demands of the future economy we need to give all schools the means of preparing pupils for work.

I am grateful for the support of both head teachers unions on this matter, as I am to Ofsted for its positive response. They all see, as I do, that leadership in this area reflects well on the school and benefits children and young people and is a mark of a school's ethos. It will be a longer journey for some schools than others, but I am convinced it is one worth making.

These proposals are not intended to change the curriculum or the way schools operate, but to give their charges a view of what awaits them after school, of all the opportunities that are open to them in life. At the same time I want to offer teachers the chance to see how the world of work is changing so that they are aware of what will be required to help young people in their future lives.

Primary School: Capturing the Imagination... the First Taste

Many children bring enterprising attitudes with them when they first enter primary school. The best schools maintain that optimism and confidence so that their pupils see the link between learning and their future lives. Some primary schools do a great deal to keep the minds of their charges open and I would commend Rotherham Ready for the programmes they have introduced into their primary schools that make a game out of the world of work, but broaden their charges' minds at the same time.

There are many examples of good practice outlined later in this report and I cannot over-emphasise the importance of encouraging a positive outlook at the very beginning of the school career. We have just introduced a new programme called Fiver that will give primary school children £5 to run a mini business for the month of June to help cultivate enterprise as part of their early learning and an enduring taste of enterprise and business. Young Enterprise, supported by Virgin Money, have done an excellent job to promote Fiver across the network of primary schools and it has now exceeded its initial 20,000 target for this first year with 27,000 registrations so far. We plan to double this programme over the next two years.

Young Enterprise's Fiver Challenge is a free, fun and engaging initiative that provides 5 to 11-year-olds across the UK with a pledge of £5. Participants are challenged to set up mini businesses with their £5 in the month of June to create products or services they can then sell or deliver at a profit and engage with their local community.

Supported by Virgin Money and BIS, Fiver Challenge introduces young people to the world of enterprise and helps build important employability skills, such as risk taking, team working, problem solving, communication and financial literacy, which they can continue to develop in later life.

Fiver Challenge is in its first year, but builds on the success of Young Enterprise's Tenner Challenge for secondary school students. By 17 June, 417 Schools and 27,000 young people had registered.

www.fiverchallenge.org.uk



Photograph: Lord Young launching the Fiver Challenge at Lauriston Primary School.

CASE STUDY

READY UNLIMITED | Catherine Brentnall, Founder

Ready Unlimited is a not-for-profit social enterprise that works with educators, schools and local authorities to develop enterprising curricula that are relevant to the opportunities and challenges of the 21st century. Rotherham Ready was started in 2005 and now works with 449 schools across the UK.

How does Ready Unlimited work?

We help teachers understand the diverse world of enterprise and business so they are equipped and motivated to connect classroom learning with the real world, are confident to build links with external partners, and can create enterprise-focused learning experiences for pupils. We help schools develop their knowledge and understanding of the labour market, locally and globally, so they can develop relevant learning that connects children to these opportunities.

What does this mean in practice?

A great example is Herringthorpe Infants School which is in an area of deprivation but harnesses enterprise to create a culture of high expectations and challenge. Foundation year children sell the eggs laid by the chickens they look after, Year 1 children design packaging for the eggs and Year 2 children calculate the costs and profits of the enterprise. This brings different elements of the curriculum to life and encourages children to develop their creativity, initiative and problem-solving skills from their very first day at school.

What are the benefits to the school?

A recent review of Derbyshire Ready in Ofsted reports highlights the impact. Comments from inspectors show how an

enterprising
education
was
improving

teaching and learning through innovative curriculum design and topics, impacting on behaviour by engaging and motivating pupils, improving attendance and raising achievement. Comments included: "Pupils have excellent attitudes towards learning and value the enterprise skills they learn in school, such as working in teams and trying new things". Derbyshire Ready schools were twice as likely to have improved (gone up an Ofsted grade), than regular Derbyshire primary schools.

What do children think of it?

One Derbyshire Ready head teacher described the turnaround in her school: "You see the impact on their behaviour; it just fits with them, because children are really involved. It's a privilege to be in the classroom now. We had a child that kept getting excluded, but now he's changed his behaviour to get into the classroom. He saw it was a privilege to be there and he was missing out by being excluded."

What one thing would you recommend to those who would like to embrace enterprise education?

Understand that enterprise is a powerful vehicle for school improvement. It isn't a bolt-on activity, but a whole-school approach that impacts on the culture and curriculum of a school.

www.readyunlimited.com



Secondary School: Adopting Enterprising Attitudes

Some young people do not enjoy such a positive experience. Too many come out of school without confidence in themselves and lacking a positive view of what they are going to do later in life. They also enter the world of work without the understanding that a positive approach may well make the difference to getting a job or success in work or in business.

When I look at enterprise activity in secondary schools, I see great examples like Tenner, Tycoons in Schools, and the Premier League Enterprise Academy. Community Links, through its enterprise team, offers pupils and students from a range of schools and colleges in East London practical skills and confidence to enhance employability opportunities, and provide support to those wishing to set up a business or enterprise.

We need to join up activity and seek to engage all pupils. Too often, and for far too many, secondary school is where demotivation begins. For many young people the fourth R is relevance, for unless they see the relevance of their lessons to their life and their future, they switch off and their education passes them by. All too often I have seen young people in later life, with little or no qualifications, quickly acquire knowledge when they see the purpose of their lessons. That was the great lesson of the Youth Training Scheme in the eighties.

The Government's Careers Inspiration Vision has already begun to alert employers and schools to the importance of working together. In addition I have seen models like Ready Unlimited start

in Rotherham and spread to Hull, London and Derbyshire. They are providing a systematic and holistic approach to enterprise, which embeds the ethos and practice from head teachers, teachers, schools and the wider local community. A process of engagement has already begun between some LEPs and their local authorities to propagate the Ready Unlimited model in their areas and I hope this can extend to more schools across all LEP areas.

“ For many young people the fourth R is relevance. ”



Photograph: Young people from Community Links come into N10 to share their ideas about promoting enterprise in education.

CASE STUDY

SUPA TUCK | *Bejay Mulenga, Founder*

Bejay Mulenga came up with the Supa Tuck model at the age of 14 while studying for his GCSEs.

Where did the idea for Supa Tuck come from?

While at school, I was frustrated by the lack of practical experience in my GCSE Business Studies course. Without any outlet to put theory into action, the lack of hands-on projects created an environment where innovation was stifled. At the same time, I noticed that in the playground students were selling snacks to each other under the radar of teachers and realised there was a market for a student-run tuck shop, where business students could put what they were learning into practice.

How does Supa Tuck help students?

Practical experience allows students to develop many business and enterprise skills such as communication, customer service, organisation, stock control and market research. These skills also interlink with their current GCSE Business courses and help bring the curriculum to life. More importantly, all seven students who initially engaged with the Supa Tuck model achieved A*-B grades, proving the importance of gaining practical enterprise experience.

www.supatuck.com



**Supa
Tuck**

Enterprise Advisers

I would like head teachers and their staff to be able to call on inspiring and successful people in all walks of life, to offer a strong link to the local business community including social enterprises, and support them in navigating and getting the most from the array of enterprise schemes and speakers into schools programmes.

I am proposing a new programme of 'Enterprise Advisers' which will be a national volunteer network of motivated people, coordinated by the LEAs. This will be optional for schools and head teachers – but I am convinced that a large majority will see the benefits and want to take up this additional support, and am encouraged that the Association of School and College

Leaders and the National Association of Head Teachers have signalled their enthusiasm.

The Advisers would be drawn from local business and occupations from the public and private sector. This presents these employers and businesses with a huge opportunity to invest in the attitudes and capabilities they need to employ a skilled and productive workforce. For too many decades business has complained about the quality of education in our country and from the many discussions I have held over the last few months with business organisations and companies I have met, I believe that there will be no shortage of volunteers for this rewarding role.

The role of the Enterprise Adviser

I propose that Enterprise Advisers would advise head teachers and teachers on the ways employers can engage with the school – drawing on advice from key local partners, including those that offer careers advice. I would envisage that the Advisers are drawn from all sectors of the economy and not only restricted to entrepreneurs. What they will all have in common is an enthusiasm and dedication for helping young people to realise their potential by using opportunities that enterprise can offer.

The Advisers would be volunteers who understand this landscape and the opportunities for schools and employers to come together. I propose that the Advisers have two principal roles:

1. To call on a pool of speakers, coaches, mentors and trainers who can work with children and young people in school or in the workplace. This would include forging links between the school and local businesses, including social entrepreneurs, facilitating visits or work experience and shadowing opportunities.

I want these speakers to be inspiring and relevant. They should not be remote from the lives of the young people they are addressing; a former pupil with a successful local small firm would be more effective than a great captain of industry. All too often speakers who already come into schools speak to classes of those in their last years. If we really want to motivate, then it is important that we get to those in their early years in school with their lessons still ahead. There are already many organisations like Primary Futures, Speakers for Schools, Founders4Schools and many others that I have highlighted in my Enterprise Passport proposal, that are helping schools bring in speakers

and promote business and professional engagement, and they do valuable work; I am inviting them to a meeting to see how we can coordinate their work and spread good practice.

2. Offer head teachers practical ideas and support about delivering enterprise in education in their schools. This should include how they and their staff can respond positively to the Careers Statutory Guidance.

A key way they could do this is by advising head teachers to find, and encouraging them to use, the enterprise programmes available, including those to be recorded in my proposed Enterprise Passport.

Another way we can help the Advisers and the schools they engage is by enabling them to identify the resources and the schemes that are most relevant to the needs of the pupils in the school. This requires help to navigate their way through the hundreds of enterprise programmes and schemes. I have asked BIS to extend its Growing Ambitions tool, initially focused on manufacturing, to provide an online marketplace tool for the Advisers and teachers to identify schemes that provide curriculum supported materials and visits that contribute to lessons and careers advice. This tool will become available later in the year.

In the course of my review, I have been asked repeatedly to send a clear message about the importance of science, technology, engineering and mathematics (STEM) in school. Young people find out, often far too late, that success in these subjects in school is necessary for progress to a host of interesting, exciting and very well paid jobs. The quality of STEM education in schools is a key factor to our economic growth and I am proposing

that the Enterprise Advisers, aided by the LEPs, are focused on how we can bring in speakers who can help young people in their learning of STEM subjects.

The role of the Local Enterprise Partnerships

I would like to invite each LEP area to take a key coordinating role in making Enterprise Advisers available to school leaders. I also believe it is important that the LEP has a role judging if the activity in their area between schools and enterprise advisers meets the local economic needs. LEPs are best placed to do this. They might also offer links to other schools or former head teachers who can advise on how a school delivers enterprise activity.

I envisage that each LEP will need one or two full-time paid Enterprise Coordinators, to recruit and manage the Enterprise Advisers. These coordinators might:

- Help recruit Enterprise Advisers working with school head teachers and leaders.

- Manage the network of Advisers in their area, building links between them and overseeing performance.
- Equip the Advisers with the resources and contacts they need to fulfil the role.

I am encouraged that the LEPs have shown enthusiasm to take on this role, which will give this network national coverage and strong links with local businesses right from the outset.

Next steps

As I publish this report I am inviting a panel of experts to come together and determine how this arrangement could best work for schools – it is most important that we give schools flexibility in how they access this help. This panel will be made up of school leaders, speakers into schools and enterprise programmes, employer representatives, and chaired by Paul Drechsler, Chairman of Teach First and Business in the Community. I will also be inviting in the LEPs for a further meeting to discuss their key coordination role.



Photograph: Students enjoying listening to a business speaker in The Job Junction.

CASE STUDY

THE JOB JUNCTION | *Lesley Burrows, Founder*

The Job Junction was born to bring business and education together to build a stronger workforce and increase aspiration in young people.

Why did you create The Job Junction model?

Businesses constantly say that young people leaving school, college or university do not have the skills they are looking for, and lack an enterprising attitude. When schools took control of careers advice, I saw this as an ideal opportunity to do things differently and consider how we bring work and entrepreneurship to life, in schools, on a daily basis and from an earlier age.

How is The Job Junction different?

Firstly, constantly being on the premises (having a dedicated, branded space in the heart of the building) means we are part of the school and not just a visitor, so we form an integral part of their career strategy. Most importantly, our model involves students supporting students with employability skills, CVs, mock interviews and career exploration. Delivery is managed by our professional Coaches and we have recruited over 50 students so far to work in the DREAM team – DREAM reminds them of the skills and attributes they need to demonstrate: Dedication, Reliability, Enthusiasm, Adaptability and Motivation.

How do you build relationships between businesses and schools?

The DREAM team role requires our student representatives to continuously engage with local businesses, inviting them into the school to share their expertise, experiences or demonstrate their products. One particular way that businesses get involved is by allowing us to advertise their live vacancies within the school and run a mock recruitment process. This gives students the chance to

experience the application process, including an interview,

and receive valuable feedback. This develops competence, resilience and builds confidence, whilst connecting them with businesses directly. Winners receive a prize but in one recent case a student about to leave school will actually be offered the job!

How do you know The Job Junction is working?

I think this is summed up by Mike Tull, Headmaster of Marsden Heights Community College, who said “The Job Junction has had a significant impact in inspiring our students and raising their awareness as to the value and opportunities afforded by the world of work. It is preparing them to access this world full of confidence, equipped with the skills of enterprise, independent working and underpinned by the highest aspirations for achieving their full potential in life.” We discover natural talent and work with the students to instil a firm belief that their talent has significant value, whilst highlighting opportunities to apply that talent in the future.

What next for The Job Junction?

We have established in four secondary schools so far with eight more in the process (North West and the Midlands) via our licensing model. We plan to expand this licensing model so it reaches as many young people as possible. In September 2014 we are starting a pilot in primary schools to see how The Job Junction can be adapted to reach younger children when they first begin thinking about their future.

www.thejobjunction.co.uk



Teachers

Teachers have many responsibilities in school and I want to offer them help to ensure that they are up-to-date in their understanding of the world of work, which has changed so much in the internet era. Then they will be better able to relate the attitudes and talents of pupils to the needs of life after school and crucially be better able to make the link between the curriculum and the kind of problem solving demanded of people having to work in the private or public sector.

Ofsted's Enterprise Education Training resources⁹ are unequivocal about the key factors promoting successful enterprise education, and this highlights:

- Encouraging teachers in all areas of the curriculum to develop more enterprising approaches to teaching and learning in order to promote pupils' enterprise capabilities.
- Having an effective programme of training to develop teachers' understanding of enterprise education and their expertise in delivering it.

I have the support of the Confederation of British Industry (CBI), Institute of Directors (IoD) and other large businesses I have spoken to, to propose they offer a five-day course to any teacher, which could be stand alone or part of their Continuing Professional Development. The course would not be specifically about the host business but provide insight into the principles of running a business and the skills looked for by today's employers.

In addition, I would like to suggest that Enterprise Advisers can work with head teachers and teachers to ensure that best use is made of their inset days.

Over time I would envisage head teachers will find business awareness and understanding a useful part of a teacher's skill set and recruit accordingly. These skills are some of the most valuable a teacher can have in preparing young people for the world of work. I know large employers, with capacity to run the courses, will recognise this and ultimately benefit from it.

Relevance for all types of schools

It would be wrong to assume only certain types of schools should emphasise this link with employers and entrepreneurship. All young people need it and, from what I have seen, they have a growing appetite for it.

There are over 3,400 Academies in

England. Academies get money directly from the government, not the local council. They're run by an academy trust which employs the staff. Some academies have sponsors such as businesses, universities, other schools, faith groups or voluntary groups. Sponsors are responsible for improving the performance of their schools. There is a wealth of variety in these schools and not all are set up with enterprise as a priority but I would like Academies to be able to benefit from the offers which we are making to maintained schools: Enterprise Advisers should be readily available to help all schools, including Academies, find links to local business which will enrich schools' enterprise ethos. The Enterprise Passport will also be available to all pupils to ensure their achievements on enterprise are rewarded.

In particular I would highlight the work of University Technical Colleges and Studio

Schools as places where enterprising pupils have many opportunities:

- **University Technical Colleges** specialise in subjects like engineering and construction – and teach these subjects along with business skills and using IT. Pupils study academic subjects as well as practical subjects, leading to technical qualifications. The curriculum is designed by the university and employers, who also provide work experience for students. University technical colleges are sponsored by universities, employers or further education colleges.
- **Studio Schools** are small schools – usually with around 300 pupils – delivering mainstream qualifications through project-based learning. This means working in realistic situations as well as learning academic subjects. Students work with local employers and a personal coach, and follow a curriculum designed to give them the skills and qualifications they need in work or to take up further education.

Education in the Real World

My final proposal for schools is not a change to the curriculum but a change to how it is taught. Young people engage in learning more readily when the subject matter has a practical or recognisable nature and I would ask teachers to look to the growing set of teaching resources that put the curriculum in real-world context. I have seen in primary schools an excellent example of how this is being done in children's reading through Clever Tykes books, which provide examples of setting up an enterprise for children.

We are also becoming increasingly aware of how engaged children are with technology, including online games and apps. This provides an opportunity to apply this technology for the purpose of engaging young people about enterprise and I have asked the Technology Strategy Board to fund the development of an interactive Start Your Own Business App, offering business challenges and exercises for different age groups and abilities. This will be made available individually or by teams and class groups.

I hope that in time this approach to teaching and learning will feed through to

examination questions. A greater emphasis on real life will engage those who do not respond to the abstract challenges of, for example, mathematics. I have seen how quickly young people will respond to learning when they know a job depends on that learning – I would like this realisation to be made in the classroom, not in the Job Centre.

“ I would like this realisation to be made in the classroom not in the Job Centre.”



Photograph: Business mentors involved with Ready Unlimited enterprise learning programmes support young people with their ventures.

CASE STUDY

CLEVER TYKES | JODIE COOK (NÉE COLE)

The success of Jodie Cook's first business, JC Social Media, led to her being asked to be a Start-Up Loans young ambassador. This experience provided the inspiration for her second business, Clever Tykes, which produces books for children that introduce them to enterprise.

Why is introducing children to enterprise so important to you?

For many years we have seen entrepreneurs reflected as villains within children's films, programmes and books. I wanted to change this negative attitude and show you don't need to be an unpleasant person to run your own business, while making self-employment seem much less of a big step.

How did you realise there was a gap for this with children?

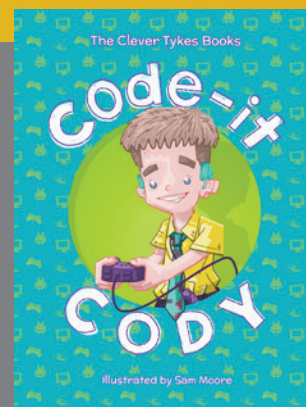
When I was an ambassador for Start-Up Loans, James Caan asked a group of us whether any of our parents had started their own business and all but one hand shot up. Seeing my mum running her business made me realise it was something I could do. I want my books to give all children that inspiration and ambition, even if they do not know anyone who is self-employed.

Why books?

Books are part of everyday school life and children love stories. They can imagine being that character and so can relate to what is being written, while at the same time the story itself is planting the seed of enterprise. Books are a fun way to support and complement the essential basics of education, the three Rs.

Why did you choose such different characters?

We knew we had to provide a range of role models for children, to demonstrate that a range of personality and character types can succeed in business and to increase the chance of children relating strongly to at least one character. Providing a range of business models was also crucial to aid children's understanding of what an enterprise or venture entails.



Why should schools use your books?

The books have been designed for seamless integration with the PSHE curriculum and therefore carry messages far beyond enterprise. Where the books are in use we've had fantastic feedback from teachers, parents and children. Parents have commented at the almost instant change in the way their children view opportunities, as well as their business awareness. Teachers have indicated how important they believe enterprise education is at a primary level and both parents and teachers believe the Clever Tykes books provide the perfect introduction.

How do schools obtain the books?

Schools can purchase the books directly from www.clevertykes.com/print or sign up to our sponsor's waiting list on the site and we will match them up with a sponsor in due course. Any businesses wishing to sponsor these books for their local school can also register on our website.

www.clevertykes.com

Accountability

I have discussed these matters with Sir Michael Wilshaw, Chief Inspector of Schools in England, and I am grateful to him for his support and the support of Ofsted. In the fullness of time, their inspectors will look at all of these factors in inspections, especially in support of the Careers Statutory Guidance which has been recently published and I extract below.

21. Schools should offer pupils the opportunity to develop entrepreneurial skills for self-employment – and make it clear to them that working for themselves is a viable option (in fact it will be necessary for many). Pupils should receive the advice and support necessary to build and develop their own jobs, and have a clear understanding of potential barriers – whether real or perceived.

25. Schools should create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills. Schools should have high expectations of all pupils. Facilitating access to a range of inspirational role models can instil resilience, goal setting, hard work and social confidence in pupils, encouraging them to overcome barriers to success. This approach can particularly benefit pupils from disadvantaged backgrounds who may get less support from family and social networks. Work experience plays an important role for post-16 pupils.

I believe that the adoption of these measures will make a very real difference to the futures of many in the school system.



Photograph: Business Students running their own shop via the Supa Tuck year programme.

4. FURTHER EDUCATION

Further education is becoming an increasingly popular destination for school leavers and those returning to education; more young people go into further education than sixth forms. Further education can encompass a diversity of learning through colleges, independent training providers, traineeships and apprenticeships, and these can cover academic and vocational courses and qualifications including entry level through to higher level skills and higher education qualifications¹⁰.

My concern is how further education colleges best enhance the skills and qualifications they teach to enable young people to develop a trade or profession and to progress in the world of work. This makes colleges vital places in local economies and valuable contributors to our economic growth but I think we can go further by not only teaching their students the skills of a trade but also how to run and manage a business in that trade.

Modules for Working for Yourself

I am convinced that those who are being trained in a trade should be taught how to operate that trade as a business. Hundreds of thousands of students are taught vocational trades, for example a hairdresser, a plumber or a painter, but not how to work for themselves, which many are likely to do at some point in their careers.¹¹

“ Those being trained in a trade should be taught how to trade.”

I see a growing need for this sector to include a core business module in all vocational qualifications at level 3. I am delighted that through discussions with the Awarding Organisation, Pearson, moves will be made to include a business start-up module in appropriate level 3 qualifications within the next two years. I hope the other

The Gazelle Colleges Group

The Gazelle Vision is: *“To build a recognisable cluster of Entrepreneurial Colleges where the ethos, values and culture of learning are distinctively geared towards the task of business formation and growth, wealth creation and employment outcomes.”*

This begins with recognition that students are more likely to value and embrace enterprise and business start-up in a college which is itself investing in being entrepreneurial and is behaving entrepreneurially in the way it teaches, in the way it develops business and in the way it celebrates enterprise.

Gazelle Colleges design and participate in enterprise and social enterprise competitions that demonstrably involve students in building businesses, launching products and pitching for success.

The Gazelle Colleges also develop companies within colleges which don't just employ students but encourage them to lead and manage these enterprises. Examples include a fitness company and a garage at New College Nottingham, a beauty and spa salon at Warwickshire College and a fashion retailing outlet at City College Norwich.

www.gazellecolleges.com



Awarding Organisations will follow suit.

I also welcome the approach taken by City and Guilds to embed the necessary entrepreneurial business skills across all vocational qualifications. I would like these to include essential learning and understanding for students about what is required in areas like business planning, cash flow and marketing, and to encourage these students to train and use their skills as self-employed professionals or to start a business.

This is an opportunity for further education to use what's on offer from these Awarding Organisations, to deliver attractive and practical enterprise propositions to students, using successful business mentors and entrepreneurs, and I believe they should be based on real experience and not knowledge driven. I would also not like to confine this opportunity only to students of further education, but to make it available to a wider group, perhaps in the evenings.

This will challenge many colleges to approach their teaching and course delivery in new ways, but for some it will only complement an existing range of excellent activities. These include the Gazelle Colleges, which have developed an enterprising ethos throughout everything they do, including how the college is run. This was so apparent at Barking & Dagenham College that I visited earlier in the year – it puts “Enterprise, Innovation and Creativity” at the heart of every course and everything it does.

The lead taken by the Gazelles is welcome but they remain small in number compared to the wider population of colleges. It is up to all colleges to decide if membership of the Gazelle Group is right for them but I would like to see the essence of what they do permeate the sector.

Photograph: Lord Young visiting a leading Gazelle, Barking & Dagenham College.

CASE STUDY

BARKING & DAGENHAM COLLEGE | *Cathy Walsh, Principal and CEO*



Enterprise, innovation and creativity are at the heart of Barking & Dagenham College (BDC)'s Strategic Plan; they are passionate about instilling a culture of enterprise and entrepreneurship.

As one of only 23 Gazelle Colleges in the UK, BDC focuses on developing new commercial learning models, innovative partnerships with business and equipping students with the skills they will need to create their own work opportunities.

How easy do BDC staff find it to make enterprise part of their teaching?

The majority of our tutors come from the relevant sector, and are often still running their own businesses, bringing with them passion and knowledge. This means they naturally instil in students an understanding of how business works and the motivation to enter the labour market or to progress to higher education.

What enterprising activities are students able to take part in?

The college has a number of commercial and training opportunities including in a garage, beauty and hair salons, a fitness centre, and the Chef's Hat restaurant. Here, students studying those vocations develop the specific business skills they will need whilst gaining valuable experience of working with customers.

Our Entrepreneurs' Academy works with local businesses to create opportunities for students to undertake a project for a real business – this also supports the local economy by offering business a cost-effective solution. The Academy has delivered hundreds of commissions to date, from website design to the refurbishment

of a local day care centre.

How do you support students looking to start their own business?

Our POD area (Pitch On Demand) is a free business incubation zone for use by student entrepreneurs and local micro businesses to help them get their ideas off the ground.

We also have retail units at the front of our main campus – we call it Start-up High Street. Student teams pitch their ideas to a "Dragon's Den" comprising local business leaders and College staff. The winners receive a one-year tenancy and seed funding to get their business off the ground. Current tenants include 2 Fix Solutions, offering IT products and support, and Blooming Delicious florists.

How has this benefitted students?

For students that participate in the entrepreneurial programme, progression into higher level study or work is 10% higher than for those students who participate in the same course but do not engage so actively.

Steven Upton, studying for a BTEC Subsidiary Diploma in Business Level 3 said: "The type of enterprise education I've had at Barking & Dagenham College means that I'll leave not only with a qualification but also with life skills; skills that will help me in the workplace. The College has given me the confidence to make mistakes knowing that I can learn from them and move on."

www.barkingdagenhamcollege.ac.uk

Enterprise Societies

Enterprise societies are a major part of my proposals for the higher education sector but play a vital role in further education too. To date, NACUE, working with colleges, have created and supported 110 enterprise societies in colleges, but we need many more. All colleges would benefit from developing a more enterprising college culture for their students and in particular would improve the offer for their students by giving them the opportunity to develop enterprise societies.

Students come into colleges with different expectations and attitudes and colleges operate in a different way to universities – but the goals of building up an enterprising culture and of developing enterprise skills in students remain key for both. Enterprise societies thrive in colleges. There are tried and tested models which show how they can be introduced and embedded into the institution. Enterprise societies operate across all subjects, drawing students from different disciplines together through a grassroots approach. This peer-led introduction to enterprise stimulates and engages them through a collaborative, learning-by-doing approach, which ultimately complements their mainstream learning and the institution's enterprise offer.

Moreover we have seen that a national network of college enterprise societies provides students with opportunities to engage with likeminded individuals. I consider that this peer-to-peer engagement works to further open up opportunities for our students in colleges to develop new skills and have a go at enterprise, whichever career pathway they may be on.

One approach to building enterprise societies in colleges is through providing a flexible framework for learning by doing enterprise activity. This is built into weekly college enrichment study time over 36 weeks. It incorporates numerous real-life enterprise challenges such as a market fair, but critically this structured programme recognises that the student-led enterprise society model can adapt to the varying needs of the institution and indeed its students. NACUE led this programme with 50 Maths and English students at Basingstoke College, where students engaged with the concept of enterprise, developed tangible business skills, and gained critical confidence and team working skills in their allotted enrichment time.

The Going for Gold Enterprise Programme – Basingstoke College of Technology and NACUE

Basingstoke College of Technology in Hampshire has over 6,000 students and caters to ages 14 plus. With the introduction of the Study Programme in September 2013, the college decided to work with NACUE to create a 36-week enterprise curriculum to empower their learners and expose them to enterprise. The resulting “Going for Gold” Enterprise Programme encourages students to gain practical experience in building their own enterprise projects alongside their college courses. This year, approximately 50 students participated in the scheme for three hours a week.

CASE STUDY

CENTRAL SUSSEX COLLEGE | *Anahita Henry – Programme Area
Manager for Enterprise Education*



At Central Sussex College, students who study a wide range of subjects at Levels 1-4, including Media, IT, Public Services, Business, Construction and Performing Arts, study a 'Start Your Own Business', or 'Working as a Freelancer' module as a core part of their course.

Why did you decide to make these enterprise modules core in a number of qualifications?

We wanted to encourage all students to develop enterprising skills, and decided that delivering these two modules as part of the course would mean we reached a much wider group of students than simply relying on extracurricular activities. It allows students to learn about what it means to work for yourself or as a freelancer in the context of their vocational study, and often brings to life a number of the other topics such as Health and Safety, or financial planning.

How have the subject-specific lecturers met the challenge?

As I have responsibility for enterprise, I took a lead role to provide support to lecturers and to facilitate links with local employers. I also selected faculty champions; receptive and confident staff who are willing to deliver and mentor others in the process. The teaching body have risen to the challenge and have devised exciting and creative delivery methods, in some cases linking with local employers and institutions for assessment. For example, we worked with five Credit Managers from Lombard (a local employer) to deliver business plan 'speed mentoring' for students ahead of a Dragon's Den-style event judged by Lombard, RBS, KPMG and Inspiration Enterprise's senior

staff. The results of this contributed to the students' assessment in this module.

What do students think of having to study the module?

Students enjoy these modules because they feel as if they are in control of the subject of study – it is different to other subjects as it is all about them and their ideas. Some students who do not study business can be initially intimidated by the financial part, but this is easily overcome with good teaching methods that use concrete examples and help them see the relevance of their learning.

What skills have your students developed as a result?

Among those who take these modules, we have identified increased attendance rates, progression, and a deep connection to the college. Students see us as a useful partner in achieving their life ambitions. They adopt a more professional demeanour and gain confidence, as well as developing planning and leadership skills.

How easy would it be for other colleges to bring these modules in to their vocational courses?

Very easy – it is a timetabled class and the teaching and learning standards already exist. It does require the right staff mind-set, and having a dedicated person with responsibility for enterprise is necessary to bring all the learning together and support lecturers. My top tips would be to allow time for curriculum planning and have a central area where resources and contacts can be shared between staff.

www.centralsussex.ac.uk

5. HIGHER EDUCATION

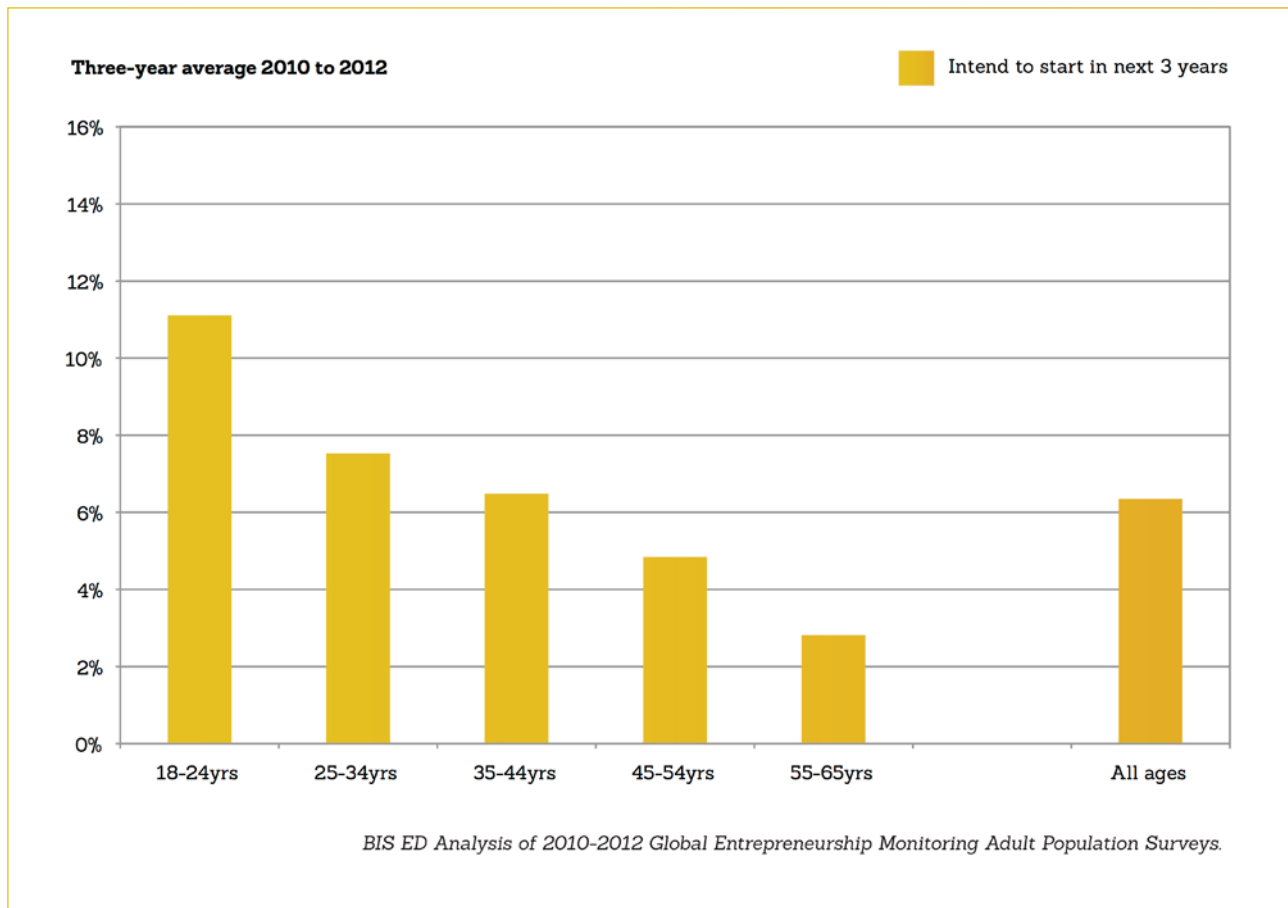
There was a time when universities considered themselves divorced from outside life. Research was pure rather than applied and education was there for its own sake. That has completely changed and when I go to universities today I find many looking for a commercial application for their research. Similarly, in the general body of students, there are those who wish to combine their time at university with making active preparation for when they leave and work on a business idea. You only have to look at the rise of enterprise societies, now flourishing amongst the students in a majority of universities, to appreciate the change in attitudes.

Schools that offer inspiration and practical experience about enterprise will provide young people with the motivation to succeed in their academic qualifications, as well as skills and confidence that they can usefully apply in further education or to find work. For those that go on to higher education, I see enormous potential for students to harness these newly-acquired skills and knowledge and seize opportunities as undergraduates and post-graduates to develop entrepreneurial ideas and start a business venture.

“ Young people have the strongest ambition to work for themselves. ”

Today, the belief amongst many students at university is that starting a business is a viable career choice and one of the most exciting and challenging things you can do. Young people aged 18-24 are nearly twice as likely as other age groups to aspire to start a business. This aspiration amongst young people has been increasing over time and has virtually doubled between 2002 and 2012.¹²

Universities are perfectly placed to respond to this growing interest in entrepreneurship amongst their students. They have a wealth of expertise through their professors and staff, often drawn from distinguished industrial backgrounds. Our universities today boast world-class facilities and resources, cutting-edge research and development, knowledge transfer partnerships and close relationships with business and technology networks. Many have access to sources of seed funding for early-stage businesses.

STAGE OF ENTREPRENEURSHIP BY AGE BAND

We know the majority of overall business start-ups are low cost and low or no-tech enterprises. In my experience the majority of start-ups emerging from universities to-date have been science based and from within the research facilities. The challenge now for universities is to respond to a rapidly increasing cohort of students with strong aspirations to do

something entrepreneurial in all types of business, including social enterprise ventures. This requires all parts of the university to collaborate on their enterprise outputs and this should include stronger partnerships with small businesses and the wider business community. This chapter proposes several ways in which we can do this.

CASE STUDY

UNIVERSITY OF LEEDS | *Professor Nigel Lockett, Director of the Leeds Enterprise Centre*



The University of Leeds promotes its distinctive Enterprise at Leeds message to all students, to encourage them to engage with its wide range of enterprise activities and courses including elective modules and programmes, the latest being Biotechnology with Enterprise, and Music with Enterprise. It also offers a Masters in Enterprise.

What made the university realise that it was important to embrace enterprise?

Offering a rich and varied student experience and a strong research agenda is no longer enough; enterprise is fast becoming the differentiator. Students are more aware of the likelihood of a portfolio career and know that they will need to understand how to work for themselves as well as be more employable.

How do the 'with Enterprises' courses work?

By spending at least 25% of their time learning about business and enterprise, alongside their core subject, students gain comprehensive knowledge and understanding of a specialist subject along with a foundation in how businesses work in their chosen sector.

Tell us about how your alumni contribute to the 'Enterprise at Leeds' offer.

Alumni play a significant part in the enterprise offering by giving time and their generosity has enabled us to offer Enterprise Scholarships (which includes a £5,000 support package for starting a business), and an integrated Year in Enterprise with office space, stipend and business advice. We also have an

Enterprise **UNIVERSITY OF LEEDS**
Incubation

Programme with office space in the university's Innovation Centre and Spark business advisers offering free support to graduates.

How have you embedded enterprise across the university?

It is very important that enterprise is not seen as a separate structure but as part of the university itself. To demonstrate high-level engagement, we have set up an Enterprise Board that reports into the Vice Chancellor's Executive Group. Board members include external experts in social enterprise, business start-up and corporate venturing. Enterprise, by its very nature, should be student-centred not organisational-centred and all activities should reflect that.

How successful is 'Enterprise at Leeds'?

With a 30% growth year-on-year in the numbers of students engaging in enterprising activities, there is much to be proud of. Over 900 students engage with specialist modules, either elective or as part of their degree. Also 800 students have taken advantage of Spark, our business start-up service, or sought advice regarding developing enterprise skills.

More graduates are coming back to the university for business advice, with support and mentoring available for up to eight years after graduation. Forty businesses started during the last academic year and 80% of businesses started by graduates are still in operation three years later.

www.leeds.ac.uk/enterprise

Enterprise E-Star Award for Universities

The business school response to the Small Business Charter makes it clear to me how much universities respond to recognition about the work they do to encourage and support entrepreneurship. I welcome the leadership of the University of Leeds in this area and the approach they have adopted, to market and embed “enterprise” in the name and content of subject specific courses from Biotechnology to Fashion Design. They believe that this will be a key differentiator for applicants so they will choose the University of Leeds over others.

I think we can go even further to distinguish and incentivise universities in the way they approach enterprise and the impact it has on their students. I have asked the organisers of the National Business Awards (NBA) to add an Enterprise “E-Star” Award to its programme to celebrate the universities that are recognised for doing and delivering the most for entrepreneurship in the UK. I am delighted that the Duke of York has agreed to be patron of the Enterprise “E-star” Award and this will bring enormous prestige to what I hope will become a hugely sought-after accolade for universities.

The award will deliver a number of features aimed at inspiring and measuring university entrepreneurship:

- It will assess university commitment to entrepreneurship, based on the level and quality of their enterprise societies, use of alumni entrepreneurs, small business internships, as well as the extent to which the careers service offers small business and setting up your own business as career options. Most of all it will assess on the number of students and graduates choosing to start their own business.

- In shortlisting top performers and singling out a single university for outstanding achievement, it will place a strong onus on universities to continually improve or maintain their standard of excellence.
- Supported by corporate sponsorship, the award will attract media coverage as part of a year-long PR and marketing campaign culminating in the National Business Awards ceremony in November 2015. Top universities will also benefit from additional support and mentoring from the eco-system of judges, partners and alumni supporting the National Business Awards.

The NBA will launch the award competition in 2015 and it will be judged by a panel of investors, business representatives and the university sector. Over time I would like this award to develop into a ranking index, by using the spirit of competition amongst universities to drive continuous improvement in their commitment to student entrepreneurship and for them to be assessed against their peers annually. In addition, the Future Earnings and Employment Record, when it becomes available, can be used as part of the assessment for this award which will enable us to track the value of university enterprise initiatives and what impact these have on creating entrepreneurs.

Enterprise Modules for All Students

I would like to see students of all subjects, from Archaeology to Zoology, have access to elective enterprise modules, as part of or alongside their degree programme, for this is knowledge that will serve them well whatever they decide to do in life. All too often this activity is confined to the entrepreneurship programmes run by the university business school and confined to business students. This is wrong; those people who are innovative and enterprising come from diverse academic backgrounds and only think of working for themselves once they are engaged in their academic studies.

I have visited business schools across the country and am impressed by those that are making an elective enterprise module available to the wider student body. In Kent Business School, its enterprise module is the most over-subscribed elective across the university, while Durham University offers the incentive of an Enterprise Certificate for students who elect enterprise as a module in each year of their studies. These examples will reflect the ambition of students to apply their studies in a way that will prepare them for the world of work, including self-employment.

CASE STUDY

DURHAM UNIVERSITY | *Professor Ian Stone Director, Centre for Entrepreneurship, Durham University Business School*



Professor Stone has created an entrepreneurship programme that is available for students of all subjects to take as part of their degree.

What led you to create the entrepreneurship modules?

We understand that students wish to focus on a particular subject area at university, but strongly believe knowledge of entrepreneurship and new venture creation processes is relevant in any subject area. Providing all undergraduates with the chance to explore how they might commercialise ideas in their subject is a key part of our aim to develop an enterprise culture right across the university.

What do the modules offer students?

The three new modules (New Venture Creation, Entrepreneurship and Corporate Entrepreneurship, offered respectively in years 1, 2 and 3) individually and collectively offer students the chance to systematically develop their enterprise skills and enhance their employability. The modules also complement competitions and activities designed to allow students to explore their potential as entrepreneurs – and even to begin the process of starting up a business while at Durham.

www.dur.ac.uk/business/research/management/entrepreneurship

CASE STUDY

UNIVERSITY OF KENT | *David Williamson, Director of External Services, Kent Business School*



Kent Business School has put enterprise at the heart of its mission – it aims to equip students with the knowledge, skills, confidence, inspiration and business connections to enable them to start their own business.

Why did you decide to make enterprise a priority?

We take our role in supporting the local economy very seriously, particularly small businesses, which are the majority of businesses in Kent. To grow the regional economy requires skilled graduates to work for those small businesses in helping them move to the next stage of growth. So linking our students with business during their time here is vital. Similarly, if we are to grow the future economy, we need to equip our students to be the next generation of business owners.

How do you embed enterprise?

The school runs two very successful elective modules – Enterprise and Business Start-up – which are available to all second and third-year university undergraduates; they have now become two of the most popular elective modules.

The Enterprise module combines lectures and seminars to introduce the concept of entrepreneurship via relevant case studies of successful businesses – those that start small and grow. The Business Start-Up module contains interactive programmes focusing on specific areas of business planning such as NPD, marketing and finance.

What do you offer outside of formal courses?

Our annual Enterprise Day, open to all university students, provides a range of

activities, including the opportunity to test out initial business ideas via our Ideas Hotbed sessions. This is often the spark for students to consider enterprise whilst still at university. To embed this, our 'Business Insider' sessions invite guest speakers from varying professions and industries to provide an overview of their sector and the 'Do's and Don'ts' in setting up your own enterprise. We also run a 'Pitch it!' scheme to introduce the concept of pitching ideas and solutions to potential customers.

How do you support new businesses?

The university has an incubation support team – The Hub – which provides flexible office space and, if required, laboratory accommodation. Companies also get access to university expertise, planning, mentoring and networking opportunities with the wider business community.

What tip would you give to other universities looking to embed enterprise?

There are two key areas. First, have modules in place that cover the range of enterprise learning, and within these set projects where students start planning and testing out their own enterprise ideas. Second, develop good links with external business to inspire students, to develop new connections and put in place projects that allow students to work on real-life business challenges set by your business partners.

www.kent.ac.uk

Enterprise Societies

The rise of university enterprise societies, student-led and voluntary in nature, have provided networks for bringing like-minded individuals across all disciplines together to share their ideas. NACUE and others have done very well to get over 80 of the societies off the ground, sometimes with limited buy-in and funding from university management.

I would like to see every university supporting an enterprise society by the end of 2015 and I also want to embed a stronger focus within the societies on direct help for student and graduate start-ups. I have come across some excellent examples of enterprise societies in universities like Exeter,

Plymouth and Newcastle, which attract many hundreds of enterprising students, but it strikes me how so few of their members convert their enterprising spirit into business ventures, despite a strong aspiration to do so. Furthermore, the reliance on student leadership alone, which changes year on year, can make enterprise societies fragile over time. That is why I have asked BIS to target its funding for NACUE on a specific set of objectives about supporting and measuring start-ups and entrepreneurship and on ensuring the long-term sustainability of enterprise societies in universities.

A Student Business Start-Up Programme

When I look further into a university's commitment towards enterprise, it puzzles me how there can often be little obvious link between the enterprise interest stimulated by the enterprise society and other societies; the university business school with its focus on business; and other sources of enterprise opportunity such as the Student Union and University Careers Service. A way to close that gap is to encourage the newly-formed group of Small Business Charter Business Schools to extend their reach across the entire body of the university.

The Small Business Charter for business schools already contains key elements about student-facing start-ups and entrepreneurial support. Business schools can offer much help to students across the university campus, for they often have incubators to house student start-ups, give business and early-stage advice and have the ability to bring together business students with students from different course disciplines to work together to create a new venture.

I have seen how this can work in Loughborough where the Glendonbrook Centre for Enterprise Education at the business school has a full-time officer embedded in the Loughborough Student Union with responsibility for enterprise; and at Nottingham Trent where the HIVE Centre for entrepreneurship and enterprise is deliberately positioned across the university campus so that students and graduates from all facilities can use it to help create a business.

There are many other universities doing similar things and many others supporting a diverse range of activity to develop a culture of entrepreneurship on campus. UCL is an example of a university that does not have a business school but has a strong commitment to student enterprise, through a package of entrepreneurship training for all its students, as well as student business advisers, investment funds, incubation space and support for social enterprise.

I want to see models like these replicated in all universities across the UK, with a clear focus on practical help for students that want to develop a business idea or work for themselves but don't know how. I am proposing a Student Business Start-Up Programme, initially in those universities holding Small Business Charter Awards, funded by a joint bid to the Higher Education Funding Council for England (HEFCE) from the business schools and NACUE. This programme would focus on capability and practical support to start a business and act as a key source of referral into sources of finance such as Start-Up Loans (www.startuploans.co.uk).

The programme could sit within the enterprise societies which can often be strong magnets for attracting budding entrepreneurs.

This should not undermine the status of enterprise societies as a student-led body, but a more formal footing with business schools would impart continuity and structure in the way they offer start-up help, in particular for enterprise societies and during the periods of flux when their presidents step down. Most of all, it will provide professionalism and efficacy in the way enterprise societies deliver start-up help to students, in key areas such as finance, mentoring, business skills and the experience of working in small business. In time I would like to see this spread to all universities, at long last following long-accepted US practice. Indeed I would go further and suggest that Student Unions should consider creating a hot desk area in their premises in those universities where there is no student business start-up programme.

“ A Student Business Start-Up Program would target practical help for students that want to develop a business idea or work for themselves but don't know how. ”

Social Enterprise

I also want to reflect on the rising movement toward social entrepreneurship among students and graduates, alongside the growth of social enterprise across the general business population. This is an area that is becoming increasingly prevalent in how universities approach enterprise. Not long ago I visited the Social Enterprise University Enterprise Network, led by Plymouth University, and I am seeing many more examples of this activity where undergraduates are combining an ambition to succeed in business with a strong desire to deliver positive social and environmental benefit.

Unltd are at the forefront of this activity and are working with HEFCE to support

over 59 HE institutions to embed social entrepreneurship programmes within the general mix of student enterprise, and this is supported by over 50 social enterprise societies as part of the UK Enactus programme. These are delivering positive results to strengthen and broaden support for social entrepreneurship and social enterprise in universities and I want this to continue and increase with a stronger emphasis on incubation and investment for students looking to develop and fund a social enterprise. I would expect the NACUE bid for BIS funding and the bid to HEFCE for a Student Business Start-Up Programme to be fully inclusive of support for social enterprise.

UnLtd's Social Entrepreneurship Education programme is working with 59 universities to help mainstream and embed social entrepreneurship support within the HE sector. The aim is to build knowledge, expertise, capacity and resources to enable a self-sustaining, university-led ecosystem of support for social entrepreneurs.

The latest phase of this programme delivers a strategic national awards programme with social leadership development, systems development and knowledge exchange at its core, including cross-sector 'Innovation Partnerships' and 'Growth Support' for High Potential Social Entrepreneurs.

unltd.org.uk/seechange

CASE STUDY

THE UNIVERSITY OF HUDDERSFIELD | *Dr Kelly Smith, Head of Enterprise*



Students at the University of Huddersfield engage with enterprise and entrepreneurship in subject areas across the whole university.

How do you bring enterprise in to academic studies?

For enterprise to work, we carefully tailor content to each course. For example, journalism students are assigned the challenge of creating a business plan for an online magazine, including design, marketing and costs. For their assessment, they pitch this to a panel of industry professionals.

What about those students who want to go further?

Any student can start a business during their undergraduate studies with help from the Enterprise Team, who provide a safe environment in which to plan and launch a business. One way is through an Enterprise

Placement

Year, which

gives 20 students the chance to take a year out from their studies to focus on starting a business. The businesses created so far have been very diverse, from providing animations to demonstrate industrial products, through to breeding queen bees!

How has enterprise at Huddersfield been recognised?

We have a long standing reputation in this area. Our Vice Chancellor and senior team have been incredibly supportive and our success in winning the Times Higher Education Entrepreneurial University of the Year in 2012, and simply University of the Year in 2013, has helped show all colleagues and students the benefits of engaging with enterprise.

www.hud.ac.uk

CASE STUDY

LOUGHBOROUGH UNIVERSITY | *Julie Holland, Glendonbrook Centre for Enterprise Education*



The Glendonbrook Centre, housed in the university's School of Business & Economics, works with the Students' Union to make enterprise activities available and attractive to all students at the university.

How does working with the Students' Union improve student engagement?

For many first year students, the Students' Union is their first port of call in university life – they are introduced to the extra-curricular enterprise options before they even set foot in a lecture theatre.

Since 2010, we have had a Student Enterprise Officer in the Students' Union, who is normally a Loughborough student on a year-long placement or a recent graduate. Working with the University's Student Enterprise Manager, Marina Pickles, their role is to organise and promote a programme of events and enterprise support to help students build entrepreneurial skills needed for future employment and self-employment.

What options do interested students have to learn about enterprise?

Like many other universities, we have followed the familiar route of offering a mixture of formal and informal enterprise education. Many student societies are registered in the Students' Union and there are a number that encourage enterprising skills. These include Enactus, the Finance Society and the Consulting Society. We also have a number of formal taught enterprise modules that are open to business and non-business students from across the university.

What about students who already know they want to set up a business?

They are supported through a series of events, workshops, competitions and personal mentoring. A number of our formal modules also enable students with real business ideas to research and produce a business plan. Through our Startup Point meet-ups, like minded students can network and draw on the expertise of our Entrepreneurs in Residence. Mentoring support is also provided for students who wish to run their own businesses as a placement option.

The Studio, managed by our Enterprise Office, provides a start-up facility for graduate entrepreneurs.

Why would you encourage other universities to adopt your approach to promoting enterprise?

The demand for enterprise is increasing – it is about developing skills that can increase a student's employability, whatever their career aspirations. Our joined-up approach to student enterprise has ensured that more students than ever are engaged in this important activity – in particular a presence in the Loughborough Students' Union means that enterprise is not just seen as something for students studying business.

www.lboro.ac.uk/departments/sbe/enterprise

ACKNOWLEDGEMENTS

I would like to acknowledge the enthusiastic help that I received from the many people and organisations listed in this report; and the even greater help and advice from those with whom I worked and whom convention dictates that I cannot name. Needless to say the mistakes are mine alone and although I would like to take personal credit for any good idea contained in the report it is a collective effort of many contributors.

Lord Young's Executive Group

To ensure that his review represented strong interest and input from the grass roots and delivery of enterprise education activity, Lord Young appointed a strong sector-led Executive Group.

The Executive Group operated as a steering board and also organised as sub groups to develop analysis and ideas in each of the review's designated work streams. Lord Young regularly consulted the Department for Business, Innovation and Skills' 'Enterprise in Education Expert Groups'.

The Executive Group was comprised of:

Ali Golds, Operation Enterprise

Gary Durbin, Enterprise in Schools Network

Catherine Brentnall, Ready Unlimited

Sandra Donnelly, Economics, Business and Enterprise Association

Dick Palmer, Transforming Education in Norfolk

Teresa Frith, Association of Colleges

Dawn Whitely, National Enterprise Network

Cathy Walsh, Barking & Dagenham College

Richard Beresford, Centre for Creativity and Enterprise Development
Dave Jarman, Bristol University and Enterprise Educators UK
Dr Sarah Underwood, University of Leeds
Nigel Culkin, University of Hertfordshire
Emily Thomas, University Alliance
Ed Hughes, Higher Education Funding Council for England
Will Evans, Find Invest Grow
William Akerman, MyKindaCrowd
Paul Beesley, Prince's Trust
Doug Richard, School for Startups
Anthony Mann, Education and Employers Taskforce
Malcolm Hoare, Centre for Education and Industry, University of Warwick
Benedict Dellot, The RSA
Karl Belizaire, Unltd
Officials from the Department of Business, Innovation and Skills and No.10

Meetings and Engagements

HRH The Duke of York
Rt Hon Michael Gove MP, Secretary of State for Education, and Education Ministers
BIS and Cabinet Office Ministers
The Rt Hon The Lord Heseltine CH
The Rt Hon The Lord Baker of Dorking CH
All Party Parliamentary Group on Micro Businesses
Representatives of the LEP network and 39 LEPs

Activate Learning – www.ocvc.ac.uk

The Aldridge Foundation – www.aldridgefoundation.com

AQA – www.aqa.org.uk

Ark – www.arkonline.org

Association of Business Schools – www.associationofbusinessschools.org

Association of Colleges – www.aoc.co.uk

Association of School and College Leaders – www.ascl.org.uk

Aylesham High School – www.aylshamhigh.com/about-ahs/business-and-enterprise-specialism

Barclays Bank – www.barclayslifeskills.com

Barking & Dagenham College – www.barkingdagenhamcollege.ac.uk

Business in the Community – www.bitc.org.uk

Career Academies UK – www.careeracademies.org.uk

Centre for Entrepreneurs – www.centreforentrepreneurs.org

Clever Tykes – www.clevertykes.com

City and Guilds – www.cityandguilds.com

City College Norwich – www.ccn.ac.uk

Coca-Cola Enterprises – www.cokecce.co.uk

Confederation of British Industry – www.cbi.org.uk

Cumbria County Council – www.cumbria.gov.uk

Deloitte UK – www.deloitte.co.uk

Durham University – www.dur.ac.uk

E2Exchange – www.e2exchange.com

Education and Training Foundation – www.et-foundation.co.uk

Education and Employers Taskforce – www.educationandemployers.org

Entrepreneurs and Education Programme – www.schoolforstartups.co.uk/eep

Enterprise Education Trust – www.enterprise-education.org.uk

Enterprise Foundation – www.enterprisefoundation.net

Enterprise Nation – www.enterprisenation.com

Federation of Small Businesses – www.fsb.org.uk

Goldman Sachs – www.goldmansachs.com/citizenship/10000-small-businesses/UK

Harris Academies – www.harrisfederation.org.uk

HE Academy – www.heacademy.ac.uk

Herringthorpe School – www.herringthorpejuniors.com

Higher Education Funding Council for England (HEFCE) – www.hefce.ac.uk

HTI Academies – www.htiacademies.com

Independent Academies Association – www.iaa.uk.net

InspirEngage International – www.inspireengage.com

Institute for Learning (IfL) – www.ifl.ac.uk

Institute of Directors – www.iod.com

Job Junction – www.thejobjunction.co.uk

Kent Business School, University of Kent – www.kent.ac.uk/kbs

Learndirect – www.learndirect.com

Loughborough University – www.lboro.ac.uk/enterprise

National Association of College and University Entrepreneurs (NACUE) – www.nacue.com

National Careers Council – www.gov.uk/the-national-careers-council

National Careers Service – www.direct.gov.uk/NationalCareersService

National Centre for Entrepreneurship in Education (NCEE) – www.ncee.org.uk

National Centre for Universities & Business – www.ncub.co.uk

National College for Teaching and Leadership – www.nationalcollege.org.uk

National Enterprise Network – www.nationalenterprisenetwork.org

National Governors Association – www.nga.org.uk

OCR – www.ocr.org.uk

Office of Qualifications and Examinations Regulation – www.ofqual.gov.uk

Ofsted – www.ofsted.gov.uk

Ovens & Co – www.ovensandco.com

Peace Child International – www.peacechild.org

Pearson – www.pearsoned.co.uk

Peter Jones Enterprise Academy incl. Tycoons in Schools – www.peterjonesfoundation.org/about-us/our-work/tycoon-schools

Premier League Enterprise Academy – www.premierleague.com/page/EnterpriseAcademy

Ready Unlimited – www.readyunlimited.com

Real Ideas Organisation – www.realideas.org

Seven Hills – www.wearesevenhills.com

SimVenture – www.simventure.co.uk

Skills Funding Agency – www.gov.uk/government/organisations/skills-funding-agency

Small Business Charter – www.smallbusinesscharter.org

Social Enterprise University Enterprise Network – www1.plymouth.ac.uk/enterprisesolutions/Solutions/EBSU-solutions/Pages/Social-Enterprise-University-Enterprise-Network-.aspx

Studio Schools Trust – www.studioschoolstrust.org

Supa Tuck – www.supatuck.com

TeachFirst – www.teachfirst.org.uk

Technology in Enterprise – www.technologyinenterprise.com

Technology Strategy Board – www.innovateuk.org

University College London – www.ucl.ac.uk/enterprise

University of Huddersfield – www.hud.ac.uk/enterpriseandentrepreneurship

University of Leeds – www.leeds.ac.uk/homepage/409/enterprise

University of Ulster – www.ulster.ac.uk

Unltd – www.unltd.org.uk

Vitae – www.vitae.ac.uk

Young Chamber UK – www.youngchamber.com

Young Enterprise – www.young-enterprise.org.uk

As well as the above organisations, Lord Young met with MPs, Peers, executive agencies and policy officials across Government departments.

NOTES

1. www.gov.uk/government/publications/careers-guidance-for-young-people-in-schools
2. The Small Business Charter recognises business schools with exceptional levels of engagement with small firms. To qualify, business schools must demonstrate that they: actively support the growth of small firms; actively engage with other stakeholders in the growth agenda; and provide their students with relevant start-up support. www.smallbusinesscharter.org
3. BIS Business Population Estimates for the UK and Regions, 2013.
4. BIS ED Analysis of ONS Labour Force Survey, seasonally adjusted.
5. BIS Business Population Estimates for the UK and Regions, 2000–2013.
6. *Salvation in a start-up? The origins and nature of the self-employment boom*, RSA, May 2014. www.thersa.org/publications
7. Populus (2013) *RBS Youth Enterprise Tracker Q3*, www.inspiringenterprise.rbs.com/sites/default/files/resources/populusrbsenterprisetracker3rdquarter2013report-final.pdf
8. Cabinet Office (2013) *internal analysis of Understanding Society Wave 2: 2009 to 2011* unpublished.
9. www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/economics-business-and-enterprise
10. Further Education now delivers 8% of Higher Education qualifications.
11. Looking at Pearson's Level 3 vocational qualifications, there are around 37 Level 3 qualifications available. Of them, only 5 or 6 had either a Working for Yourself and/or Working As A Freelancer module. Of those, only one was core – Beauty Therapy.
12. BIS ED Analysis of 2010-2012 Global Entrepreneurship Monitoring Adult Population Surveys.

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The Job Junction

Premier League Enterprise

Seven Hills and Gazelle Group 'Coder's Corner' at SUMMIT: Seven Hills

Supa Tuck: Jordan Huggins ©

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Economics, business and enterprise education

A summary of inspection evidence: April 2007 to March 2010

This report evaluates the strengths and weaknesses in economics, business and enterprise education in primary schools, secondary schools and colleges. It covers two separate aspects of the curriculum:

- formally assessed economics and business courses taken by students aged 14 to 18 in secondary schools and colleges
- whole-school enterprise education; that is provision to promote economic and business understanding and enterprise and financial capability for all pupils in primary schools and students in secondary schools.

Age group: 4–19

Published: June 2011

Reference no: 100086

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Contents

Executive summary	4
Key findings	6
Formally assessed economics and business courses	6
Whole-school enterprise education	7
Recommendations	8
Part A	9
Formally assessed economics and business courses	9
Part B	36
The quality and impact of enterprise education in promoting economic and business understanding and enterprise and financial capability	36
Notes	53
Further information	54
Publications by Ofsted	54
Websites	54
Annex A: Schools visited and colleges inspected	56

Executive summary

Economics, business and 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.

This report evaluates the effectiveness of economics, business and enterprise education in 28 primary and 100 secondary schools across England, five of which were special schools, in a range of geographical contexts from April 2007 to March 2010. None of the schools had been judged inadequate in their last institutional inspection. Over 250 lessons in formally assessed economics and business education courses, and approximately 120 lessons relating to enterprise education, were observed in secondary schools during the period of the survey. The report also draws on evidence from 33 institutional college inspections between September 2009 and August 2010 to evaluate the quality of business, administration and law (sector subject area 15) education and training for 16–18-year-olds in colleges.¹

Part A of the report focuses on the quality of formally assessed economics and business education in the secondary schools visited and colleges inspected. It includes an evaluation of the impact on learning for students studying vocational business courses that are wholly or mainly assessed by internally set and marked coursework. It also evaluates the impact on learning for students studying the economics and business management modules of the International Baccalaureate. Part B explores the quality of whole-school enterprise education and its impact on the economic and business understanding, and enterprise and financial capability, of children and young people in the primary and secondary schools visited.

The overall effectiveness of economics and business education was judged to be at least satisfactory in all the secondary schools visited and good or outstanding in 78 of the 100 visited. Of the schools with business and enterprise specialist status, 29 of the 33 visited were good or outstanding. Most secondary schools visited offered formally assessed economics and/or business courses. Business courses, in particular, were popular options at Key Stage 4 and post-16, with examination results improving in line with other subjects. However, even when provision was good, a number of common weaknesses were evident. There were insufficient opportunities for students to engage directly with businesses and employers; the use of teachers' questioning to extend and deepen understanding was often weak; and subject-specific professional development for teachers was patchy.

In 30 of the 39 schools inspected for vocational business courses, that were assessed wholly or mainly by internally set and marked assignments, inspectors identified a serious problem. Despite good results, the quality of students' work, their

¹ Value for the broad classification of subjects within the Qualification and Curriculum Authority. Subject Sector 15 refers to qualifications classified under Business, Administration and Law.

knowledge and understanding, and their ability to apply learning to unfamiliar contexts and to demonstrate higher level skills, were often weak. This was because of the rather narrow and simplistic approach to the identification of assessment criteria that was common on such courses, and the fact that assignments were designed only to ensure that students were able to demonstrate these criteria in their written submissions. This resulted in an atomistic approach to the development and demonstration of knowledge and understanding, which took no account of the quality of learning. Evidence from lesson observations, scrutiny of written work and discussion with students brings into question the case for claiming that such courses are equivalent to between two and four single award, traditionally examined GCSEs at Key Stage 4.

The provision for business, administration and law in 14 of the 33 colleges inspected was judged to be good or outstanding. It was satisfactory in 16 and inadequate in three. Of the 33 colleges inspected, 10 were sixth form colleges and 23 were general further education colleges.

Enterprise education is regarded as part of the statutory work-related learning curriculum at Key Stage 4 but there is no statutory requirement to provide enterprise education at Key Stages 1 to 3. Despite this, schools generally regarded it as an essential element of the whole-school curriculum, helping to prepare children and young people for their futures within the complex and dynamic economic, business and financial environment in which they live.

All of the secondary schools visited made at least satisfactory provision for enterprise education. The provision for, and development of, all students' enterprise capability (for example their problem-solving and teamworking skills, including negotiation, cooperation, planning and organisation) were often good. However, the provision for, and development of, all students' economic and business understanding and their financial capability were less well developed and often weak. As a result, students often had only vague ideas about the economy, interest rates and their impact, recession, inflation, why prices vary and the ownership of companies.

All of the primary schools visited made at least some, and often good, provision for developing pupils' understanding of the role of money and touched on aspects of basic economic and business understanding and enterprise capability. Less than two thirds of the primary and secondary schools visited had a coherent programme of enterprise education to develop economic and business understanding and enterprise and financial capability for all children and young people. Only a quarter of the secondary schools and only half of the primary schools visited had identified learning outcomes for this area of the curriculum and had systems in place to assess children's and young people's progress in developing their economic and business understanding or their enterprise and financial capability.

Key findings

Formally assessed economics and business courses

- In over two thirds of the secondary schools visited, achievement was judged to be good or outstanding in relation to the courses and qualifications followed. Students taking business courses at Key Stage 4 and post-16 often gained higher grades in this subject than in their other subjects.
- Teaching of economics and business education was at least satisfactory in all of the secondary schools visited. It was good or outstanding in just over three quarters, where teachers had strong subject knowledge, and made effective use of real-world examples and of information and communication technology (ICT).
- Teachers' use of questioning, to develop and extend students' learning, was a weakness in those schools where teaching was judged to be only satisfactory and was also a less successful feature in the 67 schools where teaching was otherwise judged to be good. Questioning was too often restricted to the recall of information, so that opportunities were missed to gain a fuller indication of students' knowledge and understanding, and to develop the higher level skills of application, analysis and evaluation.
- The curriculum for economics and business education was good or outstanding in 86 of the schools visited. Most schools offered a wide range of economics and business courses to meet the needs of individual students, with suitable progression routes from Key Stage 4 to post-16.
- Over a third of the schools failed to provide sufficient opportunities for students to engage directly with local businesses.
- Most schools benefited from the in-service training provided by awarding bodies that related to specific examination courses. However, provision of subject-based professional development specifically to improve the quality of teaching was a weakness, particularly in schools without sixth forms.
- Thirty-nine of the 100 schools visited had introduced vocational courses assessed wholly or mainly by internally set and marked assignments, which were equivalent to between two and four traditional single GCSEs at Key Stage 4. Some students benefited considerably from these vocational courses and demonstrated well-developed knowledge, understanding and skills. However, in 30 of the 39 schools, learning was limited by a focus on completing written assignments to meet narrowly defined assessment criteria, rather than securely developing broader understanding and skills.
- Even coursework that achieved high grades was often descriptive, included little evidence of first-hand research or direct contact with businesses, and lacked evidence of analysis or evaluation. Internal marking against the criteria was accurate, but narrow in scope, and reinforced by predominantly positive external moderation reports.
- Business and enterprise specialist status had a very clear impact. Those specialist schools visited were more effective than others in the provision of formally

assessed qualifications in economics and business and of whole-school enterprise education, and had better links with businesses.

- The main strength in the colleges visited was the breadth of courses available. Attainment and progress were common areas of weakness, suggesting that not all learners received appropriate advice in selecting the most suitable courses, given their prior attainment. As in the schools visited, insufficient links with employers was a weakness.

Whole-school enterprise education

- The schools visited did much to promote students' enterprise capability by a whole range of often highly engaging and wide-ranging provision in this area. As a result, in more than half of the schools visited, students were developing good problem-solving and teamworking skills, including negotiation, cooperation, planning and organisation.
- However, in the secondary schools, economic and business understanding and financial capability were not as well developed and were often weak. As a result, students often had only vague ideas about the economy, interest rates and their impact, recession, inflation, why prices vary and the ownership of companies.
- In 23 of the 28 primary schools visited, judgements were made about the quality of teaching in relation to enterprise education. In 16 schools, this was judged to be good or outstanding. In these schools, the effective way in which economics and business understanding and enterprise and financial capability were integrated throughout the primary school curriculum resulted in pupils gaining a good understanding, relative to their age, about money, including earning, spending and saving and the distinction between wants and needs.
- The main weaknesses in whole-school enterprise education provision, both in the primary and secondary schools surveyed, were a lack of coherence and a failure to identify and assess learning outcomes.
- Many of the teachers deployed to deliver aspects of enterprise education were non-specialists, who had little or no training or experience of this area. This limited their confidence and ability to teach effectively. This was particularly the case in relation to economic and business understanding and financial capability for students in the secondary schools.

Recommendations

The Department for Education should:

- as part of its National Curriculum review, consider the place of well-planned provision for enterprise education (that is, the promotion of economic and business understanding and enterprise and financial capability) at all key stages; so that young people leave school well-informed and well-prepared to function as consumers, employees, potential employers, and to contribute as citizens to the complex and dynamic economic, business and financial environment in which they live
- review equivalencies in performance measures for schools between vocational coursework-assessed qualifications and more traditional GCSEs and GCEs.

Ofqual should:

- review equivalencies in guided learning hours between vocational coursework-assessed qualifications and more traditional GCSEs and GCEs.

Ofqual and the awarding bodies should:

- ensure that assessment criteria for business qualifications, that use internally set and marked assignments as the main mode of assessment, place sufficient emphasis on students' development and demonstration of the higher level skills of application, analysis and evaluation
- investigate the level of challenge in internally set business assignments and ensure rigour in internal marking and external moderation.

Colleges should:

- ensure that all learners receive appropriate advice in selecting the most suitable business courses, given their prior attainment.

Secondary schools and colleges should:

- focus on improving the quality of assessment during lessons, and particularly the quality of questioning to develop students' understanding
- provide more opportunities for students taking formally assessed economics and business courses to engage with employers and businesses
- ensure economics and business teachers have more opportunities to undertake subject-specific professional development and training that goes beyond updating sessions by awarding bodies.

Secondary schools and primary schools should:

- ensure they provide a coherent programme to develop the economic and business understanding and enterprise and financial capability of all children and young people
- in the case of secondary schools, make the most effective use of the expertise of their economics and business specialist teachers in delivering these programmes; and in both primary and secondary schools, ensure that all teachers involved in delivering these programmes have access to appropriate professional development
- ensure that such programmes have clearly identified learning outcomes and appropriate mechanisms for monitoring and assessing progress in relation to developing understanding and skills.

Part A

Formally assessed economics and business courses

Introduction

1. Formally assessed economics and business courses are available as options for most Key Stage 4 and post-16 students. They include traditional GCSE and GCE AS and A-level courses in economics and in business studies, as well as applied and vocational courses in business. The latter include First and National Certificates and Diplomas that are assessed mainly or wholly by internally set and marked assignments.
2. The overall effectiveness of formally assessed economics and business education was at least satisfactory in all 100 secondary schools visited and was good or outstanding in 78 of the schools. The detailed evidence to support these judgements is set out below.
3. The provision in 14 of the 33 colleges visited was judged to be good or outstanding. It was satisfactory in 16 and was inadequate in three. Further evaluation of provision in the colleges inspected in 2009/10 is included later in the report.
4. This part of the report includes an evaluation of the impact on learning of business courses that are assessed wholly or mainly by internally set and marked assignments. It also considers evidence from visits to five schools and colleges that offered economics and business management modules as part of the International Baccalaureate.

Achievement in secondary schools

5. Business education courses continued to be popular option choices for students at Key Stage 4 during the period of the survey. However, GCSE business

studies saw a slow but steady decline from approximately 78,300 entries in 2007 to 68,700 in 2010.² Evidence from the survey visits suggests that this was due in part to schools switching to alternative vocational courses, such as BTEC First and OCR awards in business and in other subjects, which enable students to gain a qualification equivalent to as many as four GCSEs. GCSE economics has continued to attract a much smaller but constant number of students at around 2,700 entries each year.

6. GCSE and GCE examination results in economics and business generally rose in line with other subjects over the period 2007 to 2010. Students opting to study economics generally had higher prior attainment than those opting for business courses and this was reflected in their subsequent results. In 2010, 29% of students gained grades A* or A in GCSE economics compared with 21% in GCSE business studies, and 79% gained grades A* to C in GCSE economics compared with 68% in GCSE business studies. Attainment in GCSE economics has been consistently higher than the average for all subjects, while that for GCSE business courses has been consistently lower.
7. BTECs are the single most commonly used vocational qualifications in business in schools. In 2010, of the 17,828 Key Stage 4 students who completed the BTEC First Certificate in business, 31% gained distinction* or distinction grades, which are similar to two GCSEs at grades A* or A. All of these students who completed the BTEC First Certificate gained a pass grade or above for the Certificate, the equivalent of two GCSEs at grades A* to C. Of the 7,967 students who completed the BTEC First Diploma in business, 36% gained distinction* or distinction grades, which are similar to four GCSEs at grades A* or A. Again, all of these students who completed the Diploma in 2010 gained a pass grade or above, the equivalent of four GCSEs at grades A* to C.³
8. Entries for 16–18-year-olds at GCE AS- and A-level business studies remained buoyant over the three years of the survey. The figures remained similar for AS level (36,554 in 2007, 36,393 in 2010) and increased for A level (29,248 in 2007, 30,971 in 2010).⁴ GCE AS and A level economics attracted fewer entries but numbers rose steadily over the period. For AS level, figures rose from 16,839 in 2007 to 22,241 in 2010 and for A level from 13,950 in 2007 to 20,314 in 2010. In 2010, the progression rates from AS to A level were 91% for economics and 85% for business studies. Very few of the schools had opted to introduce the Diploma in business administration and finance, first available in September 2009. A common concern among the schools was how the Diploma

² GCSE data from *GCSE and equivalent results in England, 2009/10 (revised)*, Department for Education, 2011; www.education.gov.uk/rsgateway/DB/SFR/s000985.

³ BTEC data provided by the Department for Education. Please note: Only data on BTEC passes is collected. Figures for the number of students ungraded or not completing the qualification are unavailable.

⁴ GCE AS and A-level data from *GCE/Applied GCE A/AS and equivalent examination results in England, 2009/10 (Revised)*, Department for Education, 2011; www.education.gov.uk/rsgateway/DB/SFR/s000986.

could add value to an already 'good' economics and business education curriculum and the possibility of it reducing the existing provision.

9. The proportion of students gaining the higher grades at GCE AS and A level has been consistently higher in economics than in business studies. In 2010, 39% of students gained A or B grades in AS level and 66% A* to B grades in A level economics compared with 25% and 44%, respectively, in AS and A level business studies.⁵ The proportion of students gaining higher grades was above the average for all subjects in economics but below the average in business studies.
10. BTEC Nationals in business include: a single award, which is equivalent to one GCE A level; a Certificate, which is equivalent to two GCE A levels; and a Diploma, which is equivalent to three GCE A levels. Of the 4,704 students who completed the National Award in business in 2010, 37% gained a distinction grade, which is similar to one A level at A* to B grade. Of the 3,527 who completed the National Certificate, 51% gained distinction and merit grades similar to two A levels at A* to B grades. Of the 4,088 who completed the National Diploma, 52% gained distinction and merit grades similar to three A levels at A* to B grades. All students completing the BTEC National qualifications gained pass grades or above.⁶
11. More boys than girls took economics and business education courses in schools in Key Stage 4 and post-16. In 2010, 41% of all students taking business studies at GCSE were girls and the equivalent figure for economics was 27%. Of all 16–18-year-old students in schools and colleges taking GCE A level in business studies, 40% were girls, and the equivalent figure for economics was 31%.⁷
12. In the schools visited, attainment on entry of students undertaking business courses was often below the national average for all subjects. As a result of good teaching, an appropriate curriculum and, in some cases, the use of coursework-based assessment on vocational courses, students in the schools visited usually made good progress in their learning; they often gained higher grades in their business courses at Key Stage 4 or post-16 than in the other subjects they were taking.

⁵ GCE AS and A-level data from *GCE/Applied GCE A/AS and equivalent examination results in England, 2009/10 (Revised)*, Department for Education, 2011; www.education.gov.uk/rsgateway/DB/SFR/s000986.

⁶ BTEC data provided by the Department for Education. Please note: Only data on BTEC passes is collected. Figures for the number of students ungraded or not completing the qualification are unavailable.

⁷ GCSE data from *GCSE and equivalent results in England, 2009/10 (Revised)*, Department for Education; www.education.gov.uk/rsgateway/DB/SFR/s000985. GCE AS and A-level data from *GCE/Applied GCE A/AS and equivalent examination results in England, 2009/10 (Revised)*, Department for Education, 2011; www.education.gov.uk/rsgateway/DB/SFR/s000986.

13. Achievement in economics and business courses was judged to be at least satisfactory in all but one of the secondary schools visited over the three years of the survey. In over two thirds of the schools, achievement was good or outstanding. The proportion was higher in the 33 schools with business and enterprise specialist status, where in 27 schools, achievement was good or outstanding. In 28 of the 100 schools visited achievement was only satisfactory.
14. Over 250 lessons in formally assessed economics and business education courses were observed in secondary schools during the period of the survey. The progress that students made in their learning was judged to be good or outstanding in around 70% of these lessons. However, the proportion of lessons in which progress was no better than satisfactory was higher in those schools without a sixth form than in 11 to 18 schools.
15. Students in the schools visited achieved well when they had a good grasp of key concepts and vocabulary and were able to apply their understanding to a range of different contexts. Where this was the case, they were able to present coherent arguments and weigh up different solutions to problems on the basis of evidence. The most effective schools helped students to develop their analytical and evaluative skills.
16. The quality of formally assessed coursework in the schools visited varied a great deal. The best work occurred when teachers set students realistic tasks that they could investigate independently, with access to good data and other information. Weaker work was mainly descriptive with little evidence of first-hand research or direct contact with businesses. Discussions with students taking courses assessed wholly or mainly by internally set and marked assignments often revealed a weak grasp of key concepts and a lack of ability to apply business understanding to different contexts. The modular nature of these courses also meant that students sometimes had too few opportunities to draw on the knowledge and skills they had gained across units of work to tackle generic problems and issues. Further discussion of these issues is included in paragraphs 66 to 77.

The quality of teaching in secondary schools

17. Teaching of economics and business education was judged to be at least satisfactory in all 100 secondary schools surveyed, and good or outstanding in just over three quarters.
18. The quality of teaching was better in the schools with business and enterprise specialist status than in other schools, and was better in schools with sixth forms than in 11 to 16 schools. The greater presence of specialist economics and business teachers in the specialist business and enterprise schools, and the higher profile that these departments commanded, were contributory factors to the quality of teaching. In most of the schools without a sixth form, that offered formally assessed economics and business courses, there was only one specialist subject teacher in the school. This affected the quality of teaching,

which did not benefit from the sharing of good practice seen among subject-specialist colleagues in the other schools visited. Additionally, there were few examples of teachers in 11 to 16 schools sharing good practice with specialist teachers in neighbouring schools or in wider subject networks.

19. In the vocational courses, where assessment was wholly or mainly by internally set and marked assignments, teachers spent much of the lesson time acting as facilitators. This involved students working independently, at their own pace and usually on computers, with teachers assisting and supporting them on a one-to-one basis. This approach encouraged good progress in students' learning when it involved clear short-term (that is within-lesson) deadlines or targets. However, it often led to a lack of motivation and a reduction in the pace of learning for those students who required more active and engaging learning activities and more collaborative work, rather than just interacting with a computer.
20. Students in the schools visited generally enjoyed their economics and business courses and found them motivating. Most of those spoken to saw them as relevant and of direct practical value to their future employment or self-employment, despite the fact that they often felt that the courses did not include sufficient direct contact with businesses. This is discussed further in the later section on curriculum.
21. The key features of outstanding teaching and learning observed during the survey included:
 - a strong focus on developing students' understanding of key concepts and use of technical vocabulary; their ability to present arguments (both orally and in writing); their ability to apply their knowledge and understanding to unfamiliar contexts and to analyse and evaluate
 - close monitoring of progress during lessons, with quick and appropriate changes to teaching to ensure that all pupils are learning
 - well-targeted support when pupils are struggling, and high-quality, frequent feedback
 - clear learning goals that were revisited throughout the lesson
 - knowledgeable and confident teaching that constantly related learning to the real world, and was often reinforced by the teacher's background in business
 - use of excellent, up-to-date resources and real economic and business contexts
 - appropriate pace and challenge to meet the differing needs of all students
 - asking probing questions that aimed to confirm understanding and extend and deepen thinking

- promoting effective discussion and enabling students to work both independently and collaboratively
 - activities that engaged students, that they enjoyed and found interesting and that encouraged them to take responsibility for their own learning
 - extensive and relevant enrichment activities, including engagement with businesses, that extended learning beyond the classroom.
22. The standard approach adopted in most of the lessons observed was to set out the learning objectives, explain a theory or concept and then to get students to apply their understanding to a case study or other exercise. However, in some of the outstanding lessons seen, teachers applied more imaginative approaches by starting lessons with a piece of stimulus material, such as a headline from a newspaper article or a video clip. This immediately grabbed the interest of students, particularly when it was based around something that was very current, which students could easily relate to. Through skilful questioning, teachers explored the issues raised by the stimulus and started to develop the concepts that underpinned it. Students were encouraged to ask questions about the material, for example, 'What else might they need to know in order to gain a deeper understanding?' Using this approach meant that it was often a little way into the lesson before the learning objectives were identified by the teacher, but this had the advantage of making them more meaningful and relevant to students.
23. The following example, from a school where teaching was judged to be outstanding, illustrates some typical features of imaginative and engaging lessons.

Lessons began with a starter that involved activities to improve alertness, followed by a quick quiz about issues in the news or a brief recap on issues covered in the previous lesson. Introducing the main focus of the lesson involved attention-grabbing information or visuals – for example: a two-minute video clip about the impact of rising rice prices in South East Asia, a slide showing the huge variability in prices of commodities over time, or a newspaper article about the closure of a factory and the impact on the community. Activities were highly structured, short and interesting. Most required students to work in pairs and involved them in solving a problem or identifying issues. The focus was on students being given activities that provided opportunities for them to find out rather than being told, followed by review at whole-class level and then a summary to confirm and consolidate knowledge and understanding. All students were expected to contribute and all listened well to the contributions provided by others.

In one lesson, students were given an envelope containing slips of paper. Each piece of paper included a short scenario in the form of an external factor that might or might not influence the demand for rice. In pairs, students had to decide what the impact of the external factor might be on

the demand for rice and then note this on a demand curve on a large graph. Graphs were compared and checked for accuracy. Again in groups, students were required to reflect on the external factors just considered and attempt to summarise the factors that might influence demand. When each group had come up with a list, a whole-class discussion took place with each group contributing something to the list, which the teacher compiled on the board. At the end of the activity, students had derived a list of factors that affect the demand for rice, which was then extrapolated to the demand for goods in general.

Because many students had weak writing skills, much use was made of 'post-its', spider diagrams, matching statements and text, and visual and oral presentations; writing skills were practised in the consolidation phase. Where the focus of a lesson was on written skills, for example on developing essay or extended writing skills to achieve higher grades, highly effective and carefully structured use was made of 'scaffolding' activities to guide students through a process that enabled them to recognise the features of good writing and to improve their own skills.

24. In the best lessons seen, teachers took particularly good care in providing sufficient stretch and challenge for higher-attaining students; their knowledge of students' needs and capabilities was assisted by excellent monitoring data. They made very frequent checks on the progress that students were making in their learning; they carefully assessed students' understanding of key ideas and made good use of questioning to extend their learning and challenge their thinking. This skilful approach was highly effective in promoting a culture of success and high expectations among students.
25. Outstanding lessons placed strong emphasis on students developing and applying their conceptual understanding. In these lessons, teachers used a variety of imaginative and creative strategies to shift the emphasis from students being recipients of knowledge 'delivered' by the teacher to them being actively engaged in learning. The activities were often relatively simple and did not require very elaborate planning or resources. Teachers took the lesson content and thought of ways that it could be delivered more interestingly. This often involved students investigating and exploring ideas for themselves and not being given all the 'answers' in advance. For example, teachers:
- set groups of students the task of devising and presenting a strategy to overcome a particular problem
 - got students to develop arguments from the perspectives of different stakeholders
 - involved students in using computer simulations to test out different solutions to problems
 - asked students to devise their own quizzes to check factual understanding.

26. Assessment to support learning in economics and business education was evaluated in visits from January 2008. In all but one of the 76 secondary schools visited where this aspect was considered, assessment to support learning was at least satisfactory, and in 56 it was good or outstanding. Assessment was outstanding in 13 of the 76 schools; in these schools students had a very well-developed understanding of how to improve their performance and what progress they were making towards achieving their targets. In those schools where assessment was less strong, inconsistencies in the quality of teachers' marking and feedback on students' work failed to highlight, with sufficient clarity, the importance of demonstrating higher level skills. In some cases, however, while assessment was supporting students to make progress against their learning goals, these were very narrowly drawn and aligned very tightly to specific assessment criteria.
27. In the outstanding lessons observed, questions were used not only to establish prior knowledge and understanding but also to identify where students were experiencing difficulties, to explore alternative explanations and to promote deeper thinking. Effective questioning explored what might appear to be 'incorrect' answers to see whether they were due to misunderstanding or because the students had not articulated their ideas very well. They encouraged students to believe that there is normally more than one possible answer and that the quality of argument is important. They did this by asking follow-up questions such as:
- 'Can you explain that more fully?'
 - 'What is your thinking behind that answer?'
 - 'Can you give me your own example of that?'
28. The following example illustrates how highly effective questioning can enhance learning.

In an outstanding GCE A-level economics lesson on government intervention to correct market failure, the teacher planned a well-structured lesson and used questioning extremely well to summarise previous work, to test students' knowledge and understanding and to develop learning points. The teacher involved all 13 students in the class very successfully and differentiated his questioning according to the abilities of each individual. For example, he used open questions of different levels of complexity: he asked one student if she could add to the answer given by another; he asked one student to explain a technical term used by another student; he asked supplementary questions that probed and challenged students to think hard in order to extend their initial answers and to demonstrate orally the higher-level skills of analysis and evaluation. Students clearly enjoyed the lesson and demonstrated very high levels of attainment in a difficult area of work that involved them in drawing and analysing a diagram to show social benefits and

social costs in relation to the building of an airport. Both the teacher and students made excellent use of technical language.

29. However, even where teaching was good overall, a less successful feature was teachers' use of questioning to develop and extend students' learning. Question and answer sessions formed part of most lessons, but too often they were limited to simply confirming that some students knew the 'right' answers. Generally in these circumstances, the teacher asked the question, hands went up, 'incorrect' answers were rejected and students who gave what the teacher regarded as the 'correct' answer were praised. In weaker lessons, not all students were expected to contribute answers to questions, or teachers allowed more confident or vocal learners to dominate. The endings of less successful lessons were often rushed, so that there was too little time to check students' knowledge and understanding, even though the teacher had planned this into the lesson.
30. The following examples illustrate how weak questioning technique – where teachers are happy to accept superficial answers, where they do not encourage students to develop answers, and where they themselves take over the explanation – means that teachers fail to check, build on, or extend students' understanding or their ability to apply, analyse or evaluate.

Example 1: a Year 10 GCSE business studies class

Teacher: 'Suggest some characteristics of a successful entrepreneur.'

Student: 'Risk-taking.'

Teacher: 'Good.' The teacher then explains risk-taking and why it is considered to be a characteristic of successful entrepreneurs.

In Example 1, the teacher is satisfied with a short response that may indicate a degree of knowledge or simple recall, but does not indicate whether the student actually understands the term 'risk-taking' and why it is a characteristic of successful entrepreneurs.

Example 2: a GCE AS-level business studies class

Teacher: 'Why not interview everyone who applies for a job?'

Student 1: 'Wastes time.'

Teacher: 'Yes, because it would be costly to interview everyone and would take a lot of time that could be used more productively on something else.'

Student 2: 'Could it be an opportunity cost issue?'

Teacher: 'Yes, good use of term too.'

In Example 2, Student 2's question about opportunity cost is a valuable contribution and might have demonstrated excellent application of an important and difficult concept to a very specific area. However, the teacher did not ask the student to explain her contribution, nor did he check other students' understanding of the concept of opportunity cost and how it might apply in the particular context.

Example 3: a GCE AS-level economics class

Teacher: 'Despite the recession, Sky has taken on more employees. Why?'

Student 1: 'More people stay in.'

Teacher: 'Yes, good.' Teacher then explains how that relates to unemployment and the recession and why this has led to Sky employing more people.

Teacher: 'HP (Hewlett Packard) has reduced the number of its employees. Why?'

Student 2: 'People won't replace their old computers so quickly.'

Teacher: 'Yes, good.' Teacher then explains how the same would apply to businesses and goes on to explain the implications of the multiplier effect.

In Example 3, the teacher does not challenge students to explain their answers and thus fails to encourage the development of their analytical skills. It is not clear that the students understand their own answers.

Example 4: a GCE business studies class

The teacher asks students what sort of external influences might affect a firm. The students come up with plenty of relevant ideas. One student says, 'recession' and another says 'the credit crunch'. Teacher says, 'Yes, very good' (but doesn't ask students what these terms mean/what they think they mean). The lesson moves on. Working in groups, students are issued with a set of cards that includes a range of external influences that might affect businesses; for example a reduction in the rate of VAT, or an increase in petrol prices, etc. Their task is to classify these external influences according to PEST (political, economic, social and technological) categories. Following this, the teacher calls the class to attention, takes each card in turn and asks if the impact on a business is good or bad. Students answer 'yes' or 'no' (but are not asked to explain why).

In Example 4, the teacher is happy with one-word answers but cannot be sure that the students giving these responses actually understand what the terms mean or their impact on firms. The final activity, which requires only yes/no answers, provides the teacher with no indication of whether students really

know whether the impact is good or bad or whether they understand why and to what extent.

31. Other characteristics of less successful teaching included an over-reliance on a limited range of activities and missed opportunities to engage students by building on their existing knowledge and experience. Failure to meet the differing needs of the full range of students in a class was a feature of weaker teaching. Business courses at Key Stage 4 included students with varying levels of prior attainment. Despite this, weaker teachers often failed to organise learning activities that took account of the full range of students' needs and abilities. Similar features were apparent in the post-16 classes observed. For example, GCE AS-level business studies classes frequently contained students new to the subject as well as those who had taken a GCSE business course before and had a basic understanding of many of the AS level topics. However, the weaker teaching rarely acknowledged or built on this learning. As a result of this and the fact that available data on students' progress and attainment were not used consistently well to plan lessons, students, and particularly the most able, did not always make good progress in their learning in these lessons. Planned extension tasks did not always provide additional challenge and often involved more of the same type of tasks that students had already completed.
32. Marking of students' work was often thorough and supported students towards meeting assessment criteria with detailed feedback on areas for improvement. Students almost always commented very favourably on the support of their teachers in supplementing this written guidance with verbal feedback on how to improve their work. The following example illustrates outstanding practice.

The department's marking policy involved very detailed attention to the correction of grammar and spelling. Feedback was provided on each piece of work, together with clear guidance on how to improve it and an assessment of whether the student was working at, above or below their target grades (notated as T, T+, T-); at GCE, an assessment was given of how well students were demonstrating key elements of knowledge and understanding, application, analysis or evaluation. Students routinely completed an additional, 'top up' section in response to the teacher's feedback. For example, if a short answer was incorrect, failed to include sufficient explanation of a key point or lacked application to a particular business context, students would be required to rewrite their answers. Their revised answers were in turn evaluated by the teacher. The impact of this rigorous marking policy could be seen in the high levels of attainment and the outstanding progress made by students. As part of the department's assessment for learning policy, this approach to feedback and target-setting was accompanied by very good attention to developing learning points, checking learning in lessons with skilfully differentiated questioning that was informed by learners' prior attainment, and good attention to the planning of extension tasks.

33. The economics and business education teachers in the survey had access to a wide array of resources, which they used well to enhance the quality of teaching and learning. These included materials produced specifically for particular courses, such as textbooks and web-based resources. They also included materials which were produced for other purposes, such as those found on company and government websites, in newspaper articles and on television programmes. Modern technology made access to these resources easy and quick.
34. The impact of ICT in enhancing the quality of teaching and learning in economics and business education was judged to be good or outstanding in just under two thirds of the 65 schools in which this was evaluated during the survey. It was only satisfactory in 23 of the schools. Access to ICT facilities during economics and business classes was rarely an issue and variability in practice related much more to how well the ICT was used.
35. Students routinely used ICT to produce assessed work and to keep course notes up to date. In the better lessons, inspectors observed students using a range of software applications for word processing, presentations and spreadsheets, both confidently and with fluency. In such lessons, students made use of the internet and the school's virtual learning environment to enable them to work independently of the teacher and to carry out research tasks.
36. The teachers surveyed, routinely used interactive whiteboards. Although, at times, usage was restricted to displaying pre-prepared written presentations, many used these to show film clips, import documents and provide live software demonstrations. In a few schools, teachers had set up excellent websites for their students that contributed positively to supporting teaching and learning in the subject and ultimately to improving attainment. Some of these websites could be accessed by students in any school.
37. Where the use of ICT was most effective, it was at the heart of teaching and learning. In the outstanding lessons seen, teachers made appropriate and effective use of new technologies and up-to-date resources to make the subject live and relevant. The word 'appropriate' is important. Too often in lessons for courses assessed wholly or mainly by internally set and marked assignments, students spent a disproportionate amount of lesson time downloading huge quantities of information from the internet without any critical evaluation of it. On other occasions, students were set tasks to do on the computer which would have been more easily achieved through other means. Nevertheless, some excellent use was made of new technologies for both teaching and learning, as the following examples illustrate.

In one lesson, a teacher abandoned what he was originally going to do in a lesson because a local major employer had just announced the closure of its factory. He was able to show news coverage through the BBC website and to access information that stimulated thinking about the reasons for the closure of the factory and the possible consequences for

the local community. He had mentally prepared this outstanding lesson while driving to work and taken about 10 minutes to set it up.

In a lesson to introduce the European Union to A level economics students, ICT was used to provide interesting tasters of the types of issues they would be examining in more depth in later lessons. Short video clips were used to illustrate issues arising from former Eastern block countries joining the EU. This was followed by the use of the interactive whiteboard to show a newspaper article about kiwi fruit growers whose fruit was too small and could not be sold as a result of EU legislation. Finally, the interactive whiteboard was used to show a range of websites that students could use for later research.

In a Year 10 GCSE business lesson on product lifecycles, pictures of different products were shown on the interactive whiteboard. Students were required to identify those that had a short lifecycle (for example, Sharp's sponsorship of Manchester United and the Sinclair C5) and those that had a long lifecycle (for example, Heinz Baked Beans and Chanel No. 5). The products included in the exercise were clearly chosen to hold the interest of both girls and boys. Later, a picture of a typical product lifecycle graph was displayed on the interactive whiteboard. The teacher gave out images of a range of products (such as an MP3 player, a can of drink, a VCR) to selected students. The task was for students to place the image on the correct stage of the product lifecycle and explain their reasoning. The class was then asked if they agreed or disagreed with these positions and why.

38. In the case below, ICT was used to encourage greater participation by girls and to provide a means of intervention that brought about improvement in achievement.

Girls were identified as underperforming at GCE AS- and A-level economics. In exploring the reasons for this underperformance, the teacher noted that girls were not contributing as much as boys during lessons because they did not like to give wrong answers and were reluctant to ask questions or request clarification. As a result, the teacher set up an internet talk site. This provided opportunities for any student to pose questions on the site – questions they might not raise within a classroom situation – and it was made clear that students were permitted to say they didn't understand, that they needed help and that making mistakes was okay. Girls' performance improved following this intervention.

39. Teachers' particular knowledge and awareness of business issues relating to ethnicity, culture and faith were not always evident in the lessons observed. For example, in one lesson on setting up a small business, students were preparing

a business plan as part of the initial section of a piece of coursework. A group of girls were discussing the results from market research that they had done on the potential for setting up a hairdressing salon in a local area. The group included Afro-Caribbean, Asian and White British girls. When asked by the inspector which market segment the salon was aimed at, the girls responded, 'Young women, aged 15 to 25.' When asked if the salon was aiming to provide hairdressing services for Black or White young women or both, the girls said, 'We hadn't thought about that.' The White female teacher said, 'It doesn't make a difference, does it?' In fact, the techniques and products used in salons are significantly different for these different groups.

The quality of the curriculum in secondary schools

40. The economics and business education curriculum offered by all the schools visited was judged to be at least satisfactory. It was good in 74 of the 100 schools visited and outstanding in 12. The curriculum was better in the 33 schools with business and enterprise specialist status than in other schools visited. In all of the specialist business and enterprise schools visited, the curriculum was judged to be at least good, and in six it was outstanding.
41. Those schools whose curriculum was judged to be good or outstanding offered a wide range of courses, with sufficient progression routes from Key Stage 4 to post-16 in order to meet the needs of different learners. Most of these schools had developed good links with local further education colleges to broaden the range of business-related progression routes available to students at 16. In those schools whose curriculum was judged to be only satisfactory, there was usually insufficient breadth, for example of vocational and academic courses, or a lack of appropriate progression routes from Key Stage 4 to post-16. Of the 18 schools without a sixth-form, six offered no formally assessed courses in economics and business education, compared to the other schools visited during the survey, all of which made provision for formally assessed courses.
42. Extra-curricular activities, such as Young Enterprise and share competitions, business clubs, visiting speakers, visits to firms and residential trips, were a feature of those schools where the curriculum was judged to be good or outstanding.⁸ In the best schools visited, they were a vital part of the curriculum, enhancing the provision, adding to students' enjoyment, interest and enthusiasm and providing a context for learning. The following example demonstrates how extra-curricular provision can enhance courses.

⁸ Young Enterprise is a not-for-profit business and enterprise education charity that aims 'to inspire and equip young people to learn and succeed through enterprise'. Its main programme in secondary schools, involves groups of students (aged 15-19) attempting to generate profits by forming a business, electing a board of directors from among themselves, raising share capital and then creating, marketing and selling products. Volunteer business advisors are provided to mentor students. Local, regional and national competitions are held to find the best overall companies. These competitions involve student groups creating a trade stand and a presentation based on their business history and product performance.

A particularly strong feature of the business curriculum is the integration of the Young Enterprise programme into BTEC business and retailing courses and GCE AS- and A-level applied business. This gives students practical experience and contact with employers through business mentoring. Their experience in setting up and running a business and the support they receive from their business mentors form the basis of one of their pieces of assessed coursework and give them the opportunity to gain additional qualifications through the Young Enterprise scheme.

43. Links with businesses and employers to enhance the curriculum were variable and a relative weakness in provision. Over a third of schools visited failed to provide sufficient opportunities for students to engage directly with local businesses or employers. This was the case even on vocational courses, particularly at Key Stage 4, where students spent too much time just downloading information from company websites, which reduced their opportunities to probe and investigate real issues.
44. Visits to businesses were often difficult to organise for logistical reasons. However, in the best schools, restrictions on the opportunities to take students out to visit businesses were overcome by bringing the local business community into the classroom to enhance teaching and learning, as the following examples illustrate.

The marketing manager of a small local pottery firm was invited into the school to set students a problem based on the work of the firm. The problem was how to market special commemorative mugs that had been produced to celebrate an important local event. Students had the opportunity to ask the manager questions about the business and its context and she provided them with data and information about the firm. They then worked in groups, investigating the problem and devising possible solutions. This formed the basis of a piece of coursework. They presented their solutions as business proposals to the marketing manager, who evaluated them, provided verbal comments and judged which was the best. Students were able to use her comments as part of their own evaluation of their coursework.

The teacher had videoed interviews with three local business owners. Each business was based in the centre of the local town and was known to students. The business owners reflected the multi-ethnic nature of the area and the school. The businesses included a car workshop that was a private limited company, a sole-trader newsagent and a sole-trader sandwich shop. Each interview lasted for about five minutes. After watching the video clips, students worked in groups to answer questions about the different forms of ownership and their advantages and disadvantages. For example, they were able to pick up on the fact that the owner of the car workshop talked about the advantages of limited liability

and about being in control. This was followed up by the teacher encouraging students to draw out generic issues about different forms of business ownership.

The school benefited from the contribution of an entrepreneur in residence – the owner of a local engineering business – who visited the school regularly and helped business teachers develop assignment work, based on the business, for First and National Diplomas. The entrepreneur ensured that the work had a realistic focus and that the school was able to have access to detailed information about the marketing strategy. In addition, the entrepreneur was available to give presentations to students about particular aspects of business and to run workshops.

45. Business links that enhanced learning on a broader level were provided in many ways. The following provides an example of a national scheme to enhance aspirations and develop important employability skills.

The UK Careers Academy is a two-year programme for 16–18-year-olds that involves employability skills training, communication with and support from a business mentor and a business-based paid internship (usually for six weeks in Year 12) at a major company. In one school, where economics and business education was judged to be outstanding, 15 students from Year 12 were selected each year from across the ability range. This included those studying GCE A level in business studies or economics and those studying BTEC National business or finance programmes. The programme raises aspirations, develops confidence and provides excellent opportunities for students to develop and demonstrate high-level employability skills. Students rated it very highly and some had been offered future employment with the firms in which they undertook an internship.

46. The schools visited where the economics and business education curriculum was outstanding tended to have very good links with local employers, which were used to good effect to enhance teaching and learning. Having someone responsible for engagement with business (often a non-teaching member of staff with a recent background in business) and with adequate time to do the job properly, was a key ingredient for success. In these schools, visits were often arranged to a different organisation for each unit or module, and assignments were built around these visits, providing students with a real and interesting context for their learning. This type of approach was particularly welcomed by students who felt that it made their courses more relevant and interesting, as well as contributing to their understanding. Visits were organised to a range of businesses, including theme parks, zoos, breweries, car manufacturers, chocolate makers and banks. Such visits were used to illustrate and investigate aspects of customer care, marketing, production, finance and stakeholder relations and to give students a broader understanding of business in general. The examples below illustrate some of this good practice.

Students who had visited a major chocolate manufacturer had a good understanding of batch production and some of the issues that the company faced when switching between different types of production in order to meet changing demand.

Post-16 students on a BTEC course had visited and worked closely with a local farm-based ice cream manufacturer. They were set a real problem as part of a marketing assignment – how to expand the market for the products, particularly among younger consumers. Students had to present their findings to the manager of the business who provided evaluations of their ideas. Students were very enthusiastic about this work as it was seen as being 'real'. Good quality work was produced.

When a pre-issued case study based on a hotel was issued for GCSE business studies, teachers identified a local hotel that had similar features to those described in the case study and organised a student visit. Prior to the visit, students were required to do preliminary internet-based research on the hotel. At each stage, students were supported by well-structured questions that provided a focus for their research and for the investigations.

The study of ethics on a BTEC National programme was supported by a visit to a large national department store with a unique ownership structure where students were able to explore issues about corporate social responsibility.

The effectiveness of leadership and management in secondary schools

47. The leadership and management of economics and business education were judged to be at least satisfactory in all but one of the schools visited. In 77 of the 100 schools visited they were judged to be good or outstanding and in 13 schools, outstanding. In the 33 schools with specialist business and enterprise status, leadership and management of economics and business education were judged to be good or outstanding in 30 schools.
48. Self-evaluation and monitoring of students' progress and of the quality of teaching were the strongest aspects of leadership and management noted during the survey. The weakest aspects were the coherence of, and vision for, economics and business education, including whole-school provision (which is discussed in detail in Part B), and professional development and training.
49. An improving picture of self-evaluation reflected the greater expectations that senior managers had of middle leaders and the increasing emphasis on their being accountable for their subject areas. As a result, self-evaluation at subject level was going beyond the mere analysis of examination results data and

reflected the broader self-evaluation process taking place at whole-school level, including analysis of the quality of achievement, teaching and learning, the curriculum, and leadership and management. Where departmental self-evaluation was strong, key areas for improvement were identified and appropriate action was taken, which led to improvements in outcomes for students. The best subject leaders seen were reflective and proactive, which ensured a process of continuous improvement through ongoing review and evaluation.

50. In the schools visited where leadership and management were weaker, departmental self-evaluation provided a detailed general analysis of examination performance and of the differences in performance between boys and girls. But it often lacked a sufficiently detailed analysis of the achievement and progress of different groups of students, including those from minority ethnic groups, those known to be eligible for free school meals, those with special educational needs and/or disabilities or students who were in the care of the local authority. In addition, leadership and management did not provide a sufficiently rigorous evaluation of the quality of teaching, learning and assessment and thus failed to identify areas for improvement. Very few schools collected or made use of the views of students or other stakeholders (such as parents and employers) in any systematic way to inform their departmental self-evaluation, as opposed to their whole-school self-evaluation.
51. The schools where leadership and management were strong had comprehensive and effective systems for monitoring and tracking students' progress towards meeting challenging targets. Any underachievement was identified promptly and timely and well-focused interventions were made to support individual students. Monitoring of students' progress was complemented by helpful strategies to monitor and improve the quality and consistency of teaching, learning and assessment. These included scrutiny of work and lesson observations carried out either by subject leaders or as part of peer observation and coaching approaches. Where weaknesses were identified, supportive and effective actions were taken to bring about improvements. Where leadership and management were weaker, such processes were not in place; judgements were too generous, or the processes were simply mechanistic and not used to identify strengths and weaknesses, and did not lead to actions for improvement.
52. Opportunities for good professional development, such as external or internal training, networking and sharing good practice, were catalysts for improving teaching and thus for moving schools from satisfactory to good and from good to outstanding. Access to, and the impact of, professional development and subject training in economics and business education were judged to be good or better in 39 of the 62 secondary schools where this was evaluated. Professional development in specialist business and enterprise schools visited was stronger than in other schools because there were more opportunities to share good practice both within schools and in the wider specialist schools networks. Of the 62 schools where professional development was evaluated,

three were judged inadequate, each of which were schools without sixth forms. This reflected the fact that many of the schools without sixth forms visited which offered formally assessed business courses only had one economics and business specialist who often operated in isolation, and who was usually not part of any wider external subject network.

53. The potential problems of professional isolation could be overcome. One teacher, who was the only economics and business specialist in her school, did so by engaging in the following activities:
- joining the Economics, Business and Enterprise Association (EBEA), the main professional subject association for teachers of economics and business
 - attending departmental meetings at another local school. This opportunity came about as a result of the networking established via the subject association
 - linking the moderation of coursework in school with the moderation process in another school
 - attending a range of awarding body courses.

Evidence of the impact of these various professional development activities could be shown by the teacher in the quality of teaching, which was informed by up-to-date subject knowledge, resources and activities; and by the way the economics and business courses in the school were being managed, including the rigorous monitoring of students' performance and the accuracy of assessment.

54. Other than in the business and enterprise specialist schools visited, relatively few economics and business education teachers were members of wider professional networks or professional associations, such as the EBEA.
55. The most common source of externally provided professional development for economics and business teachers was that provided by awarding bodies, which focused primarily on developments and changes in specifications and modes of assessment. Such professional development was generally well received as it linked directly to the specific courses that teachers were offering or new courses they were preparing to offer. However, where professional development and training were judged to be outstanding, they had a strong focus on updating subject knowledge, developing real-world economics and business links and improving teaching, with subsequent positive effects on classroom practice and the quality of students' learning.
56. The identification of subject-specific professional development and training needs, as opposed to generic training needs such as whole-school assessment for learning, was not a strong feature in the schools visited. Much subject-specific professional development was in response to changes in specifications and assessment structures or the introduction of new courses. It was rarely proactive and the result of an analysis of the strengths and weaknesses of

individual members of staff or of all subject-specialist staff. Equally, very little evidence was noted of schools evaluating the impact of professional development and training on the quality of teaching and learning or on student outcomes.

Business education in colleges

57. Between September 2009 and August 2010, the sector subject area (SSA) for business, administration and law was observed in 33 of the 94 colleges inspected during this period, 23 of which were general further education (GFE) colleges and 10 were sixth form colleges. The provision was judged to be good or outstanding in only 14 of the colleges. It was satisfactory in 16 and inadequate in three. Provision for business, administration and law in the very small sample of 10 sixth form colleges visited was slightly better than in GFE colleges, with five of the 10 sixth form colleges judged to be good compared with nine of the 23 GFE colleges.
58. In 2009/10 approximately 69,000 learners aged 16 to 18 studied business, administration and law courses in general further education colleges; this was 2,000 fewer than the previous year. In sixth form colleges, the number remained broadly the same at 50,000. Learners in this sector made up 7% and 9%, respectively, of the total learners in general further education and sixth form colleges in 2009/10.
59. For learners aged 16 to 18, success rates in business, administration and law courses in 2009/10 rose marginally by one percentage point in general further education colleges and remained similar in sixth form colleges.⁹ While success rates for business, administration and law remained higher in sixth form colleges, they were below the latest national averages for learners aged 16 to 18 across all the sector subjects areas (by four points in general further education colleges and two points in sixth form colleges). Most students study at advanced level in sixth form colleges. In general further education colleges, a minority follow advanced level courses, with the majority studying at foundation and intermediate level. The business, administration and law sector is one of the lowest performing sectors in general further education colleges. Success rates at GCE AS level and A level were identified as a particular problem in many of the colleges where the sector subject area was judged to be satisfactory or inadequate. This suggests that not all learners received appropriate advice in selecting the most suitable courses and lacked the prior knowledge, skills and understanding needed to complete their courses successfully. There were particularly low success rates on specific courses in

⁹ Success rates are a measure of the number of qualifications achieved against the number of learning aims started; www.thedataservice.org.uk. This is equivalent to the rate at which learners are retained multiplied by the rates at which they achieve. In general it indicates the proportion of learners who complete their courses successfully.

four out of the 10 sixth form colleges and in six of the 23 general further education colleges.

60. Strengths in the sixth form colleges inspected included learners making better than expected progress and achieving a good proportion of high grades; good progression to higher education and the good development of personal and social skills. In the general further education colleges, strengths included the development of subject knowledge and business skills, together with a good standard of work produced by learners. However, attainment and progress were common areas for improvement, and attendance and/or punctuality featured as areas for improvement in five colleges, including in two sixth form colleges.
61. Just under 60% of the 163 lessons or training sessions observed in this sector subject area were judged to be good or outstanding. In these lessons, well-planned activities, which stimulated learning, met individual learners' needs and challenged the most able. Effective assessment strategies and good feedback enabled learners to improve their performance, particularly in general further education colleges. Learners' enjoyment was a key feature in many colleges coupled with a respect for teachers' and assessors' expertise and subject knowledge, particularly when incorporating real-work scenarios alongside work placement and other enrichment activities. However, in 13 of the 33 colleges inspected, teaching and learning were judged to be no better than satisfactory. Less effective lessons were characterised largely by poor planning to meet the range of learners' abilities and interests. In the sixth form colleges, insufficient challenge for more able learners was the most common weakness. Furthermore, information and learning technology was not used sufficiently or effectively to present information or develop subject knowledge and understanding.
62. Good or better academic and pastoral support were key strengths in 12 of the colleges. This was particularly effective when teachers worked closely with learners to set detailed, realistic, challenging and time-constrained targets which were monitored regularly. In the sixth form colleges, extra sessions outside normal lessons, arranged to ensure that learners made the progress expected of them or to stretch and challenge them further, were particularly effective. However, insufficiently thorough initial assessment of prior attainment and skills meant that not all learners were on the right course, which resulted in them making less progress than they were capable of.
63. A strength in 15 of the colleges inspected was the broad range of business and administration courses offered at all levels to meet learners' and employers' needs. However, ineffective or insufficient employer links to enhance learning or develop provision were noted as areas for improvement in around a quarter of colleges.
64. Where leadership and management were good or better, key strengths included the impact on improving success rates and on improving the quality of teaching

and learning. Effective monitoring and evaluation of performance using appropriate strategies and data to improve provision were evident in nine of the 23 general further education colleges inspected and one sixth form college. Common areas for improvement included the better sharing of good practice in teaching and learning, and in supporting learners to make the progress expected of them. Insufficiently detailed and accurate self-assessment, particularly at course level, featured in less effective leadership and management.

65. The example below illustrates the features of good practice evident in a successful business, administration and law department in a very large general further education college.

Success rates were high and many learners achieved outstanding outcomes relative to their previous attainment. A high proportion of learners progressed from the BTEC First Diploma in business to the BTEC National Diploma in business, and a very high proportion gained university places. Learners demonstrated particularly good technical skills in accounting and improved their employability through significantly increased self-confidence, good presentation skills and the ability to speak out effectively in group discussions.

Teaching and learning were very good. Teachers used a wide range of well-planned teaching and learning strategies to meet the needs of all learners. They used examples from their own business experience very effectively to illustrate how theories are applied in practice. Learners benefited from very good individual coaching. Very good partnership initiatives and business links were used productively to meet learners' needs and enhanced their learning. Learners were very well-supported and their needs were monitored and reviewed thoroughly. Advice and guidance were very good. Individual learners' targets for improvement were clear and learners knew what to do to progress further.

Leadership was very strong. Staff were given clear direction, and roles and responsibilities were well understood. All staff felt very well-supported and communication was open and effective. Good professional development opportunities enabled many staff to update their skills in industry. Staff had devised many good initiatives to develop new courses and to provide mechanisms to promote further improvement.

The quality of learning in school-based business courses assessed wholly or mainly by internally set and marked assignments

66. More schools visited for this survey, compared to the previous three year survey, had chosen to adopt vocational courses in business that were assessed wholly or mainly by internally set and marked assignments. 39 of the 100 schools visited for this survey offered such courses alongside or in place of more traditional GCSE and GCE provision. When asked why they had opted for

these more vocational routes, rather than GCSEs and GCEs, students usually responded by saying that it was because they did not do well in examinations and that they would gain more equivalent qualifications this way.

67. The prior attainment of students taking vocational First and level 2 National courses, which are equivalent to between two and four single award GCSEs, was generally lower than for those studying traditional GCSEs. Around three quarters of the 39 schools offering these courses allocated less than the equivalent lesson time allowed for two or four single award GCSEs. Most students who took these courses achieved the equivalent of two or four single GCSEs at grades C or above and their GCSE equivalent results in these courses were often higher than their results in subjects in which they had taken traditional GCSE courses.
68. Setting aside the issues of equivalence with GCSEs, First and National certificate and diploma courses provide a valuable alternative for students who do not respond well to traditional, examination-based, academic types of assessment. They offer a clear progression route from foundation level to level 4 and provide enhanced opportunities for substantial numbers of students who might otherwise not continue in education. The qualifications are recognised and often valued by employers and higher education institutions. When courses were taught well, students developed skills valued in employment and higher education – such as enterprise and work-related skills, and ICT, presentation, investigation, research and organisational skills – which were not always well-developed in more academic courses.
69. The example below illustrates some of these strengths, but also highlights weaknesses in the quality of learning in lessons observed in vocational courses during the survey.

Teaching is solidly satisfactory and sometimes good on the First Diploma. Monitoring of students and individual support is excellent. Students get very good feedback. They have very good attitudes to learning – because they feel well supported and because they find the course interesting and they particularly value the visits and links with business. Students' assignments are very thorough but are mainly descriptive, even the work that gains higher marks, and there is not a great deal of evidence of real analysis or evaluation. Discussions with students revealed considerable gaps in their knowledge and understanding; for example, whether the businesses they had visited were private or public limited companies and what these terms meant. Students can improve on each unit of work in response to teacher comments and there are no external examinations; the pass rate is 100%. Students get three hours of lessons each week for a qualification that is equivalent to four GCSEs.

70. While inspectors saw some excellent work by students on these vocational courses, at both levels 2 and 3, there was huge variation in the knowledge, understanding and skills which students who were awarded the same grades

were able to demonstrate. There was even more variation in knowledge, understanding and skills when comparing students taking these courses with those on more traditional courses at the same level. Evidence from 30 of the 39 schools inspected for these courses, including scrutiny of students' work, lesson observations and discussion with students, suggests that these courses and more traditional courses may not be equivalent in terms of the quality of students' knowledge and understanding, their ability to apply such knowledge and understanding in unfamiliar contexts and their ability to analyse and evaluate.

71. Of the 39 schools, most of those that adapted their curriculum to include these courses were able to improve their results – often considerably. For example, one school changed its provision from a traditional GCSE business award, in which students gained poor results, to a First Certificate (equivalent to two GCSEs). GCSE equivalent results improved considerably. The school then changed its provision from a GCE AS- and A-level business studies course, in which students had gained poor results, to a National Certificate (equivalent to two A levels) and again results improved considerably.
72. Such changes, and their impact, could demonstrate a very well-considered strategy to provide a curriculum that matched students' learning needs more closely. In many of the schools offering these courses, the targets set by teachers for most students on the First Certificate course were at least a grade higher than students' prior attainment might suggest – and students were achieving these targets and getting grades in their business course that were higher than the grades that they obtained in their other single award, traditionally assessed GCSE courses.
73. This might suggest that teachers were setting students challenging targets – above what they might normally be expected to achieve. But for these arguments to be convincing, students would need to be able to demonstrate an appropriate level of understanding. In discussions with students, inspectors found this was not often the case. In 30 of the schools that offered these programmes, final coursework submitted for assessment was often highly descriptive and frequently showed either incorrect or very muddled thinking. Work described as 'evaluative' was often not supported by evidence but nevertheless seemed to be sufficient to meet the required criteria. In discussion, even students identified as in line for higher grades seemed often to have a very weak grasp of quite fundamental business ideas.
74. Assessment for these courses is criteria-referenced, which means that evidence of students' learning is evaluated and graded against a set of pre-specified criteria, which are often very narrowly defined. Assignments are designed to ensure that students are able to demonstrate the relevant criteria in their written submissions. Students were usually able to submit drafts of their work for final assessment, receive feedback on how to improve, act on the feedback and resubmit the work. This process could go on until eventually the work met the criteria for whatever the particular target grade was. This could be a

positive developmental process for students, enabling them to develop and improve their knowledge and understanding over time. However, in many cases, the quality of written work and the knowledge and understanding demonstrated by students in their discussions with inspectors was not convincing or confident. The internal marking by the schools was accurate according to the assessment criteria, but it was very narrow in scope. Almost all external moderation reports seen by inspectors, were positive, reinforcing this limited approach to assessment.

75. In nine of the 39 schools visited, this highly structured coursework approach encouraged independent learning, the development of higher level skills and enabled students to progress at different rates. The following illustrates how, in one of these schools, good teaching and a balanced approach to developing knowledge and understanding and to assignment completion in lessons led to good quality learning.

In a Year 12 BTEC National lesson on data collection in a market research module, the teacher made good reference to the lesson's learning objectives and the learning outcomes that students were expected to demonstrate. The lesson was very well planned and included a wide range of interactive learning activities to engage and motivate students. Very good reference was made to real-world contexts to illustrate concepts and explanations. The teacher asked challenging questions to confirm students' knowledge and understanding and to promote their higher level skills. Students provided extended responses that demonstrated their ability to think deeply about the issues. There was a good focus on self and peer assessment. The main activity involved a number of students making presentations to the rest of the group and in the listening students posing questions to the presenters. Students' presentations were impressive and demonstrated professional presentation skills, good research and convincing knowledge and understanding. Questioning by students was challenging and indicated a confident understanding of the topic and the issues involved.

The scheme of work indicated that students would begin work on the formal written assignment once they had covered the topic in detail in lessons. They would then spend a proportion of each week in tutorial-based discussions with the teacher and the rest of the week on independent work on the assignment. Schemes of work indicated that in other modules, students might begin work on assignments earlier and that the weeks might be split into whole-class teaching and independent work on assignments. However, in all modules there was a substantial focus on developing students' understanding by whole-class teaching that appeared to follow a similar process to that described in the lesson observed.

76. However, in the majority of the 39 schools providing vocational courses such a challenging approach to developing knowledge and understanding and to

promoting good quality learning, as illustrated above, was not evident. The focus on producing written assignments in lessons could mean there was very little opportunity to debate issues and challenge thinking. Students on these courses tended to have lower prior attainment than those on more traditional academic courses, and yet they found themselves engaged in very long periods of independent learning. Too often, this involved them in sitting at a computer, reviewing websites and downloading text to use in their assignments – often with little guidance or instruction about how to critically evaluate information. This often led to a slow pace of work because tight deadlines were not set frequently enough and students went for too long without teachers checking on their progress. On the whole, students in these schools had little opportunity to experience well-paced, interesting and practical learning activities that required them to think hard, communicate orally with other students and the teacher, and to apply what they were learning to new situations. This lack of interaction meant that, while students often demonstrated that they had met the relevant assessment criteria, their ideas were not sufficiently challenged and their thinking was not fully extended. The following example illustrates some of these points.

In a school with levels 2 and 3 vocational courses in business, much of the content of coursework was descriptive. Some very muddled and sometimes incorrect thinking was evident but this appeared to be largely ignored. Statements that were credited as being evaluation were often opinions that were unsupported by evidence; for example, 'car sales have gone down because tax has gone up'. This lack of rigorous assessment occurred essentially because these issues were not relevant to the assessment criteria. Discussions with students in Year 11 revealed a lack of very basic understanding and a lack of ability to apply any understanding they had to different contexts. For example, despite having completed and passed all units, they were not clear about what a public limited company was, what a fixed cost was, or the significance of breakeven for a company.

77. In approximately three quarters of the 39 schools that offered these courses, discussions with students revealed that their understanding of key concepts and their ability to analyse issues did not always match their expected or achieved grades. Inspectors concluded that because students did not need to actually learn any of the content of the modules they studied for examinations, or retain such knowledge and understanding in order to use it, other than in the particular piece of coursework they produced to meet the assessment criteria, they did not adequately internalise the knowledge and understanding. As a result, their grasp of key concepts was not secure and their skill in actually using and applying their knowledge and understanding to different contexts was weak.

The quality of learning in the business management and economics modules of the International Baccalaureate

78. In 2007/08, Her Majesty's Inspectors visited four maintained comprehensive schools with sixth forms and one sixth form college that offered the International Baccalaureate to post-16 students. The visits focused on reviewing the quality of learning in the business management and economics modules. These modules were assessed partly by coursework and partly by examinations.
79. Attainment in the five providers visited varied. In one, attainment was high, being above the international average in the diploma overall and in the business and management and economics modules, and also better than in the GCE AS- and A-level subject equivalents. In two of the providers, students achieved at least the minimum number of points in order to gain the full diploma. In the other two, students did not achieve sufficient points to gain a pass in the overall diploma, but this did not prevent the large majority of students gaining a place at university on the basis of their performance in the constituent modules.
80. In the small number of providers visited, the International Baccalaureate curriculum, with its broad-based focus on thinking, problem-solving and reflection, provided an excellent framework for students' study of economics and business. Coursework projects were challenging and required students to think and reflect; they were excellent vehicles for them to apply their knowledge and understanding to real-world issues and to demonstrate the higher level skills of analysis and evaluation. Even students whose attainment was below the average for the International Baccalaureate, and in fact below the level required to gain the full diploma, demonstrated in coursework and in discussion good knowledge and understanding of concepts and a good ability to apply this to real situations and organisations. Students' personal development, including their commitment to their studies, was impressive. They showed positive attitudes to learning, maturity, confidence and independence. All of which prepared them well for higher education.

Part B

The quality and impact of enterprise education in promoting economic and business understanding and enterprise and financial capability

Introduction

81. Enterprise education involves whole-school provision to promote the economic and business understanding and enterprise and financial capability of all children and young people. There is no statutory requirement to provide enterprise education other than at Key Stage 4, where it is regarded as part of the work-related learning curriculum. Work-related learning became a statutory requirement of the Key Stage 4 curriculum in September 2004. Its underlying aims include: developing the employability skills of young people and improving young people's understanding of the economy, enterprise, finance and the structure of business organisations, and how they work.
82. Despite the lack of statutory requirement to provide enterprise education other than at Key Stage 4, it was generally regarded by the schools visited as an essential element of their curriculum, helping to prepare children and young people for their futures within the complex business, economic and financial environment in which they will live. Funding to support this provision in secondary schools was provided by the previous government; £180 million was allocated in the 2007 budget to fund enterprise education over the following three years. This, and the support provided by organisations such as the Enterprise Network and its online component, the Enterprise Village, has significantly raised the profile of enterprise education in schools.¹⁰
83. Young people are major consumers and a target for highly persuasive advertising and marketing. Therefore, they all, not just those opting for formally assessed economics and business qualifications, need to develop a critical awareness as consumers. Many have part-time jobs while at school and most will enter the labour market at some point after leaving school. Many have bank accounts, and from the age of 18 they will have access to credit and a huge range of other financial services.

¹⁰ The Enterprise Network's purpose is to add value to existing enterprise initiatives for learners aged 5–19. Its aim is to support enterprise education in schools and colleges in order to equip children and young people with the skills, attitudes and capabilities that will enable them to contribute to society as employees, employers or entrepreneurs. Through the Enterprise Network the Specialist Schools and Academies Trust (SSAT) has created a school- and college-led sustainable network of Enterprise Learning Partnerships (ELPs) based on local authority areas. The Enterprise Village is the online component of the Enterprise Network, providing resources, information, professional development and support for enterprise education in primary and secondary schools and in colleges;
www.enterprisevillage.org.uk/

84. The evidence collected from the survey visits indicates that the following factors are key in promoting successful enterprise education:

- a commitment by senior managers to enterprise education
- a common understanding of what enterprise education is about, based on an agreed definition
- having a sufficiently senior member of staff to champion enterprise education and ensuring that there is a coherent programme that embraces all learners
- ensuring that learning outcomes are clearly identified and that there is progression in learners' knowledge, understanding and skills, building on their prior experiences
- having systems in place to assess learners' progress and monitor the effectiveness of the programme for enterprise education
- encouraging all areas of the curriculum to develop more 'enterprising teaching and learning' and promote learners' enterprise capabilities
- having dedicated lessons in place, taught by subject specialists, to develop learners' economic and business understanding and personal financial capability
- making effective use of links with employers to base learning in relevant and real contexts
- having an effective programme of training and professional development to develop teachers' awareness of enterprise education and expertise in delivering it
- ensuring that lessons are lively, interesting and actively engage learners.

Enterprise education in primary schools

85. In 23 of the primary schools visited, judgements were made about the quality of teaching in relation to enterprise education. In 16 schools, this was judged to be good or outstanding. In these schools, the effective way in which the promotion of economics and business understanding, enterprise and financial capability was integrated throughout the curriculum resulted in pupils gaining a good understanding, relative to their age, about money. This included earning, spending and saving and the distinction between wants and needs. They were learning about the different jobs that people do, the levels of training and skills required for different jobs and the concept of paid and unpaid work. Pupils understood the concept of trade both within an economy and between countries and about economic differences between people within this country and internationally. They were developing an understanding of global economic issues, such as poverty and fair trade. This was often linked to charity work they were involved with and links that had been forged with schools in developing countries. Older pupils often showed a good understanding of why prices are different for different products, and what type of things might be

bought with different sums of money; they were able to suggest why the cheapest is not necessarily the best.

86. In the best examples observed, teachers took good care to develop pupils' use of age-appropriate key basic economics and business terminology. They encouraged pupils' commercial awareness and developed their ability to make informed buying decisions, as consumers of goods and services. Overall, they provided good opportunities for pupils to develop enterprise-related skills. The following examples illustrate highly effective learning.

In an outstanding lesson for Year 4 pupils, the teacher had planned to develop pupils' understanding that a product is made to suit a particular target audience. With very good use of the interactive whiteboard, the teacher showed children two separate film clips of television advertisements for chocolate products: one of them clearly aimed at young children and the other at adults. After each clip the teacher asked pupils, working in groups, who they thought would buy each product and why. The discussions were very well-managed, supported well by classroom assistants. It was clear, from the levels of engagement and enjoyment shown by the pupils, that this was a popular and frequently used method of learning. Pupils gave some very insightful answers in response to the questions asked around the marketing of the products and the intended target market. The teacher demonstrated exemplary use of questioning to develop and extend pupils' learning and to ensure that she involved all the pupils in the plenary discussion.

Pupils were completely engaged in a Year 6 lesson where the focus was on developing understanding of the issues and skills involved in trading. As a result of a wide range of learning activities - including a very well-designed role-play activity, time for reflection, writing and discussion - pupils were learning how to trade, how to negotiate, how to allocate roles and work in teams, and how to compete. They were considering what the impact of unfair resource allocation might be and how one might feel about this. They also experienced the importance of communicating effectively within teams and between teams. Excellent teaching resulted in pupils making outstanding progress in developing important enterprise-related skills.

87. In 16 of the 21 primary schools visited where judgements about curriculum were made, economics and business understanding and enterprise and financial capability were integrated effectively throughout the curriculum and provision was well planned across the age groups, with good progression and carefully thought out age-appropriate activities. These schools often had good links with local businesses. For example, they took pupils on trips to supermarkets to look at what goes on behind the scenes, or invited visitors to enhance sessions on money management or to give pupils insight into the range of different occupations in the local area. Most of these schools introduced mini-enterprise

activities and 'Dragons Den'-type presentations and assessment, or took part in the Personal Finance Education Group (pfeg) supported 'My Money Week', as in the following example.¹¹

Each class had its own age-appropriate theme related to money and life skills during My Money Week. The week began with a trip to the Bank of England where the children were able to lift a real gold bar and see how money has changed over the years. Nursery children played shops. Key Stage 1 pupils visited the local supermarket and made piggy banks. Year 3 listened to a talk by a representative from a bank about savings and also visited a cycle shop to compare prices. Year 4 created their own bank in the classroom, including a cash-point machine and role-played bank clerks and customers. Year 5 looked at the cost of housing in the local town and the role of estate agents. Year 6 visited mobile phone shops to find the best deals available and had talks from parents about the management of money and insurance.

88. In almost all the schools, there were good opportunities for pupils to engage in a wide range of enterprise activities, often linked to raising money for charities. These activities enabled pupils to use their own initiative, to engage in problem-solving and develop organisational, leadership and teamworking skills. They were enjoyed greatly and were, at the same time, doing much to help pupils develop their understanding of business and their use of appropriate technical vocabulary; such as revenue and cost, prices, profit, interest rates, needs and wants, saving and spending. Strong links were often made with sustainability and conservation.
89. The following examples illustrate imaginative curricular initiatives from the schools visited which promoted different aspects of economics and business understanding and enterprise and financial capability.

Financial capability

In this lesson about balancing needs and wants and prioritising spending, pupils were given information about the costs of running various appliances, such as tumble dryers and fridge-freezers, and of using lights, and comparative costs of showers and baths. They had toy money and two envelopes labelled 'utilities' and 'me'. If they were using their appliances responsibly, they could put the money saved into the 'me' envelope. Pupils enjoyed this activity very much and asked lots of relevant questions. Questioning was used well by the teacher in order to develop learning points. Pupils showed good awareness of the need to prioritise spending and of the fact that if they used resources responsibly they

¹¹ The Personal Finance Education Group (pfeg) quality assures and provides resources to support personal finance education and advice and professional development for teachers involved in delivering personal finance education; www.pfeg.org.

would have more money available for their own use. The teacher extended their learning to include a basic focus on opportunity cost and the importance of using resources responsibly in order to manage their impact on the environment.

Economic and business understanding

This lesson with Years 5 and 6 focused on a topical global issue, linked to pupils' charity work, which involved raising money for a school they were linked with in Gambia.

The opening task involved pupils examining the contents of two shopping baskets: one contained fair trade goods, including tea, coffee, cocoa and bananas; the other contained equivalent non-fair trade goods. Pupils were asked which basket of goods they would buy and why. Definitions of fair trade, poverty and the developed/developing world were established in a question and answer session that made reference to the school in Gambia. Technical vocabulary was used well, and included 'infrastructure', 'standard of living' and 'developing countries'. Their discussion resulted in them defining exploitation as not paying fair prices for products.

The main task involved pupils, in pairs, working through a set of prepared statements to determine a fair trade policy for an imaginary supermarket. Examples of statements included 'we will pay a guaranteed minimum price directly to the workers' and 'our only consideration is buying at the cheapest possible price'. The teacher and teaching assistant supported and monitored pupils' progress in the task well. Pupils then moved into groups of four to compare the policy statements they had chosen and to justify their choices. One pupil made an excellent point by querying whether one of the statements – 'we will pay a guaranteed minimum price directly to the workers' – might mean that the workers would only ever get the minimum price and no more than that.

Preparation for work

All posts of responsibility available to pupils were advertised on a 'vacancies' notice board. Pupils applied by completing an application form and providing a curriculum vitae (both being available in age-appropriate formats). Candidates were selected and interviewed. Successful candidates were sent a letter of congratulations from the governors and unsuccessful candidates were thanked for their applications and given some feedback on why they were not successful. A further development of this had involved the head boy and girl and other members of the school council being involved in the selection process. Once appointed, pupils had induction training from pupils already doing the job. This was an excellent introduction to the job selection process and encouraged the

development of writing and other key skills. Involving pupils in the selection process brought added opportunities to develop a range of skills.

Enterprise

The school had an environmental area, part of which had been set aside for raised beds where pupils were growing vegetables, including potatoes, salad leaves, beetroot and radishes. As well as learning about the husbandry involved in sowing and looking after vegetable crops, and the effects of pests and diseases and weather, pupils were learning about business ideas because what they were growing was determined through a market research exercise with parents. Before planting, they identified the equipment needed and researched the prices of seeds. They set selling prices based on costs and local competition. They calculated their costs on a spreadsheet. They then went on to look at producing an accompanying recipe booklet to go with the produce they had to sell. The proceeds of the enterprise would be going to charity.

90. Five of the primary schools visited in summer 2009 were running the MicroSociety programme that promotes economic and business understanding and enterprise and financial capability, and provides professional development for teachers.¹² The programme involves pupils in Key Stage 2 creating their own society and setting up the institutions required by that society. All of the schools had received high-quality training, resources and support from the Business Partnership which set up the programme. Pupils enjoyed the programme and were fully engaged in the activities. Their self-confidence and self-esteem were promoted well as a result of making their own decisions and running their own enterprises. There was good development of pupils' independent learning, teamworking, negotiation and problem-solving skills as well as communication, presentational and social skills.
91. The activities provided good opportunities for pupils to reflect on their learning and their actions. Activities were also valuable in that they required pupils to develop the skills of multi-tasking, planning activities, recording data and managing their time effectively in order to meet tight deadlines. The programme provided good opportunities for pupils to start to develop a basic understanding of economics and business vocabulary and key concepts such as scarcity, currency, enterprise, profit, taxation and supply and demand. Throughout, the programme provided excellent opportunities for applying literacy, numeracy and ICT skills.

¹² MicroSociety is a 12-week simulation for Year 5. Pupils create their own society and set up the institutions required by that society - government, a civil service, an economy, businesses, and a legal system. The project has been developed by My Voice London, the Education Business Partnership for Kingston and Merton, which provides the training and resources required for teachers to run the project.

92. The following examples, from a Year 5 and a Year 6 class in one of these schools, exemplify the way that teachers used the MicroSociety programme to engage pupils' interest and challenge their thinking; and illustrate the levels of sophistication developed by pupils in their understanding of basic economic and business concepts.

A Year 5 lesson

In a plenary session, pupils were considering, at an age-appropriate level, the impact of a change in demand on employment and on prices. The teacher introduced the concepts of inflation and recession and asked pupils to say what they thought the terms meant. Links were made with inflating a balloon and a man's hair receding. The teacher explained that inflation is 'when prices go up' and recession is 'when people stop buying'. Pupils comments included: 'prices go up, so people buy less, then workers' earnings go down'; 'the Prime Minister has said every 25 seconds, someone somewhere is losing their job'; 'if you're a seller, inflation is a good thing but if you're a buyer, it's a bad thing'. The teacher made good use of pupils' own experience. For example, one pupil, whose mother had lived in Zimbabwe and experienced hyperinflation, referred to a whole year's wages being needed to buy a can of soft drink!

A Year 6 lesson

The class assembled on the mat to review how their society might introduce trade in goods and services in order to overcome shortages. The teacher led the discussion by suggesting that seeds could be traded among people with different-sized gardens. Pupils began to understand how services might be exchanged for seeds, and the concept of trade began to emerge with one pupil saying, 'One family can grow the food and another can make the tools to help grow it.'

Later in the lesson, pupils explored how people who are not doing so well might be supported. The teacher introduced ideas about charities, bank loans and taxes and posed challenging questions including, 'Why do we need businesses? What do we mean by profit? What is the opposite of profit?'

One group of pupils discussed how future business teams might be supported and came up with many ideas including knowing about each person's skills; supporting those who are struggling; having enthusiastic leaders; offering bonuses as incentives; setting sales targets; merging businesses that are underperforming. One pupil said, 'A small business that is struggling to sell comics could merge with a larger one that has shown it can sell anything – the two businesses could then share the profits.'

During the lesson pupils developed a good understanding of how a currency operates, and of the relative value of different products and services and how these can be exchanged and traded. They developed a good understanding of a range of jobs and leadership roles and responsibilities, including how different skills/aptitudes can contribute to a team. Pupils were being helped to develop a strong sense of social responsibility.

93. Despite the strengths observed, over a third of the primary schools visited did not have a coherent approach to the provision for economics and business understanding and enterprise and financial capability across the curriculum. As a result, they did not ensure that these aspects of learning were well integrated and fully embedded within the curriculum or that they were designed to ensure a progressive development of understanding and capabilities. This was compounded by the fact that, in four of the 28 schools visited, no particular individual had responsibility for overseeing pupils' development in this area. Learning outcomes were generally not being made explicit and were not being assessed in half of the 28 primary schools visited.
94. Professional development and training were satisfactory in all the schools visited and representatives from about a quarter of the schools visited had attended pfeg training sessions or had received advice and resources from pfeg.

Enterprise education in secondary schools

95. The secondary schools visited did much to promote students' enterprise capability by a whole range of often exciting off-timetable activities. As a result, in more than half of the schools visited, students were developing good problem-solving and teamworking skills, including negotiation, cooperation, planning and organisation. However, students' economic and business understanding and their financial capability remained underdeveloped, unless they were studying formally assessed qualifications in these areas. For example, students often had only vague ideas about the economy, interest rates and their impact, recession, inflation, why prices vary, and the ownership of companies. However, a few schools, located in communities that had suffered significant unemployment as a result of recession, made particularly good provision so that their students had a very clear understanding of the meaning of recession and its impact on their families and communities. In such cases, the school provision enhanced and sharpened the understanding students had gained as a result of their personal experience.
96. Approximately 120 lessons relating to enterprise education were observed in secondary schools during the period of the three-year survey. In around 70 of these lessons, students made good or outstanding progress in their learning, and teaching was judged to be good or outstanding. This was not as good as the formally assessed economics and business lessons observed. It reflects the fact that many of the teachers involved in delivering elements of enterprise education were not economics or business specialists and many had little or no

training or expertise in the subject matter. Furthermore, in the six schools visited without sixth forms where formally assessed economics and business courses were not offered, there were no subject specialists to advise on the teaching of whole-school provision.

97. In the schools where teaching was judged to be good or outstanding, students made good progress because activities and approaches enabled them to develop their understanding. The following example, from a lesson about interest rates and the impact of recession and falling prices with a low prior attainment Year 8 group, illustrates how even complex economic issues can be understood by younger students and how sensitive and probing questioning can build on existing understanding and develop it further.

Interest rates

Teacher: 'Does anyone know what we mean by interest rates?' Lots of hands shoot up. Student 1: 'It's when you really like something, sir.'
Teacher: 'Well yes, that's one type of interest, but I was thinking about something slightly different.'

Student 2: 'I sometimes lend my dad a fiver and when he pays me back, he gives me £6 back – that's interest.' Teacher: 'Yes that's right, so when you lend someone some money you expect to be paid back and to be paid something for lending the money as well.'

Teacher: 'Anyone else?' Student 3: 'You get interest when you put your savings into a bank.' Teacher: 'That's right. Why does the bank pay you interest when you save with them?' Students don't know why and so the teacher explains.

Petrol prices

The price of petrol had fallen from £1.29 per litre in August 2008 to £0.89 per litre in December 2008

Teacher asks students if the fall in the price of petrol is a good thing. Students all say 'yes'.

Teacher: 'Why and who is it good for?' Student 4: 'it costs less to buy; it's good for drivers, families, my dad; they'll have more money for other things or to pay bills.'

Teacher: 'Is it a bad thing for anyone?' Student 5: 'Petrol stations – they don't get as much money.'

Teacher: 'What might happen then?' Student 6: 'It might have to shut; get rid of people.' Teacher emphasises the importance of recognising that economic events are usually good for some people but bad for others.

98. As noted in Part A, teachers' knowledge and awareness of business issues relating to different ethnicities, cultures, faiths or socio-economic differences among students were not always evident in the lessons observed. For example, inspectors rarely observed lessons on personal finance where there was any mention of the fact that Sharia law finds unacceptable the taking of/payment of interest on loans and savings. This was the case even in groups where it was clear that a number of students were likely to be Muslims. Similarly, there was rarely any recognition in teaching about personal finance that pupils come from a range of different socio-economic backgrounds, and might therefore have quite different levels of awareness of, for example, different types of financial services.
99. In order to deliver the whole-school enterprise programme, the most effective schools visited used a combination of dedicated lessons, often as part of a module within the personal, social and health education (PSHE) programme, 'suspended timetable' days and coverage that was integrated across a range of subjects. Where the schools depended solely on 'suspended timetable' days, students developed only a very partial understanding of the whole programme. The days became isolated and fragmented experiences when not supported by the rest of the curriculum. Students frequently enjoyed them but had very limited recollection of the content. When asked what they had learnt, they mainly referred to skills such as 'working in a team' and could only rarely identify key ideas or concepts. However, the advantage of these events was that they enabled students to:
- explore issues in greater depth
 - engage in activities that might have been difficult to manage in normal lessons
 - develop solutions to business problems and present their ideas
 - benefit from the involvement of personnel from outside the school, such as local employers.
100. The following example illustrates how a combination of approaches worked well.

This was a whole-school session on personal finance, which focused on budgeting and how to manage on a limited income. House assemblies provided the opportunity for a 'lead lesson', the theme of which was then followed through in mixed-age tutor groups during the week. The house assembly was delivered by an assistant headteacher who brought in a very large cheque (over 3ft wide) made out for a sum equivalent to the school's annual budget.

He identified costs that the school incurred. Students came up and tore off appropriate portions of the cheque to reflect each of the costs identified. Eventually, only a small bit of the original cheque was left. This was to be

used for additional student resources. But then a note was passed to the assistant head – the roof in the main building was leaking.

As a result, the remaining funds must be used to repair the roof so there was nothing left for student resources. Work in tutor groups followed and involved a similar exercise, but this time based on individual budgets – with information and tasks being differentiated to meet the needs of different age groups in the tutor groups.

101. Where whole-school enterprise education programmes were taught by form tutors, the quality was variable, depending on their interest and expertise. Typically, tutors were issued with a series of worksheets and exercises to give to students and the occasional video, often resulting in dull lessons and superficial understanding. Students frequently complained to inspectors that these sessions were 'boring'. However, there were examples of good practice, as this simple tutor-time activity, which was used regularly in one school to raise awareness of economics and business issues, illustrates.

An 'I've got news for you' activity took place regularly in the weekly tutor period. Like the TV programme, it drew on the major news items of the week and regularly focused on economics and business or financial issues. Recent content had included the budget, the credit crunch and Northern Rock. Differentiated prompts were provided for the different year groups.

102. A few schools maintained that their audits of coverage of enterprise provision across the curriculum showed that all elements were already being delivered through existing subjects, for example, financial issues in mathematics and economic issues in history or geography. However, the priority that teachers attached to these aspects depended on the extent to which they saw them as 'adding value' to their own subjects. For example, mathematics teachers spoken to viewed personal finance as a useful context for applying mathematical skills, but they were less interested in exploring issues that did not have a mathematical solution. Discussions with students often showed that this approach was hit and miss and most had only gained a partial understanding of key ideas at best, as the following case study illustrates.

A group of Year 11 students, who were not studying for GCSEs or equivalent in economics or business, were able to identify enterprise skills and provide examples of how they had developed these in a range of contexts. However, their understanding of personal finance, economics and business was very patchy. For example, most were not really clear about the difference between credit and debit cards. Some students said they had studied inflation in work on German hyperinflation in history. However, when asked to use the knowledge they had gained in the history context to explain what inflation was, what caused it and what its impact might be, they were unable to do so.

103. In contrast, the following example illustrates how, if well organised, the promotion of enterprise and related skills across subjects can be effective.

All subjects had identified how they could and would develop enterprise skills; this was referred to in schemes of work and there was significant staff development to support the initiative. Several subjects including maths, art, and history had been awarded enterprise status and as a result received additional funding to do extra enterprise work with pupils in their subject. For example, in art students visited a hat museum, learning how to commercially display their art work and mount their own exhibition in the museum. These enterprise activities all included an ethical dimension.

104. It was rare to find the secondary schools visited taking account of, or building on, students' experiences in their primary schools. However, in a majority of business and enterprise specialist schools there was excellent coordination of provision with feeder primary schools, as the following example illustrates.

The school had exceptionally good provision in Key Stage 3. As well as off-timetable, enterprise-related days, all students in Years 7, 8 and 9 had timetabled classes delivered by specialist economics and business teachers. A key contributory factor was that the school's enterprise coordinator taught enterprise lessons to Year 6 students in feeder primary schools. This meant that when pupils entered the school in Year 7 they already had experience of this type of provision and were already developing knowledge, understanding and skills that were built on and extended in the secondary school.

105. Five schools that catered for students with special educational needs and/or disabilities were visited during the three years of the survey, two of which had business and enterprise specialist status. The promotion of economic and business understanding and enterprise and financial capability was a strength in each of the schools. This reflected the importance that these schools attached to preparing their students for their adult lives and for independent living. The commitment of all staff to promoting students' enterprise capability was strong because it was seen as being closely linked to developing their independence, their ability to work in teams, to negotiate, solve problems, manage risk and communicate. All of these skills were focused on by staff in special schools in every subject and every learning situation because they were vital for developing their students' ability to cope in adult life after school.
106. The following case studies illustrate some of the good practice observed in these schools. The second example provides a compelling rationale for why a special school decided to apply for business and enterprise specialist status.

All students in Keys Stages 3 and 4 were involved in Young Enterprise-type activities, where they took on responsibilities, learnt to negotiate and to do basic research, worked as a team, led, produced products, learnt the basics of costing and pricing and sold their products both in school and beyond. In addition, at Key Stage 4, excellent business enterprise challenge days and workshops took place jointly with other mainstream and special schools. On these days students were provided with a business lunch and were required to wear office dress and to behave appropriately for a work-orientated environment. Mixed teams of Year 11 students from this school and the neighbouring mainstream school produced and presented business plans, which were judged by local businesses. Around the school, video clips from these activities demonstrated the developing level of confidence of students.

The decision to bid for specialist business and enterprise status arose from the school's awareness that retention on post-school college courses and success in gaining employment for many of its students were poor. Rather than blaming colleges or employers, the headteacher and staff decided to review the provision in school and in particular the curriculum offered, to see if there was something more that could be done. The result was the decision to apply for specialist business and enterprise status.

The designation had enabled the school to develop strong links with the local business community, which were used very well to enhance teaching and learning. At the same time, it had developed a more skills-based curriculum with a strong focus on developing economic and business understanding and enterprise and financial capability for all students in order to prepare them well for their independent adult lives. As a result, there was a strong focus on developing students' work/life skills, including their abilities to interact with strangers, to behave appropriately in a work environment, to work in teams and to be confident in communicating. Business and enterprise status was enhancing the reputation of the school and more of its leavers were moving into further education or employment.

107. A majority of the schools visited made good use of business and community links to enhance their whole-school enterprise education provision; and business links were often stronger on whole-school enterprise programmes than on formally assessed economics and business education courses. The schools where the economics and business education curriculum was judged to be outstanding tended to have very effective links with local employers. These were used to good effect to support the Key Stage 4 work-experience programme and the whole-school enterprise education programme. In the five special schools visited, school-business links were good, and better than in many of the mainstream schools visited, because timetables were more flexible and the schools were more willing to provide opportunities for students to gain experience outside school.

108. The following examples illustrate the benefits of business and community links.

The school recruited an enterprise coordinator whose responsibilities included developing and managing relationships with primary schools, employers and partners in post-16 education and training, including the business school from a local university. Students ran a printing business on a commercial basis, producing high-quality, small-scale print runs of items such as banners, posters and other marketing materials, Christmas cards and fine-art prints. Customers included departments within the school, local primary schools, small businesses and the city council. Students learned at first hand the value of customer service and how to market products and services successfully.

The enterprise initiative developed as a result of a visit to the school by the Diocesan director for CAFOD (Catholic Overseas Development Agency) and overseas guests. As part of the visit, the head of design and technology (the school's enterprise coordinator) demonstrated a laser cutting computer-aided design and manufacturing facility. The Diocesan director saw the machine's potential and was keen to utilise it to make products which could be sold to raise funds for his charity's worldwide projects.

Year 10 pupils taking part in the enterprise project were able to benefit from having a client to work for, which gave them a real sense of focus and direction during coursework projects. They were split into small working teams. Each team was required to design and make three different product prototypes: a bookmark, a religious cut-out figure and a set of drinks coasters; to make a point-of-sale display that would promote both CAFOD and their products; and to produce a marketing presentation. CAFOD provided a team of people to judge the product samples and sent press officers and photographers along to record aspects of the activity for the official CAFOD website. The school agreed to batch produce the winning entries, which were to be passed to CAFOD and then sold to the public.

An enterprise day for Year 8 students started with talks from three local charities, each selected by the students. All students were then set the challenge of raising funds for charity. Each tutor group was 'loaned' £20 to set up its business. This was followed up through the tutorial programme and charity raising events held during charities week. The activities were clearly enjoyed by students and they developed basic business understanding because they had to draw up business plans and calculate breakeven points.

After the events, debriefing took place through the tutorial programme to investigate why some activities were more successful than others and to

consider what they might have done differently. Students felt that they had gained from working in teams, increased their confidence in buying and selling and developed a better understanding of business. They appreciated that they were not paying full costs and knew what other costs would be involved if they were doing it for 'real'.

Approximately 20 students from each of Years 8 and 9 were involved in an extra-curricular enterprise project with a local rugby club. Students had to apply for places, which were oversubscribed. After-school visits to the club and discussions about their merchandising took place. Students were asked to come up with ideas for new products to be sold through the shop or online. Their ideas were evaluated by the club. In addition to developing their understanding of design and marketing, students had the opportunity to interview players, write articles and produce pages for the club's website. Students enjoyed the project and could identify gains in their understanding and skills.

109. The following example illustrates the strong local links developed by a business and enterprise specialist school that benefited both the school and the local business community.

The benefits were two-way; the school and its specialist status contributed effectively to the local business community and local businesses contributed to the school. The school organised a regular and well-attended Business Breakfast Club that was held on school premises and chaired by the school's director of specialism. This provided a forum for local small- and medium-sized businesses where they could discuss their individual businesses and the range of local issues that affected them. In return, the benefits for the school included: the wide range of business links that were created and resulted in, for example, employers acting as 'dragons' in the various challenge activities that the school held for all year groups; employers contributing as visiting speakers to business education courses; businesses providing opportunities for school visits and enhancing opportunities for work experience.

110. Provision for economic and business understanding and enterprise and financial capability at whole-school level lacked coherence in over a third of the schools visited. This was because there was no broad view or clearly defined vision of what schools were trying to achieve or what they wanted their students to learn. In particular, these schools lacked a coherent and coordinated whole-school programme that demonstrated well-planned progression across each key stage. In contrast, in specialist business and enterprise schools, it was much more likely that a coherent and well-planned progressive scheme of work was in place.
111. When specialist economics and business teachers and subject leaders had responsibilities for, or contributed their subject expertise to, planning and

delivering the whole-school provision, it was more likely to be well-planned and strongly coherent. In these schools clear learning outcomes had generally been identified, with carefully planned progression in the nature of activities and learning tasks from one key stage to the next. However, in more than half of the schools that did not have specialist status, economics and business teachers and subject leaders were not involved with, and were unaware of, what was being taught in the whole-school enterprise education provision.

112. Half of the schools visited failed to identify and assess learning outcomes formally in relation to enterprise education. Related to this, and as a consequence of it, there were no systems to monitor and assess students' achievement in relation to these aspects of the whole-school curriculum. Given the substantial resources that had been directed to this area in recent years, and its importance in preparing students for their adult lives, this was a considerable weakness in leadership and management.
113. The schools that had a clear view of whole-school provision had a variety of approaches to monitoring and assessing students' progress, including skills passports, self-assessment and formally accredited programmes that involved skills assessment. However, the assessment that was in place tended to relate to enterprise capability rather than economic and business understanding or financial capability. The following example is of a school that had developed wide-ranging approaches to assessing enterprise-related skills, including formal accreditation in Key Stage 4.

There is a strong focus on enterprise across the whole curriculum. Throughout Years 7 to 11, every student has a timetabled lesson of enterprise learning. Students not taking business examination courses develop good economic and business understanding and enterprise and financial capability. Appropriately varied approaches to assessment are in place: enterprise capability is assessed through the Year 7 passport; in Years 8 and 9, students are awarded 'green slips' when they demonstrate one of the school's 14 enterprise capabilities effectively; all Year 10 students are following the BTEC Work Skills Award; all Year 11 students have the opportunity to gain BTEC accreditation for their enterprise work via the Preparation for Enterprise Award; key skills demonstrated during work experience are also recorded.

114. Monitoring and evaluating the quality of teaching and learning in the context of whole-school provision for economics and business understanding and enterprise and financial capability were weaknesses in the schools visited. Although individual aspects of provision were often evaluated, such evaluations tended to be about whether suspended timetable days or particular activities had gone well, run smoothly and were enjoyed, rather than about the quality of teaching or how successful learning had been.
115. The quality of training for non-specialist teachers was variable. In a few schools, PSHE teachers had received training from their specialist subject

association and were confident in their delivery of this aspect of the PSHE curriculum. In others, whole-school training sessions on enterprise capability had taken place and these had enabled form tutors to deliver relevant tutor-time activities in an informed and confident manner. They had also encouraged teachers across a wide range of subjects to consider enterprise-related skills and how these could be developed in their own subject lessons.

116. In a few schools visited, teachers had received support and resources from pfeg to enhance teaching and learning in relation to financial capability. However, economic and business understanding and financial capability were rarely a focus of training. As a result, non-specialist teachers deployed to deliver these elements of the curriculum, particularly to older students, were not always confident in their delivery of content, in encouraging a more sophisticated analysis of issues, or identifying clearly where value judgements might be involved. For example, in a Year 11 lesson on different forms of finance, the teacher stated categorically that credit cards were bad and should not be used because they always led to huge debts that were difficult to shift. This point was delivered as a fact, not as a personal judgement. The teacher did not explore situations when a credit card might be the best option for financing the purchase of a particular item.
117. The following case study illustrates how an area-wide enterprise programme can promote good professional development and subsequently have a positive impact on student outcomes.

Rotherham Ready Enterprise Initiative aimed to raise aspirations by developing enterprise education for all learners aged 14 to 19 in Rotherham. Its approach was based on the belief that 'some young people will become entrepreneurs, but all young people will need to be enterprising'. It placed strong emphasis on involving all students, including those with learning difficulties and/or disabilities. It was seen as a key influence in developing a more enterprising culture within an overall economic regeneration agenda. It successfully involved the great majority of schools and colleges in the borough. At the invitation of the project director, inspectors visited five primary schools, a special school, two secondary schools and a general further education college in summer 2008.

Inspectors found a common understanding of enterprise education being developed by teachers and students, with enterprise education being interpreted as developing a broad range of skills for employment and adult life plus a strong emphasis on understanding the ethical, environmental and social implications of economic activity. Inspectors were particularly impressed by the quality of some of the work in primary schools which was reflected in the confidence and enthusiasm shown by pupils. There was a general realisation that developing enterprising learners also required enterprising teaching. High-quality professional development, underpinned by good resources and support in schools

helped to inspire teachers, developed a common understanding of enterprise and promoted appropriate teaching and learning styles. Teachers had good opportunities for networking and sharing ideas and resources. Establishing 'enterprise champions' in 75 schools and colleges provided internal and external points of reference for developments, aided the sharing of good practice and helped keep enterprise education on the agenda when there were many other pressures on the curriculum.

Notes

This report evaluates strengths and weaknesses in economics, business and enterprise education, drawing on evidence from visits to 28 primary schools and 100 secondary schools, including five special schools, between April 2007 and March 2010. An additional three primary and two secondary schools were visited to observe specific features of good practice, but they are not included in the main analysis of evidence. The schools selected provided a spread of different types and sizes of schools in varying geographical contexts. In the case of the secondary and special schools visited, these included 33 schools with business and enterprise specialist status (including both 11 to 16 schools and schools with post-16 provision), 18 schools for 11–16-year-olds and 49 schools with post-16 provision with no specialism in business and enterprise. Within the secondary survey, 39 of the 100 secondary schools visited made provision for vocational qualifications. An aspect of visits to four schools and one sixth form college was the exploration of the quality of provision and learning on the International Baccalaureate. For the purposes of this report, the evidence from the special schools visited is collated with that of the secondary schools, except where otherwise stated.

During the visits, inspectors evaluated the quality of achievement, the quality of teaching, the quality of the curriculum and the effectiveness of leadership and management of whole-school provision for enterprise education in all the schools sampled; and of formally assessed economics and business courses in the secondary and special schools only. In the case of the former, this covers the promotion of economics and business understanding, and enterprise and financial capability within these schools. Inspectors observed lessons; held discussions with groups of pupils, students and staff; scrutinised pupils' and students' written work; analysed data on students' progress; and reviewed documentation, including schemes of work, self-evaluation and improvement plans. In secondary schools, 377 lessons were observed, of which about 250 were lessons for formally assessed economics and business education courses, about 120 were whole-school enterprise education-related lessons and the rest were a mixture. Twenty-three lessons were observed in primary schools.

Evidence was also collected from 33 college inspections that took place between 2009 and 2010 and included a focus on sector subject area 15 (business, administration and law). In order to complement the secondary school evidence involving 11–18-year-old students, only evidence involving 16–18-year-old students in these colleges has been included in the report. From September 2009, a revised

framework for inspection in the post-16 learning and skills sector was introduced that extended the inspection of sector subject areas to all colleges. Previously sector subject areas were only inspected in those colleges judged to be satisfactory or inadequate.

Further information

Publications by Ofsted

Developing financially capable young people: a survey of good practice in personal finance education for 11–18-year-olds in schools and colleges (070029), Ofsted, 2008; www.ofsted.gov.uk/publications/070029a

Developing young people's economic and business understanding (070096), Ofsted, 2008; www.ofsted.gov.uk/publications/070096

Identifying good practice: a survey of business, administration and law in colleges (070026), Ofsted, 2008; www.ofsted.gov.uk/publications/070026

Personal, social, health and economic education in schools (090222), Ofsted, 2010; www.ofsted.gov.uk/publications/090222

The importance of ICT: information and communication technology in primary and secondary schools, 2005/2008 (070035), Ofsted, 2009; www.ofsted.gov.uk/publications/070035

Websites

The BBC news website is a source of information for business and economics education; www.news.bbc.co.uk.

The Department for Education site provides information on curriculum developments; www.education.gov.uk.

The Economics, Business and Enterprise Association is a professional association that provides support for teachers in schools and colleges and others involved in economics, business and enterprise education. It provides a wide range of resources, including video and web links to support teaching and learning, and professional networking opportunities; www.ebea.org.uk.

The Enterprise Village is the online and communications component of Enterprise Network. It is a free resource for primary, secondary and further education staff interested in enterprise education; www.nationalenterprisenetwerk.co.uk and www.enterprisevillage.org.uk.

The Excellence Gateway provides examples of good practice, self-improvement, and suppliers of improvement services and materials to support teaching and learning in the post-16 learning and skills sector; www.excellencegateway.org.uk.

Microsociety, developed by the Education Business Partnership for Kingston and Merton, is a project that promotes economic understanding for Year 5 pupils, and includes resources and training for teachers; www.myvoicelondon.org.uk.

The Personal Finance Education Group (pfeg) quality assures and provides resources to support personal finance education and advice and professional development for teachers involved in delivering personal finance education; www.pfeg.org.

The Specialist Schools and Academies Trust (SSAT) website has information on business and enterprise specialist schools and developments in business, financial and enterprise education; www.ssatrust.org.uk.

Teachernet provides links to a range of information and resources to support teachers at each key stage;
www.teachernet.gov.uk/teachingandlearning/resourcematerials.

Young Enterprise activities aim 'to inspire and equip young people to learn and succeed through enterprise'; www.young-enterprise.org.uk.

Annex A: Schools visited and colleges inspected

Primary schools

Boundary Primary School
 Bridport Primary School
 Denfield Park Junior School
 Dorney School
 Dundonald Primary School
 Farway Church of England Primary School
 Hatfield Primary School
 Heronsgate Junior School
 Herringthorpe Infant School
 Herringthorpe Junior School
 Innsworth Junior School
 Iron Acton Primary School
 King Charles Primary School
 Leighterton Primary School
 Lexden Primary School
 Our Lady of the Assumption Catholic Primary School
 Peartree Junior School
 Poplar Primary School
 Sandown School
 Shipbourne School
 St Bernadette Roman Catholic Primary School
 St Mary's Roman Catholic Primary School
 St Peter's Church of England Primary School
 Stifford Primary School
 The Priory Church of England School
 Thorpe Hesley Junior School
 Tibberton Community Primary School
 Wales Primary School
 West Pennard Primary School
 Whitminster Primary School

Local areas

Blackpool
 Dorset
 Northamptonshire
 Buckinghamshire
 Merton
 Devon
 Merton
 Milton Keynes
 Rotherham
 Rotherham
 Gloucestershire
 South Gloucestershire
 Cornwall
 Gloucestershire
 Essex
 Coventry
 Hertfordshire
 Merton
 Kent
 Kent
 Hertfordshire
 Rotherham
 Kent
 Thurrock
 Merton
 Rotherham
 Gloucestershire
 Rotherham
 Somerset
 Gloucestershire

Wimbledon Chase Primary School

Merton

Secondary schools

Alderman Smith School and Sports College

All Hallows Catholic College

Appleton School

Beauchamps High School

Bedford High School

Beechwood School

Broadgreen School

Brockworth Enterprise School

Brumby Engineering College

Bungay High School

Calder High School

Caldew School

Campion School and Community College

Castle Business and Enterprise College

Castle View School

Central Foundation Boys School

Central Lancaster High School

Chafford Hundred Business and Enterprise College

Cheadle High School

Christ's Church of England Comprehensive Secondary School

City of Ely College

CTC Kingshurst Academy (previously The City Technology College)

Cleeve School

Codsall Community High School

Cowes High School

Diss High School

Durrington High School

Edlington School

Epinay Business and Enterprise School

Evesham High School

Farringdon Community College

George Dixon International School and Sixth Form Centre

Local areas

Warwickshire

Cheshire East

Essex

Essex

Wigan

Slough

Liverpool

Gloucestershire

North Lincolnshire

Suffolk

Calderdale

Cumbria

Warwickshire

Walsall

Essex

Islington

Lancashire

Thurrock

Staffordshire

Richmond upon Thames

Cambridgeshire

Solihull

Gloucestershire

Staffordshire

Isle of Wight

Norfolk

West Sussex

Doncaster

South Tyneside

Worcestershire

Oxfordshire

Birmingham

Secondary schools

Greig City Academy
 Harrogate Grammar School
 Hilltop School
 Holly Lodge Girls College
 Holmesdale Technology College
 Holsworthy Community College
 Hornsea School and Language College
 Hugh Christie Technology College
 Huntington School
 Impington Village College
 John Kitto Community College
 Kings School
 Larkmead School
 Lavington School
 Leasowes Community College
 Ludlow Church of England School
 Manor Foundation Business, Enterprise & Sports College
 Manor School and Sports College
 Mill Hill School
 Moulsham High School
 New Mills School Business & Enterprise College
 Newport Free Grammar School
 Nova Hreod
 Oakwood High School
 Ormskirk School
 Philip Morant School and College
 Philips High School
 Pittville School
 Polesworth International Language College
 Preston School
 Queens Park Community School
 Ranelagh Church of England School
 Riddlesdown High School
 Rooks Heath High School

Local areas

Haringey
 North Yorkshire
 Rotherham
 Liverpool
 Kent
 Devon
 East Riding of Yorkshire
 Kent
 York
 Cambridgeshire
 Plymouth
 Hampshire
 Oxfordshire
 Wiltshire
 Dudley
 Shropshire
 Sandwell
 Northamptonshire
 Derbyshire
 Essex
 Derbyshire
 Essex
 Swindon
 Salford
 Lancashire
 Essex
 Bury
 Gloucestershire
 Warwickshire
 Somerset
 Brent
 Bracknell Forest
 Croydon
 Harrow

Secondary schools

Royal Latin School
 Sacred Heart Roman Catholic Secondary School
 Selly Oak Trust School
 Selwood Anglican/Methodist Middle School
 St Bede's Catholic High School
 St Benedict's Catholic School
 St Benedict's Catholic College
 St John Payne Catholic Comprehensive School, Chelmsford
 St Joseph's Catholic College
 St Joseph's Catholic High School, Business and Enterprise College
 St Mark's West Essex Catholic School
 St Mary's Catholic High School
 St Peter's RC High School and Sixth Form Centre
 Sutton Special School
 Swanwick Hall School
 Tadcaster Grammar School
 Tewkesbury School
 The Blandford School
 The Bridge Learning Campus
 The Cotswold School
 The Denes High School
 The English Martyrs School and Sixth Form College
 The Green School
 The John of Gaunt School
 The Long Eaton School
 The Nelson Thomlinson School
 The Ramsey College
 The Skinners' Company's School for Girls (now Skinners Academy)
 The Toyndbee School
 Wales High School
 West Derby School
 Whitley Abbey Community School
 Willenhall School Sports College
 Wingfield Business and Enterprise College

Local areas

Buckinghamshire
 Southwark
 Birmingham
 Somerset
 Lancashire
 Suffolk
 Essex
 Essex
 Swindon
 Cumbria
 Essex
 Wigan
 Gloucestershire
 Dudley
 Derbyshire
 North Yorkshire
 Gloucestershire
 Dorset
 City of Bristol
 Gloucestershire
 Suffolk
 Hartlepool
 Hounslow
 Wiltshire
 Derbyshire
 Cumbria
 Essex
 Hackney
 Hampshire
 Rotherham
 Liverpool
 Coventry
 Walsall
 Rotherham

Secondary schools

Wood Green School
Wrotham School

Local areas

Oxfordshire
Kent

Further education and sixth form colleges

Alton College
Aylesbury College
Barnet College
Barton Peveril College
Bexley College
Bolton College
Cadbury Sixth Form College
Christ The King Sixth Form College
City College Coventry
City of Bristol College
Cornwall College
Epping Forest College
Harrow College
Hartlepool Sixth Form College
Herefordshire College of Technology
John Ruskin College
Loreto College
Orpington College of Further Education
Prior Pursglove College
Queen Mary's College
Riverside College Halton
Rotherham College of Arts and Technology
Salford City College
Sir George Monoux College
Solihull College
South Leicestershire College
Southgate College
Southwark College
Telford College of Arts and Technology
Thames Valley University

Local areas

Hampshire
Buckinghamshire
Barnet
Hampshire
Bexley
Bolton
Birmingham
Lewisham
Coventry
Bristol City
Cornwall
Essex
Harrow
Hartlepool
Herefordshire
Croydon
Manchester
Bromley
Redcar and Cleveland
Hampshire
Halton
Rotherham
Salford
Waltham Forest
Solihull
Leicestershire
Enfield
Southwark
Telford and Wrekin
Ealing

The Sixth Form College, Colchester
Tresham College of Further and Higher Education
Wakefield College
Waltham Forest College
Wigan and Leigh College

Essex
Northamptonshire
Wakefield
Waltham Forest
Wigan

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Queens Park Community School, Brent – Example of Best Practice

QPCS is a Business and Enterprise school. It has been recognised by Ofsted as providing Business and Enterprise excellence through the curriculum. It has made a commitment to developing a wide range of learning activities both in school and beyond that embed both business and enterprise principles.

With Business and Enterprise as a specialism, the school encourages students to use enterprise skills: problem solving, team working, working independently, negotiation, communication and setting challenging targets. These are some of the necessary skills that they feel prepare students to make a significant contribution to the world of work or higher education. Each year group has at least one day per year dedicated to enterprise education, and every pupil has a work experience placement in Yr 10.

Enterprise skills are taught across the curriculum and are implicit throughout the ethos of the school. This played a major part in the curriculum being rated “Outstanding” by Ofsted in 2008. Every department in the school is audited to ensure that they adopt the Enterprise rationale. Each lesson plan has to contain the following three elements:

- Enterprise knowledge and understanding delivered through lessons
- Enterprise skills delivered through lessons
- Enterprise attitudes delivered through lessons

A copy of the school’s 2013 Audit is attached below detailing how each of the above elements was addressed in each subject.

In the sixth form they run a ‘Young Enterprise’ BTEC course as part of their Business Faculty. It encourages entrepreneurial skills through group projects to design and market products. For example, one group of sixth form students worked on an alternative school uniform, and building on all the above skills, negotiated with a range of suppliers and marketing outlets, costing materials, developing a unique selling point etc.

The school employs a member of staff for Community Liaison. One part of this role has been to develop an extensive network of businesses and employers both locally and across London who will support the school and students.

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QPCS Enterprise Skills Audit October 2013

Rationale

Enterprise has been integrated into our "Outstanding Curriculum" (Ofsted 2008) This document serves as an audit of the skills taught across all subjects and as a tool to promote Enterprise skills across the curriculum as part of Personal Enterprise Learning and Thinking skills.

Design and Technology

DT is of itself a very enterprising subject, since it innately requires innovation and design and making skills.

The GCSE project is a case in point – where students need to find a need/problem, find out about their user, research and analyse their task, create an idea against a specification drawn up through that research, produce a full costing report, make the product and then evaluate it against the specification.

Enterprise Knowledge and understanding delivered through lessons:

Organisation (planning how to make something), **innovation** (designing the products), **risk** (trying out something new and using machinery), **teamwork** (working in groups to research design movements), **money** (costing done for GCSE project), **credit** (Year 9 building a bridge get 100 credits, can apply for a loan), **costing projects** (GCSE, Year 8 metal projects), **the market** (GCSE project research), **efficiency** (learning how to make for minimum cost)

Enterprise skills delivered through lessons:

Decision making (choosing processes and tools), **thinking and learning skills** (constant problem-solving throughout the process), **Design and making skills** (integral to DT), **Managing risk** (costing decisions, safety procedures), **Teamworking** (a lot of group working), **key skills** (GCSE projects), **Budgeting** (GCSE and Year 8 metals), **ability to make decisions** (GCSE project and other DT activities)

Enterprise attributes delivered through lessons:

'Can do' approach (4x4 method of generating ideas – e.g. PSP for grannies), **responsibility** (managing coursework, workplace safety), **ambition** (creativity is rewarded), **open-mindedness** (the design process), **respect for evidence** (analysing research, is it reliable? How to link to conclusion), **pragmatism** (all the time), **commitment** (being able to sell a concept), **taking an interest in economics, resources, the role of business and its responsibilities** (students encouraged to consider environment, sustainability and inclusive design)

Art

Enterprise Knowledge and understanding delivered through lessons:

Organisation (GCSE Art coursework), **innovation** (decisions about how to create), **risk** (Use of trial and error), **teamwork** (Year 7 aboriginal project done in groups), **costing projects** (Aboriginal project costing paint)

Enterprise skills delivered through lessons:

Decision making (having to work out how to meet their brief), **thinking and learning skills** (Learn knowledge of skills, how to apply them, then how to analyse and evaluate their work), **Design and making skills** (integral to Art), **leadership** (Each team on the aboriginal project has a team captain) **Managing risk** (Students asked to take risks creatively), **Teamworking** (Aboriginal project), **key skills** (GCSE projects), **Budgeting** (Aboriginal project, Canopic), **investigate simple hypotheses** (best practice learning)

Enterprise attributes delivered through lessons:

Self-reliance (students need to rely on their art skills to get work done) **'Can do' approach** (Cannot do art without it), **responsibility** (managing coursework), **ambition** (assessing learning), **open-mindedness** (vital for art), **respect for evidence** (artists as an influence), **commitment** (starting and finishing a project properly)

Music

Organisation (GCSE composition and performance), **innovation** (GCSE composition and other work in the school), **risk** (Use of trial and error), **teamwork** (Samba/Gamelan Yr8, mood music Yr 7, Film music theme Yr9)

Enterprise skills delivered through lessons:

Decision making (working out how best to produce music), **thinking and learning skills** (Learn knowledge of skills, how to apply them, then how to analyse and evaluate their work), **Design and making skills** (GCSE music composition), **Teamworking** (all through KS3), **key skills** (Using music technology, talking about music)

Enterprise attributes delivered through lessons:

Self-reliance (students need to rely on their art skills to get work done) **'Can do' approach** (Cannot do music without it), **responsibility** (managing coursework), **ambition** (assessing learning), **open-mindedness** (vital for music), **respect for evidence** (composers as an influence), **commitment** (starting and finishing a project properly)

English

Enterprise Knowledge and understanding delivered through lessons:

Organisation (Yr 7 Village project – could use action plan, Yr8 School trip, Yr 9 Shakespeare, Yr9 intro to GCSE English), **innovation** (Yr 7 Beowulf, Yr 7 village project, Yr8 Ballad writing, Yr 9 Shakespeare, Yr9 film trailer, Yr10 media advert), **risk** (Yr 7 Beowulf, Yr 7 village project, Yr 8 Shakespeare, Yr8 School trip), **teamwork** (Yr 7 village project, Year 8 Shakespeare), **managing change** (Yr 7 village project 'motorway'), **personal effectiveness** (Chaucer morals, Yr 7 exam reading and writing, Yr 10 Debates, Yr 11 An Inspector Calls why I should go to heaven), **costing projects** (Yr 8 School trip) **world of work** (Yr 11 Of Mice & Men itinerant workers)

Enterprise skills delivered through lessons:

Decision making (Year 7 8 children's stories, Yr 10 Debates), **thinking and learning skills** (Yr 7 Beowulf, Yr7 'Boy' analysis of survey results on corporal punishment, Yr 8 Novel analyses and empathetic writing, Yr8 Ballad compare and contrast, Yr 9 Tempest create own world, Yr9 intro to GCSE English, Yr10 Romeo and Juliet, Yr 10 media advert, Yr 10 exam), **Design and making skills** (Year 7 Poetry acrostics, Year 7 village project, Year 8 children's stories, Yr 10 media advert), **leadership** (Yr 7 village project), **Managing risk** (Yr8 School trip), **selling**, (Yr7 letter to Primary school, Yr 7 'Boy' letter to persuade head not to use corporal punishment, Yr 8 children's stories, Yr8 School trip, Yr 9 Shakespeare, Yr9 short stories, Yr 10 exam ideal job), **Teamworking** (Yr 7 Beowulf, Yr 7 village project, Year 8 Shakespeare, Yr 10 Debates), **key skills** (Yr 7 village project)

communication, Yr 7 exam reading and writing, Year), **financial planning** (Yr 8 School trip), **Budgeting** (Yr8 School trip village project), **ability to make decisions** (Yr 8 children's stories, Yr 8 School trip)

Enterprise attributes delivered through lessons:

Self-reliance (Year 7 village project, Yr 9 Shakespeare), **'Can do' approach** (Yr 7 Beowulf, Year 7 village project, Year 8 Shakespeare, Yr8 School trip, Yr8 Ballad writing), **responsibility** (Yr8 School trip) , **ambition** (Yr8 School trip, Yr8 Ballad writing), **open-mindedness** (Yr 7 Beowulf, Year 8 Shakespeare, Yr9 film trailer), **respect for evidence** (Year 8 children's stories, Yr 9 Shakespeare, Yr9 short stories), **pragmatism** (Year 8 children's stories, Yr8 School trip),

Mathematics

Enterprise Knowledge and understanding delivered through lessons:

Organisation (Correct equipment, ready for lessons, mark own work, get task from box), **Innovation** (Use what they know to solve problems & explore new maths concepts), **Risk** (Probability – JS3 have games involving chance, are they fair or biased?) **Managing change** (At end of each module work must be signed off and marked and learning checked off before being introduced to a new one), **personal effectiveness** (Opportunity to practice it through discussion in pairs, motivation, keep stats on tasks done and set targets), **money** (used in many examples), **credit** (used in many examples), **investment** (KS4 simple compound interest and depreciation), **costing projects** (Coursework on comparing mobile phones, comparing prices)

Enterprise skills delivered through lessons:

Decision making (Probability), **thinking and learning skills** (All the time through individualised learning, feedback where they review task and say what they've learned from it), **Design and making skills** (Level 4&5 – given shapes they design pictures – 3-d shape of a cube – Year 7 induction day design puzzle piece make a puzzle), **key skills** (Maths is a key skill), **financial planning** (Extended projects, each year data handling), **investigate simple hypotheses** (Year 11 coursework on height and weight of school students)

Enterprise attributes delivered through lessons:

Self-reliance (Individualised learning), **'Can do' approach** (Vital for Maths), **responsibility** (For own individualised learning) , **ambition** (Set targets for smile cards completed), **respect for evidence** (Must show working all through Maths), **pragmatism** (Mustn't get too far ahead of themselves)

Science

Enterprise Knowledge and understanding delivered through lessons:

Organisation (Using the right equipment for experiments), **Risk** (Making sure equipment and chemicals used properly), **Teamwork** (most experiments and research done in groups), **personal effectiveness** (Communication and use of technology and ICT for research), **costing projects** (next year project to make products from reuseable sources and sell it at QPCS day),

Enterprise skills delivered through lessons:

Decision making (Deciding what equipment to use), **thinking and learning skills** (use skills and knowledge learned to apply to experiments, then use analysis and evaluation – particularly at GCSE), **Design and making skills** (next year project to make products from reuseable sources and sell it at QPCS day), **managing risk** (responsible use of equipment and chemicals), **Teamworking** (Most experiments and research in groups), **key skills** (Communication, ICT, technology), **financial planning** (Extended projects, each year data handling), **ability to make decisions**, **investigate simple hypotheses** (Central to science all the way up the school but particularly the new GCSE curriculum)

Enterprise attributes delivered through lessons:

'Can do' approach (Important for science experiments), **responsibility** (during experiments) , **respect for evidence** (understanding science is all about respect for evidence – e.g. Y11 rates of reaction coursework), **pragmatism** (In experiments), **taking responsibility for the impact of financial decisions** (studying congestion charging), **taking an interest in economics, resources, the role of business and its responsibilities** (many of the case studies for GCSE plus in some of KS3 on pollution)

Humanities**Enterprise Knowledge and understanding delivered through lessons:**

Organisation (Yr 9 industrial revolution), **Innovation** (Yr9 Industrial revolution) **Risk** (Yr9 Industrial revolution), **teamwork** (Most units but specifically medieval life assessment), **personal effectiveness** (Communication, reading, writing, ICT), **the market, efficiency** (Yr9 industrial revolution) **economic growth** (Yr9 industrial revolution), **organisation of business, world of work** (KS4 World of work)

Enterprise skills delivered through lessons:

Decision making (Yr 7 Medieval, KS4 Cuban missile crisis simulation), **thinking and learning skills** (Yr8 Pilgrimage presentation, KS4 Windsor coursework), **Design and making skills** (Yr 7 contours, mapwork and weather, KS4 MLK newspaper report), **leadership** (Yr7 Rivers, Yr9 Industrial revolution, KS4 Windsor project), **Teamworking** (Group presentations e.g. Yr7 Rivers, Yr9 industrial revolution, Vietnam investigation), **key skills** (Communication, ICT, reading, writing)

Enterprise attributes delivered through lessons:

Self-reliance (GCSE coursework) **'Can do' approach** (For research and presentations), , **respect for evidence** (using sources, particularly in KS3 and KS4 History), **taking an interest in economics, resources, the role of business and its responsibilities** (KS4 World of Work, any environmental units)

ICT

Organisation (GCSE coursework, use of ICT to organise schoolwork), **Innovation** (Creativity in data presentation and websites, presentations), **Teamwork** (Groupwork KS3), **personal effectiveness** (Communication, ICT), **Money** (Yr 8 enterprise project), **The market** (create websites for new businesses KS4), **efficiency** (Using Excel formulas to make calculations easier), **the world of work** (use of ICT in the workplace)

Enterprise skills delivered through lessons:

Decision making (Deciding how to solve problems using ICT), **thinking and learning skills** (Yr 8 Control, GCSE coursework), **Design and making skills** (Presentations and websites), **Teamworking** (Various group work throughout KS3), **key skills** (Communication, ICT), **Budgeting** (using Excel), **ability to make decisions** (using ICT to make decisions)

Enterprise attributes delivered through lessons:

Self-reliance (GCSE coursework) **'Can do' approach** (Excel formulas, using ICT), **Ambition** (Trying out new skills using software), **open-mindedness** (ability to use new software and skills), **commitment** (getting coursework done)

PHSCE

Risk (Understand the risks involved in many life choices), **Teamwork** (Throughout most PHSCE tasks), **Managing change** (course is about managing the changes in students' lives) **personal effectiveness** (PHSCE is all about building personal effectiveness), **Money** (Money and finances unit), **credit** (money and finances unit), **personal finance** (money and finances unit), **organisation of business and the world of work** (preparation for work experience)

Enterprise skills delivered through lessons:

Decision making (Support in making life decisions), **Thinking and learning skills** (new ways of thinking about issues, learning from others), **managing risk**, (PHSCE gives students knowledge to manage risks in their lives), **Teamworking** (Various group work throughout PHSCE curriculum), **key skills** (PHSCE is about key skills), **Budgeting** (during money and finance unit), **financial planning** (money and finances unit), **Personal risk management** (Students give knowledge to manage personal risk) **ability to make decisions** (Throughout PHSCE course)

Enterprise attributes delivered through lessons:

Self-reliance (PHSCE gives skills for self-reliance), **Responsibility** (PHSCE teaches skills for responsibility), **Ambition** (PHSCE discusses ambitions for life), **open-mindedness** (PHSCE encourages open-mindedness, particularly for disability, homosexuality etc), **pragmatism** (PHSCE gives students knowledge to make pragmatic choices), **taking responsibility for the impact of financial decisions** (money and finances units), **taking an interest in economics, resources, the role of business and its responsibilities** (preparation for work experience)

PE

Organisation (GCSE coursework, Team sports), **Innovation** (Creativity when playing a sport), **Risk** (Understand the risks involved in choices whilst playing a sport), **Teamwork** (Integral to most sports) **Managing change** (sports constantly provide needs to manage change) **personal effectiveness** (Communication and good health),

Enterprise skills delivered through lessons:

Decision making (Constantly done during sports), **Thinking and learning skills** (Learning from other people, constantly having to think under pressure), **Leadership** (Captaincy in P.E. games), **managing risk** (Many decisions in sport carry risks), **Teamworking** (Integral to sports), **key skills** (Communication, teamwork)

Enterprise attributes delivered through lessons:

Self-reliance (P.E. encourages trust in skills and abilities), **'Can-do' approach** (Central to achievement in sports), **Responsibility** (Sports encourage the taking of responsibility), **Ambition** (P.E. can help certain students develop and achieve ambitions), **open-mindedness** (To try new sports), **pragmatism** (To make realistic choices whilst playing a sport), **commitment** (Performance in sport is better if the student is committed to it, at a micro (e.g. a football tackle) and macro (e.g. training))

Modern Languages

Enterprise Knowledge and understanding delivered through lessons:

Organisation (Learning and revising new vocabulary for tests and for classroom use – at all ages and levels), **Innovation** (adapting written and spoken texts or conversations for personal suitability), **Risk** (Improvising conversations in realistic situations and in speaking tests at GCSE and 'A' level), **Teamwork** (essential to all speaking work in pairs or groups), **Managing change** (adapting given vocabulary and situations in order for them to be personally suitable) **Personal effectiveness** (all language use should be suitable to realistic situations).

Enterprise skills delivered through lessons:

Decision making (essential for the ability to use languages in realistic situations), **Thinking and learning skills** (essential for working out meanings and patterns in grammar and vocabulary), **Leadership** (motivating students to take control in difficult linguistic learning situations), **managing risk** (many decisions need to be made to express oneself successfully at all ages and levels), **Teamworking** (integral to speaking activities: it takes at least two to hold a conversation), **key skills** (communication is the key aim in learning any foreign language).

Enterprise attributes delivered through lessons:

Self-reliance (preparation for Controlled Assessment tasks at GCSE level), **'Can-do' approach** (central to the ability to speak a foreign language with confidence), **Responsibility** (putting oneself in realistic situations which may happen when one is abroad), **Ambition** (aiming for specific goals when travelling in the foreign country, with the ultimate goal of living or working abroad), **open-mindedness** (to accept different grammatical concepts and vocabulary which are different from English), **pragmatism** (to make realistic choices about one's abilities and how to exploit them in real situations), **commitment** (determination to memorising vocabulary and to using the language when abroad).






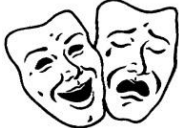






Entrepreneurship in York Schools Scrutiny ReviewFeedback from Visit to King James's School, Almondbury, Huddersfield on 22 January 2015 - Meeting with Sean Kelly (Asst. Headteacher).

1. King James's is an 11-16 school admitting 180 pupils a year. The school had been identified by the Task Group as an example of best practice through a 2011 Ofsted survey of Economics and Business Education.
2. The school has a work related learning (wrl) strand which covers:
 - Careers Education & Inspiration
 - Enterprise
 - Economic understanding
3. The programme is delivered through 5/6 whole day enrichment activities for all year groups, the weekly Personal, Social, Citizenship and Health Education (PSHCE) lesson and the daily 25 minutes of "form time".
4. The senior leadership has been committed to the approach for 7 years and it is now embedded. This is not linked to the school's former specialist status, which was for Science.
5. A bi-annual audit of opportunities for enterprise education across the curriculum takes place so that it can be seen that all subjects contribute and all pupils are covered. Examples quoted included History (Richard Arkwright as an entrepreneur) and Design Technology (Food) (Product development). Sean Kelly reports on an annual basis to Governors and lesson observation proformas include space to record information about the wrl theme. The school does not offer Business Studies at GCSE.
6. The PSHCE programme is delivered by a team of teachers, not form tutors. A half termly strategic planning session involving this group updates, develops and sustains the programme.
7. The school has no post 16 provision and concentrates on preparing all young people for their next steps. Its in-house "Passport to Success" (pupils have to achieve it to attend the leavers' "Prom" event) includes completion of 1 week's Work Experience, participation in the enrichment days, civil strands (including economic understanding and health education) and achievement of a BTEC Workskills qualification (usually at Level 2).

8. The Workskills qualification (which we have promoted in York) does not “count” for the school in performance tables but is valued by the post 16 Colleges in Kirklees and Apprenticeship training providers and employers. Pupils have to complete 9 units. Four are delivered through PSHCE, 3 through form time and one each in maths and English lessons. To support delivery of the programme, there is a team of tutors who work in Years 10 and 11 only and provide continuity across the two year programme.
9. Enrichment days include business challenges and the school emphasises that Entrepreneurship and Enterprise are not just about making money for yourself. Creative, entrepreneurial activity can contribute to social enterprise and charity work. The days aim to cover risk taking, problem solving, project management and business planning.
10. There is an annual “£10 Challenge”. Pupils run events and mini-businesses. They develop proposals which have to be approved by their Head of Year whom they report back to on their progress. This activity all takes place outside of lesson times and staff support ensures that all groups get a “fair crack of the whip” in opportunities to transact with the pupil body at breaks and lunchtime. The winning group keeps their profit as a prize and all other profits are returned to the school which makes the activity self sustaining in terms of an ongoing source of £10 notes.
11. The school involves employers in the enrichment days, in inspirational assemblies and other events, most recently a “Business Breakfast”. Pupils could come and meet employers to discuss apprenticeship opportunities and other aspects of their businesses over bacon butties and Tea / Coffee before school and during form time.

Conclusion

12. As set out in the Ofsted survey report, the King James’s programme provides a wide range of opportunities for pupils to be exposed to, and engage in enterprising and entrepreneurial activities. This takes place as part of a holistic programme also including Careers Education and Inspiration and Economic Understanding. This means that the school does not merely pay “lip service” to Enterprise and Entrepreneurial activity through occasional inputs, but systematically prepares young people for life in the years after they leave the school.

	<p>TRANSPORT YOURSELF WITH NORTHERN RAIL</p> <p>This module teaches children about history, jobs and safety on the railways. The Golden Moment is a railway trip, seeing how a railway station is run and announcing the departure of a train over the tannoy.</p>
	<p>COOKING CULTURE WITH YORK MARRIOTT HOTEL</p> <p>Classroom-based activities around food from different cultures. The York Marriott Hotel supports a parent café Golden Moment where the children cook alongside executive chefs, hosted at a local secondary school.</p>
	<p>ADVERTISING WITH AVIVA</p> <p>Children are challenged to create their own TV advert! Working with the branding team they learn about marketing and film techniques, culminating in a Dragon's Den- style pitch event in the Aviva boardroom!</p>
	<p>LAW AND JUSTICE WITH THE NORTH YORKSHIRE POLICE</p> <p>Starting with a fake crime that happens outside the classroom window, workshops follow the stages of the criminal justice system from incident to trial, including a trip to a courtroom to put the defendant on trial!</p>
	<p>HEALTHY HUMANS WITH YORK ST JOHN'S UNIVERSITY</p> <p>Through practical workshops, children learn all about the body, exercise, and healthy eating. At York St John's University the children try out different exercises to burn enough calories for a bar of chocolate!</p>
	<p>FROM PAGE TO STAGE WITH YORK ST JOHN'S UNIVERSITY – new for 2014/15</p> <p>Under development for 2014/15, pupils will have the opportunity to learn about different elements of performance, culminating in a "performance challenge" at the University.</p>
	<p>RETAIL (WORKING TITLE) WITH YORK DESIGNER OUTLET – new for 2014/15</p> <p>Design a shop for the Outlet, from product through to layout. Through a workshop series and a trip to the outlet, this new module will explore branding, product design and shop layout.</p>
	<p>SCIENCE OF FOOD WITH THE FOOD AND ENVIRONMENT RESEARCH AGENCY (FERA)</p> <p>This module looks at food sustainability and security, including a behind the scenes trip to FERA to meet the scientists and see the laboratories.</p>
	<p>TRACKS AND TRAINS WITH NETWORK RAIL</p> <p>This module looks at different aspects of railway signalling, and prepares the children to be trainee signallers, including a trip to the National Railway Museum to have a hands-on signalling lesson.</p>
	<p>MONEY MATTERS WITH NATWEST</p> <p>Children learn about where money comes from and where it goes, how to manage and budget and how credit and debit cards work. Includes a tour of NatWest bank to see how customer's money is processed.</p>
	<p>POST-IT WITH THE UNIVERSITY OF YORK MAIL ROOM</p> <p>Behind the scenes of the postal service, pupils learn about the history of post, letter writing and even create their own stamp! Includes a trip to Royal Mail depot in Leeds where children act as postmasters for the day!</p>
	<p>CONSTRUCTION WITH PORTAKABIN – new for 2014/15</p> <p>Under development for 2014/15 this module will challenge pupils to create their own Portakabin as they learn about the modern day construction industry.</p>

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Meeting Dates	Learning & Culture Overview & Scrutiny Committee - Work Plan 2014-15
Wed 18 June 2014 @ 5:30pm	<ol style="list-style-type: none"> 1. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report 2. Scoping Report on Potential Topics for Review in this Municipal Year 3. Overview Report on CYC Stonewall Challenge (Yvette Bent) 4. Workplan 2014/15
Wed 22 July 2014 @ 5:30pm	<ol style="list-style-type: none"> 1. York Theatre Royal – SLA Performance Bi-annual Update Report (deferred to September meeting) 2. Year End Finance & Performance Monitoring Report 3. Bi-annual progress report on Safeguarding & Looked After Children 4. Overview Report on Project Plan for Narrowing the Gap 5. Careers Review - Update on Implementation of Recommendations 6. 'School Based Teaching on Entrepreneurship' Review Scoping Report 7. Workplan 2014/15
Wed 17 Sept 2014 @ 5:30pm	<ol style="list-style-type: none"> 1. York Theatre Royal – SLA Performance Bi-annual Update Report (Liz Wilson attending) 2. Update on Refresh of Equalities Scheme inc. Introduction to relevant focus areas (Charlie Croft) 3. First Quarter Finance & Performance Monitoring Report (Richard Hartle) 4. Update on Parks Development (Dave Meigh) 5. Attendance of Chair of York Safeguarding Board for Bi-annual Update (Simon Westwood attending) 6. School Improvement and Ofsted Update on Schools Performance (Maxine Squire) 7. Workplan 2014/15 inc. verbal update on ongoing reviews
Wed 19 Nov 2014 @ 5:30pm	<ol style="list-style-type: none"> 1. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report & Update on implementation of previous scrutiny recommendations (Charlie Croft & Janet Barnes) 2. Explore York Libraries and Archives Mutual Ltd SLA & Bi-Annual Update (Fiona Williams) 3. School Results Outturn (Maxine Squire) 4. Scoping Report on proposed 'Narrowing the Gap' Scrutiny Review (Maxine Squire) 5. Workplan 2014/15 inc. verbal update on ongoing reviews

<p>Wed 21 January 2015 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. Attendance of Chair of Learning City (Alison Birkenshaw - invite accepted) 2. Attendance of Chair of York@Large (Chris Bailey - invite accepted) 3. Second Quarter Finance & Performance Monitoring Report (Richard Hartle) 4. CYC Bi-annual progress report on Safeguarding & Looked After Children including update on CYC's strengthened Referral and Assessment Arrangements (Eoin Rush) 5. GCSE Results Update (Maxine Squire) 6. Update on proposed scrutiny review of Tour de France 7. Workplan inc. verbal update on ongoing reviews
<p>Tue 24 February 2015 @ 5.30pm</p>	<ol style="list-style-type: none"> 1. York Theatre Royal – Service Level Agreement Performance Bi-annual Update Report (Liz Wilson) 2. Draft Final Report –‘Disabled Access To York’s Heritage & Cultural Offer’ Scrutiny Review 3. Draft Final Report – ‘Narrowing the Gap’ Scrutiny Review 4. Workplan in. verbal update on ongoing reviews
<p>Wed18 March 2015 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. Attendance of Cabinet Member for Education, Children & Young People's Services – Update on priorities and challenges for 2014/15 (invite accepted) 2. Attendance of Cabinet Member for Leisure, Culture & Tourism – Update on priorities and challenges for 2014/15 (invite accepted) 3. Attendance of Chair of Safeguarding Board – Bi-annual Update 4. Third Quarter Finance & Performance Monitoring Report (Richard Hartle) 5. Draft Final Report – ‘Entrepreneurship in York Schools’ Scrutiny Review 6. Revised Draft Final Report – Disabled Access to York’s Heritage & Cultural Offer Scrutiny Review