

# Evaluation of Enterprise Education in England

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This research report was written before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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## **Executive Summary**

### *Context*

We are now living in a fast-changing global economy and the UK needs to become a world leader in skills in order to keep up with these changes and ensure economic prosperity. As learners and the workforce of the future, young people are key to facilitating this change. They need to be resilient and have transferable skills. It is important that they clearly understand and are able to demonstrate what singles them out from all the rest. Enterprise Education is ideally positioned to equip them with these skills, helping them to be creative and innovative, to take risks and manage them, and do this with determination and drive.

A number of key 14-19 policies relate to, and interlink with, the Enterprise Education agenda. This work is not simply a stock take of existing activity, but rather it seeks to identify effectiveness, perceived impact and good practice. It has generated a key set of insights, bringing with it a whole range of recommendations for: the Department; local authorities; delivery partners, the Specialist Schools and Academies Trust (SSAT); and schools to help further streamline enterprise with (14-19) wider aims for excellence in education.

### *Evaluation of Enterprise Education*

This evaluation has sought to identify: how schools are utilising funding for Enterprise Education through the School Development Grant; the value added to the experience of pupils; and to pull out some inferences as to how this may translate into benefits for the economy in the longer-term. It draws on secondary data in the form of a literature review and primary data comprising of: a consultation with stakeholders to frame the evaluation and develop an outline of replicable good practice; quantitative survey of Enterprise Co-ordinators in 408 schools; and case study visits to 30 of these responding schools across England. A logic model has been developed to enable conclusions to be made about outcomes of provision as well as potential impacts in the longer-term.

### *Interpreting 'Enterprise'*

The core principle of Enterprise Education is to ensure young people are well equipped in facing the challenges of the world of work and entrepreneurship, resulting in a positive outcome for individuals, communities and the economy. Some schools have a very clear understanding and definition of enterprise and implement an enterprising approach to teaching and learning across the curriculum. However, not all schools are at this stage. Many are not clear about what 'enterprise' really means and are often not aware of the importance of delivering employability skills as well as skills required for self-employment. Schools that demonstrate fewer examples of good practice/schools that are less enterprising tend to relate the word enterprise with entrepreneurship, challenge days and business start-ups and obvious means of making young people more employable through work experience and mock interviews as almost modular, standalone 'chunks' of provision; rather than focus on developing wider employability skills through a whole-school approach to enterprise and with provision embedded in each subject of

the curriculum. Head teachers need to see the real value of an enterprising approach to teaching and learning to ensure they 'buy in' to planning and delivering these skills and knowledge.

Historically, understanding of, and attitudes towards enterprise appears to stem from the initial outcomes of the Howard Davies Review<sup>1</sup> and the recommended five days of enterprise capability per year, supported by financial capability and economic and business understanding. These perceptions have been further reinforced by the allocation of Business & Enterprise Specialist status to schools, suggesting that enterprise is something unique and separate from the curriculum, something that demands time from teaching staff and disruption to lesson plans. However, schools do aspire to be enterprising and want support to enable them to develop their own provision. Schools involved in this research cover a wide range of specialisms, representing the following Specialist statuses as well those with no status: Business & Enterprise; Arts; Engineering; Humanities; Languages; Maths & Computing; Science; Sports; Music; and Technology. Schools in each of these groups demonstrate good practice in Enterprise Education and have a good grasp of its potential and how it can enhance the curriculum. Others struggle to move away from this as an isolated strand of provision.

#### *Perceived Impacts*

Enterprise Co-ordinators have reported some key areas where Enterprise Education has impacted on pupils' skills and understanding. The most significant of these appear to be in increasing their employability and enterprise skills; self-awareness of their own enterprise capabilities; and their business and economic understanding. Provision has also contributed to increased confidence levels and pupil motivation. Pupils themselves have also reported how enterprise has helped them to realise their existing talents and strengths and to develop a wider belief that they can succeed. Part of this is the realisation that certain career paths are more possible than they first imagined now that they have been able to demonstrate how they can apply their knowledge, manage risks and adapt to change. Staff have also reported increased retention of those at risk of disengagement and improved attendance. Running businesses and social enterprises in school; enterprise challenges; and industry/workplace visits; and interaction with the community are seen as especially effective in enhancing their knowledge of enterprise.

Schools demonstrating good practice in Enterprise Education report a greater impact when compared to other schools that may just be starting out or developing on their enterprise journey. This is evident in most areas of impact, including a reported increase in teacher understanding of enterprise as a teaching and learning style and improved staff motivation. There is a good overall recognition that an enterprising approach to teaching and learning helps pupils learn.

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<sup>1</sup> Davies, H (2002) 'A review of Enterprise and the Economy in Education'.

### *Critical Success Factors*

Schools approach planning and delivering Enterprise Education in different ways. This evaluation has highlighted a number of 'critical success factors' that appear to be facilitating good enterprise provision. This appears to be founded on support and involvement from the Senior Management Team (SMT). Once this is in place, a series of actions are generated that further develop provision. These events comprise:

- Support of the SMT
- Enterprise Co-ordinator with dedicated time (usually accompanied by a strategy/policy for Enterprise Education)
- Time in the timetable
- High priority in the curriculum
- Time and resources for employer engagement
- Combination of external provision & embedded in curriculum
- Enterprising way of teaching (learning by doing)
- Relevant Continual Professional Development (CPD) for teaching staff
- Measurement of the impact of activity
- Reviewing sustainability

As schools become more enterprising, they demonstrate a greater awareness of the value of enterprise and report a high quality of provision within each subject area. They also tend to be more aware of the funding sources available to support this.

Involvement from SMT is key in ensuring good communication of the benefits of enterprise to staff and pupils. Their role in discussing and implementing the school's policy for Enterprise Education can directly impact on how well this is embedded across the curriculum. This further supports good practice in communication such as regular meetings with department heads, staff meetings and whole-school assemblies to improve knowledge and understanding of enterprise. Governors and parents can also provide significant benefits, utilising their own business contacts and participating in school activities.

### *Embedding Enterprise*

Schools that are struggling to deliver enterprise are concerned about the time it takes to develop an approach that is championed by staff and embedded across the curriculum. This tends to stem from a presumption that focused time would need to be spent on this on a regular basis. Although the daily demands on staff time are already significant, this only requires some initial



start-up time. The findings from this evaluation suggest that although some time is required for meeting with subject leads and building up provision, this is relatively time effective once integrated throughout the school. During visits to schools, many of the Enterprise Co-ordinators and teaching staff commented that provision becomes more embedded over time, once they are able to see how well this can link with their curriculum plans - and can even add value to the content and the extent to which pupils are able to learn.

However, another key challenge is addressing teachers' perceptions of a lack of parity with 'real' subjects – an attitude that can only be tackled through close working with teaching staff. Embedding appears to have worked well where Co-ordinators have spent one-on-one time with individual subject leads to discuss the activities and teaching approaches already used and how these may already match with guidance on instilling: enterprise capability; financial capability; and business and economic understanding.

An enterprising way of teaching and learning naturally emerges within the school once Co-ordinators have spent time working with staff to consider what enterprising elements are already being delivered within these subjects and how this can be further emphasised. Some of the more enterprising schools have also encouraged staff to engage with local employers to support their own activities, which has in turn helped to contribute to an understanding of how to relate their subjects to the world of work in a more practical 'hands on' way. Schools report that this style of teaching has also enabled pupils to become more aware of their own capabilities. Getting involved in more 'hands on' projects has allowed them to have their ideas heard and experience the real-world context, improving their confidence and raising their aspirations.

Schools demonstrating examples of good practice in enterprise report that their school has developed a culture of enterprise. This is a similar picture to that presented by Co-ordinators at special schools, who see enterprise as central to the learning and development of their pupils, not least because of the need to prepare them for independent living.

### *Measuring Impact*

Stakeholders and schools have mentioned the need for inspections to be more specific about the role of enterprise in enhancing the quality of learning provision. Co-ordinators and members of the SMT recognise the value of recording progress and helping to further develop enterprise. However, there appears to be an absence of a consistent approach to measurement across all schools. Schools also need to ensure they have the time available to review the results of this activity.

### *Activities*

Schools provide a wide range of enterprise activities, combining enterprise challenges with a number of different means of interacting with businesses. Those that demonstrate examples of good practice in enterprise also tend to provide activities involving the whole school and deliver more transition activities with feeder primaries and colleges and universities. Mentoring can work very well, especially if this is a peer-to-peer approach. A few that have focused on pupil-led projects, including involving them in submitting bids and

raising funds for new activities, report an increased confidence amongst pupils to approach teachers on a day-to-day basis to voice their opinions rather than requesting a separate outlet for this eg: via a student council.

### *Employer Engagement*

Evidence gathered in this evaluation suggests that engaging employers is one of the most critical success factors, second only to support from SMT and allocating the appropriate set-up time to enterprise. All schools find it difficult to build relationships with businesses and feel they could improve their skills in this area. Allocating time to focus on developing this does appear to impact on the schools' effectiveness in establishing relationships. However, this does not have to be a significant time commitment, as demonstrated by some schools that have worked with smaller Small Medium-Sized Enterprises (SMEs) and business-start ups in the local area. Past students can also provide significant added value in demonstrating to young people that they too can achieve similar results.

### *Combining Internal and External Provision*

External provision can complement curriculum-based activities by supporting extra-curricular opportunities and collapsed timetable events, incorporating cross-curricular themes. Schools that demonstrate good practice in enterprise feel it is important to use provision from external organisations to help keep this fresh and exciting for pupils. However, they are also more informed consumers and are more aware of whether they are being offered real value for money as opposed to a simple chunk of provision they could deliver themselves in-house for free and with greater effect. Stakeholders have expressed concern that some schools find it difficult to recognise where external provision can benefit and where funds can be transferred to alternative providers to further enrich their Enterprise Education portfolio.

### *Links with Diplomas and Apprenticeships*

A number of opportunities exist to further bolster and evidence the contribution of enterprise to each learner's journey, including clearer communication to schools on the links with: Work Related Learning; Diplomas; and Apprenticeships, all supported by more effective recruitment and engagement of employers. Schools do not always consider or appreciate the purpose of enterprise and its links with real-world experience and Work Related Learning – although this is outlined in guidance for schools in the QCDA framework for careers, work related learning and enterprise.

Schools that have worked hard at embedding enterprise have mentioned the benefits of integrating this with Diplomas and Apprenticeships. Co-ordinators have reported a good impact on pupils' aspirations and attainment where enterprise is part of the overall package where they may be studying through a range of approaches eg: studying for a few GCSEs, a Diploma and also the Certificate of Personal Effectiveness (COPE) ASDAN Award – a qualification which some Special Schools have been able to deliver on a modular basis within PSHE. This has been especially beneficial for those who had previously been performing less well at schools than their peers.

### *Partnership and Networking*

Schools would like to work with other schools to share knowledge of what works well. Those that are more enterprising are already creating links with others including primary and tertiary providers but some schools need assistance with this. Education Business Partnerships (EBPs) have offered useful support in some instances, creating networks and working groups at local level. Many schools are unaware of the role of the Enterprise Learning Partnerships (ELPs) or have not responded to these initial contacts. They understand that these are about sharing good practice, but they are not sure of what value they are adding.

### *Funding*

The survey of schools undertaken for this evaluation involved Enterprise Co-ordinators who in most cases are not part of the SMT. Most of these are unaware of the School Development Grant, how much they receive through this and what other funds may be coming into the school. Feedback from some of the follow-up visits to schools suggests that some senior staff are also unsure as to the amount of money available to spend on Enterprise Education, mainly where local authorities are not clearly highlighting the amount under a specific heading for enterprise on their funding letter. Co-ordinators may not be aware of how Head teachers allocate the fund, including how this is used to support the salaries of these staff.

Schools require flexibility within the Grant to allow them to combine this with other funds to further support and develop enterprise across the school, including within different subject areas. It is very clear that these schools do still require the funding as well as detailed guidance to enable them to move further along their enterprise journey. One of the most significant uses of the School Development Grant, as well as other funds, is to pay for staff salaries and staff cover to help combat the potential impact of 'rarely cover' on the extent to which staff can benefit from CPD.

Although some schools appear to be keen on ring-fencing the Grant, visits to schools have confirmed their main reasoning for this is that schools will receive more informative and useful guidance on how to deliver Enterprise Education in a way that will be: a) effective; and b) in line with what the Department is expecting. In part, this is due to a certain amount of nervousness and uncertainty as to how much longer the funding will continue in schools. Schools would have major concerns if the fun were to be ring-fenced:

- Concern that schools may end up replicating each other, delivering Enterprise Education against a 'menu' – ticking the boxes according to guidance from DCSF to ensure their funding continues
- There would be little room for flexibility in mixing up funds to create more innovative provision eg: funding enterprising activities run in specific subject areas, paying for travel, administrative support etc

Ring-fencing may not be the most appropriate answer for ensuring good practice and high quality provision in enterprise. There are other ways of

ensuring all schools are able to move further along in terms of their enterprise journey and that all pupils get the opportunity to learn about their own enterprise capabilities, which include placing a number of conditions on schools in receipt of funding.

### *Conclusions*

This lack of awareness suggests there is a need to provide schools with a range of tools to help ensure the fund is spent on quality Enterprise Education, including broad guidance on good practice for the use of funding and ways of evidencing the impact for pupils. Most importantly, these tools need to enable schools to maintain flexibility, which includes feeding in with other funding streams that can support the development of employability and self-employment skills. Although awareness of other funding is quite limited, enterprising schools have been innovative in using funds and resources for teaching across the curriculum, within different subject departments, and between funding pots such as specialist status funds other than for Business & Enterprise, sustainable development etc to further enhance their enterprise offer.

Confusion over the purpose of enterprise may have impacted on how schools have responded to questions within the quantitative survey, especially in terms of what they are already doing, what they would like to do more of and other areas such as the effectiveness of their provision and the extent to which their school has developed a culture of enterprise.

Much of the commentary in this report relates to strengthening young people's understanding of their own enterprise skills and capabilities and their ability to articulate these to Further and Higher Education providers, as well as to employers. The Department should consider how funding can best be used to help fill the gap between enterprise in school and enterprise capability; business and economic understanding; and financial capability in the workplace. This is about facilitating more sustainable provision and impacts for the learner; teaching staff; schools; and communities.

Enterprise could be more closely linked with more tailored Careers Education Information, Advice and Guidance (CEIAG), building on and raising young people's aspirations and supporting the Aimhigher agenda and the new Raising the Participation Age. This can be enhanced through the development of an 'Enterprise Passport' – a personal record of the enterprise skills and real-world experiences young people have collected as a result of an enterprising approach to teaching and learning and how these will help to improve their chances in the world of work as well as self-employment. Guidance for schools should also encourage the development of enterprise at Key Stage 3 to ensure the best transition activities with primary schools.

### *Recommendations*

Recommendations have been split as follows:

- Where funding remains at the same level
- Where more funds are available
- Where the funding is reduced

Specific recommendations are then highlighted within each section by:

- The DCSF
- Local authorities
- SSAT
- Delivery partners
- Schools

### *Where Funding Remains at the Same Level*

A number of actions can be implemented to ensure: those that are less enterprising are able to build on current activity; those already demonstrating evidence of good practice are able to further develop and embed Enterprise Education within the curriculum; and enterprising schools are able to continue to innovate and add value to their offer. These recommendations also apply to special schools, unless stated otherwise.

The Enterprise Education element of the School Development Grant should not be ring fenced but should continue with the following conditions in place.

The DCSF may enhance Enterprise Education by:

- Updating and re-issuing guidance relating to Enterprise Education – this should include a clear definition of what enterprise is and how this adds value to the wider 14-19 agenda
- Work closely with BIS to maximise the opportunities and links between BIS funded initiatives such as: the National Enterprise Academy (NEA); Enterprise UK; and the National Skills Strategy and the DCSF 14-19 agenda

Should provide good practice examples and support to schools, specifically:

- Examples of how enterprise can impact positively on attainment figures
- What works well in measuring perceptions and perceived impact of their provision and how well this has been embedded in the curriculum
- Facilitated local events and good practice transfer/sharing of information, building on examples of where this has worked well in terms of the role of the Enterprise Learning Partnerships (ELPs) in disseminating information

Should also:

- Include good practice examples that are specific to special schools

The Department could consider:

- Reviewing the role of the Ofsted inspection framework in clarifying schools' responsibilities for delivering Enterprise Education, including their measurement of impact within the Self Evaluation Form (SEF)
- Working with the NCSL and local authorities, provide guidance and training for Head teachers on the purpose and benefits of Enterprise Education
- Providing guidance to local authorities on the key areas as highlighted in the section below

Schools could provide the following to demonstrate how the fund has been used:

- Policy/strategy for Enterprise Education
- This policy/strategy must include a plan with objectives for engaging employers
- This must also include plans for CPD for teaching staff
- Evidence of how this policy/strategy has been communicated to staff and students
- Evidence of a minimum of two hours allocated to Enterprise Education per week where this is in initial development
- Annual audit/measurement of their provision including learner impact assessments/learner progress tracking and evidence against Enterprise Education elements within the SEF, with consideration of what is appropriate for special schools

Schools will still be able to use these funds in conjunction with other activity across subject areas that may involve an element of enterprise and where they can evidence that this contributes to a more integrated approach.

Local authorities should consider:

- Ensuring the School Development Grant is clearly highlighted in school budgets and on all communications about funding
- That Enterprise Education is featured in their Local Area Agreements
- In commissioning providers, request evidence on:
  - the offer of a more informed brokerage service including what advice they can offer to schools on employer engagement and sharing of Labour Market Information (LMI)

- the quality of CPD offered to schools
- how providers will target schools struggling with their enterprise provision and offer enterprise as well as Work Related Learning

*Where Additional Funds are made Available by the Department*

Any additional funds would best be directed at Key Stage 3, to enhance young people's understanding of the world of work and to help them prepare for their study options in Key Stage 4.

Schools would need to evidence how they have used these additional funds by demonstrating:

- how the school has delivered enterprise within transition activities with feeder primaries and other schools at Key Stage 3 (should be suggested only as good practice for special schools)

The Department may also wish to:

- consider an additional fund that can help drive forward transition activities with tertiary providers
- extend the lifetime of the Enterprise Learning Partnerships and providing additional funding to facilitate their role in working with schools at local level

The study team recommend a series of tailored good practice guides (supported by CD ROMs and online content) to help support provision in all schools:

- best practice in recruiting and engaging with employers, including how schools can use this understanding to offer better customer service to businesses and involve governors in engagement
- following on from this, a specific guide is required to help schools understand how best to investigate the range of providers and provision available to enhance their links with employers – this is in addition to helping them to become informed consumers of external provision
- best practice guides that give specific examples by specialist status – developed in partnership with the SSAT, these guides would give clear examples of how other schools with their own leading statuses such as Applied Learning; Languages, have used these objectives to help integrate and embed Enterprise Education within the curriculum, linking with specialist specific curriculum resources on the Enterprise Village website
- best practice guide specifically aimed at special schools – providing examples of how other special schools have successfully embedded enterprise within their teaching and learning and how specific barriers

can be overcome; this would also include effective ways to link and partner with mainstream schools

The SSAT would need to:

- work with schools in different specialist status groups, targeting those specialist areas that appear to be struggling more than others in delivering enterprise - to discuss what they are delivering - and link in locally to create communities of practice.
- provide focussed training for Enterprise Co-ordinators who have not been in post for long to share good practice on embedding enterprise across the curriculum – this could be part of a wider peer-to-peer mentoring programme between more enterprising schools and those that may be less advanced in each Specialist status group

#### *Additional recommendations*

##### *CPD*

Integrate teaching of the value of Enterprise Education, including impact on pupils' attainment and work readiness, into: the Initial Teacher Training programme for new teachers; and training for Senior Leadership Teams.

##### *Measurement/Inspection*

The Ofsted inspection framework could be further developed to consider how schools are linking in effective Career Education Information, Advice and Guidance (CEIAG) in mainstream secondary schools and demonstrating how this advice links with pupils' knowledge and understanding of enterprise and their own perceptions of their work readiness.

##### *Pupils & Self-Evidence*

To further support the linkages between CEIAG, enterprise and transferable skills, there is an opportunity to build in a system of recording the development of these skills in a format that young people can then build into their CVs and that clearly demonstrates their enterprise capabilities. This could be in the form of an 'Enterprise Passport' – a nationally recognised certificate and virtual skills record.

##### *Further Evidence Gathering*

Consider the feasibility of working with government departments in the UK and elsewhere to commission an independent study on the impact of Enterprise Education. This could comprise longitudinal research across Sweden, Scotland, England, Wales, Northern Ireland, Estonia, Finland and other countries and develop a richer evidence base of the value of enterprise.



# 1. Introduction

## 1.1 Background

This report highlights the findings of a national evaluation of Enterprise Education in England. It has been informed by a logic model approach to evaluation, comprising a number of methodologies:

- Consultation with key stakeholders
- Review of existing academic and grey literature
- Quantitative survey of those responsible for enterprise within schools
- Case study visits to 23 schools across the country

Although the main focus here is on delivery at Key Stage 4, the work has also sought to identify examples of good practice covering Key Stage 2 and Key Stage 3, as well as at Key Stage 5.

Enterprise Education is intended to 'help young people be creative and innovative, to take risks and manage them, and do this with determination and drive'. The Department has divided Enterprise Education into three areas:

- Enterprise capability – enterprise skills and a can-do attitude
- Financial capability – understanding and managing basic finances
- Economic & business understanding – understanding the business context

The research was commissioned in the light of the Department for Children, Schools and Families' (DCSF's) significant spend on Enterprise Education over the past four years and its likely continuation until at least 2011. £55 million has been made available every year since 2005 and is now available as part of the School Development Grant.

While it is widely claimed that Enterprise Education has substantial positive impacts on participants, teachers and schools, these claims are generally anecdotal and based on experience, rather than robust data. Despite extensive investment in Enterprise Education by many governments around the world, the evidence base is somewhat patchy, with only a few scientifically grounded studies of impact.

This evaluation is an important step in understanding the impact of the Department's funding for Enterprise Education. It is crucial that the Department understands the range of activities provided and their effectiveness, especially in terms of the value added by these funds. Here, the results from the research present a national picture of provision including use of funds and the impact for pupils as well as potential longer-term benefits for the economy.

## 1.2 Aims and Objectives

The project has sought to identify the national picture of the range of provision and to highlight the outputs and outcomes from the funding, and the extent to which these demonstrate value for money. It is intended that the additional standalone review of good practice to be provided separately to this report will outline how schools can be supported in providing greater value and improving standards of education in this policy area.

A specific focus of this research has also been to gauge opinions as to whether ring-fencing of funds would assist schools in delivering Enterprise Education and/or would create a positive impact. The potential usefulness of guidance on the use of funding has also been tested in this research.

The overall aim of this study can be summarised as:

To review and evaluate the impact of Enterprise Education in secondary schools in England, including the most useful support and tools for ensuring effective teaching and learning that translates into future benefits for the economy

This aim has been addressed through the following main objectives:

- Bringing together existing evidence on Enterprise Education, including international evidence where appropriate
- Providing evidence on how schools utilise the Enterprise Education funding they receive, including the main challenges and opportunities.
- Identifying good practice in delivery, through exploration of where Enterprise Education is embedded within the curriculum and the extent of a 'whole school' approach to enterprise, in addition to how schools are supported in developing and delivering this provision
- Assessing the perceived impact of Enterprise Education on: pupils; teachers; and schools
- Identifying good practice and recommendations for helping schools to achieve greatest value for money including exploring the perceived value of ring fencing and guidance on the use of funds.

This research provides a clear picture of what is happening on the ground in England and will inform any policy interventions to further strengthen Enterprise Education. It also lays the groundwork for any longer-term evaluation.

### 1.3 Policy Context

Enterprise is critical to achieving the UK's ambitions for a vibrant and productive economy, and never more so than in today's economic conditions. To stay in the game, we need more productive businesses and public sector organisations, more new business start-ups and more companies growing and trading globally. Enterprise Education is at the heart of creating a workforce for tomorrow that will drive growth and prosperity for individuals, communities and the economy. Today's school students face an unknowable future, with the possibility of multiple careers in their lifetimes, often in jobs that haven't yet been imagined or invented. This provision offers them the opportunity to develop skills, ambition and adaptability to seize those opportunities – whether as employees or as entrepreneurs.

The Lisbon Agenda – set out in March 2000 to make the EU 'the most dynamic and competitive knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion and respect for the environment by 2010'. This aim was developed in the context of EU productivity levels falling behind that of the US.

On 12<sup>th</sup> March 2008, the Department for Business Innovation and Skills (BIS) (then BERR) launched a new national enterprise strategy in the 'Unlocking the UK Talent' white paper. This highlighted five key enablers to drive forward enterprise in the UK – the first two of these are fundamental to the role of Enterprise Education in England.

1. A culture of enterprise – where everyone with entrepreneurial talent – irrespective of age, gender, race or social background – is inspired and not afraid to take up the challenge of turning their own ideas into wealth
2. Knowledge and skills – a lifelong journey for enterprise education, starting in our primary schools, continuing in our universities and embedded in the workplace, equipping employees and owners with the tools to unlock their entrepreneurial talent

BIS has also released a National Skills Strategy, including targets that impact on young people and the enterprise agenda. These targets include:

- Encourage three quarters of people to participate in Higher Education and complete an advanced apprenticeship or equivalent technician level course by the time they are 30
- Double advanced apprenticeship places for young adults
- Work with the DCSF to support the development of University Technical Colleges, offering new opportunities for 14-19 year olds to undertake vocational and applied study
- Production of regional skills strategies that will articulate employer demand and more closely align skills priorities with economic

development – the Skills Funding Agency (SFA) will contract with colleges and providers to deliver the skills priorities in these strategies

'Higher Ambitions' was published by BIS in the same month, focusing on the role Higher Education will play in developing high level skills. Proposals within this include:

- Increasing participation by creating opportunity through vocational and work based routes into Foundation degrees including advanced apprenticeships and technician qualifications, with a view to raising young people's aspirations from an early age
- By 2011/12 all universities will be tasked with improving student's employability skills – the 'enterprise skills' agenda will need to become firmly embedded into university life

This all fits within a reformed system for providing tailored information and guidance for young people to ensure the best possible outcome for them and for the UK economy. The recent DCSF strategy for young people's Information, Advice and Guidance (IAG); 'Quality, Choice and Aspiration' (2009), aims to modernise IAG by providing young people with wider choices and experiences and ensuring they each receive personalised careers education and support.

The DCSF has allocated £55 million per year until at least 2011 to fund enterprise in secondary schools. A further £30 million is aimed at extending provision from secondary to primary and tertiary creating an 'enterprise journey' for all.

The 14-19 Agenda has specific relevance to Enterprise Education in England, widening the range of learning opportunities available to young people and enhancing employability. Key elements include – but are not limited to:

- Raising of the compulsory learning age to 17 by 2013 and to 18 by 2015
- Introduction of Diplomas in 17 subject areas
- Creating new functional skills standards and qualifications in English, Mathematics and ICT
- Expanding Apprenticeship opportunities
- Placing responsibility for education and training of all young people to 18 with local authorities so they can take a more holistic view of services for under 19s

## **1.4 Methodology**

### **1.4.1 Consultation with Stakeholders**

The purpose of the stakeholder consultation was threefold, to:

- engage them in the evaluation and build their commitment to the findings
- gain their perspectives on how enterprise education is working in schools
- seek their views on outputs, outcomes and impacts of enterprise education, to inform the development of the logic model

The study team spoke to a range of policy makers, national delivery organisations, enterprise education practitioners and head teachers with a particular interest in enterprise. The stakeholders were identified through a combination of:

- our own contacts in the enterprise education field
- contacts identified by the steering group
- individuals suggested by some of the early stakeholders that we spoke to

### **1.4.2 Review of Literature**

An evidence and literature review was undertaken based on a conventional systematic review methodology, reviewing literature from academic and 'grey' sources such as:

- Academic journals
- European Commission sites on Social Sciences and Humanities
- Information from Government departments overseas involved in Education, Employment and Business
- Information supplied by stakeholders involved in enterprise education in the UK

Information was reviewed using desk-based search methods and data extraction and synthesis templates with a view to identifying:

- The range of Enterprise Education provision in UK, Europe and elsewhere
- Good practice in delivery
- The results and successes of any attempts to measure impact

The full literature review is included in Chapter 2.1 of this report.

### **1.4 3 Development of Logic Model**

The study team adopted a logic model approach to develop the framework for the evaluation. A logic model is a tool that enables planners and evaluators to define an intervention in terms of:

- The rationale for intervention – what problem or gap does the intervention seek to address?
- The inputs or resources (human, time and financial) used to deliver the interventions
- The activities delivered
- The immediate outputs of the intervention – for example the number of young people receiving Enterprise Education, the number of teachers receiving enterprise CPD
- The intermediate outcomes of the intervention, that themselves lead to longer term impact – for example improved enterprise skills, behavioural changes
- The ultimate, longer term impact of the intervention – for example employable school leavers, more productive businesses

A logic model provides a robust yet flexible framework for identifying the pathways from inputs and activities through to outputs, outcomes and impacts. It enables the study team to identify measures for each stage in the model and design an evaluation that tests whether the desired impacts are being realised (or will be realised in the future).

The logic model approach is core to ensuring robust and meaningful outputs from the evaluation. Rather than simply aggregating the activities being delivered by schools and making a judgement on their value for money, this approach collects data that evidences the outputs and outcomes being generated by investment; and crucially allows the study team to provide an informed assessment of whether the indicators suggest the activities being funded will deliver lasting impact in the longer-term.

The logic model was informed by the literature review and stakeholder consultation and was revised in the light of findings from the research.

### **1.4.4 Testing Research Tools with Practitioner Panel**

The approach also included development of a panel of practitioners to comment on development of the evaluation. A core team of Enterprise Co-ordinators inputted into:

- What constitutes replicable good practice in Enterprise Education
- The outputs, outcomes and impacts of provision to inform the logic model
- Design of quantitative survey tools used with schools.

### 1.4.5 Quantitative Survey of Schools

A total of 408 Enterprise Co-ordinators responded to the quantitative questionnaire, providing a response rate of 34%. The questionnaire was delivered online, responding to an initial letter and followed up with telephone contact where required. Schools were targeted using a random stratified sample to be representative of all secondary schools in England.

The table below highlights the breakdown of responding schools by type of Specialist status.

Table 1: Responses by Specialist Status

Specialist Status	Number	%
B&E	51	12.5
Arts	70	17.2
Engineering	10	2.5
Humanities	20	4.9
Languages	31	7.6
Maths & Computing	47	11.5
Music	2	0.5
Science	38	9.3
Sport	36	8.8
Technology	85	20.8
Non-specialist	18	4.4
Total	408	100

The majority of these schools have Specialist Status. Only 4.4% of these schools do not have a specialism.

Specific findings for Music Specialist status schools are excluded from this report because of the low numbers that responded within this group.

A total of 138 schools that responded to the survey (33.7% of the sample) cover the ages of 11-16s only.

#### *'Core and non-core' sample schools*

The sample comprises 408 completes from schools; 374 of which are from the stratified random sample (referred to here as the 'core sample'). Two variables have been used to stratify the overall universe of secondary schools in England - region and specialism. This has allowed us to work within a manageable number of strata and sub-types of schools - 27 in total: nine regions x three specialism types (Business & Enterprise Specialist, Other Specialism, No Specialism). In addition, the study team received completes from 57 schools outside of the core sample (referred to here as the 'non-core sample'). These schools received a letter asking them to participate but were not included in the final sample or targeted in any way. Therefore they 'volunteered' to complete the survey. These may well be more proactive about enterprise than other schools.

A total of 34 of these 'non-core' schools have been added to the core sample specifically to increase the number of completes for specific strata and to improve representation within the random stratified sample. For example, six completes have been added to West Midlands/Other Specialist to move this from 9.8% representation up to 10.5% which was the original target. Other completes from 'non-core' schools that do not add to the representation have been excluded from the sample.

The data have not been weighted as the target proportions and the achieved sample for each strata differs no more than +/- 3 percent.

#### **1.4.6 Case Study Visits to Schools**

The study team has conducted 30 visits to schools in England as part of this evaluation. Respondents to the online survey were asked to state if there would be happy to be re-contacted with regard to a visit. Those who gave their permission for this have been approached to arrange a suitable date to visit the school. Each visit has comprised: a review of any documents/policies regarding Enterprise Education the school has developed; a discussion with a member of the Senior Management Team (usually Deputy Head or Head Teacher); a discussion with the staff member responsible for enterprise; and a focus group session with six to eight pupils from Year 10. In some schools, pupils from other year groups were also included, usually Years 8 and 9 and discussed activities alongside those from Year 10. Every effort has been made to ensure a range of visits across the country and also in terms of the extent to which they are enterprising, based on the results from the online survey.

The discussions have been guided by a set of questions pre-agreed with the project Steering Group. Responses provided in the survey have been used as a guide to specific lines of questioning in each visit.

In addition, the study team has completed an online quantitative survey with pupils who attend the schools that have been involved in the case study visits. Data collected from this further stage has allowed for analysis of self-perceived impact from young people that can be directly compared with perceptions provided by staff responsible for enterprise earlier on in the research.

#### **1.4.7 Additional Research with Special Schools**

The study team has also employed a similar methodology to consult with a number of special schools in England regarding their approach to delivering Enterprise Education. All special schools in the country were invited to take part in a survey of Enterprise Co-ordinators that was closely based on the questionnaire used with mainstream schools. Additional contact was made via telephone to encourage schools to take part. A total of 94 schools responded to the survey against an original target of 100. The team also conducted case study visits to four special schools, involving: a member of Senior Management; the staff member responsible for enterprise; and a group of pupils.



These four schools were also asked to work with pupils in completing a brief pupil questionnaire online. This was developed to include accessibility features including scalability of text and was compatible with screen readers. Schools were asked to do this where practical and appropriate. A total of 20 pupils responded to the survey.

Please note that the findings of this additional element are incorporated within the main body of this report to further emphasise the points made about mainstream schools. This also includes where there are differences in approaches or considerations around Enterprise Education and the funding of this provision.

## **1.5 Data Analysis**

A number of strategies have been employed to analyse the large amount of data collected from the secondary and primary research being undertaken.

### ***1.5.1 Analysis of Quantitative Data (Enterprise Co-ordinators)***

This report considers which principles and success factors contribute to schools developing a more embedded and effective approach to Enterprise Education.

The quantitative data from the survey of Co-ordinators has been interrogated using an approach designed to help guide this analysis. A series of points has been allocated to each respondent in the survey, in order to identify the extent to which schools involved in the survey appear to be enterprising. The study team developed 'scores' based on the responses to key questions within the questionnaire that are considered to demonstrate good practice in the delivery of Enterprise Education - based on the replicable good practice document discussed during the initial consultation with stakeholders.

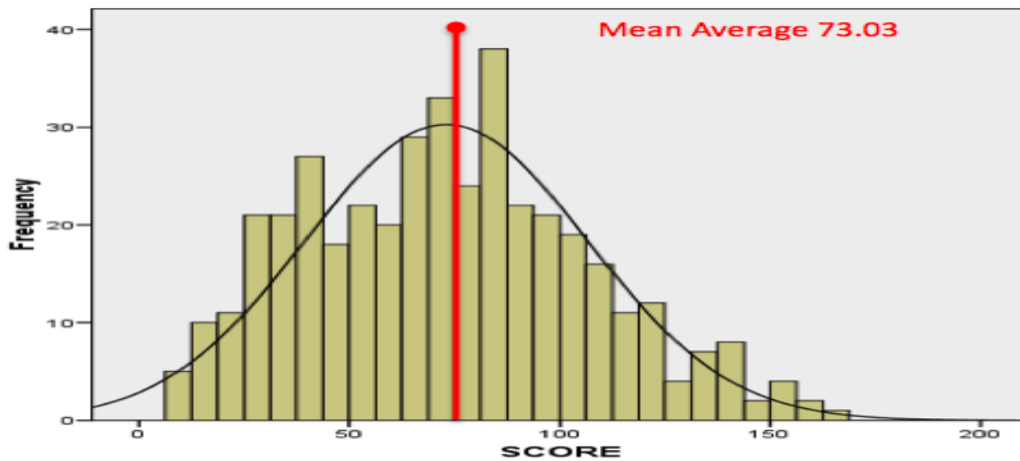
Once identified, this has assisted in isolating what other elements appear to be present in the higher scoring schools - when looking at the other questions asked in the survey –elements that are not available in other schools that have been allocated a lower score.

References are made throughout the report to apparent differences between schools that appear to be towards the beginning of their enterprise journey and those that demonstrate more examples of good practice in their provision. The scores range from 1: less well developed; to 4: very enterprising. This is not intended as a judgement on how enterprising schools are but is a tool for analysis to help ensure the most important factors are drawn out from this research.

#### ***Overview of 'Enterprise Score'***

The following chart highlights the pattern of distribution of schools across the enterprise score developed to aid analysis of these data.

Chart 1: Overview of Enterprise Score



Responding schools have been broken down into four groups using standard deviation. The following table highlights the groups and the number of schools in each.

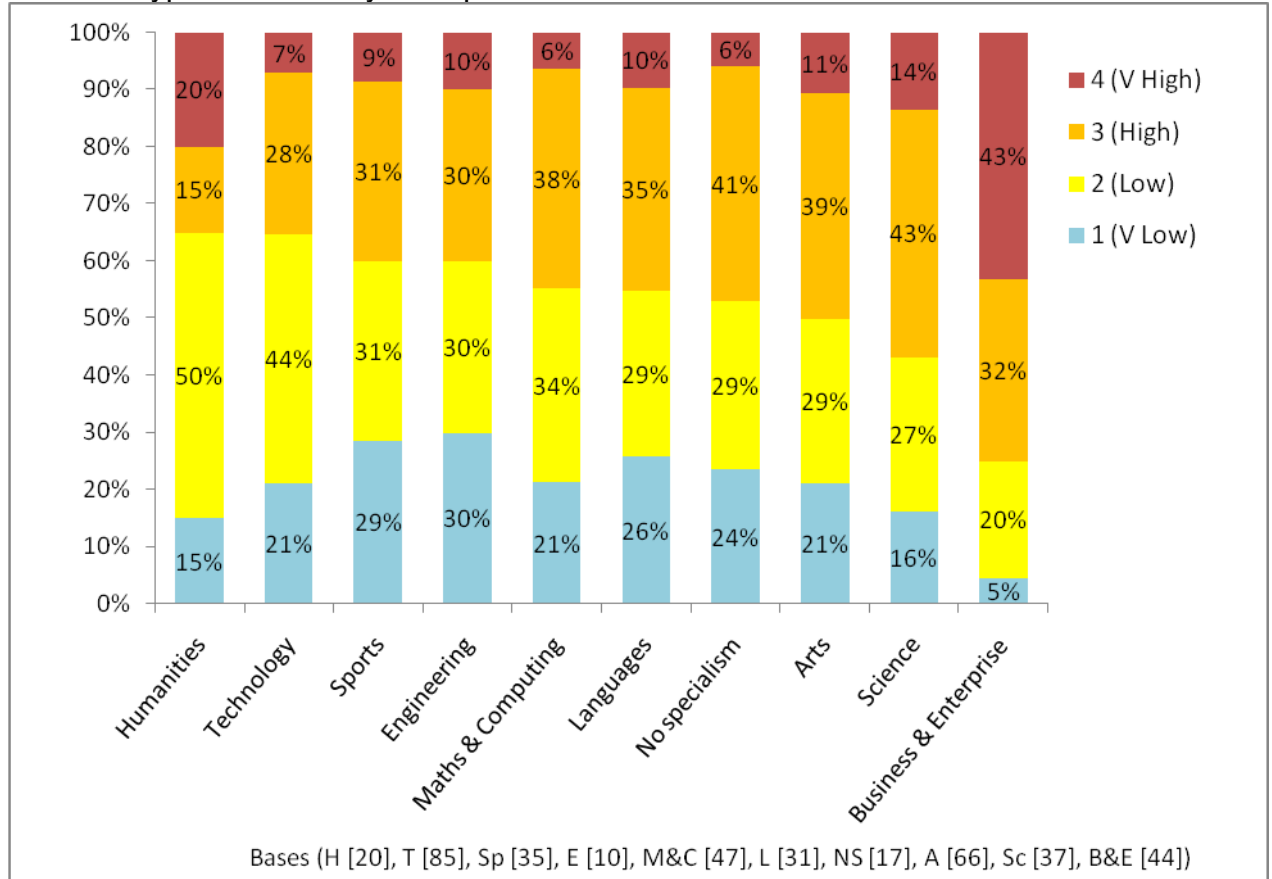
Table 2: Overview of Enterprise Score Groups

Group	1	2	3	4
Base	78	130	134	52

*Overview of Type of School by Enterprise Score*

The following chart highlights the spread of type of school (Business & Enterprise specialist; other specialisms; and non-specialist) within the four enterprise groupings. These results indicate that even schools without Specialist Status can develop good practice in Enterprise Education.

Chart 2: Type of school by enterprise score



### 1.5.2 Analysis of Qualitative Data (SMT; Enterprise Co-ordinators; Pupils)

Qualitative data collected in the case study visits have been analysed using research notes and listening to audio recordings to produce analysis under key themes that link in with the overarching analytical framework. Thereafter, a preliminary findings presentation that identified all the themes that had emerged across the dataset was presented to the DCSF and has informed development of this draft final report.

This process of constant comparative thematic analysis across the complete dataset to the point where all the themes were described, and the complete range of perspectives on those themes were included, has formed the basis from which the researchers have constructed the qualitative findings contained in this report.

## 1.6 Report Structure

This report is structured in the following way:

- Section 2 outlines how the evaluation was shaped using a number of key tools and outlines: the full review of existing literature; the approach taken to the consultation with stakeholders; development of the practitioner panel; development of a replicable good practice document; and drafting the logic model.
- An overview of impact is provided in Section 3 in terms of what difference Enterprise Education is making in schools.
- Section 4 initially focuses on an overview of the main critical success factors – with regard to which factors are making a difference for this provision.
- The remainder of Section 4 and Sections 5 and 6 outline the detailed evidence supporting these success factors.
- Section 7 comprises the main themes emerging on schools' use of funding and perceptions of the potential value of ring-fencing the School Development Grant. Conclusions and recommendations are outlined in Section 8.

## 2. Framing the Evaluation

### 2.1 Review of Literature

#### 2.1.1 Introduction

A key component of the evaluation was an evidence review. Its purpose was two-fold:

- to inform the design of the evaluation
- to provide policy-makers with a succinct overview of the evidence base (from robust sources) on Enterprise Education and the impact it makes

Whilst it is widely claimed that Enterprise Education has substantial positive impacts on participants, teachers and schools, these claims are generally anecdotal and/or based on experience. Despite extensive investment in Enterprise Education by many governments around the world, the evidence base is somewhat patchy, with only a few scientifically robust studies of impact. There are, however, many evaluations, reports and reviews carried out by the non-academic community; many of these have useful findings.

Our approach has been to review the academic literature and these 'grey' sources to find the evidence that might be considered reasonably robust, even if not meeting an academic standard of scientific rigour. Evidence was gathered from the following sources:

- searches of:
  - Bath Information and Data Services
  - papers at recent Enterprise Education conferences
  - papers cited in recent OECD work
- reviews and evaluations supplied by government departments, regional development agencies and other organisations with an interest in Enterprise Education, following a call for evidence
- internet search

One of the particular limitations of the evidence base is the absence of evidence of long term impact. The Enterprise Education agenda is relatively young in many countries, and therefore long term evidence is not yet available. This presents a chicken and egg dilemma – we believe Enterprise Education is the right thing to do, but we don't have the evidence to justify our investment; we cannot acquire evidence without investing in Enterprise Education.

In addition, longitudinal studies are difficult and expensive to conduct, and therefore few and far between. So many of the evaluations and studies we have reviewed really only get onto the starting blocks, looking at short term effects but not having the scope to examine impact.

There are some nascent attempts to measure impact over the longer term, such as:

- DCSF's work to develop common reporting methods on the impact of work experience
- an impact assessment project recently begun in Yorkshire and Humber

Given the dearth of robust evidence, this evaluation represents an important step in understanding the impact of DCSF's investment in Enterprise Education. It will begin to answer questions about the enterprise landscape in England that could ultimately inform a longer-term assessment of impact.

### **2.1.2 The international picture**

The UK is unusual in its approach to Enterprise Education, encompassing a broad range of skills and attributes that make an individual enterprising. Most countries focus on entrepreneurship education, driven by a perceived need for more business start-ups and a more entrepreneurial economy.

Consequently much of the research evidence concentrates on indicators of entrepreneurial intent and capability (a subset of enterprise in the UK context), with the development of broader enterprise skills seen as a collateral benefit rather than an aim in itself.

#### **USA**

Unlike Europe, the USA has a long tradition of entrepreneurship education. For example, Junior Achievement was founded in 1911. There is little concern or policy push to embed enterprise in the curriculum, and provision is largely private sector driven through a vast range of products and programmes offered by competing providers.

Most provision has educational objectives, which are delivered using business and business start-up, including not-for-profit and social enterprises, as the context. Many providers are explicit in their aim of educating young people on the value of free enterprise and encouraging entrepreneurship.

#### **Europe**

Whilst a systematic review of European practice is not available, the European Commission did sponsor work on Education for Entrepreneurship which attempts to present a pan-European picture. The main points emerging from this work are:

- there is growing, but fairly recent, policy interest in almost all countries
- policy is generally driven by the need to increase entrepreneurship
- the wider benefits for employability, for employers via enterprising employees, for personal and social development and for life in general, are recognised and have (at least in some countries), influenced what is taught
- in most countries Enterprise Education remains an extra-curricular activity

- a few countries have introduced enterprise into their national curricula and several others are moving in that direction; this is mainly at the secondary level
- a common attitude is that the national curricula is broad and enables schools to introduce Enterprise Education if they so wish
- there have been few policy developments focusing on the primary sector - Scotland's Determined to Succeed is an oft-quoted exception

The work identified a gap between the emerging policies to promote Enterprise Education and their implementation. Policy statements appear numerous, systematic action and implementation less so.

The initial driving force for Enterprise Education has usually been economic development. However, different countries' approaches have led to divergence in focus, as illustrated below:



## UK

Responsibility for education is a devolved power, with the four UK administrations taking different approaches to education and enterprise. Below, we summarise the current approaches in Scotland, Wales and Northern Ireland.

Scotland

Determined to Succeed, Scotland's national approach to Enterprise Education, is widely quoted and often cited as good practice. It involves a complex inter-relationship between government, schools and business:

- students have an entitlement to enterprise activities every year from key stage (KS) 1 through to KS5
- KS5 students have an additional entitlement to case study activity based on local or Scottish businesses
- all local authorities must have a communication strategy for raising awareness and commitment of parents and carers to Enterprise Education

- business organisations (such as the Federation of Small Businesses, the Confederation of British Industry, Scottish Chambers of Commerce) must each identify a champion for Enterprise Education and work with the Ministerial Strategic Forum to improve business involvement

The literature suggests that Scotland is moving towards the Finland end of the spectrum shown above, with a strong focus on employability and a very limited focus on entrepreneurship.

### **Wales**

Wales on the other hand has a predominantly entrepreneurship focus, driven by its Youth Enterprise and Entrepreneurship Strategy (YES) – a joint initiative between education and economic development, targeting 5 to 25 year olds. 20 characteristics of entrepreneurs have been identified and turned into a model for understanding and teaching entrepreneurship according to four themes: Attitudes, creativity, relationships and organisation (ACRO). To deliver the strategy:

- curriculum materials have been developed for 5 to 19 years
- one teacher per key stage per school has been trained in entrepreneurship teaching
- 300 ‘dynamo’ role models (local entrepreneurs) have been recruited to work with schools
- enterprise is included in the inspection framework
- every college and university has an entrepreneurship champion in place

The strategy is currently being refreshed. The updated version is likely to include changes to the 14-19 curriculum to incorporate 30 hours compulsory enterprise learning at the intermediate level.

The YES strategy was highlighted in the European Charter for Small Enterprises good practice selection 2008.

### **Northern Ireland**

A new curriculum was introduced in Northern Ireland two years ago, which included a new statutory subject area of Learning for Life and Work. Enterprise Education, or ‘business education’ as it is described in Northern Ireland, is embedded in this strand of the curriculum, with a major focus on employability rather than entrepreneurship. As business education is a curriculum topic, much of the onus is on teachers to deliver.

The recently launched Careers education, information, advice and guidance strategy and supporting action plan – Preparing for Success – sets out a framework of learning opportunities for developing employability skills across all key stages.



Small amounts of central funding are provided to a number of local business education partnerships (BEPs) to deliver activities such as careers conventions and to facilitate employer involvement with schools at key stages 3 and 4. In addition, central funding is provided to Young Enterprise Northern Ireland, Sentinus – an organisation promoting science, technology, engineering and maths (STEM) – and Business in the Community, to run activities in schools.

#### *A note about scale*

It is important to note the differences in scale between England and the other countries in the UK. Where Scotland has around 380 secondary schools in total, in England there are 3500, including 290 Business and Enterprise Colleges and 60 specialist enterprise Academies. This inevitably has implications for policy implementation, as smaller countries of the UK have more manageable numbers of schools in which to test and roll-out enterprise initiatives, and with which to maintain relatively close working relationships.

#### **Australia**

Australia uses a similar definition of Enterprise Education to England:

“Enterprise Education is learning directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative, and to identify, create, initiate, and successfully manage personal, community, business and work opportunities, including working for themselves.”

Enterprise Education is treated as a priority area within National Goals for Schooling in the Twenty-First Century, and is highlighted as a powerful tool for enhancing the education of boys, young people from indigenous communities and those from rural and remote communities.

A recently completed four year project – Enterprising Learning for the 21<sup>st</sup> Century (EL21) – funded 47 projects to support young people in developing their enterprise capabilities. Funding of AUS\$10m (approx £5.6m) supported these projects, which ranged from whole-community enterprise projects to the development of enterprise as an approach for re-engaging disengaged students.

Prior to EL21, the Department for Education, Science and Training funded a two-year action research programme into Enterprise Education in 200 schools. This revealed a move towards a more holistic, curriculum-wide view of enterprise, away from extra-curricular and ‘business studies only’ activities.

#### **New Zealand**

New Zealand shares the same definition of Enterprise Education with Australia, and makes an explicit link between enterprise and the ‘Kiwi identity’. Activity has focused on developing resources, including extensive enterprise-related curriculum materials for all subjects, for all key stages. These are made available through the Ministry for Education website.

### **2.1.3 What difference does Enterprise Education make?**

The Kirkpatrick model of evaluation provides a useful framework for thinking about the impact of any learning intervention, including Enterprise Education. It looks for effectiveness at four levels:

1. reactions – enjoyment, engagement, perceived effectiveness of the intervention
2. learning – acquisition of new skills, knowledge and attitudes
3. behaviours – enacting these new skills, knowledge and attitudes to do things differently
4. results – the impact of these changed behaviours, in this case on career choices, employability, successful business start-up and the economy

Much of the evidence around Enterprise Education concentrates on levels 1 and 2. This is inevitable in shorter-term studies, as behavioural change and ultimate impact take time to realise. Levels 1 and 2 are also very important measures, as they are the precursors to impact:

- without an engaging experience, learning will not happen
- without new skills and knowledge, behaviour will not change
- without behavioural change, results do not accrue – ‘if you keep doing what you always did, you keep getting what you always got’

However, the challenge is to find evidence at the deeper levels, or at least indicators that impact may be achieved in the longer term.

### **2.1.4 Enterprise and employability skills**

Qualitative, non-academic evaluations and reviews of Enterprise Education frequently cite improvements in a wide range of enterprise skills, such as team working, communication, presentation, decision-making, etc. These are reported by teachers and heads, based on their observations, and also by students themselves. Interestingly, these evaluations tend to show that some of the ‘harder’ skills, such as financial management and negotiation, are less well addressed by Enterprise Education.

One of the more convincing qualitative assessments is of the impact of Enterprise Education in Scotland, produced by Her Majesty’s Inspectorate of Education. Whilst it notes the difficulty of separating the impact of Determined to Succeed from other concurrent education policy initiatives in Scotland. Nevertheless, it reports that Enterprise Education:

- was a helpful influence across a range of personal and social skills
- encouraged good attendance and behaviour
- encouraged positive attitudes to learning
- increased motivation

- encouraged high levels of achievement
- provided a stimulus for innovative experiences
- contributes to pupils developing as successful learners, confident individuals, responsible citizens and effective contributors

The academic literature also shows some improvements in soft skills, with team working being the most commonly cited.

### **2.1.5 Attainment and functional skills**

Many non-academic studies include anecdotal evidence of improved educational attainment and communication skills such as functional writing. This evidence is usually sourced from teachers and heads, based on their observations of their students. Her Majesty's Inspectorate of Education (HMIE) report on Enterprise Education in Scotland also suggested that it encouraged high levels of achievement. Action research in 200 Australian schools suggested that enterprise learning had made a positive impact on students' attainment in a small number of schools that had focused their research on this area.

There have been no scientific studies that measure the impact of Enterprise Education on educational attainment, although an evaluation of school STEM<sup>2</sup> activity in Yorkshire and Humber is attempting to measure impact on SAT (Standard Assessment Test) scores as a proxy for educational attainment.

Recent evaluation of Network for Teaching Entrepreneurship (NFTE) in Boston, USA, gets closest to finding impact on educational attainment. It found a positive impact on:

- intention and expectation of attending college
- involvement in independent (ie non-school) reading

However, it found no significant changes in Maths and English grades.

A small exploratory study investigated assertions that enterprise projects improved functional writing. The study found that Enterprise Education did not result in better writing. The critical factor for improved writing was the students' interest in the topic, regardless of whether the topic was in the imaginary world or the real world.

### **2.1.6 Retention and engagement**

Again many evaluations and reviews include testimony from heads and teachers that Enterprise Education helps engage and retain students at risk of disengagement. Qualitative evaluations include stories of young people at risk of becoming NEET (Not in Education, Employment or Training) who have re-engaged with core curriculum subjects as a result of Enterprise Education;

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<sup>2</sup> STEM – Science technology and maths. Whilst not enterprise education, it is business-related, encouraging young people to consider careers in the STEM fields.

the assertion being that Enterprise Education makes them realise the relevance of school work.

NFTE's positive impact on students' intention to go to college might indicate increased engagement and retention. The evaluation of NFTE also reveals increased involvement in non-school activities, especially those related to business.

A small, in-depth case study of Young Enterprise's impact on social inclusion found it was an effective mechanism for building relationships, understanding and friendships between students. It also demonstrated improved links between students and the community. Whilst these findings are not about retention and engagement in school per se, they do indicate that Enterprise Education can have an impact on engagement in a wider sense.

The Australian action research demonstrated improvements in students' engagement with their learning, and their understanding of its application to the real-world. The findings related this improvement to the enhanced contextualisation of learning offered by Enterprise Education. Those young people with improved engagement had reported that they had previously struggled to engage with subjects that seemed to lack relevance to them.

HMIE's assessment of the impact of Enterprise Education in Scotland also found that it had a positive effect on attendance and behaviour at school.

### ***2.1.7 Entrepreneurial intent and action***

It appears from the international evidence that Enterprise Education programmes and challenges can make a positive impact on intent to start a business. For example:

An evaluation of Young Achievement Australia revealed a positive impact on desirability and perceived feasibility of starting a business. A control group showed static levels of desirability and a decline in perceived feasibility.

A recent survey of participants in the 2008 Make Your Mark challenge showed that more participants saw themselves as likely to set up a business after the challenge, however after taking part in the challenge, participants also reported that they also found other employed professions more attractive.

### ***2.1.8 Financial and economic understanding***

Non-academic evaluations and reviews, such as those commissioned by Regional Development Agencies, suggest that the financial and economic skills tend to be neglected in Enterprise Education, in favour of 'softer' skills such as team working and communication.

An OFSTED study into financial capability also found evidence to support this assertion. Only a third of schools had identified learning outcomes related to financial capability and less than a quarter monitored provision. Teachers did not see personal financial capability as a priority in an already crowded curriculum.

### **2.1.9 What factors make the difference?**

In addition to understanding what impact Enterprise Education makes, it is essential to understand how it makes that impact – in other words, what factors make the difference between an effective Enterprise Education intervention and an ineffective one. In this section we examine the conditions that are required for effective and impactful Enterprise Education.

#### *Teachers' role*

The teacher's role is pivotal to effective Enterprise Education. In the NFTE evaluation, impacts varied between schools and teachers. For example the biggest improvements against one of the measures were in a group taught by NFTE's national teacher of the year. Many other academic and 'grey' reports also cite teacher knowledge and style as critical factors, and team-oriented teaching methods were shown to have a positive impact on entrepreneurial intent in a rigorous study of Austrian Enterprise Education. Conversely, OFSTED reports state that the least effective schools (at Enterprise Education) failed to recognise that Enterprise Education had implications for teaching styles.

The enterprising teaching style can be summarised as:

- co-creation of learning with the student – negotiating learning objectives
- supporting student-led and student-owned learning
- team-oriented problem solving approach
- emphasis on practice rather than theory
- supporting students to generate their own knowledge

In other words, less 'talk and chalk' and more 'think and do'.

The literature also highlights the challenges of engaging teachers in enterprise as a subject and a style of teaching, with the pressure of a crowded curriculum and a focus on attainment targets.

#### *Learners' role*

Alongside the teacher's role, learners have an important role in effective Enterprise Education. The literature suggests that Enterprise Education, and education using an enterprising style, is more effective when learners are engaged in defining their learning outcomes and actively participate in the learning process.

This is borne out by a study of the Austrian school system which showed that students developed 'entrepreneurial orientation' (similar to the UK's enterprise skills) when they took leadership roles and got experience of organisation in school.

### *Senior management support*

Perhaps not surprisingly, senior management support is cited extensively as a critical success factor in the academic and grey literature, in OFSTED's investigations into Enterprise Education and in anecdotal evidence from teachers. The Austrian study showed that schools with an entrepreneurial orientation encouraged entrepreneurial orientation in students. As the senior management team sets the tone and culture of the school, they are central to creating the conditions for development of students' enterprise skills.

### *Embedded in the curriculum?*

As the UK is unusual in seeking to embed enterprise in the curriculum, and this has been a relatively recent development, there is no empirical evidence as to whether this is an effective method. This is compounded by the fact that much of the literature looks at extra-curricular programmes. However, there is some limited qualitative evidence to support the approach:

- RDA-commissioned evaluations suggest that embedding enterprise in the curriculum is a more sustainable way to deliver Enterprise Education, and offers a wider range of opportunities for students than one-off collapsed timetable activities
- the evaluation of Determined to Succeed's whole school approach (a pilot within the wider DTS strategy) showed improvements in students 'enterprise index' – a measure of a range of enterprise skills and attitudes
- OFSTED investigations highlight the importance of enterprise being firmly located in the curriculum and making use of the existing curriculum to support enterprise; however this finding is balanced with one highlighting that effective Enterprise Education also requires extra-curricular and suspended timetable activities

### **2.1.10 Definitions and outcomes**

There is much debate within the UK Enterprise Education community about what constitutes Enterprise Education. The DCSF definition is as follows:

Enterprise Education is enterprise capability supported by better financial capability and economic and business understanding. Enterprise capability [includes] innovation, creativity, risk-management and risk-taking, a can-do attitude and the drive to make things happen. This concept embraces future employees, as well as future entrepreneurs.

However, different localities and even different schools have different definitions or sets of competencies that they work with. Some schools call everything 'enterprising' whilst others focus narrowly on business subjects.

Perhaps unsurprisingly, the literature suggests that having a clear definition of enterprise, and setting learning outcomes relating to enterprise, are both important factors in being able to deliver effective Enterprise Education.

The evidence around enterprising teaching style also suggests that involving students in setting these learning outcomes will be important.

### **2.1.11 Assessment**

Allied to the issues of definitions and setting learning outcomes, is assessment of progress. This is not possible without defined objectives and learning outcomes. OFSTED papers on enterprise, economic wellbeing and financial capability suggest that, in schools where these subjects are being taught effectively, one of the critical success factors is the presence of effective assessment and monitoring processes.

The evaluation of Determined to Succeed included the development of an Index of Enterprising Attitudes and Behaviours (IDEAB), designed to measure progress against a range of enterprise skills and attitudes. This offers a consistent measure across Scotland that could be used to demonstrate change at the individual, school and national level. However, as yet, change has not been measured.

### **2.1.12 Employer and business engagement**

A final theme in the literature, including qualitative evaluations by RDAs and other agencies, was the need for employer/business engagement with the school. This needs to be an active engagement that enables students to get involved in 'real' projects. The research showed that this led to increased student motivation and also enhanced teacher understanding and appreciation of enterprise.

### **2.1.13 Attempts to measure impact**

There have been very few attempts to rigorously measure the impact of Enterprise Education on a longer term basis. Those that have taken place have tended to be of extra-curricular programmes such as Young Enterprise, and therefore are limited to specific interventions as opposed to an embedded approach.

A number of projects are, or have recently been, underway that may start to build the longer-term evidence base:

- Yorkshire and Humber impact assessment – a three year study of the impact of LEGI (Local Enterprise Growth Initiative) and RDA (Regional Development Agency) investment in Enterprise Education across the region
- DCSF work experience – an attempt to implement a common reporting method, to enable measurement of the impact of work experience
- Determined to Succeed Index of Enterprising Attitudes and Behaviours – a composite measure that could be used to track change over time

In addition, a new framework for inspecting schools may reveal more data on the impact of Enterprise Education.

There are several challenges to assessing impact robustly:

- trade-off between convenience of process and depth of inquiry – if teachers, young people or other stakeholders need to complete a monitoring form, it must be short and composed of closed questions; this compromises the level of depth and narrative that can be developed
- long term evaluation in a short term funding environment – it is difficult, if not impossible, for public agencies to commit funding for longer than a three year period, making longitudinal studies difficult to commission
- a complex marketplace – autonomous schools, a range of external providers, additional funding streams in some areas (LEGI, WNF (Working Neighbourhoods Fund), RDA funding, etc), and – importantly – other educational policy interventions running alongside the enterprise agenda; all these make for a challenging environment in which to disentangle the genuine impact of Enterprise Education

However, the consequence of not assessing longer term impact is that the evidence base for investment may remain limited. In a world of competing priorities for public funding, that may leave Enterprise Education vulnerable.

This evaluation of Enterprise Education will not look at long term impact, but will examine perceived impacts and, importantly, establish a clear picture of what is happening on the ground in England. This will inform the policy interventions needed to further strengthen Enterprise Education and lay the groundwork for longer term evaluation.

## **2.2 Consultation with Stakeholders**

The majority of the stakeholders were engaged in the research using semi-structured one-to-one interviews (telephone or face to face). Head teachers have been involved through a focus group session at a meeting of the Business and Enterprise Head Teachers' Steering Group, coordinated by the Specialist Schools and Academies Trust (SSAT).

Whilst all stakeholders had their own perspectives, there has been a high level of consistency in the themes emerging from the stakeholder consultation.

### **2.2.1 Purpose of Enterprise Education**

Stakeholders agree that the purpose of Enterprise Education is about developing a broad set of enterprise skills and competencies, which some also refer to as 'soft skills'. They see entrepreneurship as a subset of enterprise skills, even those delivery organisations that are in the business of delivering entrepreneurship interventions. A clear theme from our discussions is that the future is unpredictable and unknowable, and young people cannot possibly prepare now for the careers they may have in 10 or 20 years time; these jobs and careers do not at present exist. Therefore enterprise skills are seen as essential in building young people's resilience and flexibility and



adaptability, so that they can grasp opportunities as they arise in a changing jobs market.

### **2.2.2 Progress**

We asked stakeholders what progress was being made in Enterprise Education in schools in England. They all said that they all thought the progress was being made, although most feel that their aspirations were not yet being realised. They generally feel that enterprise is higher on the agenda in schools than it has been, say, 5 or 10 years ago. However they all feel there is still some distance to travel.

### **2.2.3 Impact**

We were very keen to understand what policy makers and practitioners see as the impact that Enterprise Education could deliver. This was important in informing the development of the logic model, but also in understanding what they were trying to achieve with Enterprise Education. The following came through as important themes, which have also been fed into the logic model:

- improving self esteem
- improving motivation – learning becomes more ‘real’ and therefore more relevant
- engagement with learning – again, making learning appear real, relevant and valuable
- increasing aspiration – giving young people belief that they can achieve things, whether they are academically inclined or not
- offering new opportunities for young people in deprived areas (e.g. LEGI) to have a prosperous future – offering them alternatives to third generation unemployment, either by starting a business or developing new employability skills and aspirations

Stakeholders think that Enterprise Education could be particularly helpful in lower performing schools and for lower performing young people, as it provides new ways of teaching and learning that encourages young people to engage with the learning process and therefore achieve. Their perspective is that this has led to improved performance for both the individual and the school.

Other key points made by stakeholders including critical success factors for Enterprise Education are discussed throughout the report.

## **2.3 Testing Research Tools with Practitioner Panel**

### **2.3.1 Recruitment of the Panel**

We recruited a group of enterprise Co-ordinators and head teachers with a particular interest in enterprise, to act as an expert panel to advise us during the design phase of the evaluation. They were able to provide a ‘grass roots’

perspective on the work that we were developing, to ensure that our evaluation reflected the real experience of schools. We recruited members of the panel via our contacts in SSAT and Enterprise Education delivery organisations operating in the regions. We invited 26 enterprise co-ordinators and head teachers to join the panel, and 13 agreed to join. A total of 10 participated fully. The panel operated virtually, with us sending questions and documents to the panel by email for them to comment on.

### **2.3.2 The Role of the Panel**

The panel provided input on the following:

- reviewing, commenting on and refining the definition of replicable good practice in Enterprise Education
- the outputs, outcomes and the impacts delivered by Enterprise Education (to inform the logic model)
- reviewing and commenting on the design of the enterprise co-ordinator and head teacher survey

Developing a definition of replicable good practice in Enterprise Education was an important early stage in the evaluation. In order to be able to look for good practice in schools during the surveys and case study visits, we needed to know what we were looking for. We developed a rough draft of the definition using information from the literature review, stakeholder consultation and a review of the criteria for achieving Warwick University's Centre for Education and Industry Excellence in Enterprise Education Award. We circulated this draft to the practitioner panel, who made amendments to refine the definition further.

The definition is shown below, and this informed the design of our surveys and case study visits. Of course, these only constitute good practice when they are subject to quality assurance and continuous improvement.

### **2.3.3 Replicable Good Practice Document**

#### **Strategic leadership**

- The school has an enterprise policy, or enterprise forms part of the school's overall policy document
- Enterprise forms part of the school's improvement/development plan
- Enterprise makes a positive contribution to the school's value-added score, and evidence is available to support this
- A member of the senior management team has strategic responsibility for enterprise
- The school has made a commitment to embed enterprise throughout the curriculum, and is working towards that goal; this is evidenced in the schools improvement/development plan

- Enterprise is mapped across the school – through the recording of enterprise activities in various curriculum areas
- The school has one enterprise link for every department to support mapping enterprise across the curriculum
- The school has set out students' entitlement to enterprise in each year group, showing a coherent and progressive 'journey' through their school career
- The school has a defined budget (cash and/or resource) for enterprise every year, and a plan of how this will be utilised
- The school has an enterprise co-ordinator
- The school's enterprise co-ordinator has dedicated time off-timetable for their role
- The school has a number of enterprise champions, spread across year groups and subject areas

#### **Definition and purpose**

- The school has a clear definition of enterprise, including the skills, attitudes, knowledge and understanding they are trying to develop in students
- This definition is clearly defined within student diaries to ensure understanding
- The skills, attitudes, knowledge and understanding are aligned with national frameworks, such as OFSTED, QCA, DCSF
- The definition is widely communicated to: staff; students; parents; and Governors
- The purpose and learning objectives of enterprise activities are communicated to: staff; students; and parents

#### **Teacher development**

- All staff receive Enterprise Education CPD, focused on how they can integrate enterprise into their subject area
- Staff have the opportunity for CPD that includes engagement with businesses or employers
- Staff are encouraged to network with colleagues from other schools, and to share resources and good practice, for example through the Enterprise Village
- All teachers have developed and integrated enterprise content into their teaching

- Enterprise is included in lesson plans and teacher observation sheets
- All new staff to the school are inducted into the enterprise ethos

### **Enterprise activity**

Enterprise is provided through a combination of:

- Curriculum-based activities
- Extra-curricular opportunities
- Collapsed timetable events
- Cross curricular themes
- Enterprise activity includes:
- Enterprise skills awareness
- Enterprise skills development
- Development of knowledge, understanding and attitudes
- Opportunities to start mini-businesses (including social enterprises)
- External provision is tailored to align with the school's strategic plans for enterprise
- Enterprise activity happens throughout the school year
- The school uses national campaigns, such as Global Entrepreneurship Week, as a focal point to reinforce the enterprise message
- The school works with other educational institutions (colleges, universities, primary and other secondary schools) on enterprise activities
- Enterprise is embedded into lesson planning across all subject areas and key stages
- The school has established links with specialist service providers e.g. Education Business Partnership

### **Community engagement**

- Local employers are engaged with the school, supporting activities such as: mock interviews, collapsed timetable activities, visits to local employers (subject-related), mentoring, careers and work related learning, advising on employability skills etc
- Students have the opportunity to engage with local businesses when running mini-businesses, eg negotiating with suppliers

- Students engage with the local community as part of their enterprise activity
- Students are encouraged to develop social enterprises that benefit their community
- The schools activities will involve partner schools to develop community links

### **Upstream and downstream engagement**

- Enterprise activities allow and enable students from different year groups to work together
- Enterprise activities provide opportunities to engage with students from feeder primaries
- Enterprise activities provide opportunities for students to engage with local colleges
- The school has collaborative working relationships with both colleges and feeder primaries, to enable all to work together on developing an enterprise journey

### **Evaluation**

- The school has an evaluation plan for reviewing the effectiveness of its activities on a regular basis
- All enterprise activities are evaluated, including activities run by external providers
- Students are involved in leading the evaluation of enterprise activities
- Students conduct personal self-evaluation about their progress
- Student involvement in enterprise activity is monitored and recorded effectively
- An assessment tool is used to measure student progress

## **2.4 Development of the Logic Model**

The most appropriate way to approach development of the logic model is to start with consideration of the desired outcomes, particularly on young people, but also on schools, teachers and the wider economy/society. By identifying those desired outcomes, it is possible to concentrate thought and effort on what difference is being made rather than simply quantifying the activities that are taking place.

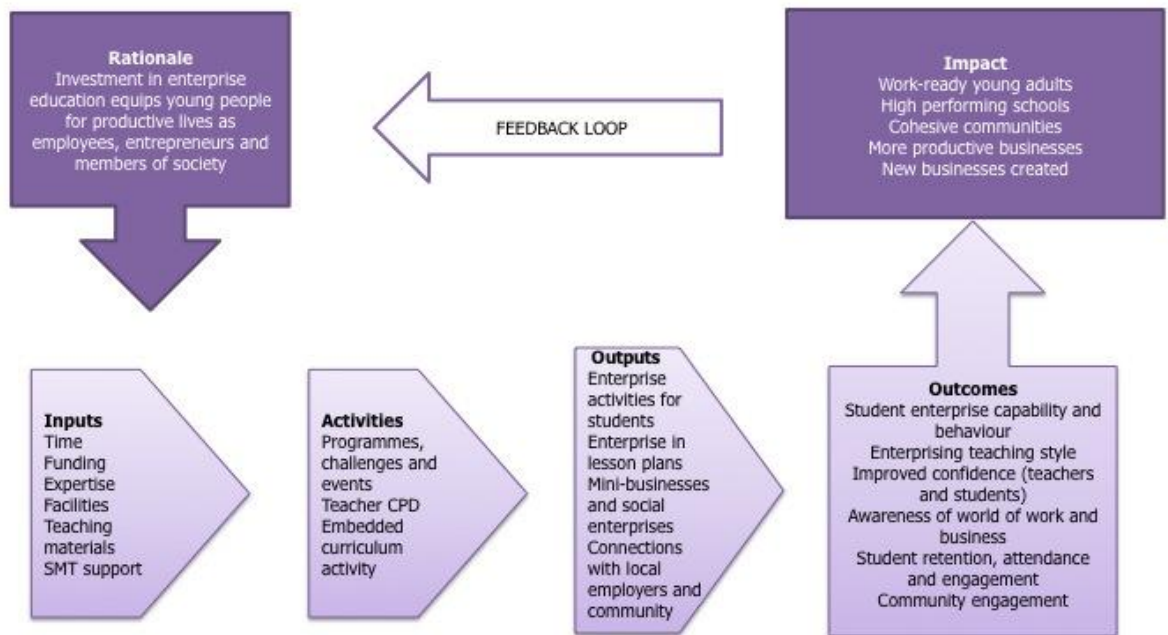
Drawing from the literature and evidence review, the stakeholder consultation and the feedback from the practitioner panel, the study team has identified the outputs, outcomes and impacts from the perspective of each principal group within the system – young people, teachers and schools. This exercise has also identified the activities and approaches used, such as a range of different pedagogical models, to ensure that the evaluation identifies the differences in perceived impact from different activities and approaches. Enterprise Education is experienced by thousands of young people in different ways and facilitated by various events and actions by intermediaries including teachers, employers, individuals from their community and peers. Like each young person's journey, each Enterprise Education experience will be different according to the context, location and intermediaries involved, but the steps will be similar and the evaluation aims to capture the results from each action and stage of progression.

A series of stepping stones can be used to understand how this journey will deliver the change anticipated, within the context of a sustained and systemic shift in educational methods. The logic model approach identifies the stepping stones (as part of an overall narrative) and indicators at each stage of the process and for each target group within the system, from inputs through to long-term impacts.

#### ***2.4.1 Revised Logic Model***

The logic model has now been revised, considering the main findings from the evaluation. An overview of the revised model is provided below.

Diagram 1: Overview of Revised Logic Model



### **3. Impact: What Difference does Enterprise Education Make?**

#### **3.1 Overview**

This section provides an overview of the perceived impacts of Enterprise Education, according to Enterprise Co-ordinators involved in the quantitative survey and supported by comments made during case study visits to schools. Enterprise Co-ordinators involved in the survey were asked to state the contribution of Enterprise Education to a range of skills, between 1 and 10, with 1 as no contribution at all and 10 as a great contribution. The overall mean of all scores for each skill are used to guide analysis as described below.

Impact has been separated under the following headings:

- Development of pupils' skills and understanding
- Pupils' aspirations, motivation and attendance
- Staff motivation and understanding
- Perceived effectiveness of these activities in enhancing pupils' knowledge and understanding of enterprise
- Perceptions on the extent to a culture of enterprise has been embedded throughout schools
- Perceived sustainability of provision

Much of the existing data on the impact on pupils tends to be qualitative and anecdotal. The quantitative data presented below provides a good overview of impact from Co-ordinator's perspectives.

#### **3.2 Development of Pupils' Skills and Understanding**

The following charts highlight the most significant contributions in terms of specific enterprise skills and wider skills development/development of attributes that may improve young people's chances in the world of work and in self-employment. This information is broken down by Enterprise Score to assist analysis. It is important to note that these responses are from Enterprise Co-ordinators rather than from young people themselves.

The main areas of impact are reported to be on:

- Increasing pupils' employability/enterprise skills (mean score of 7.2 out of 10)
- Increasing pupils' self-awareness of their own enterprise capabilities (7.1 out of 10)
- Increasing pupils' business and economic understanding (7.0 out of 10)



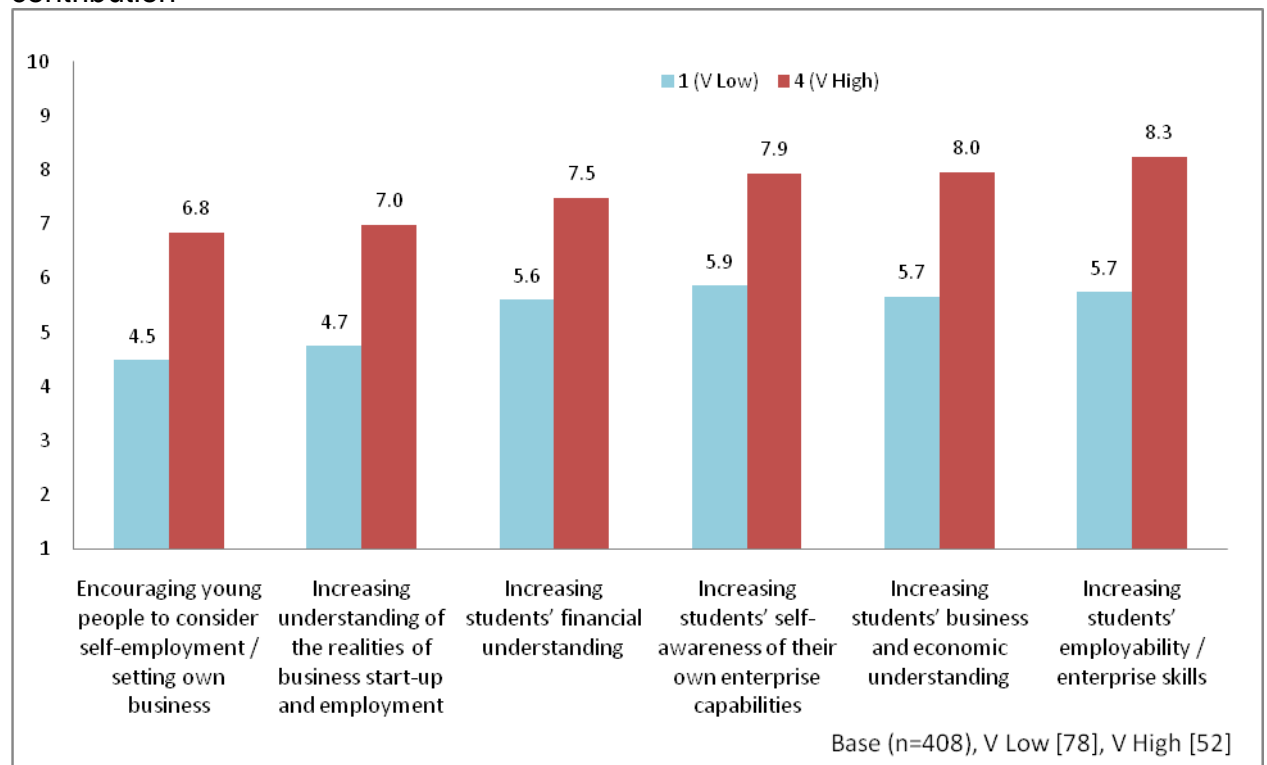
- Increasing pupils' financial understanding (6.6 out of 10)

Lower mean scores have been collected for:

- Increasing understanding of the realities of business start-up and employment (6.0 out of 10)
- Encouraging young people to consider self-employment/setting up their own business (5.9 out of 10)

These main areas of impact are also reflected in the responses from Enterprise Co-ordinators at Special Schools. The above data suggest that schools demonstrating more examples of good practice in delivering Enterprise Education also report a greater impact when compared to other schools that may just be starting out or developing on their enterprise journey. This is also the case for the above skills that received lower scores overall.

Chart 3: In your opinion, how much has Enterprise Education contributed to the following in your school with 1 as no contribution at all and 10 as great contribution



The differences are particularly evident in terms of encouraging young people to consider self-employment or setting up their own business.

### 3.3 Pupils' Aspirations, Motivation and Attendance

According to Enterprise Co-ordinators, the main impacts have been on:

- Increasing pupils' confidence levels (7.1 out of 10)
- Improving pupils' motivation (6.8 out of 10)
- Raising pupils' aspirations (6.6 out of 10)
- Influencing pupils' career choices (6.3 out of 10)

These perceived high impacts of Enterprise Education reflect very positively on the potential of this type of provision to develop wider employability skills and help ensure pupils are able to make more informed decisions about their future careers, whether that is in working for an employer or in self-employment.

Increased confidence and motivation have been mentioned anecdotally by Co-ordinators and staff interviewed as part of the case study visits. Staff at Special Schools have also reported these as significant impacts of Enterprise Education. These are more general observations of how pupils appear to have been more forthcoming and inspired – an effect that has been highlighted in previous literature. This becomes evident once these schools have started to embed provision across the school and across year groups. Pupils have also commented on the differences they feel enterprise has made to them. The main reported impacts are:

*Enterprise helps young people to realise their existing talents and strengths*  
Co-ordinators and pupils state that Enterprise Education builds confidence, self-esteem and self-belief by giving them the ability to perform tasks that illuminate their existing capabilities. This also helps them to develop new skills and attributes.

Part of this has been the result of learning what additional skills they may possess that they were not previously aware of – different projects and activities that have confirmed that they are 'good at something' and they are more capable than they initially thought.

*Links with pupil-led activities help further reinforce a willingness to get involved in more enterprise activities and further improve confidence*  
Further involvement and enthusiasm around enterprise is encouraged through pupil-led enterprise activity and links with student councils, when delivered as part of this whole-school approach.

*Links with employers help to raise pupil's aspirations and provide career direction*

In addition, staff and pupils at schools with closer links with employers have reported an increase in aspirations and a more focused view of their career paths. This includes young people from more deprived backgrounds.

*Interacting with successful people from similar backgrounds has helped increase pupil motivation*

For some, this has been about being able to see adults from similar backgrounds to them being enterprising and succeeding in work or developing their own businesses. A few schools have encouraged past pupils to come back into their old school to talk about their experiences and how they have succeeded in the workplace and in business. This has helped increase motivation as young people consider this may also be possible for them.

This has also included visits outside of school to businesses in the community which has had an impact on pupils' awareness of the types of jobs available to them in different sectors and the different working conditions, helping to further define their own ambitions for work. This has been especially useful in more rural areas, where schools have been able to use funds to transport pupils to larger towns and even cities, to see what other types of work are out there and within their reach. For some pupils, these experiences have transformed their thinking from 'I want to be a chef', to 'I want to be a chef but in my own restaurant'. These visits have usually been organised through links with employers who may also be Governors. They may also have been involved in breakfast meetings or other events co-ordinated by the school.

<p>"It's [enterprise activity] really given my self-esteem a boost". <i>Male, 15, Technology Specialist Status School, South East</i></p>
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In addition, schools that appear to be more enterprising (within Enterprise Score group three and four) have provided higher ratings in terms of the impact on:

- Increasing the retention of pupils at risk of disengagement (6.6 out of 10 for more enterprising schools, compared to 5.2 mean score for all schools)
- Improving pupil attendance(6.5 out of 10, compared to 5.0)
- Increasing the number of student-led activities (6.7 out of 10, compared to 5.6)
- Improving their behaviour in school (6.4 out of 10, compared to 5.1)

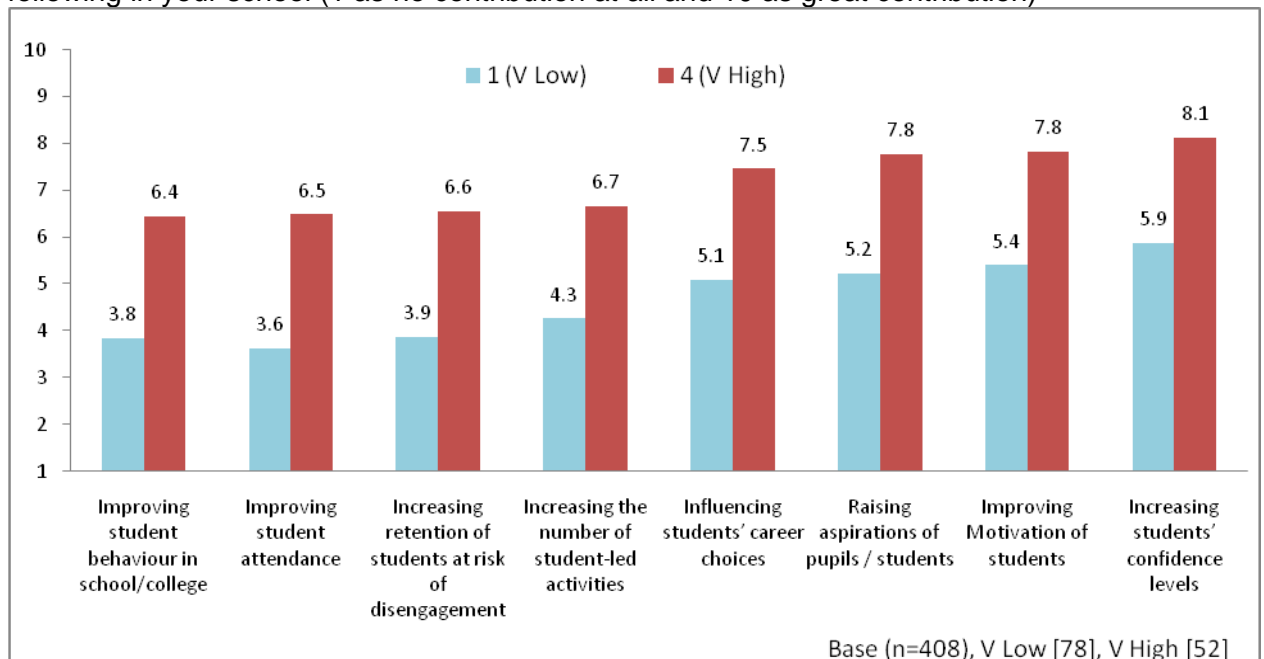
In addition, Co-ordinators have also reported that:

*Enterprise has helped pupils at risk of disengagement to feel more involved and engaged with learning*

This supports previous testimony from Head teachers and other staff as outlined in the literature review. In part, this is reportedly due to: a) young people having access to the real world of work and real-life examples of enterprise within different subjects; and b) being part of a whole-school activity such as a collapsed-timetable day, as well as communication of the value of

enterprise to all pupils. This has been especially valuable as pupils have experienced different examples of enterprise and have been able to see how the skills they have learned are relevant and can improve their chances of employment. Some have also/even been inspired to start thinking about – and in some cases putting into practice - their own business ideas.

Chart 4: In your opinion, how much has Enterprise Education contributed to the following in your school (1 as no contribution at all and 10 as great contribution)



There are some clear differences here in perceived impact when comparing the schools that have less experience of enterprise with those who are very enterprising. This is especially marked in terms of the impact of Enterprise Education on:

- Improving pupil attendance
- Increasing retention of pupils at risk of disengagement
- Improving pupils' behaviour in school/college
- Increasing the number of pupil-led activities

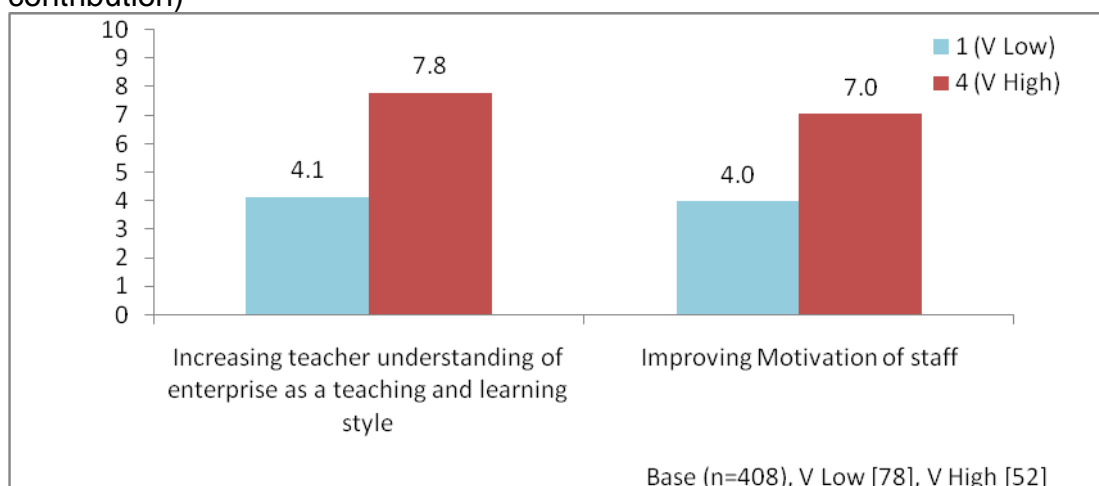
### 3.4 Staff Motivation and Understanding

Ratings vary for the impact of Enterprise Education on staff motivation and understanding. However, schools with a more embedded approach have reported a greater contribution here:

- Increasing teacher understanding of enterprise as a teaching and learning style (7.8 out of 10 for more enterprising schools, compared to 5.7 mean score for all schools)
- Improving motivation of staff (7.0 out of 10, compared to 5.4)

This difference between schools is particularly evident when looking at the impact on teacher understanding of an enterprising approach to teaching and learning and this is supported by feedback collected in the case study visits, suggesting that a more embedded and whole-school approach to Enterprise Education helps to raise teachers' awareness of the value and impact of integrating enterprise within different subjects. Co-ordinators at Special Schools have provided a lower rating for this impact. However, this may well be due to their perception that staff are already pre-disposed to delivering an enterprising way of teaching and learning, and in many cases, already appreciate the benefits of using this approach. Co-ordinators also report an impact on staff motivation. Although there appears to be less impact here, the data suggests that motivation improves when schools implement a range of good practice approaches, including integration of enterprise within the curriculum. Schools visited have clearly stated that staff feel more engaged with enterprise once they have witnessed its benefits on pupils and their attainment targets for the year.

Chart 5: In your opinion, how much has Enterprise Education contributed to the following in your school (1 as no contribution at all and 10 as great contribution)

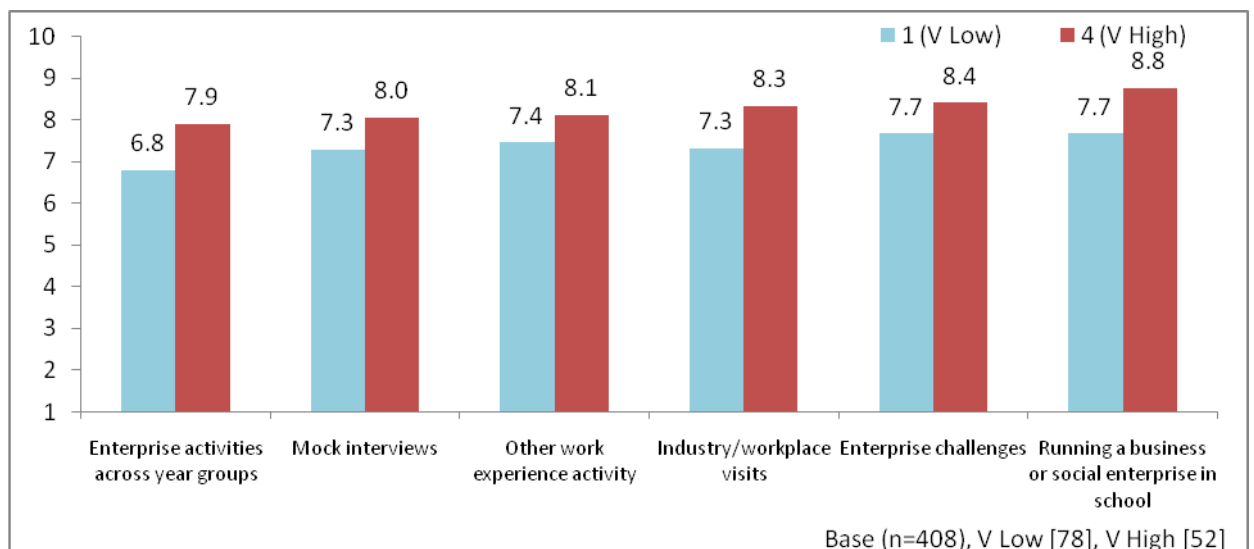
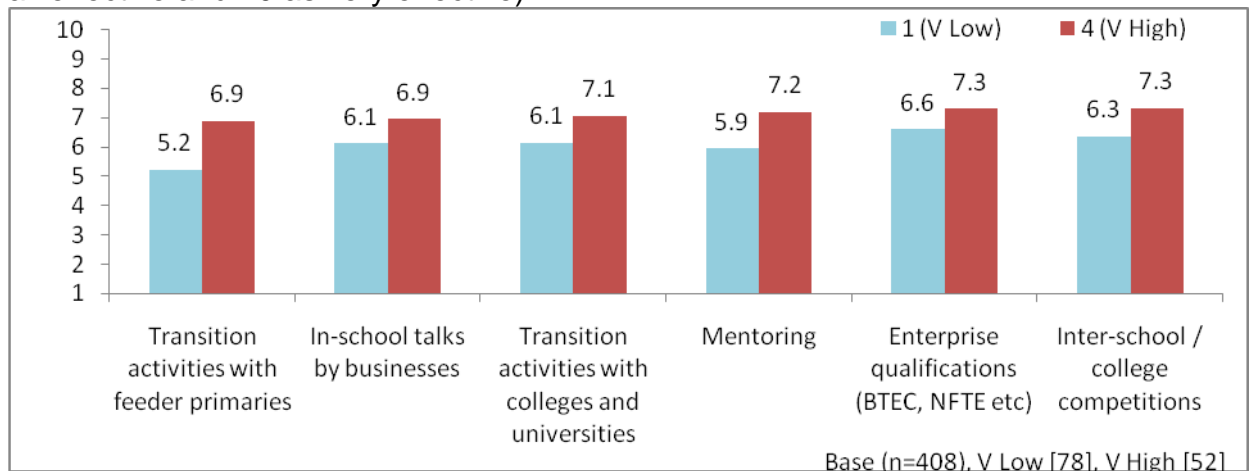


A higher proportion of more enterprising schools have given a positive rating to the impacts of enterprise on increasing teacher understanding of enterprise as a teaching and learning style. There are also differences in terms of its contribution to improving staff motivation.

### 3.5 Enhancing Pupils' Knowledge and Understanding of Enterprise

The following charts illustrate Co-ordinators' responses in terms of the effectiveness of different activities in enhancing pupils' knowledge and understanding of enterprise. Respondents rated the effectiveness of each activity between 1 and 10, with 1 as not at all effective and 10 as very effective.

Chart 6: Please rate how effective you feel each of these activities are in enhancing pupils' knowledge and understanding of enterprise (with 1 as not at all effective and 10 as very effective)



It is important to note that schools differ in their definitions of enterprise and what this involves. Some see this as part of what needs to be delivered as an add-on within PSHE or Citizenship, as an activity that ticks the box to evidence that this has been delivered. For others, this is about Work Related Learning and employability. Others focus more on entrepreneurship.

'Part of the Extended Tutor Programme and delivered via an Enterprise Challenge Day in Y10'. *Arts Status School, West Midlands*

'Enterprise Education forms a key element of the School's Work-Related Learning Programme and compliments CEG, IAG and Work Experience activities. It is delivered to every year group in the Lower School as well as the Sixth Form. The overall aim is to enable pupils and students to gain an understanding of, and to develop the key skills and competencies, attitudes and work ethic required by employers. The Programme enables pupils and students to develop confidence in themselves through a series of planned activities some internally devised and run, others delivered by external suppliers'. *Technology Status School, London*

'Enabling students to develop entrepreneurial skills and innovation in all areas of their lives'. *Non Specialist Status School, London*

These different interpretations of Enterprise Education may in turn have influenced their view on the effectiveness of these different activities in helping to pupils to learn about enterprise.

The ratings of these activities are presented below – highlighting the most effective first when looking at the overall mean of all scores for each activity:

- Running a business or social enterprise in school (8.3 out of 10)
- Enterprise challenges (8.0 out of 10)
- Industry/workplace visits (7.9 out of 10)
- Other work experience activity (7.8 out of 10)
- Mock interviews (7.5 out of 10)
- Enterprise activities across year groups (7.4 out of 10)
- In-school talks by businesses (6.6 out of 10)
- Transition activities with colleges and universities (6.5 out of 10)
- Enterprise qualifications (6.4 out of 10)
- Mentoring (6.3 out of 10)
- Transition activities with feeder primaries (6.0 out of 10)

These results highlight how schools are mainly focusing their perceived value of enterprise on an assumption that this primarily involves the skills required for business start-ups and more modular 'chunks' of activity to improve pupils' employability, rather than a more overall sense of an enterprising approach to life.

More enterprising schools feel that a good variety of regular contact with employers impacts on young people's confidence and aspirations, rather than just relying on industry visits and work experience.

Schools demonstrating examples of good practice and a more enterprising approach to teaching and learning (therefore possessing a different perception of the purpose of enterprise), are also very positive about the effectiveness of running a business or social enterprise in school and industry/workplace visits. This includes more enterprising Special Schools. In addition, the running of a business or social enterprise allows greater links with the community. This is seen as particularly impactful for pupils with special needs to help build their experience and confidence in interacting with members of the public. Special Schools report that many pupils – because of their disability – aren't always put in situations by their parents/carers that require them to use certain skills that are crucial to independent living. Examples include visits to supermarkets to discuss pricing and stock turnover and to practice money management skills at the checkout.

These schools see enterprise in the community as a significant impact on pupils' development as they are developing crucial social skills but also feel that someone else outside of their immediate world is interested in what they have done and what skills and qualities they have to offer. This in turn improves their confidence and self-esteem.

In general, more enterprising schools are also clearer on the benefits of running enterprise activities across year groups and transition activities feeder primaries when compared to other schools to reinforce learning about enterprise, both activities that appear to work well in developing a culture throughout the school.

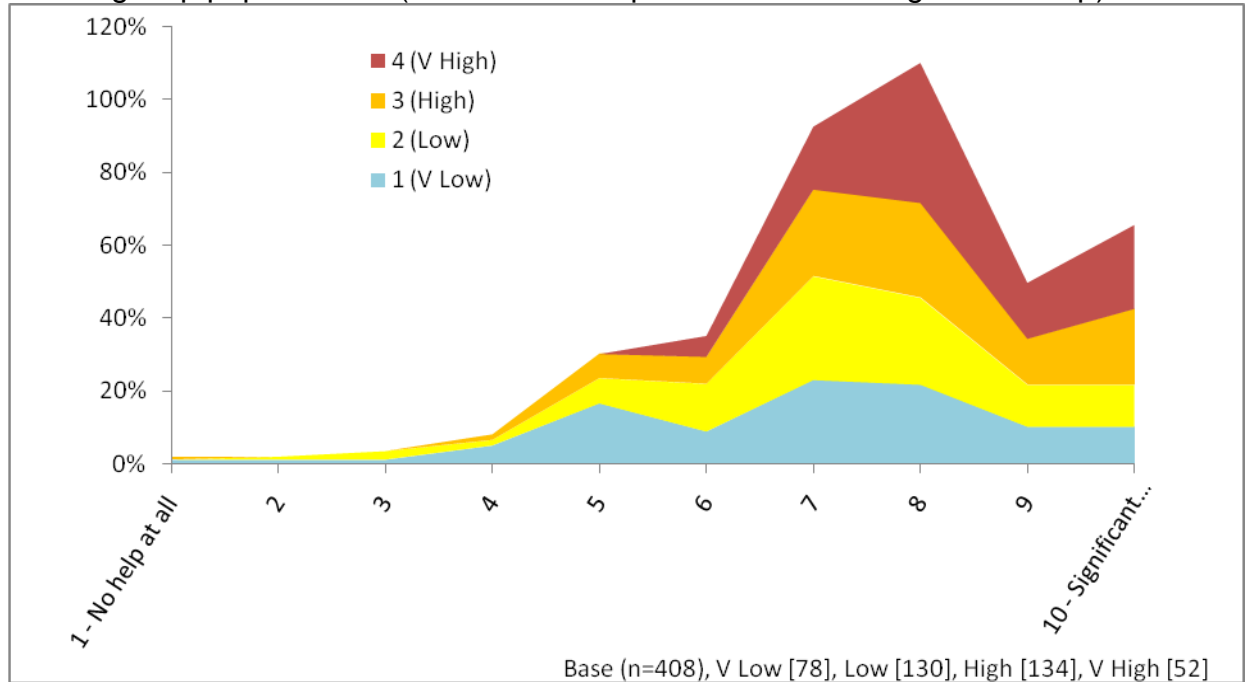
Visits to schools suggest that mentoring tends to only be utilised by very enterprising schools as a way of further embedding enterprise and communicating an enterprising approach to life. Examples include the use of peer-to-peer mentoring across different year groups, such as Year 10 pupils as mentors for those in Year 8, offering support to help safeguard pupils' wellbeing and providing support and advice with regard to their career choices.



### 3.5.1 Enterprising approach to teaching and learning

Overall, Co-ordinators think that an enterprising approach to teaching does help pupils learn – the mean score for all responses to this is 7.6 out of 10, with 10 being significant help. Special schools also support this view.

Chart 7: In your opinion, to what extent does an enterprising approach to teaching help pupils learn? (with 1 as no help at all and 10 as significant help)



Again, higher ratings have been provided by schools that have been embedding enterprise within the curriculum, with schools furthest along in their enterprise journey providing a score of 8.3, compared to 7.0 from those that may just be starting to get to grips with Enterprise Education. As discussed earlier in this report, comments have been made on the value of this approach in encouraging lower performing pupils to develop their confidence in their own abilities and some teaching staff do feel there has been a noticeable change in their attainment.

## **4. Critical Success Factors: the importance of school culture**

### **4.1 Introduction**

The results from this evaluation suggest that schools approach planning and delivering Enterprise Education in different ways. These approaches can be influenced by a number of elements including the interests of the staff members allocated as responsible for enterprise and the Specialist status or other specific objectives of that individual school.

Schools involved in this study are situated in different stages along their enterprise journey: some are still struggling with the concept of five days of enterprise provision per year and as standalone provision; whereas others are developing innovative ways of embedding this within the curriculum, promoting an enterprising approach to teaching and learning and instilling a whole school approach to enterprise.

So what actions are making the difference for these schools that are getting it right? A number of factors seem to facilitate and support development of provision. These 'critical success factors' have been highlighted through analysis of secondary data and results from: discussions with stakeholders; the quantitative survey of schools; and qualitative discussions with senior management, staff members responsible for enterprise and pupils themselves.

#### ***4.1.1 Overview of Critical Success Factors***

The evidence suggests that good Enterprise Education starts with focused support and involvement from the Senior Management Team. This support then sparks off a series of connected actions, ultimately leading to a culture of enterprise throughout the school. Although it takes time to fully embed enterprise and influence attitudes of staff and pupils, this appears to be an important pattern that needs to be considered in any future interventions.

The series of events can be defined as follows:

##### **1. Providing Space for this Activity**

- Support of the Senior Management Team - this is the most critical factor, that results in:
- Enterprise Co-ordinator with dedicated time (usually accompanied by a strategy/policy for Enterprise Education)
- Time in the timetable

##### **2. Providing the Tools to Develop Provision**

These factors appear to then act as a catalyst for schools - in ensuring:

- High priority in the curriculum
- Time and resources for employer engagement

- Combination of external provision & embedded in curriculum
- Enterprising way of teaching (learning by doing)
- Relevant CPD for teaching staff

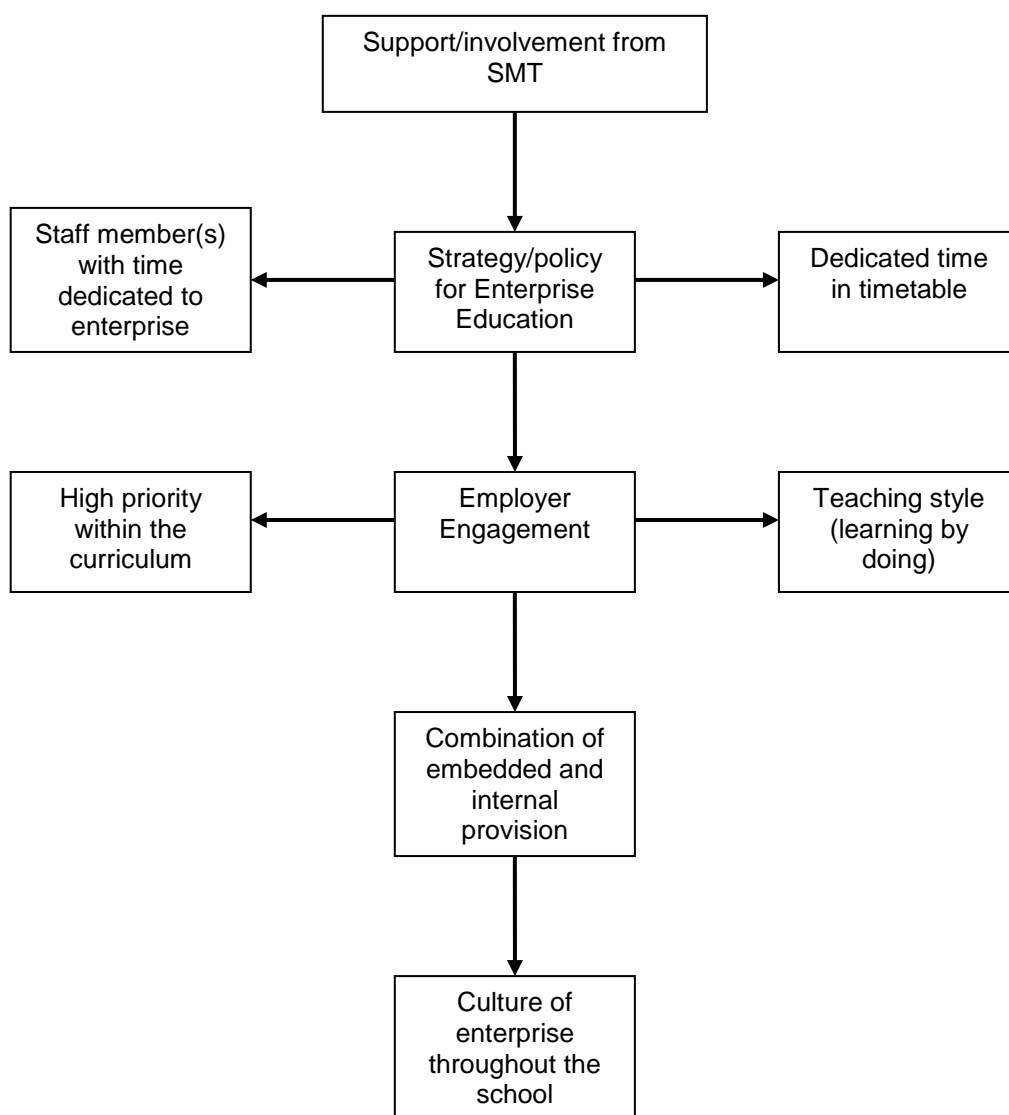
### 3. Further Development and Refinement

This all results in a culture of enterprise within the school, which is further facilitated by:

- Measurement of the impact of activity
- Reviewing sustainability

The research suggests that without initial and ongoing support from Senior Management Teams, these remaining factors are not fully achievable, nor are they sustainable. They should also be involved in the monitoring and review of provision. When it comes to ensuring quality and sustainability, actions to undertake measurement of impact are not effective unless time and resource is focussed on addressing any issues or concerns that emerge.

Diagram 3: Process of implementing Enterprise Education



#### **4.1.2 Benefits of Supporting Schools in their Journey**

Primary data collected from the survey of Enterprise Co-ordinators shows that a number of key impacts develop as schools start to become more enterprising.

A greater impact on pupils and staff (across all categories) is reported when reviewing the responses from less enterprising schools and moving up to those who are very enterprising. In addition, there is reportedly a more developed culture of enterprise. The following recognitions also gradually become more apparent across the enterprise score groups:

- An enterprising approach to teaching is helping pupils to learn
- Activities are effective in enhancing pupils' knowledge and understanding of enterprise
- Enterprise delivered within each subject area is of a high quality

Schools also report greater awareness of:

- The Enterprise Education element of the School Development Grant
- Other funds received by the school

Their enterprise activity also demonstrates:

- Greater range of enterprise activities offered by the school
- Greater proportion have developed their own resources to support Enterprise Education

#### **4.1.3 Critical Factors for Very Enterprising Schools**

A number of key factors become even more critical for moving schools from being quite enterprising to being very enterprising and exemplars of good practice. Analysis of the difference between enterprise score groups three and four in the quantitative dataset revealed that very enterprising schools in group four have significantly more of the following than group three:

Stronger school leadership involvement:

- SMT are more involved, through leading in reviews of enterprise and ensuring this policy and strategy is well communicated throughout the school
- Governors are actively involved in the schools' enterprise provision as well as being interested in what goes on

Focused resources for engaging with employers:

- An individual is allocated responsibility for employer engagement
- Someone on the governing body is also supporting this role

As a result, a greater proportion of these schools feel they are effective in recruiting employers to be involved in their Enterprise Education activities, feel their provision is planned in and embedded in all subjects across the curriculum and feel their provision is sustainable.

## **4.2 Support for Enterprise Education**

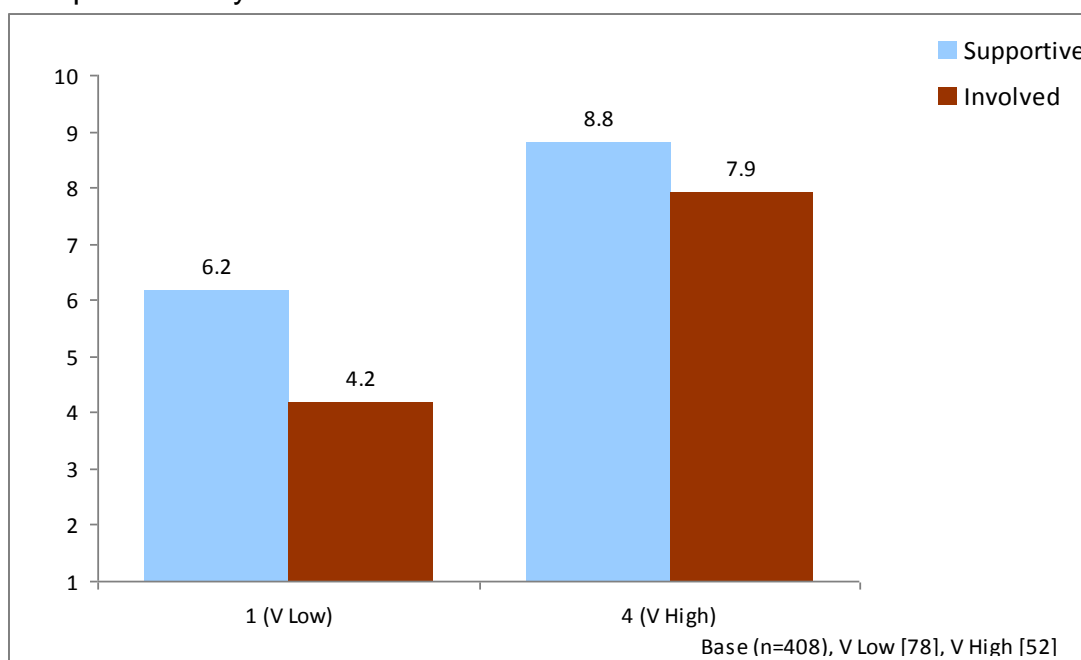
### **4.2.1 Senior Management Team**

Senior Management sets the tone and focus/culture of the school and their support plays a critical role in facilitating the provision of good Enterprise Education. As highlighted in existing literature and by this research, their involvement sparks a series of events that enables enterprise to be fully embedded. Their role helps ensure the remaining critical success factors are in place, both in terms of planning provision and ensuring ongoing rollout. Without their support, enterprise in its true sense doesn't get off the ground.

Stakeholders have reported that it is very difficult for Enterprise Education to fulfil its potential in a school unless the Senior Management Team is: a) supportive of Enterprise Education; and b) actively leading its implementation. Their sense is that Enterprise Co-ordinators who do not have the support of their Senior Management find it hard to get other staff involved and develop an enterprising culture within the school.

This is reinforced by feedback from the primary research. Schools demonstrating good practice in Enterprise Education give a higher rating for the extent of support from SMT than schools that index lower on the enterprise score. Senior Management also appear to be more involved in activity at these schools, usually through regular meetings with the Co-ordinator and other staff. Qualitative feedback suggests this is also the case in Special Schools. It is perhaps more limited involvement in regular planning and review of activity that has made practical delivery of Enterprise Education more difficult for those that are further back on their enterprise journey.

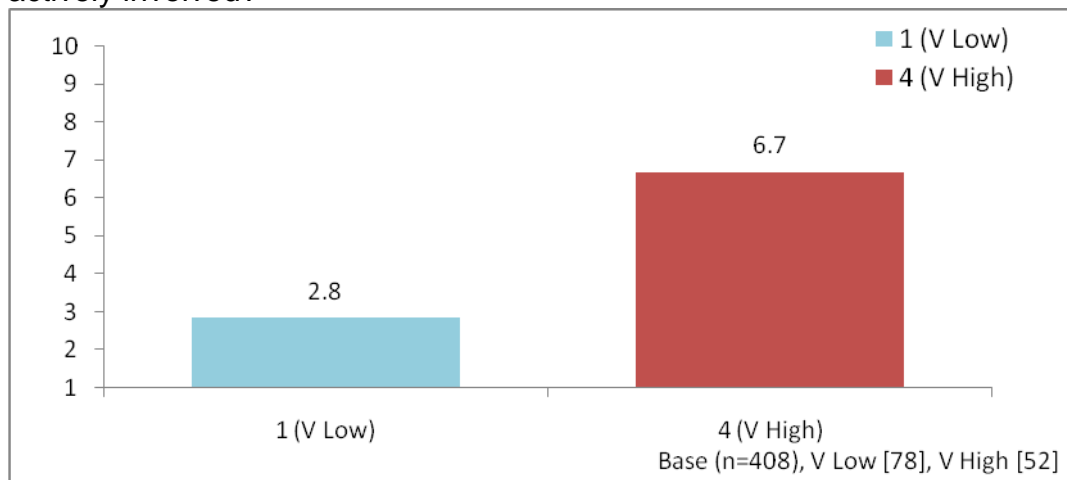
Chart 8: In your opinion, how supportive is the Senior Management Team of Enterprise Education in your school? Please rate between 1 and 10, with 1 as not at all supportive and 10 as very supportive and how involved are they in enterprise activity?



#### 4.2.2 Governors

Although the extent of involvement from Governors is fairly low overall, with an overall mean score of 4.4 out of 10, more enterprising schools report greater involvement. Some schools have utilised governors' business experience and resources to organise mock interviews. These contacts have also been used to help recruit and engage with other local employers, encouraging involvement in the school's enterprise activities from a wider range of businesses, adding to the pool of expertise and strengthening provision.

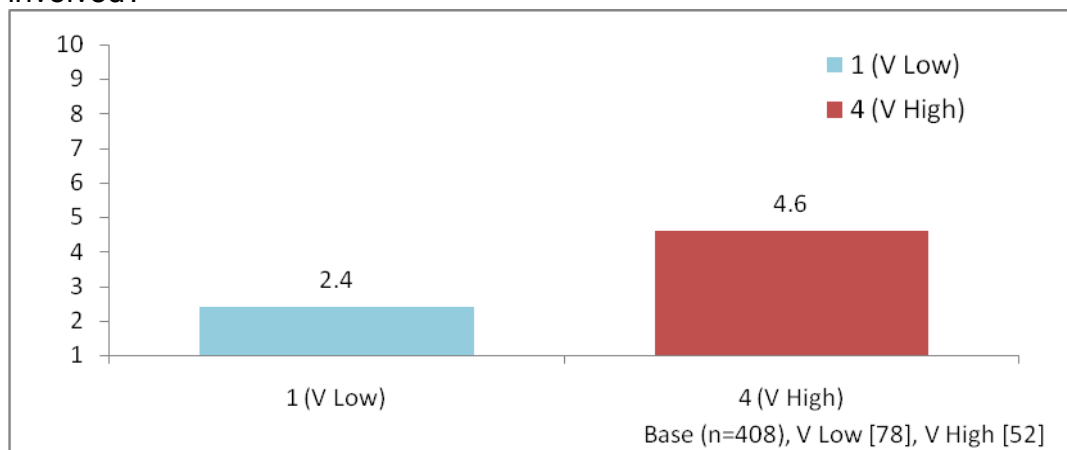
Chart 9: In your opinion, how involved are the Governors in Enterprise Education in your school? (eg through judging on a panel, conducting mock interviews, etc), between 1 and 10, with 1 as not at all involved and 10 as very actively involved?



### 4.2.3 Parents

Involvement from parents is low across the board. The mean score for how involved they are in provision is below 5 out of 10 for even the most enterprising schools.

Chart 10: How involved would you say parents are in Enterprise Education at the school between 1 and 10, with 1 as not at all involved and 10 as very involved?



However, parents would benefit from greater awareness of the role of enterprise in supporting their child, their aspirations and furthering their potential. This awareness will help ensure more support for the school in developing extra-curricular activities (where these add value). Their involvement could also widen access to a whole raft of skills and business experience through participating in in-school activities and collapsed timetable events and could support young people's experience of enterprise out in the community. A few schools have involved parents in enterprise in ways that develop their own learning outcomes. For example, a few Special Schools have involved parents in their school care. This fits with healthy schools agenda and parents learn food hygiene and get a certificate for this, improving their own outcomes. This is also relatively low cost to deliver.

#### **4.2.4 Continual Professional Development**

Teachers need support in order to be able to deliver lessons and the curriculum in an enterprising way that builds into every area of the school's life and part of this needs to be from Continual Professional Development (CPD). Stakeholders feel that CPD is very important for all teachers, not only for the Enterprise Co-ordinator. However, just under half of all Co-ordinators involved in the quantitative survey – 47% state that CPD for Enterprise Education is not made available at their school. Only 9% of all schools claim this is available for all teachers. One in three – 29% state this is only available for some teachers. Co-ordinators at Special Schools report a similar picture. 33% of all mainstream schools involved, state that subject leaders receive CPD and this is more obvious in more enterprising schools. A greater proportion of schools that are very enterprising (group four on the enterprise score) claim that support staff receive this professional development.

The CPD made available in schools tends to cover:

- CPD through external providers (28%)
- Visits to businesses or social enterprises (23%)
- Working with other schools (20%)
- INSET days (20%)
- CPD developed and delivered in-house (17%)
- Industry placements (13%)
- CPD organised by the SSAT (9%)
- CPD as part of another initiative eg: funded by LEGI, RDA (3%)

However, the CPD actually received by Co-ordinators in the last academic year comprises mainly visits to businesses or social enterprises (22%), working with other schools (20%) and through external providers (19%).

Many schools visited through the case study work have mentioned the impact of 'rarely cover' on the extent to which the school can release staff time to undertake CPD and how they have overcome this. This appears to have worked best where funds used within the Enterprise Education budget and from funds received in support of Specialist Status are allocated to paying for cover where necessary. Most of these schools feel this gives them the flexibility to allow staff to develop their skills and understanding and that this flexibility or 'cross budget allocation' is crucial to support their staff. Some of this working with schools builds on existing networks – liaison with other staff that is already happening and doesn't necessarily need more time and therefore more funding attached to it.

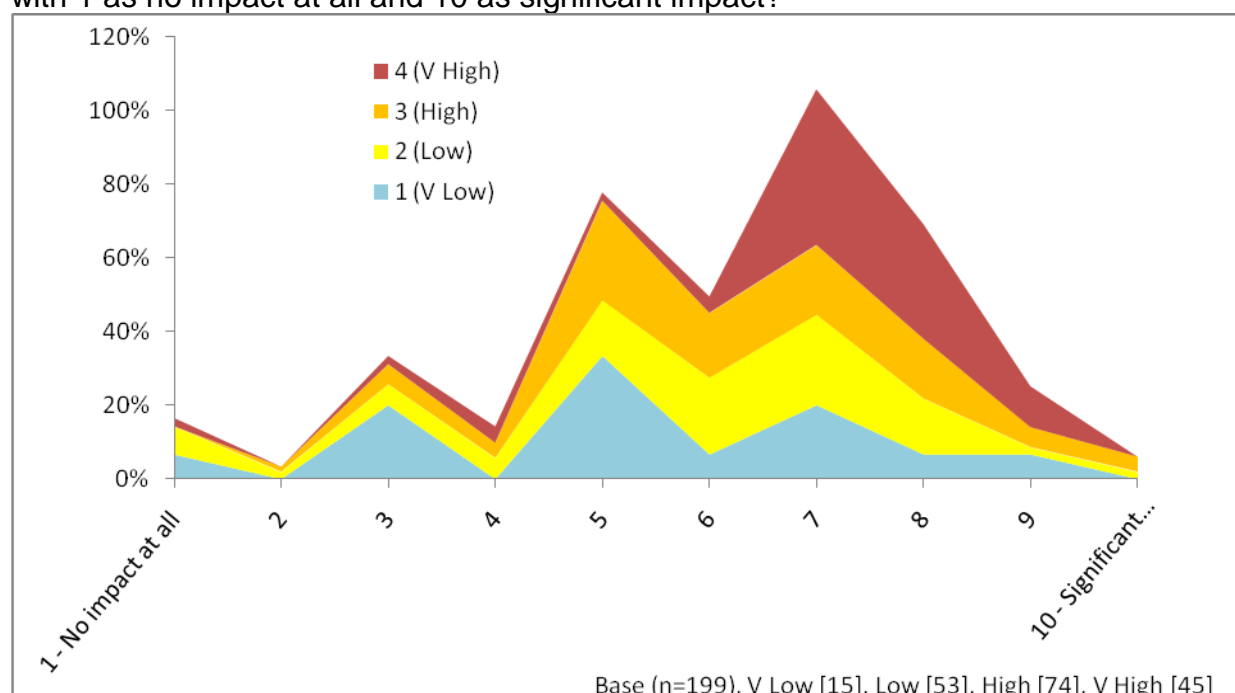


Special schools face the same issues as mainstream schools in freeing up staff time and have also taken this approach. These schools are keen to have the opportunity to visit mainstream secondary schools to get a better understanding as to what enterprise is being delivered and how it is effective. One school suggested that those who are already delivering good practice can apply for Accredited School Provider status with a specialism in Enterprise Education and work with other schools in the local area to understand how best to review their provision and evidence this within the Self Evaluation Form (SEF). School Improvement Partners (SIPs) can be used to set up these relationships.

### *Perceived Impact of CPD Received*

Overall ratings provided for the impact of CPD on the quality of Enterprise Education is quite low - 6.3 out of 10 as a mean of all scores. This may be due to the fact that one third – 35% of Co-ordinators have not received any development in the last year. However, more enterprising schools report a higher impact at 7.1 out of 10.

Chart 11: How has the CPD for Enterprise Education you have received impacted on the quality of Enterprise Education delivered, between 1 and 10, with 1 as no impact at all and 10 as significant impact?



## **4.3 School Policy and Strategy**

### *4.3.1 Policy/Strategy for Enterprise Education*

A policy/strategy for Enterprise Education is usually developed by the Senior Management and the staff member(s) with responsibility for enterprise in the school and can be an effective way to specify how funding from the DCSF will best be used by the school. The level of detail within these can vary significantly between a simple definition of the school's specific approach and aims, to particular targets within subject areas and across year groups.

The findings from the research suggest that having a plan/strategy in place is not in itself an indicator of good practice. The key here is how it is then implemented and communicated throughout the school.

Two thirds of all Enterprise Co-ordinators surveyed - 66% state they have a policy/strategy for Enterprise Education. Many of these - 69% state this is also part of the schools' improvement/development plan.

Although two thirds of schools have a policy/strategy in place, there appears to be room for improvement in terms of how well this is communicated to staff and pupils. Enterprise Co-ordinators were asked to rate how well their policy/strategy was communicated to staff between 1 and 10, with 1 as not at all well and 10 as very well communicated. Overall, very average scores have been provided, with a mean score from all responses of 5.5 out of 10. The score for how well this has been communicated to pupils is also middle range at 5.3 out of 10.

More enterprising schools appear to have been more proactive in communicating the policy/strategy. Visits to schools highlighted that the Enterprise Co-ordinator usually leads on regular meetings with department heads/subject leads, staff meetings and whole-school assemblies as a way of improving knowledge and understanding as to the purpose of enterprise and how this can be applied within subject areas.

Just under half - 46% - of the Co-ordinators from Special Schools state they have a policy. However, feedback from the case study visits to this type of school indicate that they feel this is not always necessary if the school is already adopting an enterprising approach to teaching and learning. Where a policy is in place, these staff are more positive about how well it is communicated to staff and students when compared to mainstream schools.

#### *4.3.2 Communicating the Strategy*

Getting across the value of enterprise appears to be best conducted 'by stealth' to staff and pupils. Teaching staff best develop an understanding through employer engagement and by looking at say one module first – then start to see the benefits. Pupils are also better able to see the value of enterprise once they start using this in terms of application of business, managing risk etc in different subjects.

Schools that are struggling to deliver enterprise are concerned about the time it takes to develop this plan as part of a more bottom-up pupil and staff-led approach as well as to communicate this. However, this tends to stem from a presumption that focused time would need to be spent on this on a regular basis. More enterprising schools have spent time working with staff to develop understanding but have found that communication has cascaded from there, especially where background messaging is also used.

Good practice examples of this type of communication include pupil-led presentations within assemblies and photographic and video evidence, including press articles, which works well in conveying the purpose of

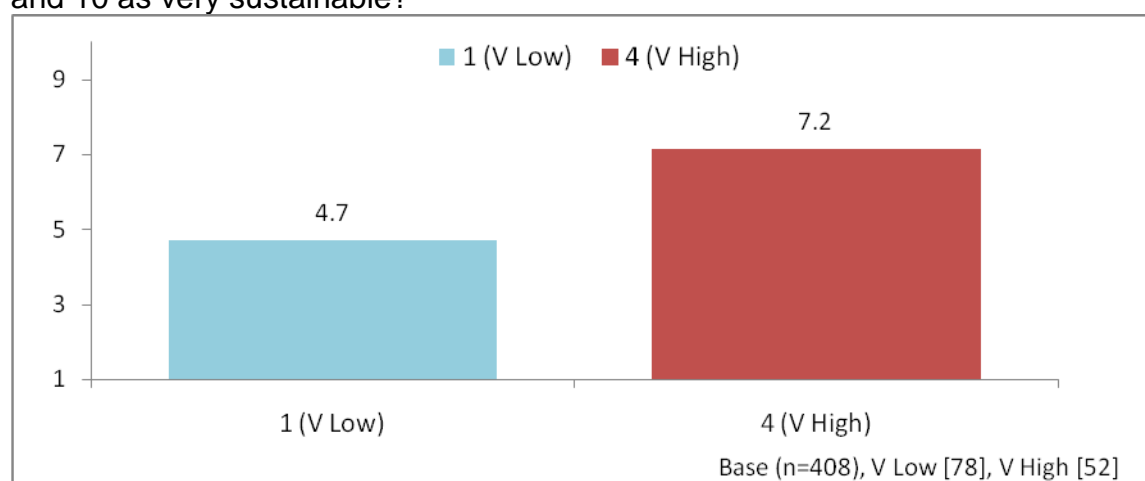
enterprise activities, what they involve and their outcomes. Some schools include background video on monitors throughout the school day and cover pupils' presentations of their work via video-link to whole-school assemblies. In these instances, regular communication has helped to improve awareness and contributed to perceptions that enterprise is a part of school life.

### 4.3.3 Sustainability

Schools with a good understanding of the value of enterprise, and are implementing good practice, feel more able to comment on the extent to which their provision is sustainable and indeed, are more confident that this could continue in some form without intervention from outside the school. However, this may be a core element, such as in-house curricular teaching and learning, but additional innovation may suffer.

When asked to rate the extent to which they feel this is sustainable, the mean of all scores is just 5.8 out of 10. However, very enterprising schools gave a far higher rating of 7.2 out of 10.

Chart 12: To what extent do you feel Enterprise Education at your school is sustainable (able to continue and develop over time without any assistance from outside the school) between 1 and 10, with 1 as not at all sustainable and 10 as very sustainable?



These findings suggest that perceptions of sustainability are linked with the degree to which schools feel their provision is already well embedded within subjects and how far along they are in developing an enterprising approach to teaching and learning.

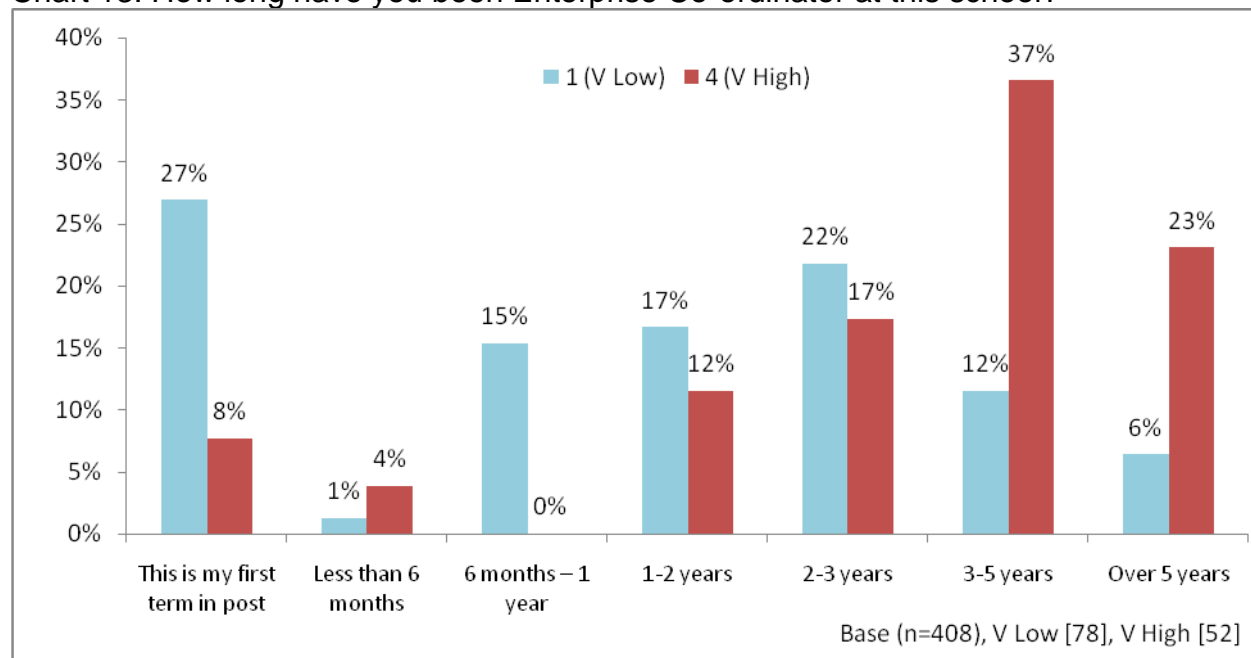
## 4.4 Value of Experience and Embedding Over Time

### 4.4.1 Building on the Value of Experience

The most enterprising schools tend to have had Enterprise Co-ordinators in post for longer highlighting that these staff are more advanced in Enterprise Education. Although this is not true of all enterprising schools, this does suggest there is a link between effective provision and having developed a good understanding of the benefits and application of enterprise over a

number of years. A larger proportion of Co-ordinators at these schools have been performing this role for three years or more. Conversely, a larger proportion of schools in the lower groups state this is their first term working with enterprise.

Chart 13: How long have you been Enterprise Co-ordinator at this school?



This connection has also been evident in case study visits. Those that have been able to embed enterprise throughout the curriculum have demonstrated a greater understanding of how enterprise can support other subjects – an understanding which has developed over time. Time has also allowed them to work closely with other teaching staff to communicate its benefits. Indeed, once this has been delivered for a long-enough period, Co-ordinators report that staff have been able to see the added value themselves, in terms of pupils’ attainment and confidence levels. Just under half of Co-ordinators from Special Schools – 48% - have been in post for three years or more. Again, feedback from case study visits suggests this has enabled staff to continually develop and improve the school’s provision.

#### 4.4.2 Embedding through Practice/over time

During visits to schools, many of the Enterprise Co-ordinators and teaching staff commented that provision becomes more embedded over time, once they are able to see how well this can link with their curriculum plans - and even add value to the content and the extent to which pupils are able to learn.

“Teachers see enterprise as another tick list...but staff see the benefits as they get into it. Kids that don’t excel academically, excel in enterprise. Staff see the impact on lower achieving pupils”. (*Other Specialist School, South West*)

## **4.5 Enterprising Way of Teaching and Learning**

### **4.5.1 Enterprising Way of Teaching (learning by doing)**

In the initial consultation, all stakeholders commented on the value of an enterprising teaching style, where young people are active in their learning rather than passive recipients of information. They see this as critical to not only building their enterprise skills but also to encouraging them to engage with learning all curriculum subjects.

Teachers' perceptions of the impact of this has been evident in Co-ordinator's responses in terms of whether an enterprising approach to teaching helps pupils to learn. A fairly high score has been provided here when looking at the mean of all scores – 7.6 out of 10. Schools are aware of the impact of this approach for pupils that may be less engaged in school and may have lower attainment figures than others their age.

### **4.5.2 Encouraging this Approach to Teaching**

Feedback from schools suggests that this approach to teaching naturally emerges from staff once they have worked with Co-ordinators to consider what enterprising elements they are already delivering within subjects and how else they can build this in, through lesson time as well as collapsed timetable days. Ongoing communication between teachers and the Co-ordinator also allows for regular reviews of the effectiveness of what has been delivered. Some of the more enterprising schools have also encouraged staff to engage with local employers to support their own activities, which has in turn helped to contribute to an understanding of how to relate their subjects to the world of work in a more practical 'hands on' way.

### **4.5.3 Raising Awareness of Capabilities**

Pupils have benefited from this approach in that they have become more aware of their own skills and abilities – some of which they may not have even know they possess, because they have been able to get involved in something that feels like a more interactive project, where they can have their ideas heard and work with others in what feels like more of a real-world context. In turn, this improves their confidence and aspirations as they start to realise they have more to offer than they originally thought.

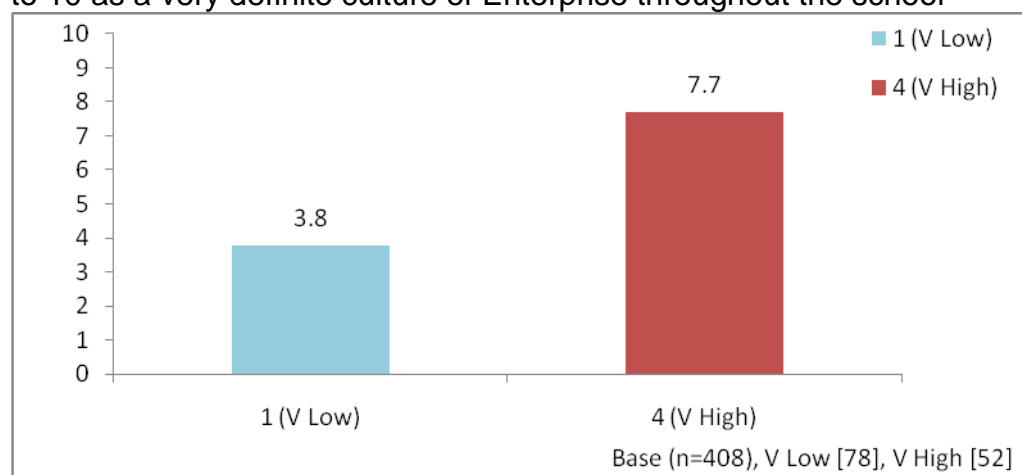
This evaluation has collected a number of good practice examples of how this approach has been adopted through in-curricular work as well as collapsed timetable days, involving activities across year groups. One example includes development of an 'airport' within the school, allocating a whole day where all pupils are required to visit the airport and book in for a flight. Crew from a local airline are involved in conducting baggage checks and going through safety drills on the 'aircraft'. Students from the local college are involved as security staff. The entire day is focused on spoken languages, which fits with its Languages Specialist status. Pupils are also involved 'behind the scenes', reviewing sales figures for the airline, selling meals on board and feeding back to management on profit and loss. The spoken language element also fits with module requirements and qualifies as part of their GCSE coursework.

This example demonstrates how pupils can be engaged and challenged in a way that is interactive and involves the whole school. It also involves the local college and employers, allowing young people to interact with others their age and get a feel for the skill sets businesses are looking for.

#### 4.6 Developing a Culture of Enterprise

Co-ordinators were asked to rate the extent to which their school has developed a culture of enterprise – an inherent attitude/way of thinking towards teaching and learning within the school. Overall, there is a sense that there is still some way to go, with a fairly average score – 5.7 mean score from all responses. This is a similar picture to that created by Co-ordinators at special schools. There is a large gap between ratings provided by those who are implementing fewer examples of good practice and those mainstream schools that appear to be delivering a fully embedded set of provision, with the mean score ranging from just 3.8 out of 10 for these less developed schools, to 7.7 out of 10 from those that feel they are reaping the benefits from their work. These findings suggest that good practice in Enterprise Education as based on existing secondary research data - once embedded - really does lead to a perception of a more informed and automatic approach to enterprise.

Chart 14: In your opinion, to what extent do you think your school currently has a culture of Enterprise between 1 to 10, with 1 as no culture of enterprise to 10 as a very definite culture of Enterprise throughout the school



Special schools demonstrating good practice in Enterprise Education tend to see enterprise as central to the learning and development of their pupils. Co-ordinators feel they have been delivering Enterprise Education for years under the banner of 'Life Skills' and 'Skills for Working Life' and that these are undoubtedly their main focus in preparing young people to be independent and self-aware. Pupils are considered to have the same need for good enterprise skills as those without a learning difficulty and/or disability, to ensure they can function once they leave school. In these instances, enterprise is seen as a philosophy and pupils are encouraged to think about what skills they will need when they are going about their lives in the local community.

“Enterprise is about a developed ability to work and function in life”. (*Special School, West Midlands*)

“Giving pupils opportunities to develop skills and work ethics to equip them for life after school. To give insight into viability of enterprise. To develop travel skills getting to work and getting to places for work reliably and on time. Develop social and communication skills to allow good working relationship and coping strategies when things are difficult or different. Provide practical opportunities for application of learnt skills in a work related environment”. (*Special School, London, online survey*)

“Charting learner progress is different here but we use enterprise to show progression – pupil’s motivation and standing up and doing presentations. We have GCSEs here but what we need to develop are the skills for life”. (*Special School, Yorkshire & The Humber*)

“I feel that enterprise education is as important in special schools as it is in mainstream schools...We believe that enterprise education is another way of equipping them with skills such as team working, communication, decision making etc which they all need to help them get the best from their placements. Equally importantly, it equips those of our students who are able to secure some form of employment when they leave us to have the best possible chances of doing so”. (*Special School, Yorkshire & The Humber, online survey*)

## **5. Critical Success Factors: allocation of time and the curriculum**

### **5.1 Introduction**

This section highlights findings on the perceptions of the time involved in delivering good Enterprise Education and how schools have been working to embed enterprise into the curriculum. It discusses how assumptions that enterprise takes significant time to develop can act as a significant barrier in progression. However, some schools have been able to overcome these concerns by taking small steps towards this goal. They have started by focusing in on one subject and involving subject leads and other staff in reviews of how well enterprise appears to be working.

### **5.2 Perceptions of Time Involved**

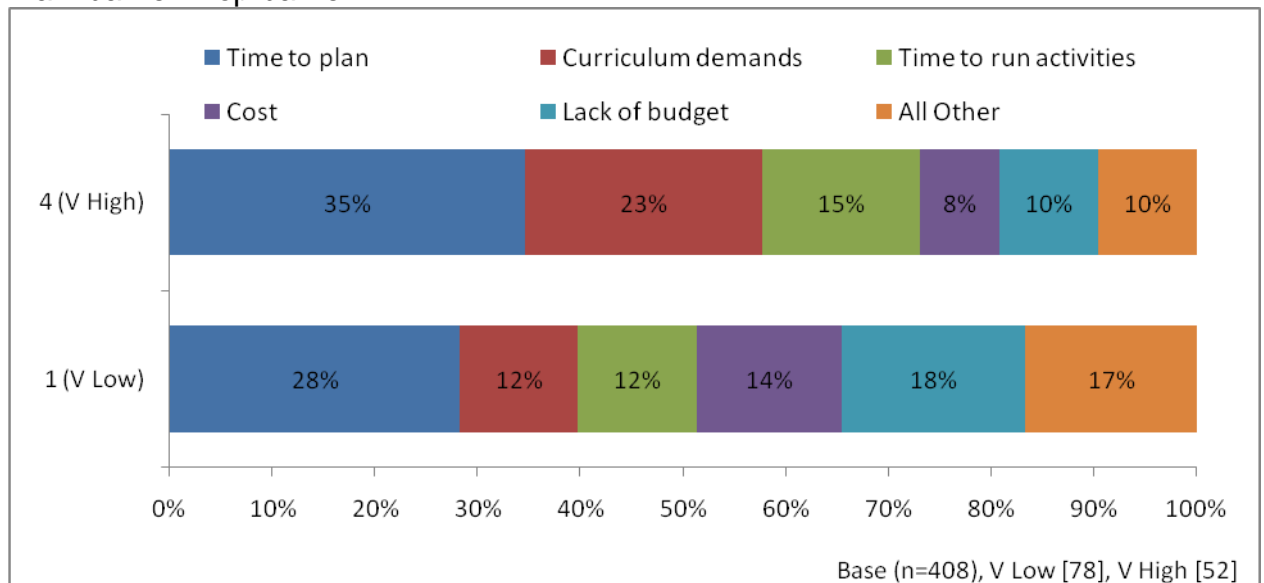
#### ***5.2.1 Time in the Timetable***

Schools that are struggling to embed Enterprise Education see time as a major challenge. When asked about the barriers to Enterprise Education in their school, Co-ordinators reported time to plan enterprise as the most significant. Three in ten - 30% cited this as the number one issue. Curriculum demands is the main barrier for 22% of all schools involved in the quantitative survey and time to run activities was mentioned by 14% as the main issue.

However, for more enterprising schools, this is about being able to set aside time to review the effectiveness of their provision and plan in any necessary changes, rather than concerns about having the time to embed enterprise. Schools with less experience of enterprise perceive time to plan as a real barrier because they are not as clear on how to integrate this within the curriculum.



Chart 15: What do you think are the main barriers to Enterprise Education in schools / colleges? Please rank these in order of importance, starting with the main barrier. Top barrier



Just under one in ten less enterprising schools (9%) stated 'enterprise is not a priority for their school' as the top barrier, which may indicate a lack of support from Senior Management.

Examples from the case studies show how enterprise is best embedded in schools where the process has not been over complicated – has not involved any disruption/alteration of existing provision-but is rather the result of one-to-one working with staff, focusing on one module for one subject in the first instance and trialling this approach.

### 5.3 Allocation of Co-ordinator Time

Enterprise Education should be given priority within the curriculum. Stakeholders have reported that enterprise must not be squeezed around the edges of the school day, but should be embedded in the timetable and recognised as supporting the teaching of mainstream curriculum subjects.

They have also raised concerns with regard to a very crowded curriculum and the need for schools to focus on achieving their attainment targets. The daily requirements on staff time are already significant. Some schools find it difficult to fit enterprise in and this tends to be the case in schools with less experience in Enterprise Education, which do not yet realise its potential to support delivery of all aspects of the curriculum and are aiming to build in extra time rather than embedding it into the curriculum.

Without specific time earmarked to developing enterprise, Co-ordinators admit they would struggle in implementing the school's plan. Despite this, half of all Enterprise Co-ordinators that participated in the survey do not have reduced hours to allow them to focus on driving enterprise within their school.

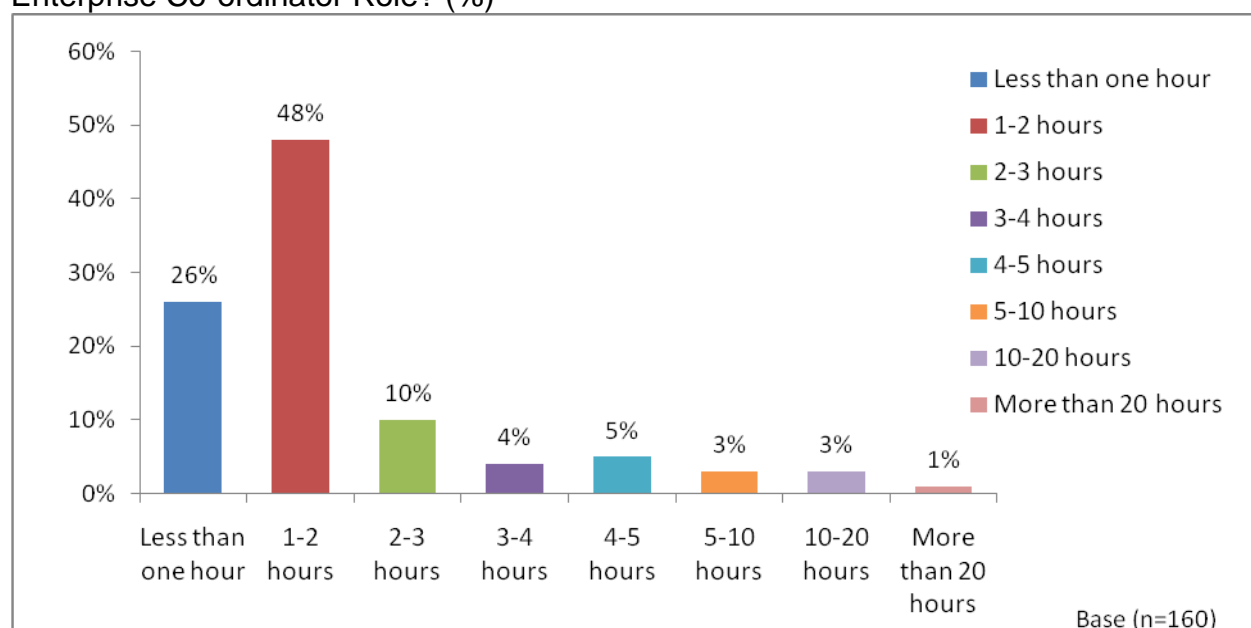
Although they may have some degree of support from Senior Management, this needs to be matched with some time to be allocated to development of enterprise. This is needed, particularly in the initial stages where they are required to work with other staff to look at where this can be embedded in specific subjects.

Nearly four in ten - 39% of responding schools have been able to set aside time in their workload to focus on Enterprise Education.

An additional 10% don't have other teaching commitments. A higher proportion of Co-ordinators from schools with Business & Enterprise Specialist status – 24% answered in this way.

Although some teaching staff have been able to get reduced teaching hours, over seven in ten of these - 74% - spend two hours or less on this role per week. This includes 26% for whom this comprises under one hour's work. This pattern is also evident in responses from Special Schools. Co-ordinators have been keen to point out that, contrary to the perceptions of some mainstream schools, they do not have more time available to focus on enterprise. Although they may not be implementing the entire National Curriculum, their work still involves a significant amount of planning, delivery and review.

Chart 16: How many allocated hours a week do you have to undertake the Enterprise Co-ordinator Role? (%)



A larger proportion of those responsible for enterprise at schools with Business & Enterprise Status claim they have more time per week to spend on enterprise when compared to responses from other schools. Fifteen percent in Business & Enterprise Status schools spend 3-4 hours per week and 40% of these schools spend more than 4 hours per week on this, including 15% that spend more than 10 hours per week.

However, this relatively small amount of time spent by all schools is not necessarily a concern in terms of delivery of Enterprise Education and value for money for the Department. Feedback from the case study visits to schools suggests that spending a large amount of time on enterprise per week is not a major factor in ensuring good practice. More enterprising schools emphasise the importance of communicating the aims for enterprise to other staff and ensuring that this is part of all subjects, as a small activity which then grows throughout the school. Although a greater time commitment may be needed initially, a gradual process of embedding is more valuable and sustainable as this time will have been spent closely working with staff and altering their perceptions of enterprise and its worth within the classroom.

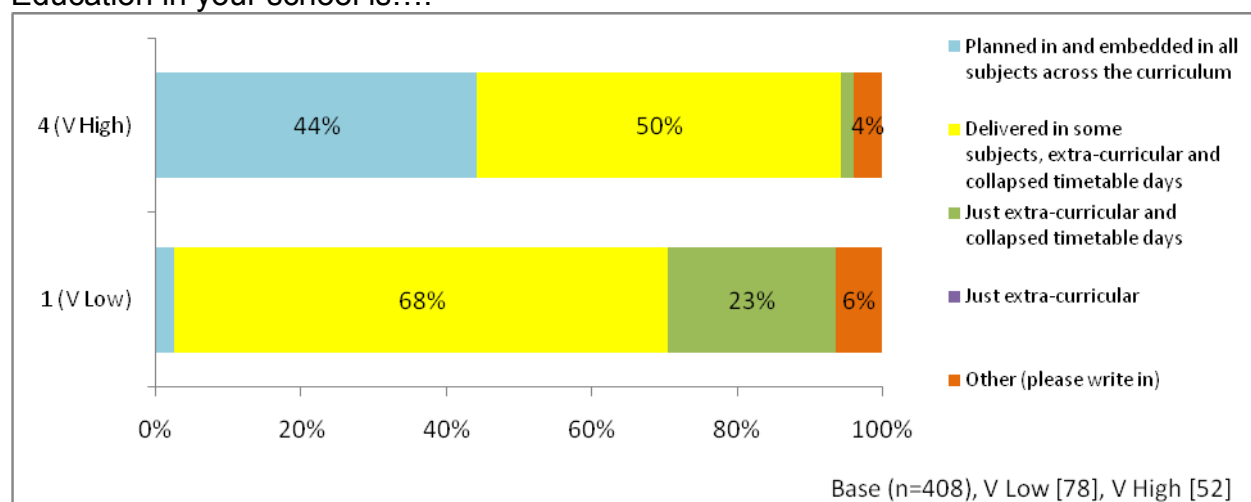
## **5.4 Embedding in the Timetable and Measuring Enterprise Education**

### **5.4.1 Embedding**

Schools that appear to have been successful in embedding enterprise have stressed that the key is to communicate that enterprise underpins all subjects and to reinforce to teachers that they are probably already delivering this within their lessons – they are just not aware of this. They have also aimed to ensure that enterprise is not seen as a separate ‘add on’ to what is already being delivered in school. The most typical approach to this has been to sit down with each subject head in turn to explain what enterprise involves and how they may already be hitting these targets. Schools that have asked teachers to help them in delivering five days of enterprise per year have struggled to get them enthused as this is then seen as ‘just another initiative’ with an undefined timescale. This feeds a cynical view that they may have to spend extra time ‘fitting this in’, only to then see enterprise dropped as a priority in a few years’ time. Raising awareness of how enterprise fits with their subject area also seems to tackle attitudes towards Co-ordinators as having sole responsibility for ensuring enterprise is a success in the school, moving away from the perception that ‘enterprise is their job’, and an isolated initiative.

The chart below highlights that a larger proportion of schools that appear to include more good practice in their enterprise provision feel this is ‘planned in and embedded in all subjects across the curriculum’. It also indicates that more of those schools just starting out or struggling with their provision deliver mainly extra-curricular and collapsed timetable days to fulfil their responsibility for Enterprise Education.

Chart 17: Please tick the statement you agree with the most. ‘Enterprise Education in your school is....’



Special schools that demonstrate good practice also adopt this approach and take time out to ensure enterprise is embedded within schemes of work. The development of enterprise skills is used as a tool to help evidence pupils’ own personal development and preparation for life in the wider world. This preparation is seen as going hand-in-hand with, and part of, modular studies for a number of key subjects, including Maths and Science.

Co-ordinators at more enterprising special schools feel that Enterprise Education can be delivered in a number of different ways. These include using an extended schools approach eg: gardening club in the evenings; breakfast clubs; and tuck shops. These are seen as popular and sustainable ways of improving financial literacy and ensuring enterprise is visible throughout the school. Pupils are taught about financial management through starting off a tuck shop/other shop in school, borrowing money and taking out a loan agreement.

Financial literacy is seen as the biggest issue as some pupils have never handled money. A few of these schools work with corporate partners including banks to help parents and pupils open bank accounts. Not all parents have bank accounts, so young people have not been exposed to this and the skills required for paying in and withdrawing money. This becomes even more important at 16 when those with learning difficulties and/or disabilities are in receipt of the Educational Maintenance Allowance (EMA) and are required to have a bank account. Financial skills can be a matter of survival for some pupils.

#### 5.4.2 Measurement of Impact

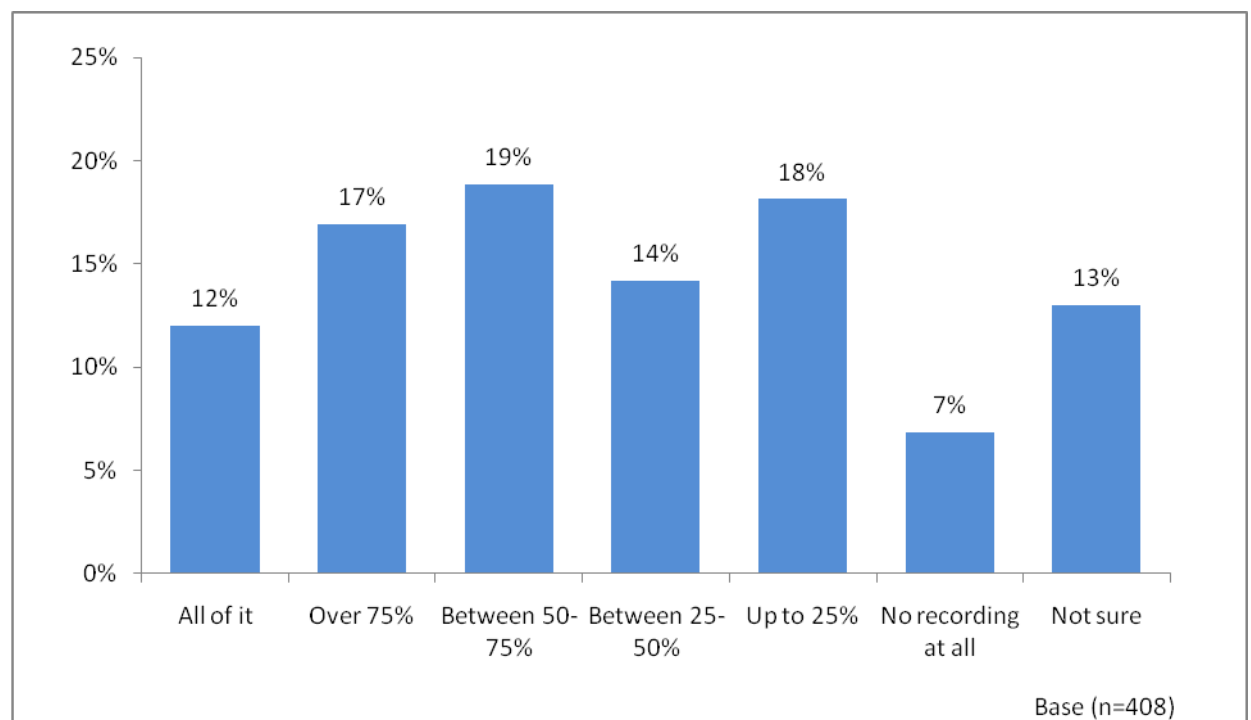
On the basis that ‘what gets measured gets done’, stakeholders have raised concern that the previous inspection approach (‘light touch’) didn’t encourage schools to really embrace Enterprise Education. They report being hopeful about recent changes to the inspection of enterprise, as they feel schools will only fully embed enterprise when it is adequately inspected and schools are therefore accountable.

Most schools value the role of recording and measurement of activity in helping them to understand what is working and what needs more development and enterprise is no exception to this. However, there appears to be an absence of a consistent approach to measurement across all schools.

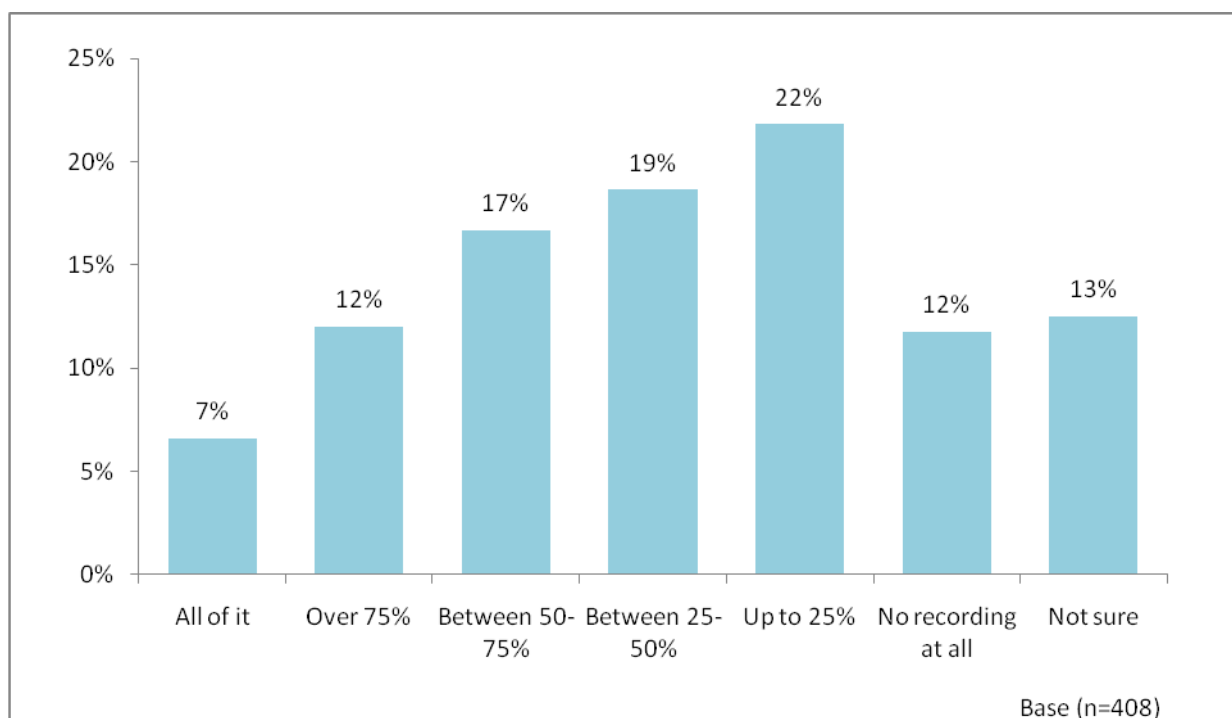
When asked what percentage of their Enterprise Education provision is recorded/monitored, only 7% of Co-ordinators said teachers do not record or monitor and 12% in terms of how much is done by pupils themselves. This tends to involve pupils completing self-evaluation forms and providing verbal, qualitative feedback collected by teaching staff. A similar proportion stated that all of their activity is recorded or monitored. In general, schools appear to be split in terms of what percentage of their provision is captured, as illustrated below.

Chart 18: To the best of your knowledge, what percentage of Enterprise Education done in your school is recorded/monitored?

By staff



## By pupils



Some schools reported they regularly collect pupil self-evaluation forms and have also been proactive in conducting audits of Enterprise Education provision across the school. However, not all have had the time to properly review the findings of their audit and to consider how best to further develop and refine what they are already doing or to discuss this with Senior Management. Therefore, it is important that schools allocate time to review these results, especially where subject teachers are just beginning to trial different approaches to building on their teaching in different areas. A few Special Schools have reported that they already have a well developed approach for staff and pupil self-evaluation because of the need to evidence the personal value and skills learned from each individual activity. This allows them to chart progress from a more holistic point of view, adding to the more formalised ways of measuring academic achievement.

## **5.5 Priority in the Curriculum and Perceived Lack of Parity**

### ***5.5.1 Priority in the Curriculum***

Stakeholders involved in the initial consultation feel it is critical that enterprise is treated as an important part of every curriculum area, and throughout the school year. It is not enough to simply do something around Global Entrepreneurship Week each November. Enterprise needs to be in every aspect of the curriculum and seen as useful in helping deliver high quality subject teaching.

Although the UK is fairly unique in its aim to embed enterprise in the curriculum, feedback from schools suggest this can really benefit the development of staff and pupils' understanding of the value of an enterprising approach to teaching and learning – in fact, this appears to be the main catalyst/enabler that makes this happen.

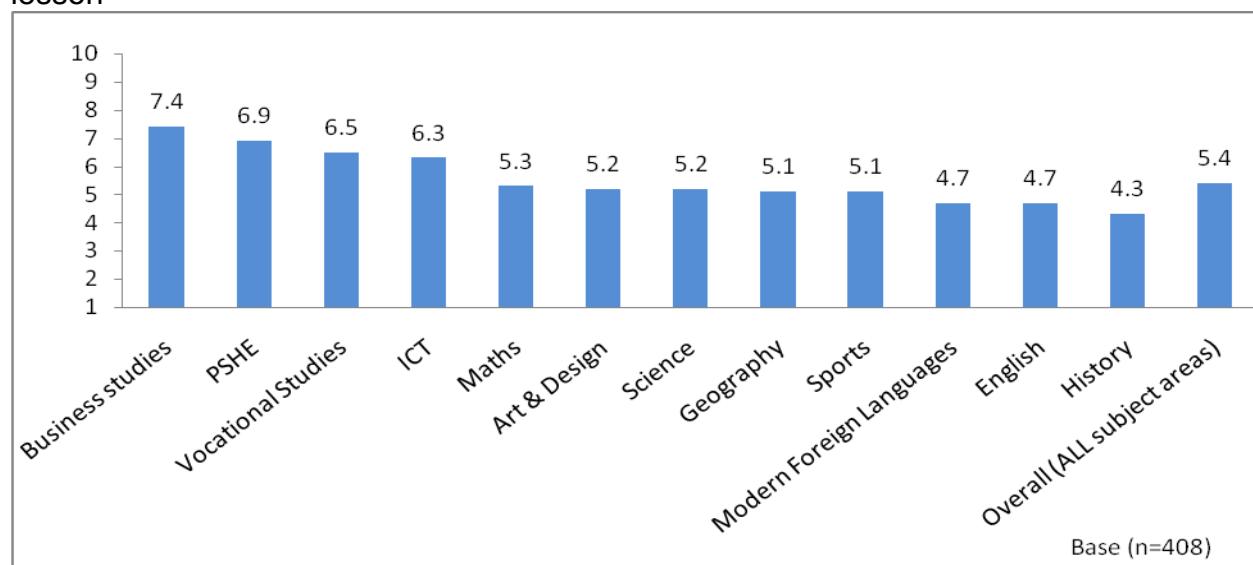
From this angle, schools can clearly see the benefits of enterprise. Feedback from the case study visits suggest that staff are more positive about the sustainability of its Enterprise Education provision where they feel this has been effectively embedded into the curriculum.

However, there are some real challenges here in making this happen. The findings from this evaluation support existing literature on the difficulties in encouraging teachers to consider enterprise as a style of teaching. Schools are concerned that there will be an impact on the planning of subjects, work schedules etc when already pressured in terms of a crowded curriculum and other demands as well as attainment targets.

The main challenges of getting to this stage appear to be:

- Teachers' perceived lack of parity with 'real' subjects
- Perceptions of the time involved in effectively embedding enterprise

Chart 19: To the best of your knowledge, how well is Enterprise Education planned into/integrated overall in the school and then specifically within each of these subject areas? Please rate between 1 and 10, with 1 as not at all integrated in lessons and 10 as specifically planned in and part of every lesson



The previous chart highlights that schools feel Enterprise Education is currently best embedded within:

- Business studies (7.4 out of 10)
- PSHE (6.9 out of 10)
- Vocational studies (6.5 out of 10)
- ICT (6.3 out of 10)

History and Modern Foreign Languages (MFL) appear to be the least well

embedded according to schools, with mean scores of 4.3 and 4.7 out of 10. However, it is important to note that these responses are from Co-ordinators who may not have the most qualified view on the extent to which this is embedded for each individual subject.

Special schools see enterprise as supporting the curriculum and tying with extended schools activity. This activity may involve growing food in the school garden and taking vegetables to the canteen, making meals as part of Food Technology and selling these to the school and to paying customers.

“We feel we can evidence this [enterprise] as part of what we do: in literacy; numeracy; science; and ICT. Maths – pricing goods for sale, working out change, savings, spending – this is motivational in itself. It’s about the way our pupils learn, making mistakes, finding out. It’s about their learning style”.  
*Special School, Yorkshire & The Humber*

A few schools also feel that independent travel routes can contribute to development of Personal Learning and Thinking Skills (PLTS) and link in with Key Stages 3 and 4, developing skills for life. Some schools are now starting this in Year 9 to help ensure pupils can start preparing for their next steps on their learning pathway.

### **5.5.2 Perceived Lack of Parity with ‘Real’ Subjects**

Stakeholders also commented that many teachers have not yet understood the value of enterprise as a support for them teaching their subject. Therefore enterprise is seen as ‘second string’ compared to what are considered ‘real’ subjects. Their view is that this perspective is often echoed by parents, who may see enterprise as being less valuable an activity, compared with mainstream curriculum activities that lead to qualifications, jobs and college/university places.

They feel that an improved evidence base would be influential. Until there is strong evidence that demonstrates enterprise’s value to teaching, learning and achievement, it could be difficult to get all teachers and parents to accept that Enterprise Education is a critical part of the curriculum.

Schools’ experiences have been that teachers’ attitudes stem from whether they have a full understanding of the purpose of Enterprise Education and the benefits this can bring. Embedding appears to have worked well where Co-ordinators have spent one-on-one time with individual subject heads to discuss the activities and teaching approaches already used and how these may already match with guidance on instilling: enterprise capability; financial capability; and business and economic understanding. For example, this may include studying businesses finance in Maths or working with others in French or Spanish. In most cases, the school has focused on one subject at a time and gradually built up provision across the curriculum over the course of an academic year.

For example, languages can be used to support study on internationalism, the globalisation of the economy and import/export. One school designed an



import/export project where pupils had to develop a new product with a business plan and present their ideas to a contact within the Spanish department of industry live via video conference. The presentations were also shown to the rest of the school in the main hall using video link. Pupils with the winning product travelled to Madrid to meet representatives from the department of industry and the British Ambassador.

## **6. Critical Success Factors: activities on the ground**

### **6.1 Introduction**

Here, the report discusses the range of activities delivered by schools to help develop pupils' understanding of enterprise. This includes activities led by pupils themselves, with minimal involvement from teaching staff. This section also outlines the extent and format of work conducted by schools to engage employers in their Enterprise Education. Building on from this, the report highlights how schools have added value to their own delivery through utilising provision from external providers.

The potential of enterprise to support Diplomas, Apprenticeships and other vocational programmes is also discussed here, including the development of Enterprise Education within a package of learning for pupils. Schools have also discussed their views on the importance of partnership and networking, including their desire to see how others are successfully delivering enterprise and to share their own experiences. Examples are highlighted as to how schools have made these links.

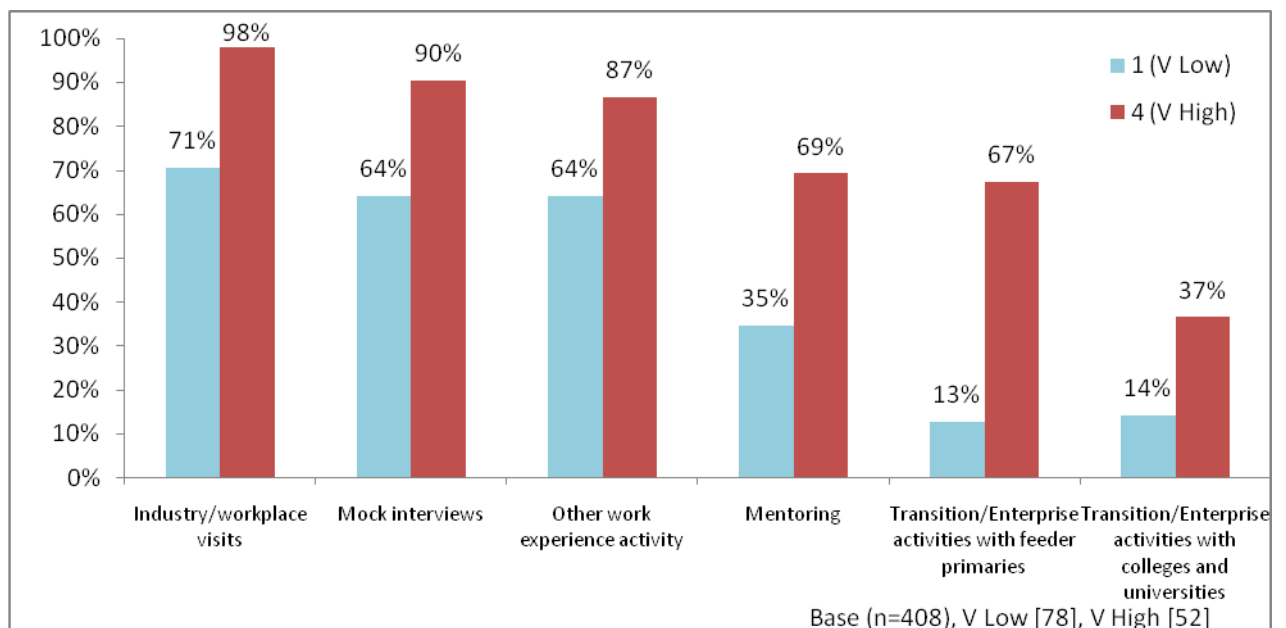
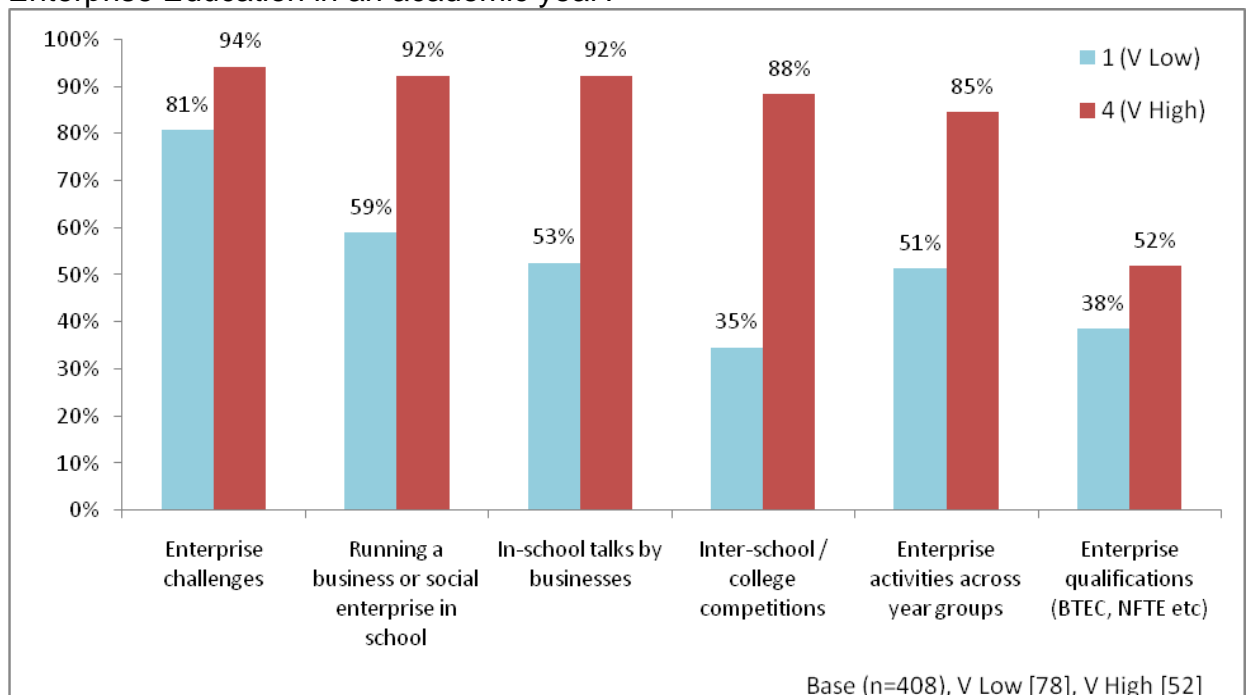
### **6.2 Range of Activities**

The most popular enterprise activities are:

- Enterprise challenges – delivered by 90% of schools
- Industry/workplace visits – 80% of schools
- Mock interviews – 77%
- Other work experience activity – 75%
- Running a business or social enterprise in school – 73%

In contrast, transition activities with feeder primaries (33%) and with colleges and universities (26%) are delivered by a lower proportion of schools that responded to the survey.

Chart 20: Which of the following activities does your school take part in for Enterprise Education in an academic year?



The charts highlight that a greater proportion of more enterprising schools deliver transition activities with feeder primaries. In these instances, schools are building on an existing network of primary schools within the area, building on regular communication they already have with these schools, mainly as they are more proactive in discussing joint projects. These transition activities usually involve visits from Year 6 pupils to the secondary school where they get involved in enterprise challenges run by pupils in Years 9, 10 and 11. It can be difficult for Special Schools to arrange transition activities with colleges and universities when considering the expense of organising the appropriate travel.

Mentoring is also less popular, especially amongst schools that are just starting out on their enterprise journey. Schools that run mentoring programmes have reported an impact on raising young people's aspirations and their general confidence in ensuring their voices are heard.

A greater proportion of pupils in Key Stage 4 receive in-school talks by businesses, when compared to Key Stages 3 and 5 – where schools cater for those ages. A greater proportion of pupils are involved at Key Stage 4 in more enterprising schools. A larger number of pupils also get involved in this activity at Key Stage 3. For some schools, this is achieved by involving all pupils in collapsed timetable days to ensure delivery across year groups. Others have focused Key Stage 3 involvement on subject-based curriculum time with local employers.

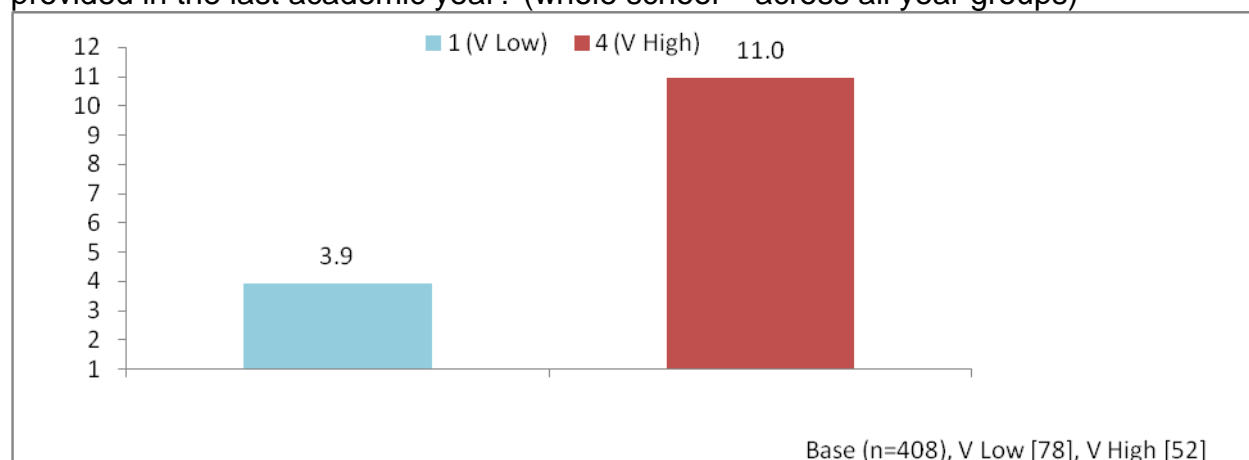
Special schools provide a range of enterprise activities. Like mainstream schools, those that are more enterprising deliver a combination of one-day events and embedded provision. Collapsed timetable days are delivered across year groups, usually involving the whole school. Other, separate school events are designed to be enterprising in their approach. Examples include a disability awareness day organised to help assist parents of potential pupils, organised by existing pupils with equipment and stands and all other aspects of event management conducted by the young people. Social care students from the local college attended the event to talk about caring for people with disabilities, contributing to their own coursework.

Some of these schools take part in challenge days run by local Education Business Partnerships (EBPs) and participate alongside mainstream schools in the local area. There is a perception amongst a few Special Schools that they are not always invited to participate in local enterprise activities and that a good relationship with the local EBP is key in helping to raise awareness of how their pupils can best be involved. Some are especially keen on getting involved in events outside of school, given the importance they place on pupils having the opportunity to interact with others in the community.

### **6.3 Pupil Activities**

Existing evidence on good practice refers to the value of allowing pupils to get involved in having their say about what enterprising activities they would like to get involved with and in defining their own learning outcomes. When asked how many pupil-led activities have been provided in the last academic year, the mean of all answers is 6.9 activities. However, this appears to differ across enterprise groups, with a larger number of activities delivered by schools that provide a range of good practice examples at their school.

Chart 21: Roughly how many pupil-led activities (activities developed and managed by pupils with minimal involvement from school staff) has the school provided in the last academic year? (whole school – across all year groups)



More enterprising schools have also reported wider benefits of pupil-led involvement. A few that have focused on pupil-led projects and peer-to-peer mentoring have mentioned there is now less of a requirement/demand from young people for a student council as they feel their voices are already being heard. Schools reported an increased confidence from pupils to approach teachers on a day-to-day basis rather than requesting a separate outlet for this.

Schools tend to involve pupils in submitting bids and raising funds to develop new activities and projects that young people have highlighted they would like to do. Because of their involvement they are interested and committed to raising funds. Schools also create projects where young people can raise funds that they want to spend to enhance their learning and/or living facilities. Special Schools are very enthusiastic about developing pupil-led approaches as these are seen as key to ensuring good independent living skills.

“An idea is sparked off and we run with it. The activity is driven by interest from the pupils then. If we dictate it to them, then that’s different”. *Special School, Yorkshire & The Humber*

## 6.4 Employer Engagement

Involving employers in school activities is recognised by the more enterprising schools as crucial in delivering high quality, impactful Enterprise Education. Evidence gathered in this evaluation suggests this is one of the most critical success factors, second only to support from SMT and allocating the appropriate set-up time to enterprise.

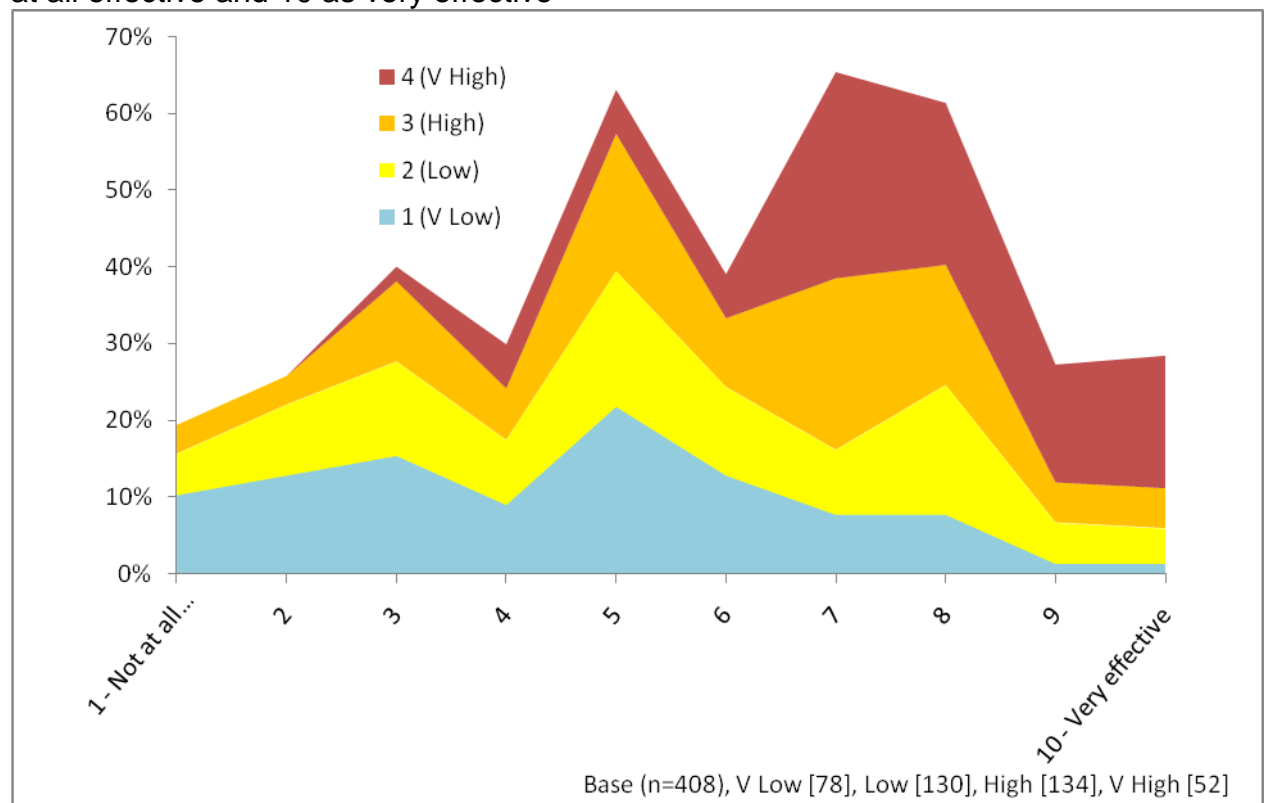
Links with employers provides a ‘real world’ connection with learning, and helps young people appreciate the skills they will need when they enter the world of work. However, this is also one of the things that many schools find really challenging to do.

Stakeholders consulted at the beginning of this project reported that schools find it difficult to connect with employers. While they feel this picture is improving, they feel some schools still really struggle with building relationships with employers and understanding how to work with them.

The perceived effectiveness of schools in recruiting employers is fairly low, even for schools with Business & Enterprise status. The overall mean of scores provided by all schools is 5.7 out of 10, with 1 as not at all effective and 10 as very effective. The mean of all scores from Business & Enterprise specialist schools is 6.8 and 4.7 from schools without a specialist status.

As indicated below, a significantly larger proportion of enterprising schools feel their school is more effective (7.6 out of 10) when comparing their results to schools that appear to demonstrate more limited examples of good practice (4.4 out of 10).

Chart 22: In your view, how effective is your school in recruiting employers to be involved in Enterprise Education activities, between 1 and 10, with 1 as not at all effective and 10 as very effective



Perceived effectiveness of connecting with employers appears to be linked with whether a staff member has specific time allocated to engagement.

Just over half - 52% of all schools claim that their school has a member of staff with specific responsibility for this. In contrast, nearly eight in ten – 79% of the most enterprising schools have organised this. Thirty six percent of all schools with a member responsible for employer engagement state that this staff member has received training to help support them in this role. However, a further three in ten of this group -29% - are not sure if they have received

any training. Again, a slightly higher proportion from more enterprising schools state that they have received training.

Chart 23: Does your school have someone with responsibility for employer engagement?

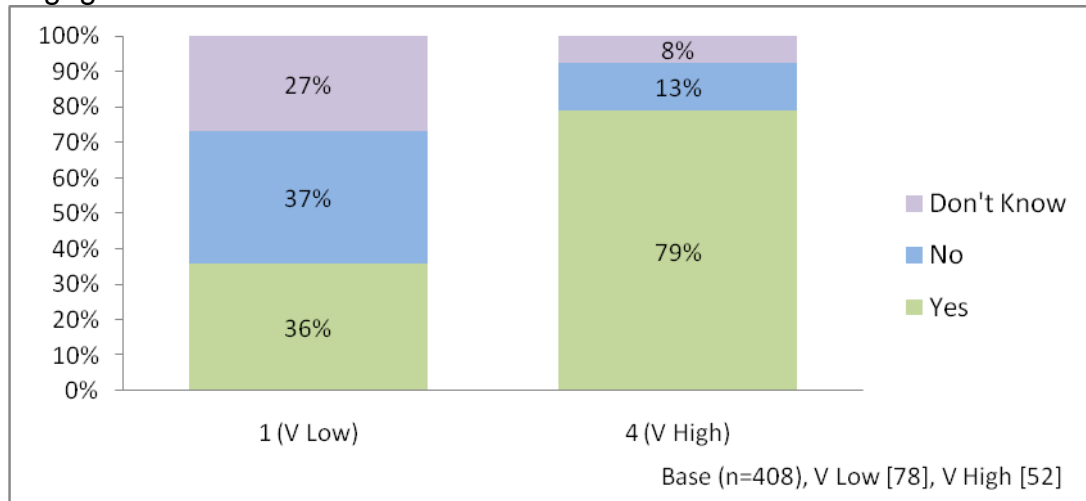
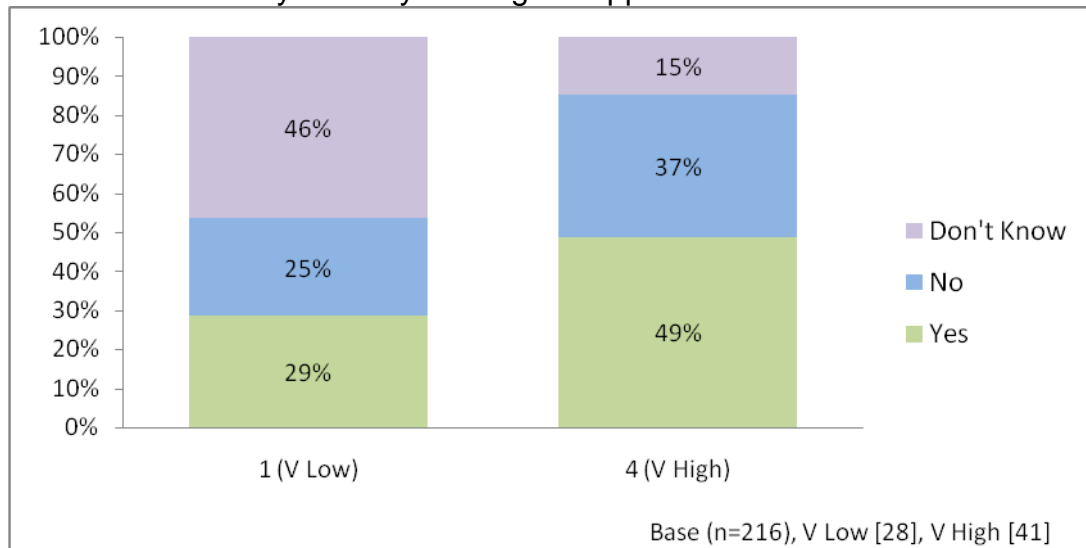
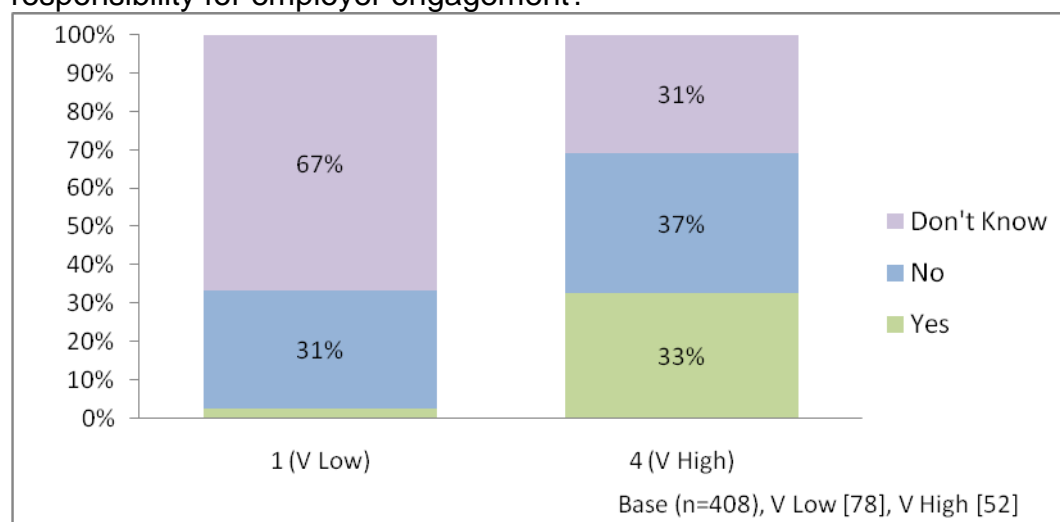


Chart 24: Have they had any training to support them in this role?



A small proportion of the schools surveyed - 10% - have a member of the governing body with responsibility for engaging employers. In comparison, a larger proportion of schools that are very enterprising – 33% claim they have a governor with responsibility.

Chart 25: Does your school have a member of the governing body with responsibility for employer engagement?



Special Schools experience the same difficulties in recruiting and engaging employers as mainstream schools and often build on contacts through school Governors and parents. The good schools are aiming to work with businesses as the customers, clearly communicating what they can get out of their involvement rather than the other way around. A few commented that their schools have historically been treated like charities, and have benefited from donations and free support from businesses. However, some schools are now aiming to turn this on its head by working as a business with the pupils in negotiating for discounts on equipment and other resources to support their enterprise activities. One school is treating its entire operations as a business, with the improvements in attainment and Contextual Value Added (CVA) scores as their sales figures and pupils, parents, Ofsted and local authorities as their customers.

Feedback from the case study visits to both mainstream and special schools suggests that good links with employers leads to increased student motivation and enhanced teacher understanding and appreciation of enterprise. Part of this is due to a realisation amongst pupils that others from similar backgrounds and with similar capabilities can succeed in the world of work. Strong links also act as a powerful CPD tool for teachers to help them understand what businesses need/what they are looking for from the future workforce as well as the value of the practical applications of enterprise and how their own subjects relate with this.

#### 6.4.1 Engaging Employers where Time is Limited

However, this doesn't have to be a difficult and complex process involving many staff hours and engaging large employers. Smaller SMEs and business-start ups can be very inspiring examples. Past students can provide significant added value in offering young people their own experiences and demonstrating that it is possible for them to achieve similar results. This may be a particularly useful tool for schools based in more rural areas where there may only be five large businesses to draw from which – from a schools' perspective – makes it difficult to keep enterprise innovative and interesting.



Schools have highlighted a need for more advice and assistance in improving their approaches to engagement.

## **6.5 Combining Internal and External Provision**

### **6.5.1 Value of External versus Internal Provision**

The goal of the DCSF's funding, and the general thrust of Enterprise Education in England, is to embed enterprise into the curriculum and into school life, creating a culture of enterprise. However, stakeholders recognise that external provision also plays a very important role in the enterprise experience for young people. Enterprise embedded in the curriculum provides strong foundations of enterprise skills, whereas external provision can complement this, providing experiences that give an energising boost to the skills they are learning on a day-to-day basis.

As stated in the replicable good practice guide developed for this study, the best mix of Enterprise Education provision, is to include a range of: curriculum-based activities; extra-curricular opportunities; and collapsed timetable events, incorporating cross-curricular themes.

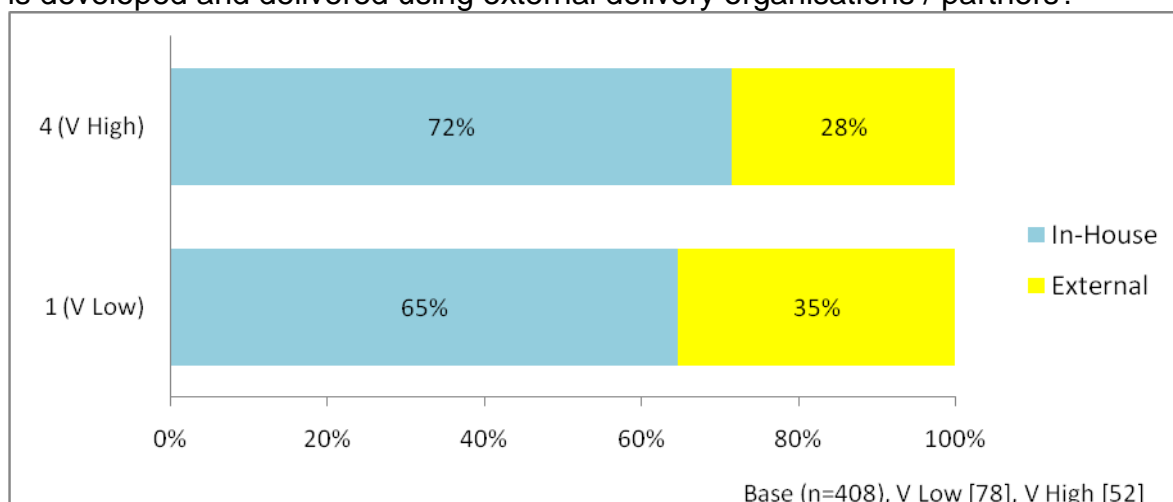
Enterprise activity should include:

- Enterprise skills awareness
- Enterprise skills development
- Development of knowledge, understanding and attitudes
- Opportunities to start mini-businesses (including social enterprises)

The best provision involves a range of different activities as highlighted above, according to quantitative data collected from Enterprise Co-ordinators and feedback from the case study visits to schools. Schools that demonstrate good practice in enterprise feel it is important to use provision from external organisations to help keep provision fresh and exciting for pupils. However, they are also more informed consumers and are more aware of whether they are being offered real value for money as opposed to a simple chunk of provision they could deliver themselves in-house for free and with greater effect.

Enterprise Co-ordinators were asked to state which proportion of their Enterprise Education provision tends to be in-house and how much is delivered externally. On average, the split for schools is 63% in-house and 37% external. There is not a significant difference here between schools that are struggling to embed enterprise and others that are quite far along in this journey.

Chart 26: In your opinion, what percentage of your school's Enterprise Education is usually developed and delivered in-house and what percentage is developed and delivered using external delivery organisations / partners?



However, this hides the real issue, which is to what extent schools rely on external providers to deliver their Enterprise Education provision and whether this is real added value.

### 6.5.2 Maturing from Bolt-on to Built-in

Stakeholders are concerned that schools found it difficult to make the leap from buying bolt-on, one-off activities, to building enterprise into every aspect of the curriculum. Moving from bolt-on to built-in is seen as a real step-change and schools need support in making this shift.

Evidence from this evaluation suggests that less enterprising schools do over-rely on external provision - especially enterprise challenge days as a way of ticking the box, even though pupils may not be entirely satisfied by this and want to get involved in something more interesting and engaging. However, these schools tend to be less aware of what they are looking for – what good Enterprise Education looks like – and because of this, they buy in provision that is less effective. One example includes a school that is delivering Enterprise Challenge days in Years 8, 9 and 10. However, each challenge day in each year group has had the same focus for the past few years eg: designing a pizza, designing a mobile phone, and pupils feel that this is getting a bit old and are wondering why they can't focus on something else.

In contrast to this, schools demonstrating best practice in delivering Enterprise Education commented how they scrutinise and evaluate the value of provision they have bought in. The quantitative data also highlights that more enterprising schools have worked with a wider range of providers. In some instances, schools have made the decision to use some elements of this provision and deliver this in-house themselves, choosing to spend the money elsewhere next time around to bring in greater value and really add something to what they are already doing.

Also, the more enterprising schools get, the less they are concerned about price of external delivery. Quality of delivery and how this provision maps to the curriculum is more of a concern for them as they consider the contribution this will make.

Chart 27: Which of these external delivery partners have you worked with in the last academic year?

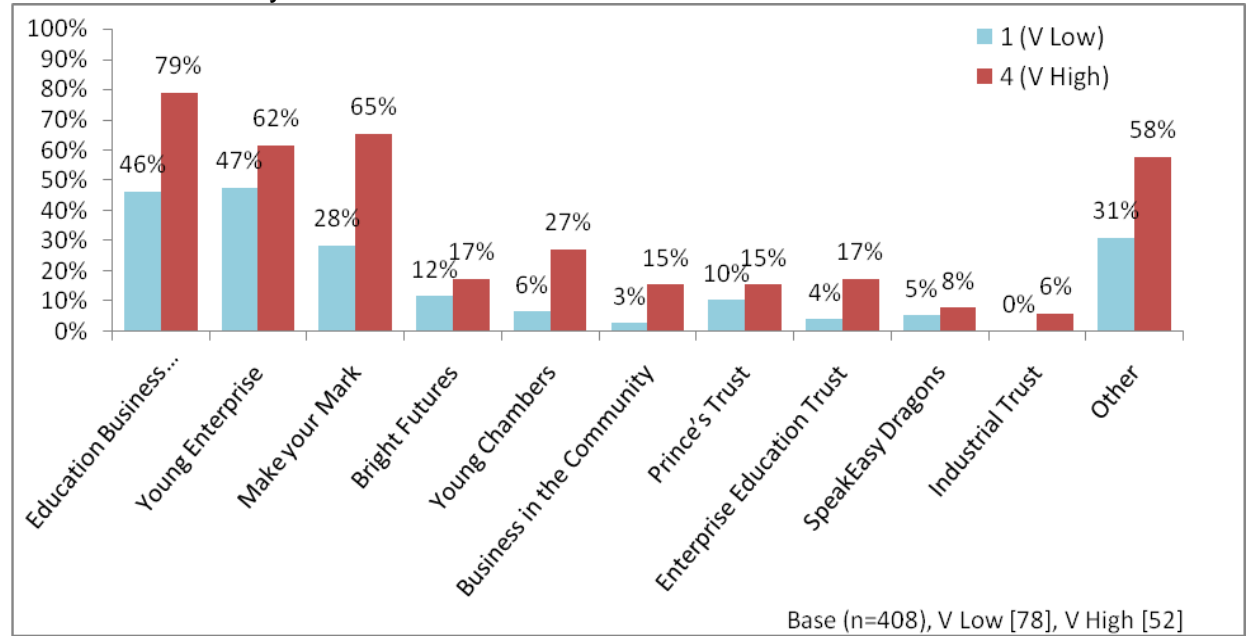
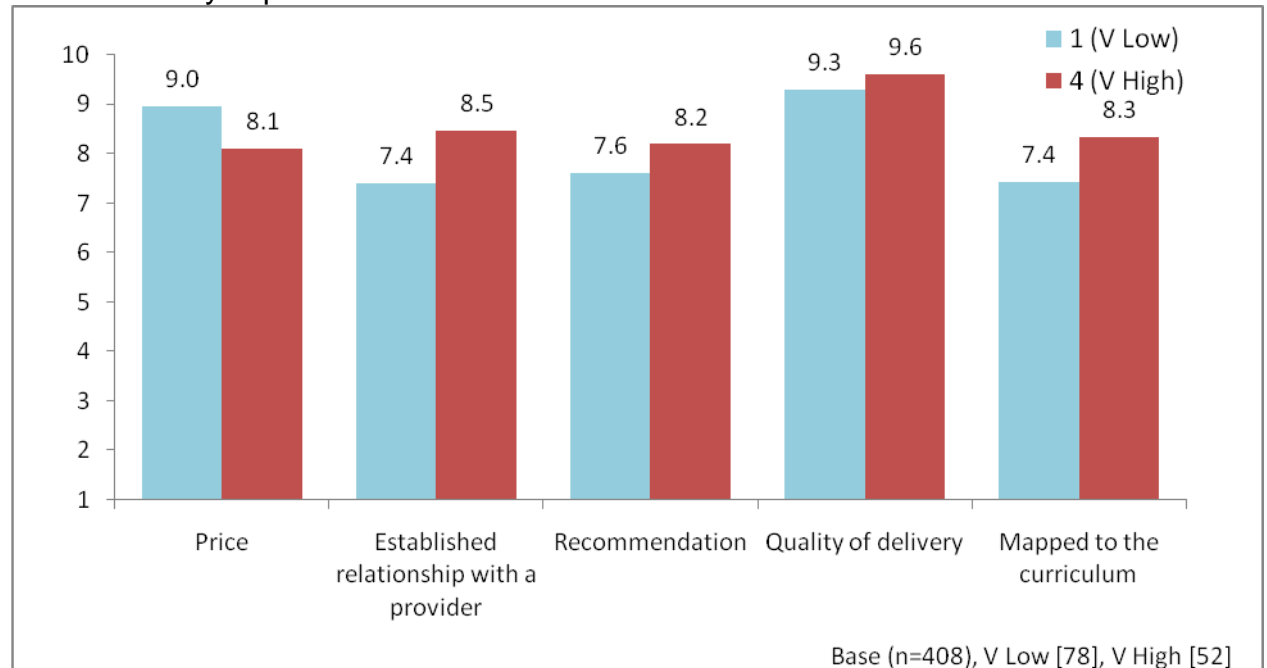


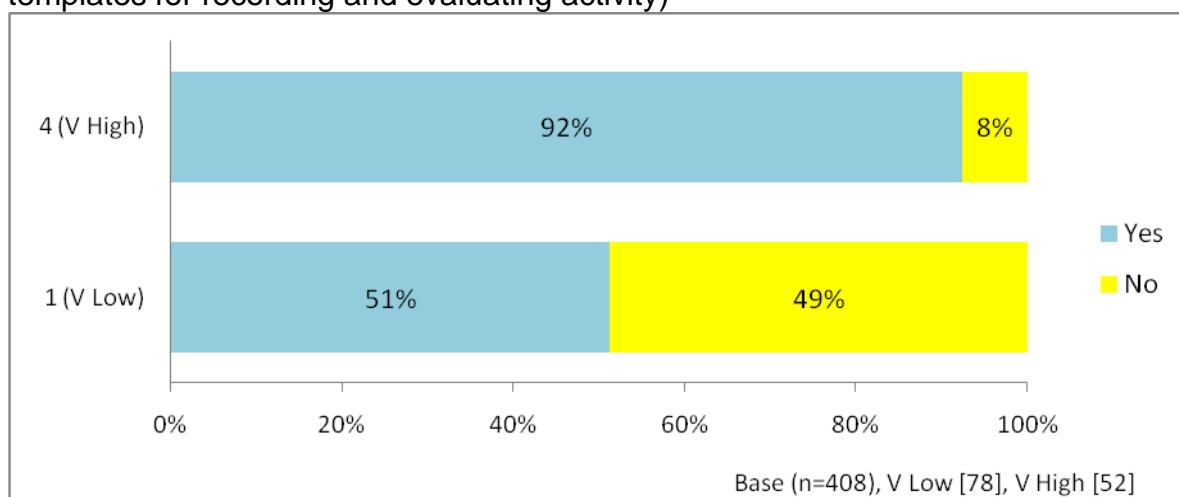
Chart 28: How important are the following criteria when choosing an external delivery partner? Please rate between 1 and 10, with 1 as not at all important and 10 as very important



It is important to note that Special Schools tend to provide a large proportion of their provision in-house. According to responses from Co-ordinators involved in the survey, the split for these Schools is on average around 84%

in-house and 16% internal. This fairly limited use of external provision is due to the need for any offer to be appropriate and tailored to the learning needs of individual pupils, each with different capabilities. However, schools have highlighted a wish to further expand and develop their provision with quality providers where possible. For many, this is about seeking out informed advice as to which contacts may be able to help and understanding exactly how any additional enterprise activities will further develop pupils' grasp of enterprise.

Chart 29: Has the school developed its own resources for Enterprise Education? (eg: lesson plans; presentations; training notes for staff; posters; templates for recording and evaluating activity)



Co-ordinators were asked whether their school has developed its own resources for Enterprise Education. Again, as schools become more enterprising, greater proportions say they have developed their own tools. These tend to be lesson plans and guidance for measuring the impact of provision on pupils in each subject area.

## 6.6 Links with Diplomas and Apprenticeships

Schools that have worked hard at embedding enterprise have also mentioned the benefits of integrating this with Diplomas and Apprenticeships. For some schools, this has not been the result of specific plans to link in, but has arisen because a college is situated on the same site or close by. A few have worked hard in meeting with tertiary providers to discuss how they can further support pupils' study by delivering an enterprising approach to teaching and learning within their other studies. Co-ordinators have reported a good impact on pupils' aspirations and attainment where enterprise is part of the overall package where they may be studying through a range of approaches eg: studying for a few GCSEs, a Diploma and also the Certificate of Personal Effectiveness (COPE) ASDAN Award – a qualification which some Special Schools have been able to deliver on a modular basis within PSHE. This has been especially beneficial for those who had previously been performing less well at schools than their peers.

These links have been further supported where schools have been able to develop a separate faculty or department that links together Careers Education Information, Advice and Guidance (CEAIG); Work Related Learning and Enterprise; work experience; PSHE; and Citizenship. This can also tie in with Diplomas and Apprenticeships as well as the Aimhigher programme. From this perspective, enterprise is perceived as part of an overall package of support and development that helps to further move young people towards understanding their capabilities and further defining their aspirations. The development of enterprise within the 14-19 agenda also helps to communicate how this in fact supports pupil's learning within existing curriculum structures.

#### ***6.6.1 Development of Vocational Skills in Special Schools***

Special Schools also report good links where enterprise is further supporting the development of vocational skills. Some schools that cater for moderate learning difficulties have linked in with modules for Diplomas and BTECs. Activities have involved making and selling products such as Christmas cards and gift baskets, involving parents and others in the school. This fits in with Office and Retail lessons for post-16s and specific qualifications such as the City & Guilds Retail Skills, up to Level 2.

### **6.7 Partnership and Networking**

A few schools mentioned they would like to work more with other schools to share their knowledge of what works well. A few also suggested more of a face-to-face interaction with representatives from DCSF as a chance to discuss their Enterprise Education and how this can best be refined or developed.

Enterprising schools do appear to work with other primary and tertiary providers at local and regional level and a few feel they have benefited from this experience. However, this tends to be the exception rather than the rule when it comes to a view of all schools unless a primary school or college is situated on the same site.

A few schools have reported strong links where EBPs have developed local networks such as 14-19 learning groups and worked closely with their school to ensure regular dialogue through meetings and email contact. This is clearly easier to achieve in smaller geographical areas where schools, EBPs and employers are more likely to know one another. Being part of these local consortiums also helps to further develop links with primary schools and extended schools and to develop enterprise that meets the needs of the local labour market.

#### ***6.7.1 Partnership and Support for Special Schools***

Many of the Special Schools visited feel it is really important to see what other schools are doing in their local area, to allow them to share good practice and develop new ideas. However, a few feel they do not have as many opportunities as they would like in getting a view of what is going on elsewhere. As with mainstream schools, they would also like more guidance

as to what DCSF thinks is good practice. A few mentioned they have seen the provision other mainstream schools and Business & Enterprise Status schools can offer, but they are not sure how much of this they can replicate considering the abilities of their pupils and the amount of independence required. They would like to keep moving forward in developing new approaches but feel they need more of a steer on this to keep their provision fresh and new.

They are very clear that they would benefit from guidance that is specific to special schools. Although they feel the ethos of enterprise underpins delivery across different providers, they would like advice that considers the varied learning needs of their pupils and how to achieve the best impacts for them.

“I feel like we have exhausted our bank of ideas”. (*Special School, Yorkshire & The Humber*)

“DCSF needs to be clear about what they want from the different schools and how they can deliver it. There isn’t a one size fits all approach”. (*Special School, Yorkshire & The Humber*)

### **6.7.2 Enterprise Learning Partnerships (ELPs)**

Many schools visited during the research have been either unaware of Enterprise Learning Partnerships or reported receiving just one letter but no particular face-to-face contact. Schools are quite cynical about these networks – including Senior Management. They understand that these are about sharing good practice, but they are not sure of what value they add. Some have received letters inviting them to meetings, but they have not gone because they are not convinced of what difference this would make to their understanding and delivery of enterprise.

In addition, there is limited awareness of the Enterprise Village website ([www.enterprisevillage.co.uk](http://www.enterprisevillage.co.uk)). Although some school staff that have visited this have signed up/registered, others have not registered and have not been back since. Generally, there is a lack of understanding as to its purpose and the range of services on offer such as free enterprise resources and training opportunities at primary, secondary and tertiary level.

## **7. Schools' Use of Funding**

### **7.1 Overview**

Some schools simply do not know how much money is available to spend on Enterprise Education and indeed how to spend this in a way that will offer good practice and value for money for the Department.

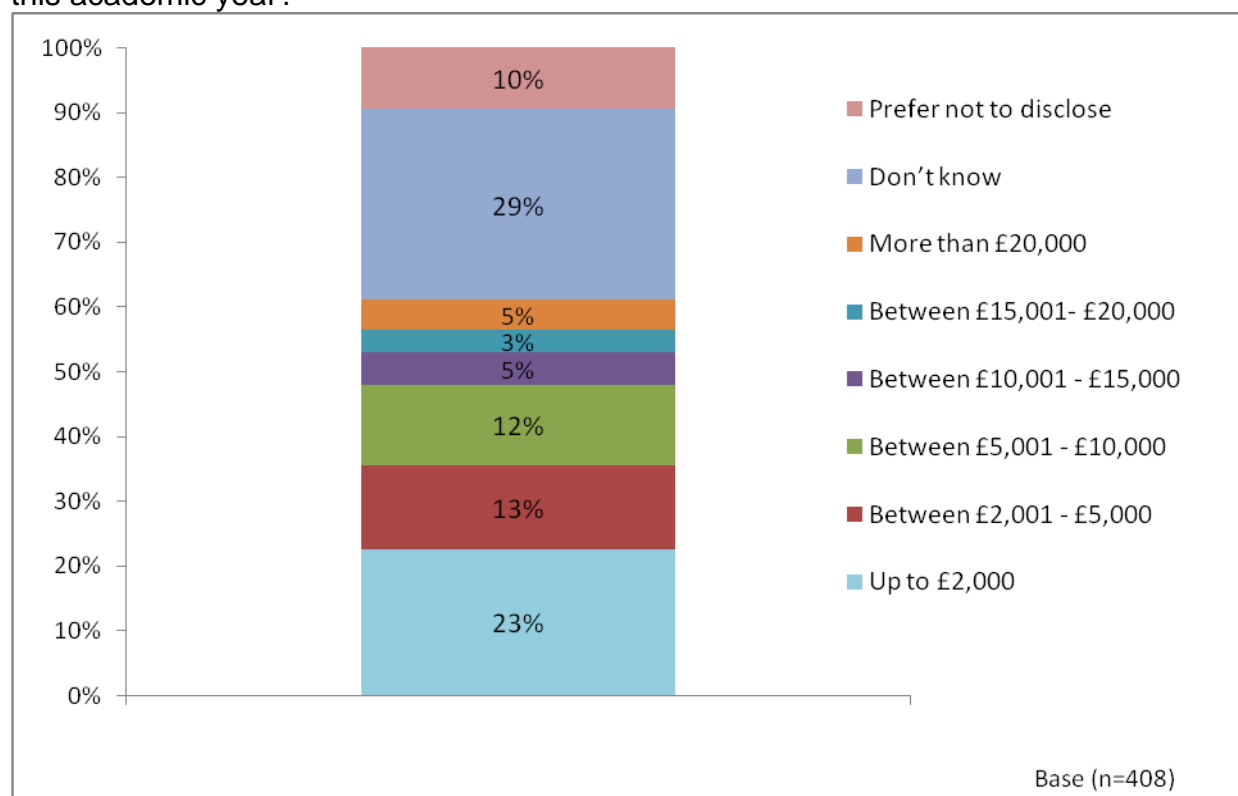
Some lack experience in developing enterprise, as they are at the beginning of their 'enterprise journey'. These schools have limited understanding about what provision is out there and what would be most appropriate. This makes it difficult for them to spend their funding in an informed way. In addition, there have been questions in stakeholder's minds about whether every school has been successful in achieving quality as well as quantity of activity.

There is a perception amongst schools that the DCSF could provide more direction about how it wants the money to be spent, especially by those schools that don't already have a well developed approach to Enterprise Education.

#### ***7.1.1 Budgets for Enterprise Education***

Nearly one quarter of schools involved in the survey - 23% - state that their budget for Enterprise Education this academic year is £2,000 or under. A further 25% said this is between £2,001 and £10,000. An additional 13% state their budget is larger than £10,000.

Chart 30: How much is your school's overall budget for Enterprise Education this academic year?



However, 29% do not know what their budget is for this year. Case study visits to schools have highlighted that Co-ordinators are not always told what their budget is, which can make it difficult for them to plan and implement provision. This appears to be in cases where Senior Management is less involved with enterprise. Co-ordinators may have to ask a member of the SMT for money on an ad-hoc basis, rather than have been given a certain figure to work with.

### 7.1.2 DCSF Funding

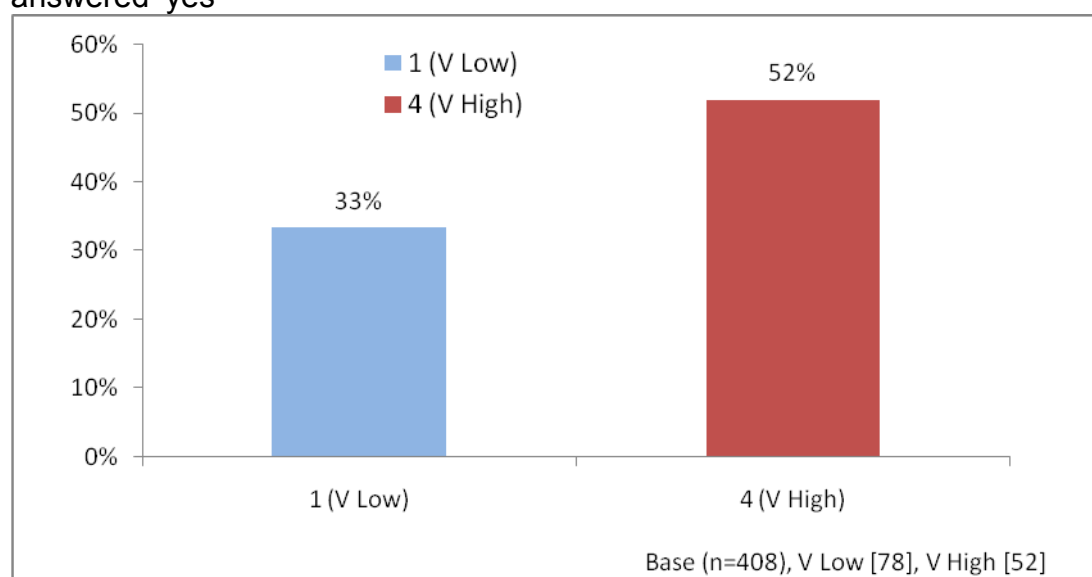
Stakeholders have a perception that the Department's funds for Enterprise Education have provided a catalyst for moving enterprise further up the agenda in schools and given schools the impetus to give enterprise a try. However, although some schools have worked hard to get this right, others have struggled and require more assistance in improving their delivery and ensuring this is embedded across the curriculum.

#### *Awareness of the School Development Grant*

Just over half of all Co-ordinators surveyed for the research – 57% - have not heard/are not aware of the Enterprise Education element of the School Development Grant. Special Schools demonstrate a similar level of awareness.



Chart 31: Are you aware of the Enterprise Element of the School Development Grant (which replaced the Standards Fund)? Proportions who answered 'yes'



Schools that are more enterprising appear to be slightly more aware but still not by a large proportion. Generally, awareness is quite poor, usually because Senior Management have not informed Co-ordinators of where their enterprise budget for that year comes from/what sources this is drawn from. This only appears to improve where Senior Management are more involved in provision – which is the case for more enterprising schools.

For those who are aware of the Grant – 43% of schools – the mean amount they think their school has received this academic year is £12,568.00. However, it is important to note that this amount could have been influenced by other funding pots the Co-ordinator may not be aware that the school receives such as from the Local Enterprise Growth Initiative (LEGI) and Regional Development Agencies (RDAs). Hardly any of the Special schools involved in this research are aware of the amount their school receives through the Grant. However, they expect this to be a fairly small amount of money given that they cater for fewer pupils than mainstream secondary schools.

It is also important to note that some schools are not aware that the Standard Development Grant can be applied at Key Stage 3. This may stem from the previous availability of the fund via the Key Stage 4 Standards Fund.

### **7.1.3 Other Funding Sources**

Whilst other funding sources, such as LEGI, Working Neighbourhoods Fund (WNF) and RDA funding are seen as having potential to be enablers of further enterprise activity, stakeholders had three main concerns about other funding sources.

Firstly there can be a policy disconnection between the different funding sources, with different funders having different definitions of enterprise and different priorities. The most obvious example of this is LEGI, which is

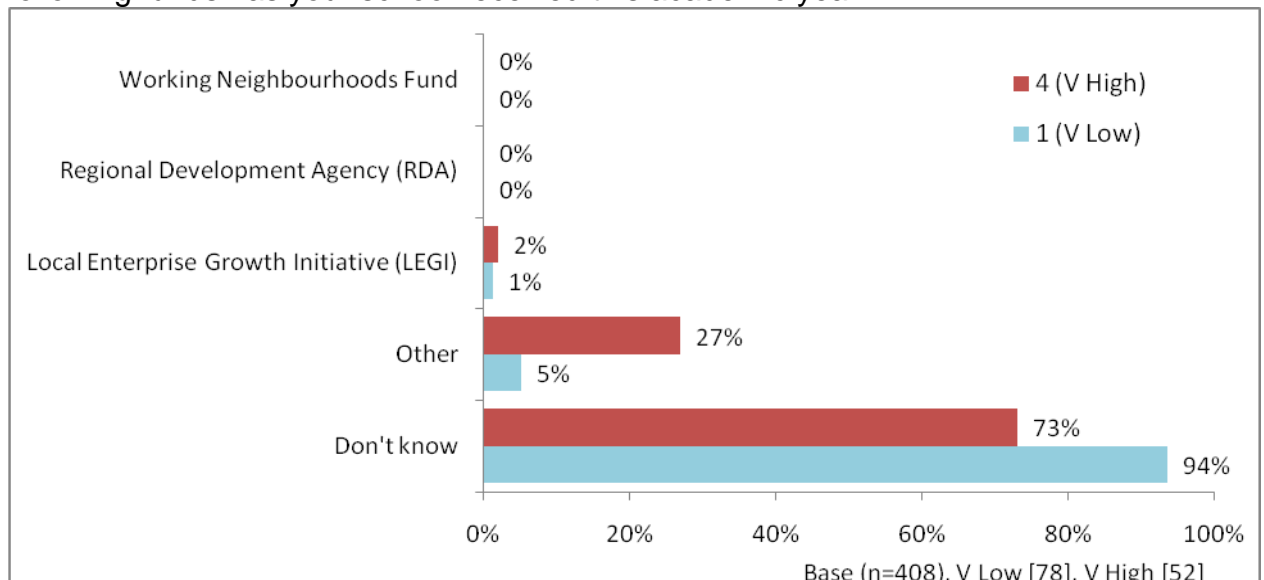
focused on entrepreneurship and improving business start up rates in deprived communities. While DCSF funding is geared towards embedding enterprise skills in their broadest sense, LEGI funding is geared towards giving young people the experience of starting a business. This can create conflicting priorities and disconnections within schools that make it difficult for them to make the most of different funding streams.

In addition, stakeholders are concerned that other funding sources can be a source of inequity. Only schools in eligible areas can access some of those other funding streams (e.g. WNF and LEGI). Some stakeholders are also concerned that it is only the enterprising schools or the more enterprising schools that would be able to access the funding. For instance, RDA funding is often allocated using a competitive process; the more enterprising schools might already be looking for other funding streams and might be more geared towards successfully accessing that funding than say, a less enterprising school.

Finally there are concerns that other funding streams, particularly large ones such as LEGI, can just lead to schools buying activities and provision indiscriminately, to be able to spend the funding rather than lose it. This doesn't necessarily lead to more impact.

When asked which other funds the school has received this academic year, the majority of Co-ordinators involved in the survey - 83% stated they don't know what is coming into the school.

Chart 32: Besides the Enterprise Education element of the School Development Grant (which replaced the Standards Fund), which of the following funds has your school received this academic year?



#### 7.1.4 Spending the Budget

When asked what proportion of the budget is spent on different activities, the main area of spend is external provision with a mean of 30.9% of their

budgets. However, this appears to be skewed by schools that are earlier on in their journey towards good practice in Enterprise Education. Schools that are more enterprising state they spend 14.5% of their budget on this, compared to 33.1% of schools with limited experience in/understanding of enterprise. Special Schools spend a much smaller proportion on external provision.

Apart from this, a good proportion of the budget appears to go to enterprise activities/projects for pupils and a larger proportion is allocated by more enterprising schools. This would also be the priority for spend if schools had more money within their annual budget to spend on Enterprise Education – 36% said this would be their top priority for the additional funds, 22% said their top choice would be to fund bringing in external providers and 21% would prioritise paying for a dedicated/full-time Enterprise Co-ordinator. Special Schools are more focussed on spending extra budget on activities for pupils rather than bringing in external providers. These schools are currently unsure as to what additional value these providers can bring, but would focus on this if they felt it was worthwhile.

Chart 33: What proportion of your Enterprise Education budget do you usually spend on each of these activities?

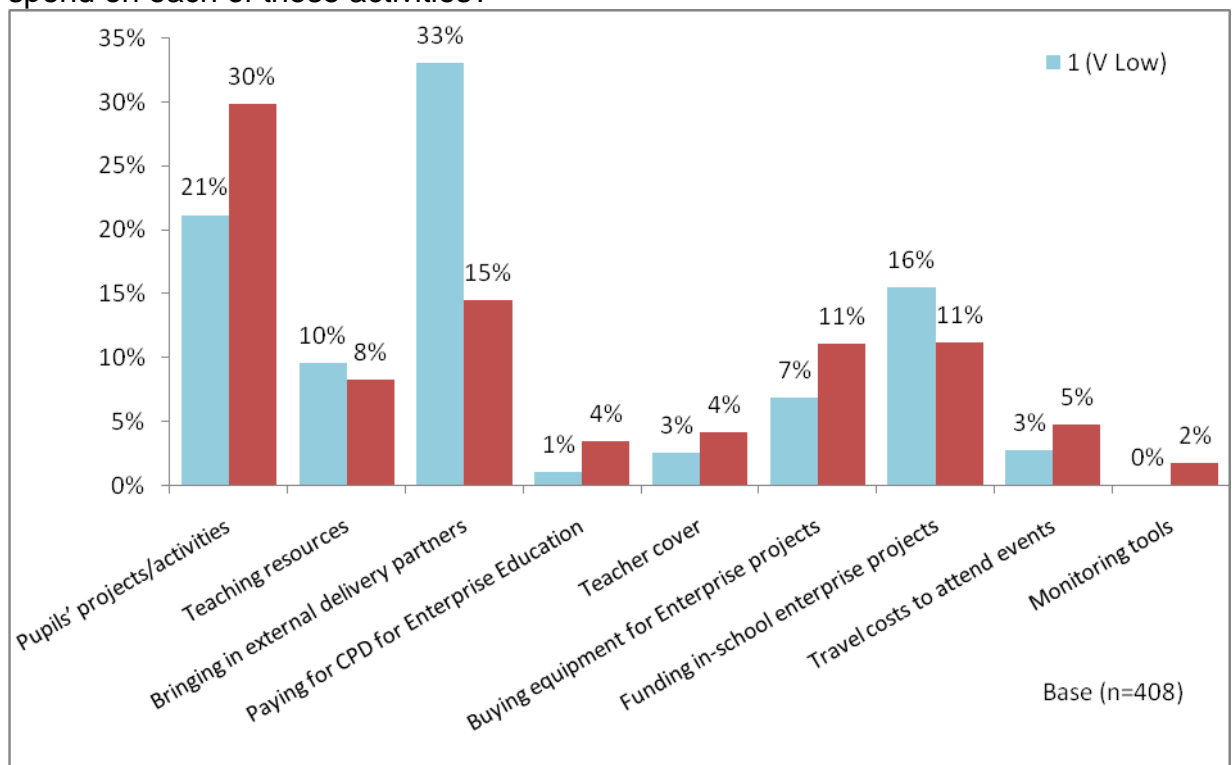
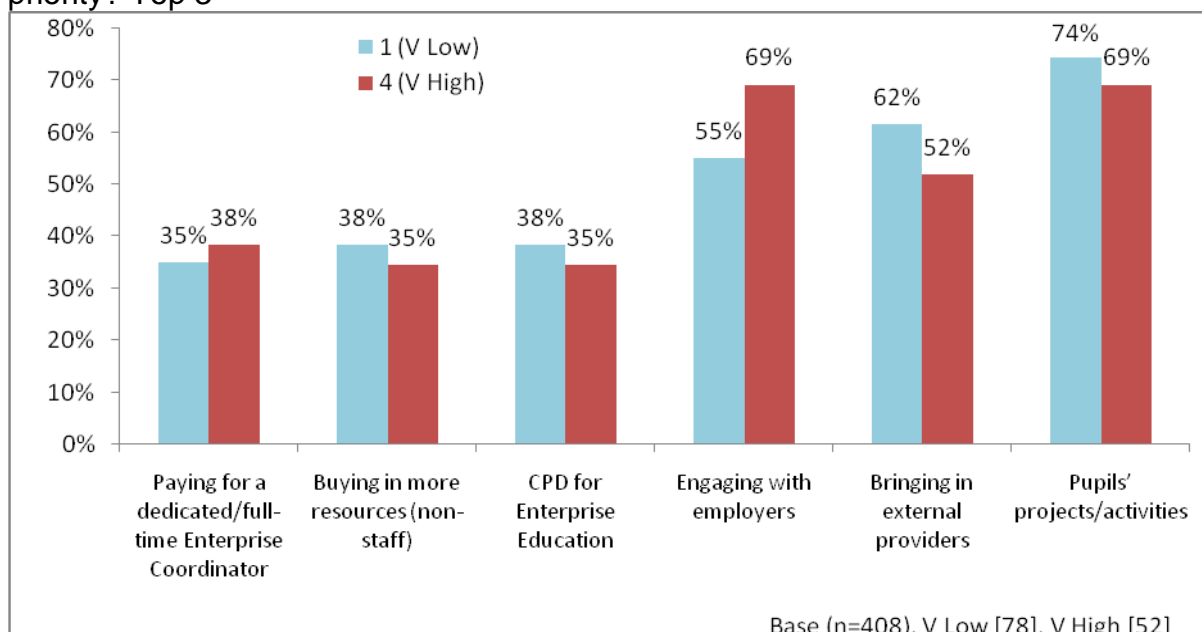


Chart 34: If you had more money in your annual budget, please rank from the following list what would you be likely to spend this on, with 1 as the top priority? Top 3



### 7.1.5 Do Schools Need the Funding?

Although stakeholders were not prompted on this question, a large proportion commented that they felt enterprise was not yet sufficiently embedded in schools to allow DCSF to withdraw the funding.

The money available to schools appears to be sufficient to help schools support and develop their provision. Although a few Co-ordinators may have the benefit of a larger budget due to funds from LEGL and other sources, only a fairly small proportion –11% - named cost as the main barrier to delivering Enterprise Education in their school. A further 10% mentioned lack of budget as the top reason – which is more about allocation within the funds than the price of provision. The main perceived barriers are:

- time to plan (30%)
- curriculum demands (22%)
- time to run activities (14%)

Visits to schools provided additional evidence to support this. Co-ordinators have mentioned that their budgets are sufficient but less enterprising schools are concerned about fitting in the time to get enterprise organised and embedded.

It is very clear that these schools do still require the funding as well as detailed guidance to enable them to move further along their enterprise journey. One of the most significant uses of the School Development Grant, as well as other funds, is to pay for staff salaries and staff cover to help combat the potential impact of 'rarely cover' on the extent to which staff can benefit from CPD.

In more enterprising schools - where provision is well embedded across the curriculum – a core element of the provision would remain if funding was reduced. However, schools feel their provision would still suffer as they would not be able to allocate funds for staff cover, CPD or for providing administrative support and time for engaging with employers. They would also miss out on the opportunity to keep their provision new and fresh through sharing good practice with other schools and buying in support from external providers where this would add value.

## **7.2 Would Ring-fencing have a Positive Impact?**

Stakeholders and schools have been asked whether they feel DCSF funding should be ring-fenced, so that schools are required to spend their funding on Enterprise Education and that alone. The majority of stakeholders stated that it should be ring-fenced.

However, on further probing, it emerged that this is not quite as straightforward as it first appears. For instance, stakeholders are concerned that if the money was ring-fenced it could lead to schools buying provision indiscriminately – simply to spend the money – rather than for moving towards a more embedded approach. They acknowledge that some schools may not need the full amount of DCSF funding to continue to do exceptional things in enterprise, because they have successfully embedded the majority of their activity in the curriculum and are delivering most of it in-house and that these schools may experience difficulties in spending the funding as a result.

Stakeholders feel that schools would benefit from more guidance on:

- what types of activity the funding should be used for
- how to use the funding effectively
- how to embed enterprise in the curriculum

They suggested it would be helpful for schools to have some form of brokerage or advice service on how to build enterprise into their school, especially those that are closer to the beginning of their enterprise journey.

They also feel that any funding needs to be linked to some kind of accountability, regardless of whether the funding is ring-fenced or not.

When Co-ordinators were asked this question, the majority - 86% stated that yes it should indeed be ring-fenced. However, it is important to bear in mind the following:

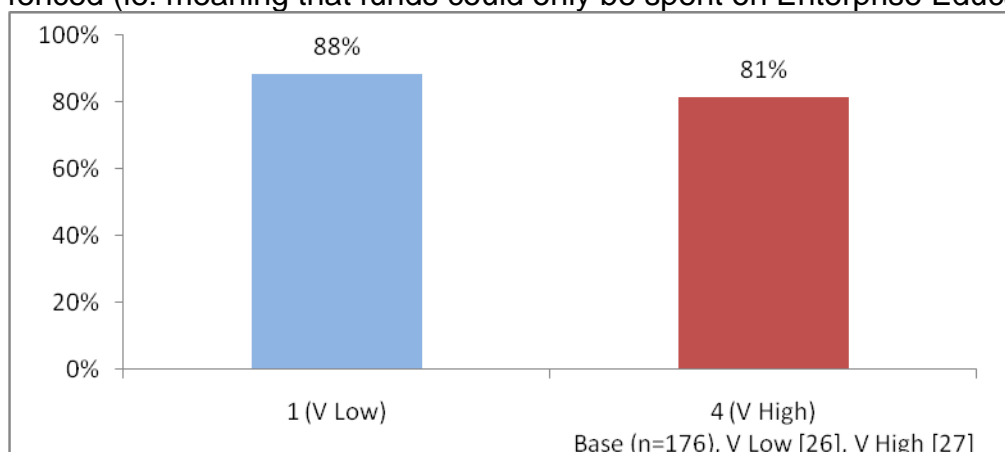
- Co-ordinators may not be fully aware of how the School Development Grant may be used to pay for staff salaries and fund other activity
- This does not take into account the views of Head teachers or local

authorities which may not be properly communicating the amounts available to schools

- Co-ordinators interpreted the term 'ring-fence' as a way of ensuring all schools deliver Enterprise Education in the right way

Visits to schools confirmed that although the immediate answer tends to be that 'yes' these funds should be ring-fenced, their main reasoning for this is that schools will receive more informative and useful guidance on how to deliver Enterprise Education in a way that will be: a) effective; and b) in line with what the Department is expecting. In part, this is due to a certain amount of nervousness and uncertainty as to how much longer the funding will continue in schools. In this sense, they feel a tighter restriction of the funds will mean they are delivering this exactly as planned.

Chart 35: Do you think that the Enterprise Education element of the School Development Grant (which replaced the Standards Fund) should be ring-fenced (ie: meaning that funds could only be spent on Enterprise Education)?



However, schools would have some major concerns if the fund were to be ring-fenced:

- Concern that schools may end up replicating each other, delivering Enterprise Education against a 'menu' – ticking the boxes according to guidance from DCSF to ensure their funding continues
- There would be little room for flexibility in mixing up funds to create more innovative provision eg: funding enterprising activities run in specific subject areas, paying for travel, administrative support etc

This view is also supported by feedback from Special Schools. The main conclusion to be drawn from this research question is that ring-fencing may not be the most appropriate answer for ensuring good practice and high quality provision in enterprise. There are other ways of ensuring all schools are able to move further along in terms of their enterprise journey and that all pupils get the opportunity to learn about their own enterprise capabilities.

These include placing the following conditions on schools in receipt of funding:

- Have a policy/strategy in place for Enterprise Education, including a plan for engaging employers

- Provide evidence of how this policy/strategy has been communicated to staff and pupils
- Provide evidence of annual audit/measurement of their provision including learner impact assessments and evidence against Enterprise Education elements within the Self Evaluation Form (SEF)
- Provide evidence of how the policy/strategy is adapted annually to reflect progress along the enterprise journey

Schools could be further supported through:

- Specific guidance from local authorities on the amount available through the School Development Grant – a specific header within letters about funding
- Additional local events and networking facilitated through extra funding of the ELPs
- Further definition of schools' responsibilities within the new Ofsted inspection framework

## **8. Conclusions and Recommendations**

This section provides an overview of the key conclusions from this evaluation as well as outlining recommendations for the Department in terms of further developing and strengthening Enterprise Education in secondary schools in England.

### **8.1 Conclusions**

#### ***8.1.1 Reinforcing the Value of the Enterprise Agenda***

The core principle of Enterprise Education is to help ensure young people are well equipped in facing the challenges of the world of work and entrepreneurship, resulting in a positive outcome for the economy. With this in mind, the Department should consider how funds can best be used to help fill the gap between enterprise in school and enterprise capability; business and economic understanding; and financial capability in the workplace.

We are now living in a changing global economy. Young people need to be resilient and have transferable skills to enable them to have the best chances in life and to succeed in the workplace, including fitting into occupational roles that didn't even exist ten years ago. Due to increased competition for places there is a real need for young people to be able to differentiate themselves from their peers and to be able to clearly articulate on their CV why they have the best skills for the work in hand.

Schools need to have clear guidance on the distinction between employability and self-employment to help them understand the purpose of Enterprise Education and the importance of ensuring both sets of skills are fully embedded within the curriculum. Parents can contribute to general awareness raising in the community and support of the value of enterprise and its role in raising their child's skills and aspirations.

#### ***8.1.2 Ensuring Consistency across Key Stages and into the World of Work***

A number of opportunities exist to link enterprise with a number of different policy agendas, particularly the 14-19 reform programme, all of which contribute to ensuring young people's growth and contribution to the future economy. Greater consideration needs to be given to its role in supporting pupils who are following a vocational or applied learning pathway, undertaking Diplomas and Apprenticeships as well as simply tying in more strongly with Work Related Learning. There is a tendency for schools to see these as separate schemes, with distinct objectives and more needs to be done to ensure these are dovetailed from the perspective of schools and linking in with the Department for Business Innovation and Skills' National Skills Strategy and the Department for Work and Pension's aims to reduce unemployment. Underpinning all of this is effective employer engagement that will support the streamlining of these agendas and help ensure more employable and enterprising employees. This helps businesses grow and encourage business start-ups, enhancing productivity.



Another means of ensuring consistency across Key Stages is to make sure secondary schools appreciate the benefits of transition activities with feeder primaries and colleges/universities and their role in reinforcing a streamlined approach to enterprise. Although many schools are not aware that funds from the School Development Grant can be used to deliver funding at Key Stage 3 as well as Key Stage 4, a few schools are implementing good provision for these year groups and are tying this in with visits to local primary schools and ensuring exchange of knowledge between teaching staff. Local authorities can encourage Education Business Partnerships (EBPs), through its commissioning of local services, to include transition activities in their offer to schools.

Involvement from businesses at Key Stage 3 may help ensure pupils are more aware of their capabilities and career options leading up to their subject and/or vocational choices at 14. Links with vocational study, including Diplomas and Apprenticeships can be better communicated to schools and to parents, to help convey the value of enterprise in supporting these lines of learning for pupils and resulting attainment – this should be seen as part of the process rather than just an ‘add on’.

It is crucial that young people receive tailored enterprise support, underlined by good Careers Education Information Advice and Guidance (CEAIG). As learners, they need to understand how their enterprise experience fits with potential further study and careers options including starting their own business. As this evaluation suggests, this real world experience impacts positively on their understanding and self-belief and raises their aspirations and this should be evidenced via – an ‘Enterprise Passport’ - a written/virtual record of their abilities – something which a few schools are already doing. It is vitally important that pupils themselves can articulate their skills and the value these will have for employers.

Parents could also play a critical role in supporting their child and their school in delivering enterprise. However, they need to be made more aware of the role of enterprise in preparing them for the world of work and entrepreneurship as part of a wider set of skills that also support their other learning in Diplomas, Apprenticeships as well as more academic study. This may also involve study for a qualification in Enterprise. The opportunity exists for further communication between schools and parents, including feedback on development of these skills in their school report cards.

### ***8.1.3 Critical Success Factors - Stepping up to the challenge***

Success is an enterprising approach to teaching and learning that provides young people with the skills they need in working life, also enriching the curriculum. These key points under each critical success factor are outlined below.

### *SMT Leadership and Support*

SMT leadership and support has a significant impact on the extent to which schools are able to plan and deliver Enterprise Education and demonstrate good practice. Most importantly, this support enables staff to; a) set some time aside for embedding enterprise; and b) to help communicate and reinforce the enterprise message to staff and pupils. The best results are evident when these staff get actively involved. Although a policy/strategy for enterprise is a crucial part of the schools' enterprise provision, this needs to be fully supported by Senior Management. Governors and parents can also offer expertise and enthusiasm that can be harnessed to improve the range and quality of Enterprise Education, especially in terms of employer engagement and supporting in-school activities.

### *Understanding of Enterprise and Allocation of Time*

Many schools that are earlier on in their enterprise journey appear to think that good Enterprise Education is only achievable where a large amount of time is made available on a regular basis for planning and implementing. Enterprise Education is less impactful where this is considered by schools to be a subject that needs to be taught. This appears to stem from the original Davies review and the allocation of five days per year to enterprise. Schools differ in their understanding of what 'enterprise' means. While some focus on delivering a wide range of both employability and self-employment skills, others relate this more to just add on provision for young entrepreneurs such as enterprise challenges with some extra-curricular work experience on top. Schools would benefit from guidance on how to integrate enterprise within regular meetings with staff, including subject heads and whole staff meetings and how to make use of simple ways of evidencing activities to help communicate its purpose and benefits in engaging ways. More detailed guidance on the capabilities underpinned by Enterprise Education will further assist subject heads in identifying what existing activities are enterprising and how else this provision can be developed.

The DCSF needs to stress the importance of spending some time - at least one hour on enterprise per week but also to tackle assumptions that significant amounts of time equal better quality of enterprise provision. Examples of good practice from enterprising schools can help demonstrate how best to use a minimal amount of time available and that this is achievable. Examples of how to fit enterprise within the curriculum would help improve understanding that this needn't cause additional work or increase these demands. More enterprising schools can be used as 'beacons' for curriculum embedding, to provide good practice examples to other schools, through CPD visits or other activities organised by SSAT and through the role of the ELPs.

Pupil-led activity also appears to work well in improving their confidence and raising aspirations, especially where they are involved in defining their own learning outcomes in enterprising activities in different subject areas. These activities, combined with peer-to-peer mentoring has in some cases negated the need for student councils as young people feel able to raise any concerns on a regular basis.

### *Priority in the Curriculum*

The UK is fairly unique in its aim to embed enterprise in the curriculum. However, where this works well, this has a significant impact on the development of staff and pupils' understanding and appreciation of the value of an enterprising approach to teaching and learning and the employability and self-employment skills obtained through this. The most effective approaches are when schools start on a small scale, working on one subject with the subject head and then slowly build up the embedding process from this point. This is something that is achieved over time. As teachers and pupils begin to see the benefits, they become more committed to this approach. More could be done to help improve the perception of enterprise's links with academic subjects and vocational study and how in fact this can underpin all learning and development in school.

### *Engaging with Employers*

The role of employers is critical. Involvement of employers improves the range of work-related experiences for young people and supports CPD for teachers, enabling them to build confidence and an understanding of how to best implement an enterprising style of teaching and learning. This does not have to be a time-consuming process. Some schools have effectively encouraged subject heads to be responsible for their own engagement, which again works well once they can see the benefits of this. Schools do need to be better informed about their local economy and would benefit from up to date Labour Market Information. They could also be better skilled in providing good customer service to businesses to build mutually beneficial relationships. Employers can reinforce the value of enterprise within the curriculum through regular contact in schools and in the workplace. External providers need to provide better advice to schools on how to link with employers and provide a more informed brokerage service.

Some very enterprising schools have built on the expertise of governors and their own business contacts to help improve the range of contact for their pupils. Parents and previous pupils can also provide useful experiences. There are clear benefits for young people in being able to see that others similar to them in age, background and capabilities can succeed in the world of work.

### *Combining External and Internal Provision*

Schools that are at the beginning of their enterprise journey would benefit from more support in maturing from 'bolt-on' to a 'bolt in' approach. There can be a tendency for these schools to over-rely on provision from external providers that does not necessarily offer good value for money. Part of this is due to a limited understanding as to the purpose of Enterprise Education, the focus on employability and self-employment skills and the benefits of embedding within the curriculum. More enterprising schools have become more informed providers, have used a wider variety of provision but have a better idea as to how much of this provision they can replicate and deliver internally, contributing to sustainability and which elements will help keep their provision fresh and interesting.

Providers should perhaps be working harder to guide schools on more sustainable approaches –offering more hands on consultancy as a package teamed with other activities such as challenge days and off the shelf resources. Schools could be provided with guides as to which providers are available in the local area and providers could be requested to offer brokerage or provision, but not both. Providers should also be able to demonstrate how their offer to individual schools is more tailored to their needs taking into account what is already being offered, through initial consultations with the school's Coordinator.

### *Enterprising Way of Teaching*

Pupils have commented on what they see as a far more useful approach to teaching which is an approach that provides opportunities for them to learn via hands-on methods. As well as improving their confidence, this has helped them to understand the purpose of Enterprise Education and the benefits for them personally. This is a very effective way of also communicating the benefits to teaching staff once they can see the impact on pupils and their attainment targets for the year. Local authorities could be commissioning external providers to deliver enterprise as well as Work Related Learning and ensure providers highlight how they will effectively target those schools that have less well developed approaches to enterprise as a first priority.

### *CPD for Enterprise Education*

This is the one area that appears to be less of a focus for schools, mainly because those at the beginning of their enterprise journey are focused on planning and delivering enterprise. However, teachers have reported the value of seeing the application of skills in the workplace in raising their understanding of what they need to be aiming for in their teaching.

'Rarely cover' has impacted on the opportunities schools have to send staff on CPD. However, more enterprising schools have been more creative in using additional funds including the budget allocated to Enterprise Education to pay for staff cover.

Enterprising schools already build on local networks with other schools and develop communities of good practice. This has enabled them to be more effective in delivering transition activities with feeder primaries and colleges and universities. Schools could be encouraged more to develop local consortiums and share good practice and would benefit from specific guides for their Specialist status – not just Business & Enterprise Specialist status schools - to see how others within their status group have succeeded in delivering enterprise. The SSAT can target training on Enterprise Education at Enterprise Coordinators who are new to the role, to enable them to get a better grasp of its purpose and good practice in delivery, moving this agenda forward more quickly within that school than would have happened otherwise – this is in addition to targeting specialist status groups to allow them to link in locally and create communities of practice. This could involve matching up more experienced Coordinators with those with less experience as a peer-mentoring model between schools. Enterprising schools have a wealth of

experience and good practice that can benefit others within local networks – this can be communicated through the ELPs, where additional funding is put in place to support this. Some schools are already working with others in their area – highlighting the benefit of improving understanding of enterprise as a CPD tool through bouncing ideas off each other – this could be suggested as an area to be evidenced to support what is being delivered through the School Development Grant. Local authorities could require external providers to demonstrate the value of the CPD they are offering to schools and how it will impact on their ability to be enterprising.

### *Perceived Impact*

Secondary and primary evidence reviewed in this research has highlighted that an enterprising culture, and enterprise as a teaching approach, can help underperforming schools improve their value-add ratings and their attainment. Pupils report the benefits of raising awareness of their own capabilities, in turn impacting on their confidence and helping to further shape their aspirations. This is an important message to communicate to schools - especially Senior Management - in terms of the benefits of them developing a more integrated approach within the curriculum as well as outside.

Schools need to ensure they have the time available to act on any necessary changes/improvements to their provision as the result of any measurement or audits. This is a key part of replicable good practice; including ensuring pupils are involved in these evaluation processes. This time is best allocated within the school's strategy, supported and approved by Senior Management. Schools would benefit from understanding how much of their provision they should be monitoring and guidance in the best questions to ask within these measurement tools.

The Self Evaluation Form (SEF) used in preparation for Ofsted inspection could be clearer in requiring evidence of Enterprise Education which will in turn help schools to understand what they should be measuring.

### *Ensuring Sustainability*

More enterprising schools appear to be more likely to understand how provision can be made sustainable and how ensuring this will be of benefit to them. The findings suggest that this is mainly evident where enterprise is truly embedded in terms of attitudes towards enterprise as a way of teaching as well as full integration within the curriculum.

### *Offering Good Practice to Schools*

The value of Enterprise Learning Partnerships and other networks needs to be better communicated. A greater amount of face-to-face liaison with schools at local level would enable a better understanding as to how this will directly enable them to improve their provision, as more of a facilitation role rather than a prescriptive focus.

### *Funding*

Funding via the School Development Grant has enabled schools to start out on their enterprise journey. However, this has not yet led to a more robust and

embedded approach to provision across secondary schools in England, mainly because schools need more guidance and support in making this a success. This evaluation has outlined a real variation nationally in terms of schools' understanding and experiences of enterprise and their progression from simply bolt-on activity to more integrated delivery and external provision that offers value for money.

The fund is certainly still required by schools to allow them to develop and improve their own provision. Schools state they would like this to be ring fenced but only because they feel this may mean more guidance in terms of what the Department would like them to deliver. They also fear that ring fencing will mean a prescriptive approach where schools will be forced to spend this in a way that does not offer value for money and that this will remove the opportunity for innovation and creativity in their approach.

The evidence suggests that there are other ways to support schools other than ring fencing. This is about offering good practice guidance and requiring evidence of certain elements such as impact on pupils and plans for CPD.

In the instance that more funding is available, the study team would recommend that this is focused at Key Stage 3 to support pupils from Key Stage 2 to Key Stage 4 as a more streamlined approach.

## **8.2 Recommendations**

Recommendations have been split as follows:

- Where funding remains at the same level
- Where more funds are available
- Where the funding is reduced

Specific recommendations are then highlighted within each section by:

- The DCSF
- Local authorities
- SSAT
- Delivery partners
- Schools

### *Where Funding Remains at the Same Level*

A number of actions can be implemented to ensure: those that are less enterprising are able to build on current activity; those already demonstrating evidence of good practice are able to further develop and embed Enterprise Education within the curriculum; and enterprising schools are able to continue

to innovate and add value to their offer. These recommendations also apply to Special schools, unless stated otherwise.

The Enterprise Education element of the School Development Grant should not be ring fenced but should continue with the following conditions in place.

The DCSF may enhance Enterprise Education by:

- Updating and re-issuing guidance relating to Enterprise Education – this should include a clear definition of what enterprise is and how this adds value to the wider 14-19 agenda
- Work closely with BIS to maximise the opportunities and links between BIS funded initiatives such as: the National Enterprise Academy (NEA); Enterprise UK; and the National Skills Strategy and the DCSF 14-19 agenda

Should provide good practice examples and support to schools, specifically:

- Examples of how enterprise can impact positively on attainment figures
- What works well in measuring perceptions and perceived impact of their provision and how well this has been embedded in the curriculum
- Facilitated local events and good practice transfer/sharing of information, building on examples of where this has worked well in terms of the role of the Enterprise Learning Partnerships (ELPs) in disseminating information

Should also:

- Include good practice examples that are specific to special schools

The Department could also:

- Review the role of the Ofsted inspection framework in clarifying schools' responsibilities for delivering Enterprise Education, including their measurement of impact within the SEF
- Working with the NCSL and local authorities, provide guidance and training for Head teachers on the purpose and benefits of Enterprise Education
- Provide guidance to local authorities on the key areas as highlighted in the section below

Schools could be asked to provide the following to demonstrate how the fund has been used:

- Policy/strategy for Enterprise Education
- This policy/strategy must include a plan with objectives for engaging employers

- This must also include plans for CPD for teaching staff
- Evidence of how this policy/strategy has been communicated to staff and students
- Evidence of a minimum of two hours allocated to Enterprise Education per week where this is in initial development
- Annual audit/measurement of their provision including learner impact assessments/learner progress tracking and evidence against Enterprise Education elements within the SEF, with consideration of what is appropriate for special schools

Schools will still be able to use these funds in conjunction with other activity across subject areas that may involve an element of enterprise and where they can evidence that this contributes to a more integrated approach.

Local authorities should consider:

- Ensuring the School Development Grant is clearly highlighted in school budgets and on all communications about funding
- That Enterprise Education is featured in their Local Area Agreements
- In commissioning providers, request evidence on:
  - the offer of a more informed brokerage service including what advice they can offer to schools on employer engagement and sharing of Labour Market Information (LMI)
  - the quality of CPD offered to schools
  - how providers will target schools struggling with their enterprise provision and offer enterprise as well as Work Related Learning

*Where Additional Funds are made Available by the Department*

Any additional funds would best be directed at Key Stage 3, to enhance young people's understanding of the world of work and to help them prepare for their study options in Key Stage 4.

Schools would need to evidence how they have used these additional funds by demonstrating:

- how the school has delivered enterprise within transition activities with feeder primaries and other schools at Key Stage 3 (should be suggested only as good practice for special schools)



The Department may also wish to:

- consider an additional fund that can help drive forward transition activities with tertiary providers
- extending the lifetime of the Enterprise Learning Partnerships and providing additional funding to facilitate their role in working with schools at local level

The study team recommend a series of tailored good practice guides (supported by CD ROMs and online content) to help support provision in all schools:

- best practice in recruiting and engaging with employers, including how schools can use this understanding to offer better customer service to businesses and involve governors in engagement
- following on from this, a specific guide is required to help schools understand how best to investigate the range of providers and provision available to enhance their links with employers – this is in addition to helping them to become informed consumers of external provision
- best practice guides that give specific examples by specialist status – developed in partnership with the SSAT, these guides would give clear examples of how other schools with their own leading statuses such as Applied Learning; Languages, have used these objectives to help integrate and embed Enterprise Education within the curriculum, linking with specialist specific curriculum resources on the Enterprise Village website
- best practice guide specifically aimed at special schools – providing examples of how other special schools have successfully embedded enterprise within their teaching and learning and how specific barriers can be overcome; this would also include effective ways to link and partner with mainstream schools

The SSAT would need to:

- work with schools in different specialist status groups, targeting those specialist areas that appear to be struggling more than others in delivering enterprise - to discuss what they are delivering and -link in locally to create communities of practice.
- focussed training for Enterprise Co-ordinators who have not been in post for long to share good practice on embedding enterprise across the curriculum – this could be part of a wider peer-to-peer mentoring programme between more enterprising schools and those that may be struggling in each Specialist status group

### **8.3 Additional recommendations**

#### *CPD*

Integrate teaching of the value of Enterprise Education, including impact on pupils' attainment and work readiness, into: the Initial Teacher Training programme for new teachers; and training for Senior Leadership Teams.

#### *Measurement/Inspection*

The Ofsted inspection framework could be further developed to consider how schools are linking in effective Career Education Information, Advice and Guidance (CEIAG) in mainstream secondary schools and demonstrating how this advice links with pupils' knowledge and understanding of enterprise and their own perceptions of their work readiness.

#### *Pupils & Self-Evidence*

To further support the linkages between CEIAG, enterprise and transferable skills, there is an opportunity to build in a system of recording the development of these skills in a format that young people can then build into their CVs and that clearly demonstrates their enterprise capabilities. This could be in the form of an 'Enterprise Passport' – a nationally recognised certificate and virtual skills record.

#### *Further Evidence Gathering*

Consider the feasibility of working with government departments in the UK and elsewhere to commission an independent study on the impact of Enterprise Education. This could comprise longitudinal research across Sweden, Scotland, England, Wales, Northern Ireland, Estonia, Finland and other countries and develop a richer evidence base of the value of enterprise.

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