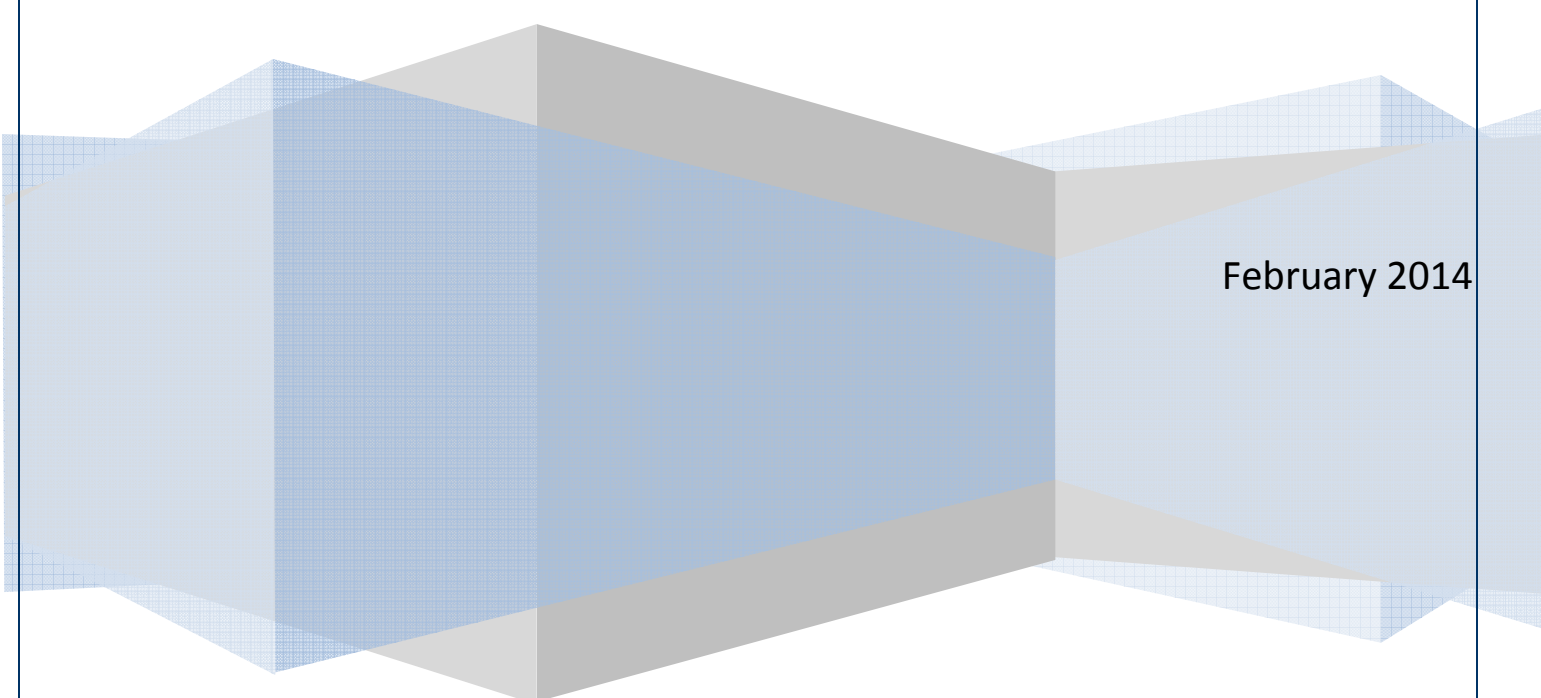**All-Party Parliamentary
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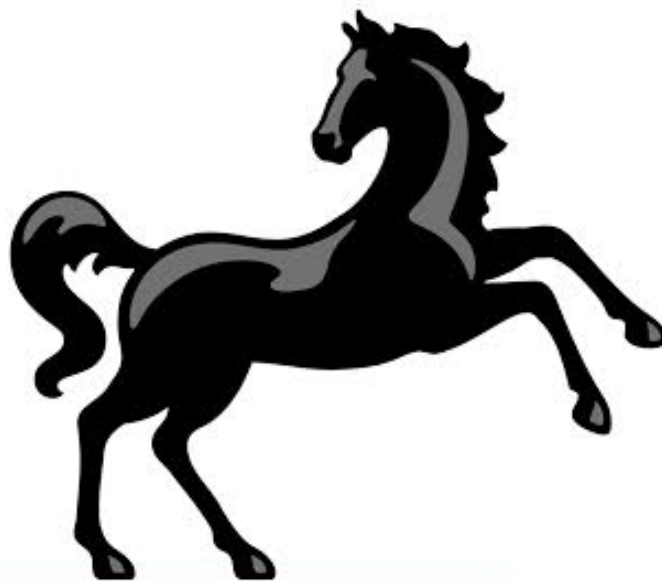
An Education System fit for an Entrepreneur

**Fifth Report by the All-Party Parliamentary
Group for Micro Businesses**

February 2014

LLOYDS BANKING GROUP

Contents

Foreword by Anne Marie Morris MP

I am delighted to see this much needed report see the light of day, providing, as it does for the first time, an overview of enterprise education from the age of 4 to 44 and beyond. New small start-up businesses are the lifeblood of our society – and most importantly our economy. I recently met a 9 year old who had just set up his own businesses. He said:"teachers just don't get it". Of course, many do and there are some fabulous examples of best practice out there. But we don't all know about it and we don't leverage it.

As founder and co chairman of the All-Party Group for Micro Businesses, I very much hope this, the fifth report from this cross-party parliamentary group, makes its mark as a valuable contribution to the debate and encourages Government to create a cohesive strategy for enterprise and entrepreneurship education from primary school years through to retirement. This is not just a matter for the Departments of Education and of Business Innovation and Skills. Success will mean a culture change across all Government departments.

This report makes a number of recommendations, but key must be clarity of definition of enterprise education, a review of the curriculum and mandatory inclusion of enterprise education throughout. Delivering change will also require new approaches to teacher training and from OFSTED (including a new measure of business engagement quite separate from the measure of community engagement) and a change in the UUK, HEFCE and HE support mechanisms - to require recipient bodies to offer an at least optional module on entrepreneurship available to all disciplines; all students are encouraged to consider themselves as enterprising individuals with the capacity for business start-up if they choose to do so. Evidence would suggest that entrepreneurs do not for the most part come from business schools, but from a variety of disciplines. This needs to be further researched and understood.

A working group needs to be established between the Gazelle Colleges Group, universities and business schools alongside the CBI, FSB, SFEDI and other business groups to put forward proposals. Integrating work experience, education and mentoring with some funding support seems to provide the best starting point, and Government support schemes need to be re-evaluated with this in mind. The challenge is leveraging best practice in an affordable and cost effective way. A separate group needs to be established to look at work returners.

Without full engagement of the business community progress cannot be made. We recommend every LEP Board has at least two members from the SME community and LEP applications for Government funding, for example under the Regional Growth Fund, should require evidence of their engagement with the enterprise education agenda. While economic conditions are challenging, Government should consider allowing businesses to set off expenses incurred in engaging in enterprise education against their tax bill. One reason SMEs don't engage as much as larger businesses is they can't afford to.

Finally and most importantly, I should like to pay tribute to all of the many individuals and organisations across both the education and business community that contributed to the research which underpins these findings and in particular to Stu Anderson MBA at Blue Serac, Professor Nigel

Culkin at the University of Hertfordshire, Professor Andy Penaluna at the University of Wales, Trinity St David and Dr. Kelly Smith at the University of Huddersfield. This report has taken many months of hard work and much late night oil has been burned. We have painted a broad vision and set an ambitious agenda for Government. I hope we have added something of value to the agenda for change.

Anne Marie Morris MP

Small Business Ambassador (South West)

Founder and Co Chair of All-Party Parliamentary Group for Micro Businesses

Conservative for Newton Abbott

February 2014

Foreword by Matthew Hancock MP – Minister of State (Skills and Enterprise)

"Since it was formed in February 2011, the APPG on Micro Businesses has carried out excellent work, looking at ways that Government can support small businesses.

Small and micro businesses are the lifeblood of the economy, and the APPG's latest report is very welcome. Every town, village and city in Britain has small firms run by enterprising and hardworking people. This report looks at ways that we can use education to encourage others to think about turning their talent and energy to building up a business. We should be backing them every step of the way, right the way through the education system and beyond.

More small businesses, creating more jobs, are a vital part of a long-term plan for Britain's future. The Government welcomes the ideas put forward in this report, and will consider them in due course. I would also like to thank Anne Marie Morris MP and the APPG for its valuable contribution to boosting the economy of UK PLC."

Matthew Hancock MP

Foreword by Fiorina Mugione, Chief, Entrepreneurship Section, Enterprise Development Branch, Division on Investment and Enterprise, United Nations Conference on Trade and Development (UNCTAD)

"Changing mindsets and developing entrepreneurship requires an holistic approach. I commend this document in its efforts to generate consensus for embedding entrepreneurship education at all levels in the UK. This report fully reflects UNCTAD's Entrepreneurship Policy Framework Guidance".

Fiorina Mugione

Author Biographies

Stu Anderson MBA

Stu is a recognised expert on enterprise, business start-up and entrepreneurship and a well known advocate in the UK's enterprise and micro business sector.

His experience lies in working with organisations supporting entrepreneurs including the United Nations, the EU and some of the UK's biggest corporate names. His work has spanned the top level of both the private and public sector in the UK working with various stakeholders such as Ministers, Parliamentarians and CEOs on projects and policy. He was Executive Director of Shell LiveWIRE before starting his own consultancy, Blue Serac (www.blueserac.com) last year. He was a co-founder of the National Working Group for Youth Enterprise, is a member of the advisory board to the All-Party Parliamentary Group on Entrepreneurship, a member of the ministerial ambassador group for Global Entrepreneurship Week, a member of the Courvoisier Future 500, a Fellow of the Royal Society of Arts, and serves as a member of the sub-committee of the All-Party Parliamentary Group for Micro Businesses.

Stu has been involved in the sector for 20 years, with experience of advising over 2000 micro business and small business start-ups. In addition, he is a part-time doctoral student researching the perceptions and motivations of graduates in micro firms at Newcastle University. He has a long history of living and working in the North East and now lives in Cornwall.

He has been a non-executive director of a number of organisations including the Institute of Small Business and Entrepreneurship (ISBE), the Union Society of Newcastle University and an advisory board member to SFEDI and the Institute of Enterprise and Entrepreneurs. He holds an MBA and PG Cert in Research Practice from Newcastle University.

Professor Nigel Culkin

Nigel Culkin is founding Director, Group for Research for Innovation and Enterprise (GRIE) and a Senior Academic Manager at the University of Hertfordshire (UH). Over the past twelve years, he has attracted, in excess of €24M investment to help implement the University's Enterprise Strategy, which has created or sustained over 75 enterprise posts at UH.

His impact on learning and teaching of enterprise has resulted in levels of student engagement in enterprise approaching 70% across the university against average UK engagement levels of 16% and 24% across Europe.

He was awarded the title of Enterprise Educator at the UK National Enterprise Educator Awards in 2012 and in the same year was elected to the post of Deputy-President at the Institute for Small Business and Entrepreneurship (ISBE). He was Track Chair (Business Creation, Resource Acquisition and Closure) for the 36th ISBE Conference Escape Velocity: Internationalising Small Business Environments (ISBE, 2013)

Nigel currently serves as a member of sub-committee of the All-Party Parliamentary Group for Micro Businesses in the House of Commons. Most recently, he was appointed Chair of the HEI Working Group, supporting the Prime Minister's, Enterprise Adviser Lord Young, with his forthcoming Review of Enterprise Education (due to be published in May 2014).

Nigel is rightly acknowledged as an expert in the field of Enterprise Education. He is a member of the Editorial Board of three 'Enterprise-facing' journals (incl. International Journal of Gender and Entrepreneurship). He has published widely in the areas of enterprise education, small business leadership and graduate and creative entrepreneurship, as well as completing projects for UK and overseas Government agencies, large multinational organisations and Research Councils. Finally, Nigel is also a Non-Executive Director on a number of high-technology early-stage ventures.

Professor Andy Penaluna

Andy Penaluna is Professor of Creative Entrepreneurship at the University of Wales, Trinity Saint David (UWTSD) (formerly Swansea Metropolitan University). He has worked in Further and Higher Education for over 30 years and first introduced enterprise into the curriculum in 1987. For the past four years he has helped to develop and contribute to teacher education; his University has the UK's first fully validated PGCE / PCET module in entrepreneurship education.

As a designer who moved into teaching within business schools, following experience of running his own enterprises, Andy teaches both creativity for businesses and business for creatives. He now works closely with Welsh and UK Governments and also advises the European Commission and the United Nations Conference for Trade and Development on enterprise education policy. As former Chair of Enterprise Educators UK, the HEA's Entrepreneurial Learning Group and the QAA's enterprise guidance team, he has authored and co-authored a series of papers and reports relating to the teaching of entrepreneurship and enterprise.

Andy's other roles include a Distinguished Visiting Professorship at the American University in Cairo, a Visiting Professorship at the University of Leeds, and a Visiting Business Fellow / Advisor to the Royal College of Art's professional development service for innovation - 'FuelRCA'. He also sits on the Advisory Board of the Small Firms Enterprise Development Initiative (SFEDI), the Government-recognised sector skills body for enterprise and enterprise support, and the Institute of Enterprise and Entrepreneurs.

Andy always acknowledges the support of his past students, who consistently inform his teaching and keep him up to date with recent developments.

Dr Kelly Smith

Kelly Smith is the Head of Enterprise and a Principle Enterprise Fellow at the University of Huddersfield, the Times Higher Education University of the Year 2013 and Entrepreneurial University of the Year 2012. Kelly manages the University's Enterprise Team, helping students and graduates explore self-employment and business and social enterprise start-up. She also leads Graduate

Entrepreneurship Project, an ERDF-funded collaboration of Yorkshire and the Humber's 10 universities. Alongside her work on business start-up support, Kelly is a senior Business School academic leading on the University's new 2013-2018 Learning and Teaching strategy theme on 'Enterprising Students' with the aim to provide all students at the University with an enterprise learning opportunity by 2018.

Kelly is a Trustee of the Institute of Small Business and Entrepreneurship. Previously, she was a Board Member and Chair of Enterprise Educators UK (EEUK), the national network of enterprise and entrepreneurship educators in higher education, and was one of the first 5 EEUK Life Fellows to be announced.

Kelly has a strong interest in the use of learning technologies and social media to support enterprise education and early stage business start-up, and has a reputation as one of the most influential enterprise educators on Twitter. She has a record of conference presentation and journal publications on a range of topics including engagement with graduate business start-up, enterprise skills training for postgraduate research students, and use of learning technology. Kelly was a member of the writing panel for the highly influential Quality Assurance Agency (QAA) guidance for enterprise and entrepreneurship education.

1.   Executive Summary of Findings

There is no doubt that there is no shortage of support in the UK today for those who want to set up in business. However, the main findings of this report suggest there is still much to do to offer the entrepreneurs in the UK the right support they so desperately need to help them thrive rather than just survive. There are calls from many organisations and individuals involved in supporting entrepreneurs to further collaborate and maximize the quality support available across the board. Support of this type and breadth will ensure that the learning journey of budding entrepreneurs is covered at all ages and abilities and becomes as seamless as possible - but most importantly, starts early.

This report examines "Enterprise Education' at all levels and across a number of countries using a mix of previous research, case study examples and direct input from those working with entrepreneurs and entrepreneurs themselves. It looks beyond the traditional educational establishments to a selection of support programmes, to provide a holistic view of what is offered, and how businesses themselves engage in the process. Whilst there is a plethora of excellent work going on in the UK to support entrepreneurs, on the whole the report finds the support disjointed and in many cases removed from the educational establishments who ideally should be providing the basis for young people to flourish in the modern world. Entrepreneurs in the report who were asked what would work highlighted the need for a robust enterprise education at school. Many felt this kind of education enabling economic activity in the modern world was lacking.

The report makes a number of recommendations. It calls for enterprise education to be mandatory in the curriculum for 4 to 18 year olds, with the Government having an overarching strategy across departments on enterprise education. In a similar vein, enterprise education needs to be offered across all courses and levels of tertiary education to improve the number and quality of business start-ups. To facilitate this, current Government support needs to be re-evaluated, and engagement between education and the SME sector needs to be increased and incentivized. All young people in the UK need to identify with businesses, but particularly the SME sector and to be able to experience as far as possible what it is like to work in, or own a small business.

2. Introduction- Enterprise and Entrepreneurship

Colton's 1990 definitions propose that;
"The major objectives of enterprise education are to develop enterprising people and inculcate an attitude of self-reliance using appropriate learning processes. Entrepreneurship education and training programmes are aimed directly at stimulating entrepreneurship which may be defined as independent small business ownership or the development of opportunity-seeking managers within companies."[1]

In recent years this distinction has been helpful, not least because it offers educators the opportunity to make distinctions between the enterprising person and the entrepreneurial business developer and leader, and in terms of this discussion, can also be seen as helpful because the enterprising mind and associated characteristics or behaviours are a necessary precursor to entrepreneurship.

There is no dispute as to the importance of enterprise, entrepreneurship and micro businesses in the growth agenda for the UK. There can also be no doubt that creative enterprising minds are needed when it comes to issues of social enterprise and sustainability. There has however been a lack of a coherent strategy as to how our education system from primary through secondary, tertiary and beyond (including mature returning workers programmes and part time courses) can support this access through the right kind of learning strategies.

The 2001 Council for Excellence in Management and Leadership's report and witness testimonies on UK SME's does not specifically state micro enterprises; however its report does include evidence from both micro enterprises and entrepreneurs. The evidence from entrepreneurs emphasized the need for people abilities, as did the evidence from the SMEs. Due to the richness and thoroughness of the research key themes emerged, which remain extremely helpful. For example they state that:

"Clearly, just providing training in the technicalities of business planning and finance will not fulfil the need."[2]

This people-centred approach presents significant learning challenges according to the research. They see the role of Government to be the arbitrators of a centralized approach and facilitators who are charged with the drawing of strands of expertise together. Hence in many ways this review is responding to a proposal made in 2002.

The good news is that these strands exist, and enterprise and entrepreneurship education already happens in patches, right the way from the age of 4 to adulthood. However they appear to have evolved in a disjointed unsustainable way, and are often reliant on keen enthused individuals rather than clear policy support. It is generally well recognised that any strategy on education must be

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1 Colton, T. (1990). "Enterprise Education Experience. A Manual for School Based Inservice Training." SDEC.

2 Perren, L. and P. Grant (2001). Management and Leadership in UK SMEs: Witness Testimonies from the World of Entrepreneurs and SME managers. Council for Excellence in Management and Leadership. London: Summary Page.

integrated into an overarching growth strategy involving not just DfE (Department for Education) but also BIS (Department for Business, Innovation and Skills), DWP (Department for Work and Pensions), DCLG (Department for Communities and Local Governments) and Treasury – to name but a few of the Government's key players. We are aware that BIS has led the charge on such an overarching growth strategy and welcome its recent paper in June 2013 looking specifically at the impact of early stage curriculum-based enterprise in higher and further education on the growth agenda[3], but this is just one piece of a journey. Some would argue intervention at the tertiary stage is already leaving it too late – an opinion which may explain why the BIS report failed to find a correlation between curriculum-based enterprise education and setting up an enterprise, especially as this is a longitudinal goal that misses an important aspect – that of employment within micro enterprises. We also need intrapreneurs who help to shape new business ventures, in addition to the start-up entrepreneurs themselves[4].

Whilst there have been a number of individual pieces of research looking at different aspects of the educational path, no UK-based piece of work consolidates findings or charts progress from the age of 4 through 18 to adult learners, especially when seen through the lens of an all-party perspective and in the context of international developments. Consequently there have been no fully integrated policy proposals from Government or to Government. Coherent and well informed personal perspectives such as that from Jamie Mitchell in late 2013[5] go some way toward this by linking enterprise with youth unemployment, however there is an emphasis on schooling, and international perspectives are not considered.

Evidence is emerging to suggest that compulsory enterprise activities in schools impact on later engagement in Further and Higher Education. However the wrong type of education, such as where students talk about enterprise as opposed to actively engaging and developing their skills, may have negative results. For example, recent research by academics from Nottingham and Essex was presented to the Institute of Small Business and Entrepreneurship. This found that:

> "School based enterprise education has a valuable role to play in creating the next generation of entrepreneurs, but only in conjunction with other sources of training. It is important therefore that policymakers continue to develop enterprise education at all levels, but its form and structure needs to be appropriate. If the objective of enterprise education is to prepare and encourage individuals to become entrepreneurs it appears a holistic view needs to be taken to ensure that all components of the training play the relevant role, without which it is likely that resources will be wasted."[6]

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3 Williamson, N., Beadle, S and Charalambous, S (2013) Enterprise Education Impact in Higher Education and Further Education (2013). Enterprise Education Impact in Higher Education and Further Education:. London, ICF GHK on behalf of the Department for Business Innovation and Skills.

4 "intrapreneur, An employee given the freedom to work independently within a company with the objective of introducing innovation to revitalize and diversify its business. n.". OED Online. December 2013. Oxford University Press. 4 February 2014 <http://www.oed.com/view/Entry/243554?redirectedFrom=Intrapreneur>.

5 Mitchell, J. (2013). Enterprise and Youth Unemployment – The Hidden Opportunity: A Report to Labour's Youth Jobs Task Force. London.

6 Piers, T., B. Street and K. Kwong (2013). Compulsory School Based Enterprise Education as a Gateway to an Entrepreneurial Career. Proceedings of the 35th International Conference of the Institute for Small Business and Entrepreneurship, Cardiff.

This paper proposes to fill this gap and to provide policy recommendations based on an international evidence base. We are not alone; this is an international agenda that many have already started to address. Hence we decided to look outward as much as inward in our search for solutions. Many organisations and bodies appear to concur, for example in evidence to this report David Frost, the Chair of the Local Enterprise Partnership (LEP) network commented to us that:

> "It is clear that a lack of employability skills is harming the ability of the young to enter the workforce and being enterprising is seen as a necessity by business.
>
> The business leaders on LEPS are showing a real interest in getting involved with schools to provide effective work experience, showcase how modern business operates and to highlight the importance of enterprise. They are now strongly engaged with both Further and Higher Education as well as schools."[7]

Why does a holistic approach matter rather than looking piecemeal at each of primary, secondary and tertiary education? We need to recognise that education is no longer linear driven by age – although at first sight it may appear so. School Federations and Academy groupings have blurred the gap between primary and secondary school education.[8] University Technical Colleges and Studio Schools have blurred the divide between education and work and thrown out of the window the "16" transition age in our linear education system. These provide education from the age of 14 to 18 fully integrated into the world of work. Gazelle colleges[9] teach enterprise so that those leaving them are able to and do establish their own businesses on leaving, but how could this experience inform other levels of education? How could the research-informed Higher Education community offer insights into what might be needed in schools or colleges?

Education is now about high achievement and choice, with a variety of routes and timelines for achievement – with a hard steel core of academic attainment running through it. Education is modular with individuals making the best choices to suit their abilities. Not only therefore is our education not linear – but neither is the point of engagement with the world of work. Understanding how learners learn provides us with evidence that enterprise and entrepreneurship need to be engrained and taught early and in a sustainable way so that children are well prepared to make the most of the opportunities - whenever they occur.

Any educator aims to ensure that the assessment that they undertake with learners is meaningful within the context and nature of the challenge. For example, writing an essay about riding a bike might help the writer to understand and talk about the process, but is unlikely to develop all the skills needed for the actual task of riding a bike, which can only be evaluated through actual demonstration. The same argument applies to most educational evaluations and assessments, but the argument is often negated by the need to have more easily measured outputs that can be assessed and processed more readily by the teacher. Additionally, such measurements can easily be compared and contrasted, thus making standardisation and target meeting a much easier proposition. Unfortunately, it also filters out some of the very attributes that we wish to develop.

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7 Correspondence from David Frost – Chair of the Local Enterprise Partnership network.
8 http://www.education.gov.uk/b00229234/becoming-an-academy
9 http://www.gazellecolleges.com

In 2005 the US National Center on Education and the Economy (NCEE[10]) commissioned a paper entitled 'The Sources of Innovation and Creativity'. Part of their discussion critiques the 'standard' tools that we employ in education, for example reward mechanisms for getting things 100% correct and the lack of motivation derived from assessment that is not fully understood by the learner. Their recommendations included redesigning curricula to take account of what they describe as 'successful intelligence' - through an understanding as to how the creative mind worked and the development of motivational problem-driven assignments. Games and play, understanding the inherent problems of teaching to the test and an increase in interdisciplinary learning all feature as solutions in their recommendations. Perhaps most pertinent however is the emphasis they place on promoting the integration of entrepreneurship into junior high and high school, simply because it helps pupils to understand if entrepreneurialism is right for them.[11]

The message here is clear – if pupils do not experience entrepreneurial learning, then how can they make meaningful choices as to whether or not it suits them as an individual?

> "...the disjoint between the education system and the business community is exacerbated by a lack of a duty on schools to provide enterprise education and work- related learning. That is a large reason why the FSB has chosen to support Young Enterprise as its charity for the next three years – to play our part in bridging this gap."[12]

Thus the importance of understanding what performance indicators can be meaningfully evaluated or measured following a programme of entrepreneurial learning cannot be understated. The OECD[13] conducted a survey in 2009 and found that entrepreneurial education programs aim to generate not only 'hard' outputs that are relatively easy to measure, for example a business plan or a survey 'about' past events in entrepreneurship, but they also consider important 'soft' outputs such as a shift in attitude towards future visioning skills and an ability to evaluate opportunities when not all the data or information is available. These 'soft' results such as changes in attitudes and mindset, including innovative ways of working, do not align with traditional output-related performance indicators.

For example, if an educator unfamiliar with this territory sets an assignment with a known and carefully specified outcome, they may inadvertently be limiting the learner's opportunity to look to alternative solutions and to find new ways of solving problems. More importantly, any educational assessment will be measuring against the educator's capacity to visualise the solution – not the learner's. The result may be easy to measure, but will most likely be lacking in important types of thinking - such as seeing alternative solutions or possibly recognising and considering a deeper problem that underlies the problem presented. Henry Ford's response of "If I asked people what they wanted they would have said faster horses" typifies this perspective.

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10 Please note that the US National Center on Education and the Economy and the UK's National Centre for Entrepreneurship in Education are two distinct and different bodies.
11 Adams, K. (2005). New York, National Center on Education and the Economy for the new Commission on the Skills of the American Workforce.
12 Federation of Small Businesses (2014). Small Business and Government: Delivering Enterprise, Growth and Skills. Policy Conference Brochure.
13 GHK: (2011). Order 121 - Study on Support to Indicators on Entrepreneurship Education.

The value of current knowledge and its delivery has to be questionable in an environment where change occurs at great pace and the ability to harvest knowledge as and when needed becomes more important than being reliant on the recollection of facts and figures. This adds a new dimension to any entrepreneurship-related educational debate. Simply put, what is a correct solution today may not be a successful solution tomorrow. In this complex learning environment, despite the abundance of information, processing it and linking and connecting becomes the imperative, not merely recalling it. 'Self Efficacy', for example the confidence to try something out and to survive repeated failures, is often as reliant on motivational drivers as it is knowledge. Understanding these issues is at the very centre of entrepreneurial learning. As Shima Barakat of the University of Cambridge's Centre for Entrepreneurial Learning explains:

> "What is needed is a more sophisticated understanding of the impact of the differing pedagogical approaches... We argue that self-efficacy provides a robust and legitimate construct that can be used for the design and the evaluation of entrepreneurship education in all its forms and guises which allows for a blend of approaches as it addresses the outcomes of the education independent of pedagogical method. This approach supports inter-programme comparison and thereby can be usefully employed in the assessment of return on investment to institutions and society and ultimately the future resourcing of programmes.

> ...Entrepreneurial Self-Efficacy (ESE) can be simply understood as a person's belief in their own ability to undertake actions that relate specifically to being entrepreneurial... The reason that ESE is used is that it has been positively correlated with entrepreneurial intention, resilience, future activity and performance which make it both an excellent outcome objective for Enterprise and Entrepreneurship Education (EEE) and an excellent outcome measure."[14]

Experts such as psychologist Theresa Amabile are well versed in these kinds of argument, and question some of the institutionalisation that we see in modern teaching systems, asking us to check what we are doing in terms of motivational activities such as being creative and trying new things out for ourselves.

> "Creativity is undermined unintentionally every day in work environments that were established for entirely good reasons to maximize business imperatives such as coordination, productivity, and control… in working toward these imperatives, they may be inadvertently designing organizations that systematically crushes creativity."[15]

Other metrics and assumptions may also need to be challenged. For example Goleman's research with in excess of 200 companies in 2004 concluded that emotional intelligence proved twice as important for determining success as IQ and technical skills.[16] Lombardo and Roddy's 2011 study for

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14 Extracted from evidence supplied by Dr Shima Barakat, University of Cambridge, Centre for Entrepreneurial Learning
15 Amabile, T. (1997). "How to Kill Creativity." Harvard Business Review: 77.
16 Goleman, D. (2004). "What makes a leader?" Ibid. 82(1): 82-91.

IBM involved 1500 CEO's and identified creativity as the most important leadership quality for dealing with our increasingly complex world.[17]

Themes such as developing autonomy and independent thought feature strongly in these types of discussions, and being 'absolutely right' seems less valuable once it is realized that without new ideas, and arguably many of them, an entrepreneur loses one of their most potent resources. This observation also rings true in UK-based research that considered the innovative success of management training by surveying over 850 members of the Chartered Management Institute. The findings indicated that while management training was good for developing skills in evaluating ideas, it was shown to be extremely poor in terms of developing new ideas. Only 4% of respondents felt that innovation was 'not at all' or 'not very' important, thus emphasizing the need for innovation. The concluding remarks note that, "leadership or management training was not found in this analysis to be a good predictor of levels of idea generation… Arguably, leadership and management training has a greater impact on the implementation of ideas than on their generation."[18]

It is understandable that any entrepreneur or business person needs to understand finance to survive, or to at least have a friend or colleague who can advise them. We also know that being able to connect with people and being able to draw upon a range of alternative ideas helps the entrepreneur to see things in different ways and to seize upon opportunity, and that it is this ability to see new opportunities and to grasp them which makes entrepreneurs distinct from more traditional business owners. Thus networking skills and communication skills take centre stage.

To take this a step further, if something is new and surprising, justifying finance and justifying support becomes an even more important aspect of communication. Organisations such as the Association of Graduate Recruiters (AGR) and the CBI always rank communication skills as being important in any employability or enterprise-related agenda, and as the CBI state:

> "Employability covers a broad range of non-academic or softer skills and abilities which are of value in the workplace. It includes the ability to work in a team; a willingness to demonstrate initiative and original thought; self-discipline in starting and completing tasks to deadline."[19]

In a keynote speech, Carl Gilliard of the AGR pointed out to delegates at Exeter University's 2013 staff development event on employability and enterprise that teamwork, problem solving, communication, as well as self-management, served both agendas well.[20] The University's innovations and responses to these understandings were one reason why AGR awarded them the coveted 'Best Entrant Overall' Blue Ribbon Award in 2012, the first University ever to receive it. [21]

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17 Lombardo, B., J and R. D. J (2011). Cultivating Organizational Creativity in an Age of Complexity. Somers, NY, IBM Institute for Business Value.

18 Patterson, F. K., M. (2009). Innovation for the recovery: Enhancing innovative working practices. London, Chartered Management Institute.

19 See: http://www.cbi.org.uk/business-issues/education-and-skills/in-focus/employability

20 http://as.exeter.ac.uk/educationconference13/keynotepresentationsandresources

21 http://www.agr.org.uk/Press-Releases/AGR-announces-2012-award-winners-#.UrQX9JXwefQ

So, in terms of micro enterprises and entrepreneurship education what can we learn from such observations? What aptitudes, mindsets and skills are we seeking to engender? Perhaps more importantly, why hasn't this happened and where are the barriers to development?

Whilst it is far from simple territory and therefore potentially difficult to navigate in specialist literature, recent developments in understanding brain functionality can offer some important insights.

We know that learning never stops as the brain continuously reinvents itself, and we also know that parts that fall into disuse eventually get 'pruned', primarily because the brain doesn't wish to waste resources on elements that are not used. In many ways this mirrors the approaches that were attributed to advertising agent E St Elmo Lewis over 100 years ago. His 'AIDA' strategy for effective advertising is intended to sequentially develop attention, interest, desire and action. This can also be argued as pertinent to educational contexts, as students who are not attentive are losing interest, and their emotional desire to learn is reduced. Relevance is key; if it makes sense it is useful, and the brain saves the connections it needs to ensure the link is recalled.

We must also be aware that a significant amount of brain growth happens before puberty sets in. Post-puberty, the brain starts to protect the neural networks and cognitive processes that it has invested a great deal of energy in creating. After this the brain is far more conservative in its development, and stimuli take longer to impact on neurological growth.[22] Creativity, in very simple terms, is the new connections that are made within the brain, and this is why younger people can be more creative than older people – because they have the circuitry to try things out. Established connections are like well-trodden pathways and help us to use intuition and to process important information quickly. New paths, however, can easily be lost and forgotten and within seconds are lost if not recorded or made relevant. Koestler clarifies this by explaining that originality has the aim of breaking habitual thinking processes.[23] This reinforces the view that "We learn more by failed experiments than from confirming ones". [24]

So how does this equate with what we do in education for innovation? The essential elements are these: we need to permit failure (in the context of not always fulfilling anticipated responses and considerations), let learners articulate why they failed, and above all, we need to give them opportunity to suggest and argue many alternative solutions and not simply single answers.

There is another aspect to consider: 'relaxed cognition', is a type of thinking that can easily be understood if we think about having a tense argument with someone, and then when relaxed at a later juncture we suddenly find ourselves thinking of better and more constructive things that we could have said. Research has shown that best ideas come when you are relaxed, with research commentaries mentioning things like being in the shower or walking the dog. Learners need periods

22 For more in depth discussions see: Puk, T (2012) The influence of neurobiology on lifelong ecological literacy and ecological consciousness, International Journal of Environmental and Science Education, 7 (1), 3-18. and Immordino-Yang, M H and A. Damasio (2011) Learning Landscapes, Mind Brain and Education: Implications for Educators, Learning Landscapes, 5 (1), 115-132.
23 Koestler, A. (1964). The Act of Creation. London, Hutchinson.
24 McWilliam, E. (2008). The Creative Workforce: How to launch young people into high-flying futures,. Sydney, University of New South Wales Press Ltd.

of slow as well as pressurised learning.[25] There is a serious implication that we need to consider here. Creativity days and occasional brainstorming exercises probably do very little to help to develop long-term brain structuring.

Although we have found no similar investigations in the UK, it is useful to consider research that indicates a significant decline in creative thinking scores in US schools. Using the Torrance Tests of Creative Thinking (TTCT), and a sample of 272,599 pupils (kindergarten to fourth grade), evidence suggests that the decline is steady and persistent. According to the authors this can be partially correlated to the introduction of standardised testing and the limiting of the arts, coupled with restricted playtime. These have negatively impacted on the teachers' and pupils' ability to think creatively, imaginatively and flexibly.[26] Furthermore, UK researcher Craft suggests that:

> "When it comes to creativity in schools in particular, the second half of the 20th century can be seen as having experienced first a drought."[27]

Her comments reflect a period from 1989 when a standardized National Curriculum replaced a predominantly child-centered approach. Other teacher training researchers assert that this demise has been widely voiced but has received scant attention, possibly because:

> "…the metric of evaluation has leant towards the reductionist and abstracted perspective that can be easily measured and compared; it does not address the complexities of creative individualized thought."[28]

The recent engagement with the theory of Effectuation has started to take this thinking into account; it is less about long term planning, and more about creatively managing projects through interim and ever-changing stages.[29] Herein lies another issue; if we deliver education in fixed pre-planned steps and announce intentions beforehand, any learning evaluations will only be checking against known knowledge and known timescales, which leads us to the next area to consider, that of being flexible and adaptable in situations of ambiguity and risk.

In order to address this issue we must first become aware that analytical thinking and conceptual thinking within educational experiences are quite different, though both are needed. Analysis needs: "Ability to think logically, break things down, and recognise cause and effect" whilst conceptual thinking requires an "Ability to see patterns and connections, even when a great deal of detail is

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25 For more in depth discussions see: Fletcher, P C, Anderson, J M, Shanks, D R, Honey, R, Carpenter, T A, Donavan, T, Papdakis, N and Bullmore E T (2001) Responses of the human frontal cortex to surprising events are predicted by formal associative learning theory, Nature Neuroscience, 4 (10), 104-1048. Also: Kounios J, Frymiare, J L, Bowden, E M, Fleck, I, Subramaniam, K, Parish Y B.
 and Jung-Beeman, M (2006) The Prepared Mind: Neural Activity Prior to Problem Presentation Predicts Subsequent Solution by Sudden Insight, Psychological Science, 17 (10), 882-890.
26 See: Kim, K. H. (2011). "The Creativity Crisis: The Decrease in Creative Thinking Score on the Torrance Tests of Creative Thinking." Creativity Research Journal 23(4): 285-295.
27 Craft, A. (2008). Creativity in the school: from drought to tsunami.
28 Grainger, T., J. Barnes and S. Scoffham (2004). "A creative cocktail: creative teaching in initial teacher education." Journal of Education for Teaching: International Research and Pedagogy 30(3): 243.
29Read, S., S. Sarasvathy, N. Dew, W. R and A.-V. Ohlsson (2011). Effectual Entrepreneurship. London, Routledge..

present". [30] Therefore we come to realize that teachers "need the competencies to constantly innovate and adapt"[31] so that they do not only teach the approach, they can demonstrate it themselves. This also infers more teacher flexibility and adaptability in their curriculum, so that new ideas and newsworthy events can be incorporated into the learning – which in turn will make it more real, more relevant and importantly, more suited to the needs of entrepreneurial intention and support.

The above infers an educator's ability to be able to present incomplete information – to allow students to make discoveries, shift schedules and adapt classroom scheduling – to provide a more realistic experience that relates to the working world, and to encompass real events and real scenarios that add relevance to the learning process.

There is one more point to add here, and that is that creativity-aware "Assessors strive to eliminate imitation, adaption or recall, by engaging the students… on a task that should be new"[32]. It therefore becomes the role of the educator to create relevant tasks that test the learner's abilities to see new ways of thinking and to facilitate meaningful engagement both within and outside the classroom.

If we agree that enterprising people need to be creative and innovative in order to spot opportunities to act upon, and that they need to have an understanding of business as well as to have knowledge in one or more specific areas of study, then a picture emerges.
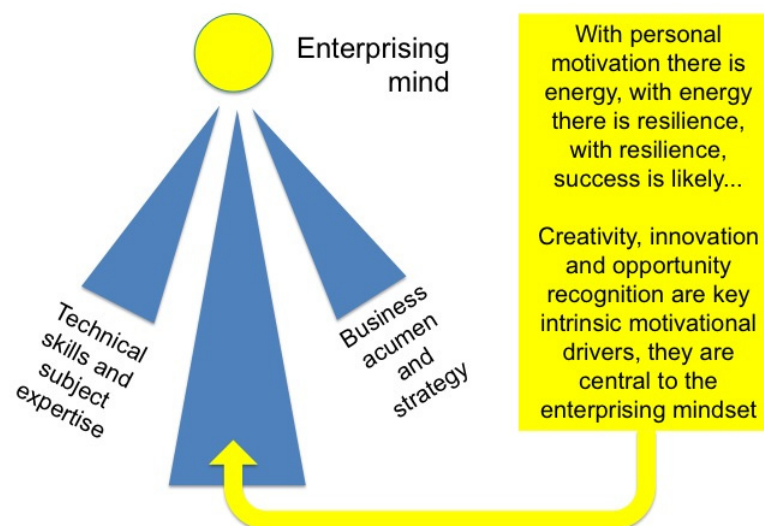
The model throws the emphasis on the need to enhance innovation and creativity and to understand that career considerations need not impact prematurely within any educational system.

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30 European Commission (2012). Supporting the Teaching Professions for Better Learning Outcomes, European Commission.
31 Ibid.
32 See: Cowan, J (2006) How should I assess creativity?, in Jackson, N, Oliver, M, . Shaw M and Wisdom, J (eds.), Developing Creativity in Higher Education: An imaginative curriculum, Oxon: Routledge, pp. 156-172.

Early skills development can continue within a wide range of topics and subjects, and can be supplemented with early stage fiscal understandings and business imperatives. As the educational experience evolves, these may become more focused within course options and ultimately for example, within career choice-making for college or university. Curiosity should always drive the process of learning – through experiences that challenge thinking and are seen to be relevant to the learners' own aspirations.

The model sits well with the Royal Society of Arts (RSA), who have been a source of enterprise understanding for over 250 years. Their collaboration with RBS in recent reports such as Disrupt tells us that young people are already challenging the conventions of entrepreneurship[33]. For example the stereotype image of the loner who plans well ahead and is driven by making money needs a complete overhaul, and in contrast, lean collaborative and sometimes accidental entrepreneurs abound, but motivation and determination are key factors for success.

The RSA's Manifesto for Youth Enterprise talks about three pillars of inspiration, education and enabling and then growth. Clearly, if properly managed, education can help to inspire, inform and educate, and critically offer experiences that are meaningful in an enterprise education context. Only then will their aim of threading learning throughout education have the potential to be realized. A goal from their manifesto is a useful way to conclude this chapter:

> "Thread enterprise learning throughout education – enterprise education can have a powerful impact in developing both the soft and hard skill sets of young people. Yet sometimes it is left on the margins of the curriculum, meaning it only reaches the most proactive students. More young people could be exposed to enterprise-related learning by embedding it throughout school curricula and FE/HE courses." [34]

Key Findings

- Based on an international perspective, our review covers well-trodden ground.
- Innovation is central to entrepreneurial learning and creative approaches to education provides the foundation to build on.
- Evidence suggests that learning for innovation needs to be implicit and not seen as a bolt-on experience.
- Our education systems need to deliver knowledge harvesters, not merely knowledge retainers
- Flexibility and adaptability are key skills and behaviours, yet many educational systems conspire against them
- Learning from experience includes the experience of being taught – the teacher can be a role model to emulate.

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33 RSA (2013). Disrupt Inc: How Young People are Challenging the Conventions of Entrepreneurship,. London:, RSA and RBS Inspiring Enterprise.
34 RSA (2013). A Manifeso for Youth Enterprise. London, RSA and Royal Bank of Scotland.

3.   The Landscape – From Universities to Schools

In the United States the origins of enterprise education can be traced back to 1947 [35], and over the past 20 – 30 years there has been a raft of evidence gathering as to why enterprise and entrepreneurship education is so important, not only for young people, but also for those returning to a much changed and ever-realigning workplace. This evidence gathering has not been limited to the US as it has been an issue of international concern. For example, from 1991 to 2010, Internationalizing Entrepreneurship Education and Training (IntEnt), a yearly academic conference on empirical research of entrepreneurship education, ran on all continents: Europe, North-/South America, Asia, Australia, Africa, USA and Mexico. Our focus in our discussions is Europe and of course the UK, however despite cultural differences, we will reference other international perspectives when they are pertinent.

In the UK, the Secretary of State for Employment launched an Enterprise in Higher Education Initiative (EHE) in December 1987. This had the now somewhat familiar objective, of producing graduates who were better able to adapt to a rapidly changing world of work. £70 million from the Employment Department was made available to 63 higher education institutions to develop enterprise education programmes within the curriculum. The first 11 higher education institutions to enter the Initiative were announced in 1988. It was very soon realized that enterprise education could not be imposed on staff, and that each institution worked differently. Plymouth University for example had some cross faculty developments in addition to specifics delivered within coursework. Sheffield University focused on existing initiatives in personal skills development across the entire university, even prehistory and archaeology students got involved, and their lecturers reported that the enterprise approach was more relevant to their needs than other staff development activities that they had experienced. The Open University focused on a portfolio approach within a personal and career development programme.

70 audits were undertaken and comments relating to enhanced creativity and high success rates and the term 'enterprise' became short hand for new approaches to teaching and learning. The reader may find it interesting to know that this evaluation does not come from the UK, but from an education review in Australia that wished to emulate the successes achieved. [36]

The Science and Enterprise Challenge (UKSEC) was set up with the aim of establishing a network of centres in UK universities that specialised in the teaching and practice of commercialisation and entrepreneurialism within the field of science and technology. 12 Science Enterprise Centres were established in UK universities in the first round of the competition in 1999/2000, with £28.9m of Government funding. In October 2001 a further £15 million of awards was offered, and in recognition of the work achieved, it was decided to incorporate the work of the centres into the second round of Higher Education Innovation Fund (HEIF).[37]

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35 Vesper, K. H. and W. B. Gartner (1997). "Measuring progress in entrepreneurship education." Journal of Business Venturing 12(5): 403-421.

36 Murphy, M. (1996). Preparing Students for the World of Work: Some Lessons from the United Kingdom Enterprise in Higher Education Initiative, Curtin University of Technology - Research and Development in Higher Education.

37 From archived information received from Enterprise Educators UK. Information on HEIF can be found at: http://www.hefce.ac.uk/whatwedo/kes/heif/

By July 2002 eminent UK professors such as David Kirby not only produced useful texts for UK educators,[38] he also provided online student and lecturer support, heralding the type and nature of thinking that is prevalent today. Kirby also brought an international perspective through engagement with the International Entrepreneurship Education and Training Conference (IntEnt), culminating in a conference of over 250 international delegates at the University of Surrey in 2005.[39]

This Government-funded activity UKSEC ultimately transformed itself into what is now a self-funding independently run network of over 100 institutions including 98 Universities. It became Enterprise Educators UK (EEUK), which is an example of a success of a Government initiative, as it enterprisingly kept going after funding ceased, primarily because of the demand and support of the educators within the network.

UKSEC (or now EEUK) joined forces with a new Government initiative; the National Council for Graduate Entrepreneurship (NCGE) in 2006 to run a series of International Entrepreneurship Educators Conferences (IEEC), the most recent was hosted by Sheffield University in September 2013. Reflecting the changing landscape, NCGE rebranded itself in 2011 to become the National Centre for Enterprise Education (NCEE),[40] and continues to serve the community in other joint projects such as the International Entrepreneurship Educator's Programme (IEEP)[41] and through initiatives such as the Entrepreneurial University Leaders Programme (EULP).[42] Much of this development has relied on the pioneering work of Professor Allan Gibb OBE, who recently critiqued the BIS Report 'Enterprise Education Impact in Higher Education and Further Education' for colleagues at the Sheffield University-hosted IEEC event. Notably the conference and his presentation were reported worldwide, for example at the Nigerian Enterprise Development Centre at the Pan-Atlantic University (Formerly Pan-African University)[43].

The pairing of EEUK and NCEE has also led to a nationally recognised awards programme, the National Enterprise Educator Awards (NEEA)[44], and one of this year's winners, Neil Coles of Cardiff University, (through his A-Z of entrepreneurship in the curriculum) evidenced how enterprise and entrepreneurship can be a pan-university activity designed not only for the University's Business School, but for all areas of study. Specifically the Awards recognise:

- Enterprise Educators – who are transforming the enterprise curriculum
- Enterprise 'Champions' – who are supporting extra-curricular activities
- Student Educators – who are supporting peer learning and development
- Enterprise Society Champions – who are champions or educators supporting, growing and engaging their student enterprise societies (individuals can only be nominated by student enterprise societies).

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38 Kirby, D. (2002). Entrepreneurship. New York:, McGraw-Hill Higher Education.
39 http://portal.surrey.ac.uk/portal/page?_pageid=799,506805and_dad=portaland_schema=PORTAL
40 www.ncee.org.uk
41 http://ieeponline.com
42 See: http://eulp.co.uk
43 http://www.pau.edu.ng/enterprise-development-centre1
44 http://ncee.org.uk/entrepreneurship_education/educator_awards

Set against these educator-based initiatives is the research undertaken over the past 30 years by the Institute of Small Business and Entrepreneurship (ISBE). ISBE not only deliver an annual series of papers that specialize in discussions around the topic of entrepreneurship education, but also informs debate through extensive research into how small companies work and function, what their key issues are, and how research can inform active changes. Much of ISBE's work is relevant to this discussion, as robust academic evidence taken from business and enterprise is aligned to education and enterprise enhancement.[45] Other enterprise educator support organisations include one set up specifically for Russell Group universities, and the Higher Education Entrepreneurship Group (HEEG)[46] across the South East of England.

Recent and relative newcomers to the scene are the student-based body NACUE[47] who formed under the Oxford University enterprise society champion Victoria Lennox in 2009 with the aim to support student-led enterprise societies. Lennox subsequently received the Queens Award for Enterprise Promotion and the organisation is moving into the Further Education sector, supported by the Department of Business Innovation and Skills.

Of course enterprise and entrepreneurship have a social dimension; it is not simply about making money but also looking at issues such as sustainability and community concerns. Another leader in supporting universities to support social entrepreneurship is UnLtd,[48] who with HEFCE support have resourced and informed hundreds of individuals.

The overarching UK University sector's Enterprise and Entrepreneurship Education Guidance was developed and produced through the Quality Assurance Agency following demand from the enterprise education community in 2010, primarily through a call from educators working within the Higher Education Academy's Subject Centre in Business, Management, Accountancy and Finance (HEA-BMAF)[49] and supported by feedback from both FE and HE delegates at the IEEC event in Cardiff 2010. These delegates responded to key issues in an instant feedback session using 'clickers' and the views that were recorded directly informed the IEEC Concordat[50], which made 5 important calls for action:

- Integration and pathways to be developed so that schools, colleges and universities can provide a continuous and integrated approach that will help our learners to develop the lifelong skills needed to be enterprising and entrepreneurial.
- Improved support and leadership that helps to drive forward the entrepreneurial mission across institutions, at all levels.

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45 See: http://www.isbe.org.uk
46 http://www.heeg.org.uk/
47 www.nacue.com- also provide contribution in appendix
48 UnLtd resource community entrepreneurs to start-up; support those with more established ventures to scale up; and are committed to developing an eco-system of support to make it easier for those who need help to find it. HEFCE and UnLtd are currently partnering on SEE Change and working with 59 universities to help mainstream and embed social entrepreneurship support within the HE sector. See: http://unltd.org.uk/about_unltd/
49 HEA-BMAF's Special Interest Group in Entrepreneurial Learning collaborated with EEUK, NCGE and other partners including hosts Leeds Metropolitan University. They engaged in first dialogues with QAA on 26 February 2010. See: http://www.heacademy.ac.uk/business/events/detail/bmaf_workshops/sigs/260210_shaping_quality_and_assessment_in _entrepreneurship_education
50 IEEC (2010). IEEC Concordat

- Clarity of impact measures and associated funding priorities so that we can work to develop a more sustainable, transparent and appropriate approach to developing these capacities.
- Improved guidance on issues of quality and assessment, so that a more coherent yet flexible framework will enable educators to embed more enterprising approaches in their curriculum.
- Recognition and reward nationally, regionally and institutionally to support those working within a fragile environment of short term funding by providing career progression and recognised development opportunities – for the ultimate benefit of regions and institutions as well as individuals (staff and students).

Formed in January 2012 within the FE Sector, the Gazelle Group of Colleges[51] are having impact and driving forward similar thinking. Using models imported from Babson College in the USA[52] that link innovation with enterprise, it might be thought that their approaches could differ significantly from UK based initiatives. As is evidenced in this review, this is far from the case, and in many ways, US and UK perspectives are moving closer together. For example, just like the recently finalized Entrepreneurial University concept[53], they are tackling issues such as incubation space, senior management direction and curriculum development within the FE environment. Gazelle Colleges Group is also looking to support the school sector in a coherent and organised way, and comments from their initial discussions are included in this report.

Acknowledged leaders in the schools field include 'Ready Unlimited'[54], the Rotherham based initiative that has successfully piloted and run a range of enterprising initiatives despite faltering financial support and an uncertain future in terms of funding. Their Hubs model and their "Big 13" list,[55] which was developed by stakeholders from both business and education, also aligns well with other guidance discussed here, but has relevance to the community it serves as its core. Following two visits to their schools to hear about what level of support they receive from teachers, parents and their communities, this report considers that there is much to learn from the enterprising youngsters whose education has been built on pillars that support the national curriculum and standards, but that are fundamentally different in their educational approaches. When a young pupil asks a teacher "When do I get my enterprise entitlement?" the value of such teaching really strikes home.[56]

Other informed parties include Young Enterprise, who are a leading enterprise education charity that inspires success through enterprise. Bodies such as these may offer important insights, primarily because of their 'joined up' way of connecting different levels of education and drawing upon the experiences and feedback of alumni. Young Enterprise also commissions research to inform its actions and deliberations; they consider the Government to have a lack of focus on the skills,

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51 Gazelle Colleges Group was formed in January 2012 to transform further education for a changing world of work. It is developing innovative new learning models and new partnerships with business to deliver an improved outcome for students, their communities and the economy. See: http://www.gazellecolleges.com
52 Babson College are acknowledged to be one of the leaders in the field of entrepreneurship education. The Arthur M Blank Center for Entrepreneurship was established in 1998 and focuses on the development of entrepreneurship of all kinds. See: http://www.babson.edu/Academics/centers/blank-center/Pages/home.aspx
53 OECD (2012). A Guiding Framework for Entrepreneurial Universities, European Commission / OECD
54 http://www.rotherhamready.org.uk/ready-hubs/
55 http://www.rotherhamready.org.uk/the-big-13/
56 Pupil feedback during a meeting at Wingfield Academy on 2 July 2013. See: http://www.wingfield.rotherham.sch.uk

attitudes and behaviours that young people need in their working lives, and they call for enterprise education to be established in the school curriculum. The sheer numbers that Young Enterprise engages with also make them worthy of consideration in any future dialogues:

> "…the academic year 2012/13, Young Enterprise had 77,000 students registered for our primary programmes. Excluding Northern Ireland, this drops to 44,000."[57]

The Enterprise Education Trust make the point that much of the discussion has revolved around <u>what</u> young people learn, as opposed to the evolving discussions as to <u>how</u> people learn.[58] As has been touched upon in Chapter 2, at the university level this has started to take hold, and informed by recent findings in psychology, memory types and neurology, is moving beyond this stance. What is more, the HE sector also recognizes other points made in their discussion, for example the need to embrace a whole school approach, the need to enhance enterprise understanding in teachers and ensuring a real world approach. Thus consistency and connectivity is apparent.

The Trust further point out that research from Demos suggests that capabilities including effective communication, teamwork, applying oneself to tasks and committing to long term goals are now as important as academic ability in predicting earnings by the age of 30. [59] Their overall conclusions state that enterprise education needs to be integrated across the curriculum if it is going to be effective, that students need to be inspired by enhanced engagement with business and industry, and that careers guidance needs to be overhauled to better align to the changing needs of young people. They also note that to achieve these aims, enterprise education should be an aspect of teacher training.

Other insights can be gleaned from the Edexcel BTEC vocational programmes of study, which represent almost half of the approved high-quality non-GCSE qualifications in the UK. Edexcel BTEC are recognized for their quality of provision and the progression opportunities they offer their learners, some of which appear to align well with the needs of enterprise education. In December 2013 they announced that 87 qualifications have been approved for school performance tables - starting in 2016. [60]However, of particular interest to our discussion are the Edexcel BTEC Certificates in Learning for Life (QCF), which allude to the fact that:

> "Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject." [61]

To illustrate their approach, key features that they employ are useful in our context as these consistently include the following themes at Levels 1, 2 and 3:

- Teamwork.
- Reflective Learning.

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[57] From Correspondence with Marianna Lemus, Research and Evaluation Manager at Young Enterprise.
[58] Dellot, B. and G. Darby (2013). The Enterprise Generation. London, Enterprise Education Trust.
[59] Op. cit., See: Birdwell, J, Grist, M and Margo, J (2011) The Forgotten Half. Demos: London.
[60] http://www.edexcel.com/btec/news-and policy/Pages/ViewNotice.aspx?notice=3496
[61] edexecel BTEC Specialist Qualifications – Specification of Certificates in Learning for Life, 'welcome page'.

- Independent Learning.
- Creative Learning.[62]

Key themes to assist assessment include using a portfolio approach that requires learners to collate evidence themselves. This may include but is not limited to:

- Peer and teacher observation.
- Performances.
- Video.
- Audio.
- Externally validated certificates.[63]

This requires a holistic all-school approach, including educators who can mentor and advise, rather than simply deliver set pieces for the purpose of examinations and tests. For example, evidencing an understanding of the values of others, being flexible, being resilient and developing visionary skills are central aspects for evaluation. In many ways this approach mirrors the requirement of an enterprising education.

In 2010, as Government changed, and with reference to the 'School Development Grant', the Department for Education published an 'Evaluation of Enterprise Education in England'. [64] The report focussed on the need to become a world leader in the fast changing global economy. It did not take stock of existing activities, but was more focussed on how the funding interventions translated into benefits for the economy. Issues such as confusion over definitions and the lack of a whole school approach surfaced - following 30 case study visits and a survey of 408 schools across England. Enterprise was often seen as a unique subject by the schools, and not an integral part of the curriculum. Where enterprise was reported to be a more engaged topic, and teachers had a better understanding, the coordinators reported:

- Increased self awareness.
- Improved business and economic understanding.
- A wider belief in their capabilities and opportunities.
- Improved management of change and risk.
- Increased retention of those at risk of disengagement.
- Improved rates of attendance.

Overall there was consensus that enterprise as a teaching style helped pupils to learn and that those with more experience evidenced greater impact than those just starting out. Concerns expressed included:

- The critical nature of the support of senior management teams.

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[62] Edexcel (2011). BTEC (2011) BA025939 – Specification –Level 3, Level 2, Level 1, Entry 3 Certificates specialist qualification in Learning for Life (QCF).

[63] Ibid.

[64] McLarty, L., H. Highley and S. Alderson (2006). Evaluation of Enterprise Education in England.

- The perceived priority level within the curriculum (note that the Davies report only suggested 5 days per year.[65])
- Time given over to employer engagement / prioritisation of time.
- The CPD required to shift teachers' perspectives and to subsequently develop appropriate pedagogic skills.
- How success would be measured / the lack of specificity during inspections.

The report concludes with the recommendations that consideration needs to be given to funding to fill the current gaps in provision, to the lack clarity of the definitions and to the crucial nature of this work, especially in terms of the need for external engagement.

To turn beyond England momentarily, the first (2004) Scottish document 'How Good Is Our School: Quality Indicators in Enterprise Education', offered self-evaluation and quality indicators as well as worked examples and practical sources of support. It also emphasized the need for guidance for teachers in terms of developing teaching approaches and support and committing to whole school strategies as opposed to soloed business subjects.[66] Later in 2008 when the impact was reviewed through a series of inspections, the findings had a ring that is becoming quite familiar throughout this investigation:

> "The positive influence of enterprise in education on learners' attainment and wider achievement was evident in the schools and centres inspected for this report, and in the wider range of HMIE inspections. Importantly, that helpful influence extended across personal and social skills and a wide range of aspects of learning, confirming the impact of enterprise across the curriculum and throughout learning 3-18. Enterprise in education encouraged good attendance and behaviour, positive attitudes to learning, increased motivation and high levels of achievement. [67]"

> "Enterprise in education provided a stimulus for innovative experiences and approaches which went beyond learning in curriculum areas and subjects. It contributed to pupils developing as successful learners, confident individuals, responsible citizens and effective contributors, and highlighted ideas and approaches which are directly relevant to schools."[68]

Other findings included staff members reporting the direct gains that they witnessed having undertaken CPD in enterprise education. They especially note the need for educator flexibility / allowing the educators to employ and make relevant principles and approaches rather than followed dictated pathways. Enterprise, when themed with creativity, often led to promotion in the schools investigated. The relevance of playfulness also featured highly, as did the impact on pupils with special needs and those who would normally be considered low achievers. Overall:

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65 Davies, H. (2002). A Review of Enterprise and the Economy in Education. London.
66 HM Inspectorate of Education (2004). How Good Is Our School: Quality Indicators in Enterprise Education. Edinburgh, HM Inspectorate of Education.
67 HM Inspectorate of Education (2004). Improving Enterprise in Education: A Report by HM Inspectorate of Education, HM Inspectorate of Education.
68 Op. cit, 14

"Staff and pupils felt they were being encouraged to engage, to suggest creative and innovative approaches to learning, and to become active stakeholders."[69]

Wales already has had a National approach to this entire landscape, which was initially developed in 2002 and termed the 'Youth Entrepreneurship Strategy'.[70] This was reviewed and revisited in 2010 and provides, amongst many other things, help for entrepreneurs who wish to help educators – by providing them with essential teaching and learning skills that support the educator community. Wales also has the first university-validated teacher-training module for Post Graduate and Initial Teacher Training. In turn this informed the learning outcomes strategy for the European Leonardo Da Vinci Project Acknowledging and Developing Entrepreneurial Teacher Training (ADEPTT).

"The overall objective of ADEPTT, Acknowledging and Developing Entrepreneurial Practice in Teacher Training is to create a strategic EU model to promote teacher training in entrepreneurship as a means to develop entrepreneurial mindsets in European young people and thus, socio-economic and local/regional development."[71]

The Welsh Government's 'Big Ideas Wales' have set up a National CPD Enterprise Education hub based in the University of South Wales. This development is based on earlier work and has an aim to promote, facilitate and lead entrepreneurial thinking across all levels of education and schooling, from ages 5-25.[72] The earlier initiatives, claim the Welsh Government, have led to aspirations of young people under 25 to be their own boss rising from 42% in 2004 to 53% in 2013 (Wales Omnibus Survey), a tripling of early-stage entrepreneurial activity in ages 18-24 (Global Economic Monitor) and the observation that Wales generates 9.1% of all graduate start ups in the UK, but only have 5% of the HE student population (HECBIS).[73]

Scotland too has looked at an overarching strategy, and in 2011 Create Highland Centre in partnership with Scotland's Colleges produced a discussion document entitled "A Proposed Enterprise Education Framework for Scotland". Picking up on European initiatives and referencing key thinking of the time, an ambitious Scottish Credit and Qualifications Framework (SCQF) of learning outcomes was produced[74]. Though to date this has not been populated with activities that lead to the learning outcomes described, it nevertheless offers an integrated approach that could inform future thinking.[75]

Since 2000 the Global Economic Monitor's National Expert Surveys have gathered data that consistently demonstrates business experts' dissatisfaction with aspects of entrepreneurship education and training in their countries. Amongst their most critical comments are the ratings they give for the adequacy of entrepreneurship education and training in primary and secondary schools.

69 Op. cit, 36
70 For details see: http://wales.gov.uk/topics/businessandeconomy/publications/yesactionplan1015/?lang=en
71http://publiek.syntra.be/websites/europeseprojecten/adeptt/Management/PROJECT%20SUMMARY.aspx
72 See: http://ms.fs4b.wales.gov.uk/sub_sites/yes/content/about_yes/get_involved/activity_detail.aspx?i=249
73 HECBIS – 'Higher Education Business and Community Interaction Survey' - Welsh Government's Response to the Enterprise and Business Committee's Report on Youth Entrepreneurship. Available online at:
http://www.assemblywales.org/bus-home/bus-business-fourth-assembly-laid-docs.htm?act=disandid=252958&ds=1/2014
74 http://www.scqf.org.uk/
75 See: http://www.createhighland.com/getdoc/a8c4778f-0352-410b-b649-fd81d63e1898/Proposed_Enterprise_Education_Framework_-_1-pdf.aspx

A key conclusion of their 2010 Global Perspective on Entrepreneurship Education and Training is that:

"…analysis suggests that entrepreneurship training may enhance self-efficacy, or start-up skills self-perception, but seems to be poor at enhancing opportunity recognition. It may be that planning-based programs are good at making people believe they know how to start a business. However, the other crucial ingredient is recognition of an attractive opportunity.[76]

"For reasons such as these, European Level policy guidance is developing at some pace, and is well informed by international experts of enterprise education. For example expert representatives from 28 countries have informed both the development of CPD activities and new teacher training provisions.[77] These culminated in the June 2013 release of the European Commission's 'Entrepreneurship Education: A Guide for Educators'[78]. Some key themes are emerging, and importantly, it is now well recognised that new pedagogical stances are required if innovation needs to be prioritised – teaching styles will have to change across a broad spectrum.

"Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. They require active, learner-centred pedagogies and learning activities that use practical learning opportunities from the real world. Furthermore, since entrepreneurship education is a transversal competence it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education"[79].

This fundamental shift is not lost on other international agencies. The United Nations Conference for Trade and Development (UNCTAD) spent three years investigating what makes an entrepreneurial eco system, concluding that education was one of the key 6 pillars that policy makers needed to address, the prime call being to "Mainstream the development of entrepreneurship awareness and entrepreneurial behaviours starting from primary school level". [80]

Perhaps interestingly, UNCTAD's Chief of Entrepreneurship reports that many developing countries are more engaged than countries with more traditional approaches to education, and that based on research developed from the Global Economic Monitor, "entrepreneurial dynamism has been shifting to developing countries". [81]

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[76] Martinez, A., J. Levie, D. Kelley, R. Samundsson and T. Scott (2010). A Global Perspective on Entrepreneurship Education and Training, GEM.
[77] See: http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/teacher-education-entrepreneurship/index_en.htm
[78] Available online at: http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/files/education/entredu-manual-fv_en.pdf
[79] Directorate-General for Enterprise and Industry (2011). Entrepreneurship Education: Enabling Teachers as a Critical Success Factor. Brussels, European Commission.
80 http://unctad.org/en/Pages/DIAE/Entrepreneurship/EPF-3.aspx
81 Mugione, F. (2013). Joint Inter-Governmental Conference Parliamentary Assembly of the Mediterranean & United Nations Inter-Agency Cluster on Trade and Productive Capacity, Geneva.

Certainly this perspective can be evidenced in aspirational Eastern European developments in former parts of the Socialist Federal Republic of Yugoslavia, where Governments have come together to debate ways forward. They have already developed an extensive competency based approach to enterprise education. Available in Serbian, Russian and English, the South East European Centre for Entrepreneurial Learning (SEECEL) has a training needs analysis for SMEs, proposals for women's entrepreneurship, and competency based educational frameworks for ages 11 through to 18.[82] In the former Yugoslavian Republic of Macedonia, supported by the Macedonian Ministry for Education and Science and the British Embassy, the National Center for Development of Innovations and Entrepreneurial Learning (NCDIEL) recently celebrated the milestone of over 2,000 teachers who have undertaken specialist-training courses in becoming an entrepreneurial educator.[83]

There is another backdrop that needs to be taken into consideration, and it relates to the type and nature of champions who are pushing forward. Although not conclusive, there is strong evidence to suggest that educators who have had entrepreneurial experience themselves are leading thought. For example, international research within higher education has indicated that formal education is not driving the enterprise and entrepreneurship teaching and learning agenda; text books are not popular and seeking support outside of the educational system is common. It would also appear that there is a dearth of appropriate training. For example:

> "Over 75% of the (international) educators surveyed had personal start-up experience, and there was limited reliance on academic literature, with a preference for referencing broader stakeholder perspectives."[84]

And as specialists in school teaching from Finland assert:

> "Our research results indicate that the perception teachers have of their own entrepreneurship education skills is closely connected to the implementation of entrepreneurship education… providing teachers with training related to the topic area is the best possible way to promote the implementation of entrepreneurship education in schools".[85]

Taking this and the educator guidance and training that is developing in Europe into account, it would appear that educator support through learning initiatives, self-help groups and networks need to be supported; indeed, it is a metric that the United Nations Conference for Trade and Development (UNCTAD) apply to measure successful Government interventions.[86] Within an

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82 For further information see: http://www.seecel.hr
83 See: http://www.ncdiel.mk/IndexEn.asp?ID=5
84 Penaluna, K., P. A and C. Jones (2012). "The Context of Enterprise Education: Insights into Current Practices." Education + Training 26(3): 163.
85 Ruskovaara, E. and T. Pihkala ibid."Teachers implementing entrepreneurship education: classroom practices." 55(2): 213.
86 UNCTAD (2012). Entrepreneurship Policy Framework and Implementation Guidance (2012) Area 3: Enhancing Entrepreneurship Education and Skills Development, Education and Skills: A checklist of key questions.

environment that has developed organically, it is the networks that have pulled the thinking together. [87]

Whilst this chapter's snapshots cannot possibly cover the full range of initiatives that are taking place, as it misses so many players in this important but disparate debate, its intention is to illustrate the level of activity already taking place and the type and nature of ongoing discussions, both in the UK and internationally. Not least amongst these discussions is what makes up the enterprising mindset and what kinds of thinking, learning and imagining is involved in the development of future thinkers who can respond to an ever-changing landscape in meaningful and contributory ways. We have found the evidence to be consistent and fairly repetitive; institutions appear to attract institutionalized approaches to teaching and learning that are restrictive and engender reliance as opposed to resilience and independence. For example, strict timetabling and rigidity of delivery against easily measured outcomes, or assessment that is announced some considerable time before the work is due. These do not enhance the development of skills related to flexible and innovative thinking. To conclude this aspect of our debate, one key aspect is of particular concern. With the notable exception of some creative disciplines in the university sector, in the entire year of investigation we did not find a single learning institution that confidently and assuredly told us that they tracked and enhanced the development of creative capacity.

Key Findings

- In the UK this has been a long running debate that spans over 25 years.
- Grass roots / self funding networks have had impact, some of these emerged from Government funding.
- Peer recognition and rewards schemes are emerging and have impact.
- Formalised progression and career paths are at a very early stage of development (for entrepreneurship educators).
- Curriculum interventions are patchy but when undertaken have very positive outcomes across all areas of learning.
- Consensus is being reached as to what is needed and what works.
- Some countries outside of England are making better progress and the EU Commission's research and guidance is extremely helpful.
- Issues surrounding stakeholder engagement beyond the school and college / university need to be addressed.

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87 See: Beresford, R. and K. Beresford (2010). "The role of networks in supporting grassroots good practice in enterprise education." Research in Post-Compulsory Education, 15(3): 275-288.

4.   Primary School Experience

"In the first six years of the 21ˢᵗ Century, the aims, purposes and values of education expressed in the surveyed countries appear to be reflecting economic and social principles, at the same time as the philosophies of personalised teaching and learning. This hybrid of economically driven, learner-centred, and society-influenced aims reflects the views expressed by various theorists on (Primary) education…"[88]

Before we enter into any deeper discussions, a fundamental question needs to be considered, *"What is the role of schooling and whose needs should school education respond to?"*

In primary education, child centred-ness has been a consistent factor and the needs of the individual child have essentially remained paramount. However in the UK, Governments have increasingly influenced the aims, purposes and values of education. The introduction of a National Curriculum that by 1988 saw subjects becoming 'Core' (English, Mathematics and Science) or 'Foundation (Art and Design, Design and Technology, Geography, ICT, Music and Physical Education) at Key Stages 1 and 2 (5-11 years old).[89] Thus a hierarchy began that remains to this day.

On the face of it, Primary Education's non-statutory cross-curricular activities that lead on Creativity, ICT, Education for Sustainable Development, Literacy and Numeracy across the curriculum do not appear at odds with the aims of enterprise; however what is perhaps more telling is what is evaluated at the end of each key stage. Tests focus on English, Maths and Science, but do not meaningfully evaluate creativity or an understanding of sustainable development.[90] If you are teaching to the test, then the focus is perhaps naturally on those aspects that will be tested, evaluated and ultimately, compared and contrasted with others.

Recent understandings on developing education for social and economic improvement within the context of new technologies revisit the premise that creativity and innovation are primary drivers of excellence and may not be taken fully into account. For example in Australia, the proliferation of speeches and policy statements on the importance of creativity, in conjunction with similar discussions on the significant increases in the use of IT in learning, led the Australian Council for Educational Research to ask some thought-provoking questions as to what the direction of education actually was, and did they know where they were headed? This led the Australian Council for Educational Research to ask a series of questions as to where education was headed. Their conclusion that developing innovation requires the rethinking of curriculum and assessment comes as no surprise, but the challenges this presents, especially to time-constrained educators for whom telling the answers is easier than enabling pupils to make personal discoveries, presents significant tensions with more traditional approaches. [91] However, the premise that primary education is

88 Shuayb, M. and S. O'Donnell (2008). Aims and Values in Primary Education: England and other countries (Primary Review Research Survey 1/2). Cambridge, University of Cambridge Faculty of Education.
89 Children Schools and Families Committee (2009). Children, Schools and Families Committee (2009) National Curriculum, Volume 1, House of Commons.

91 Mellor, S. (2010). Building Innovation: Learning with Technologies,. Victoria, Australian Council for Educational Research.

interdisciplinary and learner-led is helpful in the context of enterprise education, and would appear to strike a reasonable balance between developing creativity, engendering enterprising competencies and retaining appropriate attention on the Core subjects. These raw enterprising skills need not be directly related to calls for business education to start at this juncture, but more rounded in terms of providing educational experiences that prepare pupils for later learning experiences, ones that should test their innovation capacities.

The authors of the "Global Competitiveness Report" highlight that across the 148 economies they investigated, innovation driven countries that invested in primary education and embedded 'social resilience', were better placed to respond to the need for continuous adaptation and change; they were well placed to develop new and competitive infrastructures.[92]

As is often stated anecdotally, young children are less concerned about personal status and more absorbed in personal enquiry. This, coupled with recent neurological findings that the brain evolves in ways that prunes its connections in early life to conserve energy, the 'use it or lose it' scenario, suggests that what we may be attempting to capture is simply the retention of abilities that we exhibit in early life. Fear of failure is rare in early years learning, and encouraging exploratory thought is common. It therefore follows that primary education has the potential to initiate the type and nature of thinking skills that are required. Additionally, they might also inform later-years learning strategies, especially when the aim is to develop similar creative and cognitive abilities. Specifically, as education is acknowledged to be the most broadly and consistently successful cognitive enhancer of all,[93] enabling early and appropriate development in young people in terms of creativity fits the goals of those wishing to develop early stage entrepreneurial capacity through skills such as opportunity recognition.

The following cases have been chosen to illustrate what is being done. They also illustrate how enterprise education can be strategically embedded into curricular activities as well as extra-curricular work in the Primary sector. Even finance can be made fun and related to creative endeavour.

Case Study 1 - Herringthorpe Infant School, Rotherham.

(Part of a Ready Unlimited 'Ready Hub' – a partnership including a secondary school and its partner primary schools which work with young people, parents, businesses and the wider community to co-produce enterprise practice and provision).

On 2nd July 2013 Ready Unlimited and University of Wales Trinity Saint David staff visited the school to see first-hand what was being achieved. What was immediately apparent from noticeboards in the classrooms and corridors was that the children were engaged in learning under 6 thematic pillars that linked their learning skills to enterprise. These were:

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92 Schwab, K. (2013). The Global Competitiveness Report.
93 N, B. and S. A (2009). "Cognitive Enhancement: methods, ethics, regulatory challenges." Sci Eng Ethics 15(3): 311-341.

- Resilience
- Teamwork
- Creativity
- Reflection
- Problem Solving
- Communications.

According to the head teacher Mrs Pepper, this enabled the staff to focus on agendas that related not only to their own school issues, but also to themes beyond the school gates and into the broader community. As an aside, she mentioned the evolving success of parent-teacher interaction through Parent Teacher Groups and engagement with local businesses. This she put down to a simple message, one of relevance. If the parents and broader stakeholders saw relevance in what the children were learning, then learning continued beyond the classroom into the community. In turn, the community supported the school.
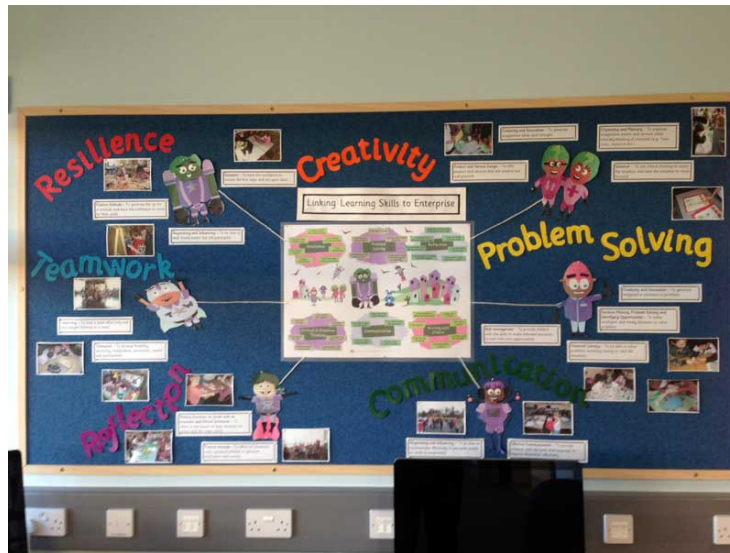
Above: An example of linking learning skills to enterprise at Herringthorpe Infant School.

One of the key things picked up in the school's OFSTED Report was that the teachers made good links and connections between subjects, so that the relevance of the learning was implicit.[94] This interdisciplinary approach encourages creative thinking through the linking of potentially disparate topics, ideas and sources of information. In the words of the OFSTED Inspectors:

"The school excels at providing pupils with an insight into the 'world of work.' This can be through related role play areas or the opportunity for pupils to set up their own businesses. For example, pupils enjoyed running a caf [sic] for parents and carers. Such a strong focus on enterprise, alongside the emphasis on high quality team work, prepares pupils extremely well for the next stage in their education."[95]

94 See: http://herringthorpejuniors.com/for-parents/ofsted-report/
95 OFSTED Inspection Report: Herringthorpe Infant School, 26–27 January 2009, 5

"The emphasis given to enterprise sets learning in a meaningful context and motivates pupils to work hard on a wide range of hands-on activities. A good range of creative activities, visits and extra-curricular clubs add interest and enjoyment to pupils' learning and ensure they have a good understanding of life beyond the immediate locality."[96]

Teachers skilfully link curricula to the world of work and business, including visiting local businesses, inviting entrepreneurs into school and integrating role models, industries and enterprise into displays:

Family learning is an extension of the approach, and not only brings parents into the school; it also engages them in topics that the pupils are learning. Parents work alongside their children on curriculum areas, including science, maths, literacy and DT which are explored through business and enterprise contexts, for example setting up a company to design and build a bridge, or responding to a design brief to budget for and create a product for sale.

A parting message made one thing clear to the visitors, none of this had been staged for the day or was as the result of a single 'drop in enterprise day', but was an integral part of a sustained learning programme that continuously engaged the pupils through their pillars of enterprise.

Case Study 2 - Hull - Primary School Engagement in Global Enterprise Week

"Enterprise and entrepreneurship education are essential if we are to stimulate young people's natural creative traits to be more enterprising, the agenda needs to be about young people and not projects and programmes. For too long in the UK we have started but never finished, or we have talked about creating an entrepreneurial culture or started but not developed one from which our young people can benefit. A true entrepreneurial culture cannot be developed in isolation and needs to be planned and co-ordinated at local levels. It is time to act and not to talk."[97]

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96 ibid. 6

97 Charles Cracknell FRSA, Holder of the Queen's Award for Enterprise Promotion, City Youth Enterprise Manager for Hull. Personal correspondence 13 January 2014

In his correspondence to the APPG enterprise education panel, Cracknell makes it clear that short-term initiatives and stop-gap funding has done little to enhance the opportunities to develop meaningful enterprise education in schools within the region. The City-wide initiative that he leads demonstrates the impact that this type of engagement can have, especially when focused on real achievement in enterprising contexts. Global Entrepreneurship Week in Hull included talks from Shopping Centre Managers and enterprising promotions experts with 15 years experience. Local business experts joined the pupils and actively engaged in their teams.

"Then it was time for the Primary Schools to show off their enterprising activities through the £5 Blossom Event which is run every year in Hull! All the primary schools present their activities that they did throughout the last year. There was an excellent presentation from Clifton, dressed up, shades on, an awesome performance highlighting the investment of Engaging Education (£150) who were also their mentors! All ended off with a rap about their products, including their own beat-boxing backing track!

After the break, Ross Bennett, Director of Engaging Education, launches the Big 13 DVD! This showcases the 13 enterprising skills that young people need to be successful in their career and these are the skills that are vital for young people to set up their own business. This DVD was presented by students themselves including all the introductions and voice-overs. Each skill was represented by a business which the students went and interviewed an executive representative from each! This is a great DVD that is launched as a showcase of business in Hull and the Big 13 Skills!

Next up, the Primary School Victoria Dock launch their activity of tower building with straws. Business professionals and primary schools go head to head, tallest tower wins and there is a little bonus prize for the best named tower. A really good initiative to get groups working together in teams with some financial literacy, as teams needed to 'buy' more resources with the money they were given." [98]

Youth Enterprise
@HullsEnterprise

@AndyPena 12 primary school teams using Big 13 Enterprise Skills made £3,000 profit after paying back their business loans # £5Blossom

08:41 PM - 14 Jan 14

Youth Enterprise @HullsEnterprise
@andypena After @gewuk in #Hull 2013 60% of young people said they knew more about entrepreneurship and their own enterprise abilities
about 5 hours ago

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98 For more information see: http://www.gew.org.uk/blog/gew_2013_-_engaging_education_-_hull

Case Study 3 - Craigfelen Primary School, Swansea, Wales

In 2012 the European Commission invited European education experts to gather in Slovenia to address the issues surrounding continuous professional development (CPD) of school teachers for enterprise. Craigfelen Primary School's active approach to entrepreneurship was featured as a best practice case study because of the way that previously 'hardened' experienced primary school teachers had embraced the entrepreneurial way of teaching.[99] Head teacher Alison Williams was invited to speak about her school and the approaches taken to evaluate and assess pupils' performance through engagement in projects including:

- Young Enterprise projects
- Working with a local bakery to 'Get Ready to Crumble'
- Boom Chocolate Company – a school-based tuck shop business with unique products
- 'Money Spiders', a Junior Saver's Club run in partnership with LASA Credit Union
- A working café for the local community 'Graigos Café, which is a truly pupil led business which is planned, organised and managed by the children aged 7-11 years. [100]

Teacher Mr Jamie Taylor, who now has responsibility for developing financial education across the school, states:

"To begin with I saw enterprise as an add-on to the curriculum, something that can take up a lot of precious learning time in a very busy timetable. During the latest Enterprise Project we decided to approach it in a different way. We linked our enterprise activities to our current topic of 'Potions'. This not only motivated the pupils but led to a massive amount of cross curricular links being made."

"During Literacy lessons the children were writing plans, instructions, letters, evaluations and learning all about persuasive writing. They were creating web pages, blogs and TV adverts. There were huge amounts of data handling skills, costing and working out profit margins. The children were heavily involved in sourcing the cheapest ingredients to help their profit. Personal and Social Education skills were ever present throughout lessons with children working as a team, solving problems together and discussing ideas and plans. It helped the pupils identify their strengths and weaknesses when deciding upon appropriate roles for team members throughout the task. The pupils in my class have made huge strides forward both educationally and socially throughout this task and having read their future plans for their businesses, enterprise is now well and truly embedded into our curriculum."

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99 European Commission (2012). European Commission's 2nd Laboratory on enabling teachers for entrepreneurship education - continuing professional development, Brdo, Slovenia. Hosted by the Slovenian Ministry of Economic Development and Technology at the Brdo Congress Centre - aimed at professionals involved in the continuing professional development of teachers (CPD) who are interested in developing their curriculum on the subject or methods of entrepreneurship education. Around 90 delegates from 24 countries attended the workshop. See: http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/files/education/brdo_newsletter_final_en.pdf
100http://www.southwales-eveningpost.co.uk/Super-saver-pupils-aim-cook-success-venture/story-18048454-detail/story.html and http://www.itv.com/news/wales/story/2013-01-31/pupils-open-own-community-cafe/

Most notably the school also collaborated with Gower College (See FE Case Study) in a project where enterprising FE students helped the primary pupils to gain insights into entrepreneurial behaviour through a range of projects and activities. The connected nature of the event was supported by the City Council's 'Building Enterprise Education in Swansea' (BEES) project. This draws together experts from business and industry through the local chamber of commerce, entrepreneurs, banking and finance experts and educators from the university sector, colleges and schools in the area. The groups' aim is to develop "…a co-ordinated enterprise education programme across all schools, colleges and universities in Swansea, so that all young people can access high quality provision"[101]

Case Study 4 - Innovative Enterprise, Enterprise Soapbox (Commercial Product)

The cross-curricular soapbox kits allow students to experience the process of soap making, researching and designing their own soaps, making their own soaps and packaging them to sell. Students learn about science, enterprise, business, DT, maths and the environment whilst having fun making, marketing and selling their own soap products. There are two kits, which contain everything needed to make soap. Both the primary and secondary kits have a safety-assured recipe meaning that the soaps can be sold under the UK and European Cosmetic regulations.

Primary School Case Study (A secondary school version is also available)

Ann Hallam, Headteacher who has already used the Soapbox kit at Vicarage Park Primary School, Kendal, shares her school's experience of how her school used it as a summer term fun enterprise activity day with year 6 pupils who worked in mixed teams of four to develop their own products.

> "Science was tackled as we were able to speak about matter changing state through heat application as the animal-free soap base melted in the microwave and then re-formed as solid soap in moulds. Maths was brought to life as measurements were made, timings used and also in the business side, pupils were able to calculate the costs and sales price of their product. Using box template 'nets' the teams needed to measure and cut carefully to develop 3D boxes for their products."

> "Creating a marketing campaign and delivering a two minute sales 'pitch' allowed pupils to use their written and spoken English skills, persuasive language, alliteration and challenge their fears about speaking in front of everyone in the sunny playground!"

> "Artistry and design skills were brought to the fore as each team designed their own finished product and packed it according to the chosen market segment… Babies, Sports, Glamorous Life, Working Life or Gardening."

> "Students working in mixed teams helped pupils to see how different skills are needed in a team, the skills needed to create a real product and how companies make profits. In the

101 Building Enterprise Education in Swansea (BEES - Part of the Swansea Economic Regeneration Strategy).
http://www.swansea2020.com/bees

longer term we hope the young people involved will have learned something about work and how what they learn in the classroom has applications in their future."

"Our students developed the following as a result of taking part;
- Teamwork and how to communicate their ideas,
- Working under pressure to a set deadline,
- Being creative as well as precisely following a recipe,
- Understanding how products are designed and created,
- That working in business can be fun but also stressful!"

Case Study 5 - (International) - Building Enterprising Students Today (BEST) Project, New Zealand[102]

This three-year project developed by the Ministry of Education for pupils aged 1–8 involved 34 schools and 68 teachers, who participated in two separate trials in which they:

- Developed supporting classroom materials – with over 65 activities and units.
- Trialled these materials in classrooms using the Education for Enterprise teaching and learning approach.
- Conducted research to build the evidence-base supporting Education for Enterprise as a teaching and learning approach.

The project focussed on ensuring that students learned to be enterprising across a range of business and community contexts and included guidance on assessment strategies. The trials evidenced that learning was enhanced beyond what teachers had expected from their students, particularly in the development of the whole child.

The team concludes that for those teachers who are already well engaged in inquiry learning or action learning, and who are using a range of learning and thinking tools, the shift towards more student ownership and engagement in Education for Enterprise activities is not a big one. As explained by Susan Milne, from St Francis Primary School:

"I have loved every minute of teaching these units of work, and Education for Enterprise has certainly been a tool for powerful learning in Room 7. … Our unit has really mushroomed and when I am thinking about confidence, lifelong learners, connectedness, and active involvement, I couldn't think of a better example than my students during BEST."[103]

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102 Based on: http://education-for-enterprise.tki.org.nz (Following a presentation at the 2007 International Conference of the Institute for Small Business and Entrepreneurship, Glasgow).
103 Ibid.

Key Findings

- Primary schools offer creative and playful approaches to learning that are interdisciplinary in nature and challenging in content
- Primary education is predominantly about the individual child
- Children receive a predominantly 'all school' holistic experience and this remains the case within the enterprise activities presented
- Our cases clearly illustrate that enterprise can be embedded successfully and can also help to develop wider skills
- Once they have understood the approach, teachers in our review enjoyed teaching in an entrepreneurial way and found it to be a valuable pedagogy
- Our evidence suggests that there is room for CPD and teacher enhancement

5. Secondary School Experience

"Schools should normalise entrepreneurship as a career path. All careers services should make it clear to school leavers that start-ups are an option, albeit a challenging one. Entrepreneurial risk management will form a key part of this programme in order to maximise the economic performance of new ventures while simultaneously minimising human and financial costs often associated with low performance business start-ups. Every school should invite local entrepreneurs - ideally developing an ongoing relationship - to present to pupils about the advantages and challenges of founding a business."[104]

For schools to address such recommendations is challenging, but not impossible; the good news is that it is already a good fit with current educational thinking. For example, firstly consider developing enterprising skills such as being flexible and adaptable, networking and seeking out and addressing challenges. This is already being considered within the role of play within learning. The 'Too Much Too Soon' Campaign [105] has assembled a body of evidence from 130 educationalists who believe that play during early formative years is essential. One of the team, Cambridge Researcher and Developmental Psychologist David Whitbread, questions the direction of early years educational policy and points out that we already know that instructional learning is less effective than informal learning.[106] Of particular interest to the enterprise education debate is the evidence that play is entirely spontaneous and unpredictable, and that overly restrictive scheduling of playtime and supervision negatively impacts on risk adverseness. The emphasis on formal assessment at secondary further inhibits spontaneous, more creative teaching.

These arguments suggest that playful activities that are often confined to early years learning, yet they develop and test learners' knowledge and behaviours in a way that ultimately leads to meta-cognitive and self-regulating abilities in adulthood,[107] something we wish to achieve. However, as the OECD reported a decade ago, as schooling develops it becomes more restrictive and more tightly managed. The Key Stage Framework, with its focus on tests and tasks around English, maths and science, coupled with a more silo-based approach to 'delivering learning', exacerbates this. In consequence subject-based assessments, tests and examinations have become increasingly concerned with knowledge retention, which in turn is usually related to a single topic or subject. The net result is that we have been consistently told that creativity and innovation for enterprise are largely pushed out of the classroom and into extra-curricular and voluntary activities.

The 'Ready Unlimited' team in Rotherham are well aware of the mindset shift that young people have to make, as have been many other educationalists with which we have spoken. In 'Harnessing Enterprise to Support Transition from Primary to Secondary Education',[108] Ready Unlimited offer

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104 Small Business Taskforce (2014). An Enterprising Nation: The Final Report of the Small Business Taskforce, Commissioned by the Labour Party.
105 http://www.toomuchtoosoon.org
106 See: http://www.cam.ac.uk/research/discussion/school-starting-age-the-evidence
107 See: http://www.importanceofplay.eu/IMG/pdf/dr_david_whitebread_-_the_importance_of_play.pdf
108 Rotherham Ready (2011). Enterprise and Transition: Harnessing Enterprise to Support Transition from Primary to Secondary Education. Rotherham, Rotherham Ready (Now 'Ready Unlimited).

three enterprise-related case studies that illustrate bridging activities for both staff and pupils. Based on the premise that a young person's enterprise learning journey should be gradual, they suggest that harnessing and celebrating enterprise skills can help social adjustment, institutional adjustment and can also assist transition through opportunities to ensure a degree of continuity within the curriculum. Creative freedom and business insights are a feature of all of the cases, and each case includes a 'so what' section that showcases positive pupil feedback. Funds raised were fed back into activities that supported pupil transition.

The Government's recent publications include some telling lines, for example, "The new programmes of study set out what should be taught by the end of each key stage,"[109] which indicates that pre-determined goals will consistently lead the learning process; it is a style of writing that does not engender creative or innovative thought that challenges norms and considers new ways of thinking. Moreover, the primary aim of the new National Curriculum is almost entirely focused around knowledge.

> "The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement."[110]

The use of the term 'appreciation' has connotations that the learners will simply understand topics under discussion; it does not suggest that they will be able to perform. The OECD contest that we need to bring education to task on this, and consider the holistic and more connectable needs of the 21st century when developing new and effective education systems, especially if they are intended to respond to social and economic problems[111]. However, 'learning to the test' has become a way to hit league tables and other more easily measurable targets.

However there are pockets of expertise within the UK that can inform an alternative approach. The Welsh Department of Education and Skills has been tasked with developing 'Essential Skills', and they have been drawing heavily on the enterprise education agenda. As Hazel Israel of the Welsh Government's Department for Education and Skills explains:

> "It is widely acknowledged that such behaviours as initiative, independence, creativity, decision making and flexibility are highly prized in adult life and yet traditional more formal educational methods often struggle to explicitly and actively accommodate, promote and nurture these essential skills. Where these attributes are developed by young people it is almost in spite of their formal education and, for too many learners, the narrow and limited subject disciplines and focus on exams as important performance measures, switch them off learning altogether. Real life is meaningful, relevant and engaging and rarely looks like a classroom."[112]

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109 Department for Education (2013). Assessing Without Levels.
110 Department for Education (2013). The National Curriculum in England: Framework Document, Aims 3.1, 6.
111 Mulford, B. (2003). School Leaders: Challenging Roles and Impact on Teacher and School Effectiveness. Tasmania, OECD / University of Tasmania.
112 Israel, H (Senior Project Manager for Skills Development) Correspondence from the Welsh Government's Department for Education and Skills (DfES)

Of particular note in the Welsh scheme is that it is all based on action-led as opposed to theory-led learning, which in turn responds to some of the comments about play:

> "The vision of the revised WBQ is to nurture the development of a more rounded, coherent and holistic concept of learning, delivered through a series of engaging and meaningful learning experiences, across and through which learners can actively make decisions about what to learn and how to learn it. In order for learners to be able to take increasing responsibility for their learning they will need the skills and supporting attributes, autonomy and developmental space."[113]

This fits well with our discussion, as action-based learning is acknowledged to offer more meaningful experiences through which learners can evolve their own understandings of situations and contexts. However when headteachers with 25 years experience blog about the misery of working in schools[114] and the limitations of a reductive examinations system that is designed to make it easy to mark rather than helping to develop any kind of flair,[115] it becomes clear that some kind of revisiting of the educational system needs to be undertaken.

It should be stressed that much of the above discussion is far from new, and that as far back as 2005 OFSTED noted evidence from inspections that suggested that enterprise education is very motivational and can result in behaviour change and improved teaching and learning.[116] In 2010 the Department for Children, Schools and Families, 'A Guide to Enterprise Education: For Enterprise Coordinators, teachers and Leaders at Schools', reflected on more extensive and similar findings by Dubit, Brightpurpose and the Young People's Enterprise Forum.[117] This suggests that educators wishing to develop enterprise skills should do so under the OFSTED sections A2.10 "the extent to which pupils develop workplace and other skills that will contribute to their future economic wellbeing", A.4.2 "the leadership and management of teaching and learning" and A.4.8 "the effectiveness with which the school promotes community cohesion". Bodies such as the BIS supported Enterprise Village[118] and other providers are also listed in this comprehensive document. More recent support from Enterprise Village includes a measurement tool for Enterprise Education[119].

When investigating OFSTED Guidance for Inspectors the review team felt that there appeared to be something of a gap in terms of clarity in stakeholder engagement. Whilst inspectors should consider "the extent to which pupils, parents and staff are committed to the vision and ambition of leaders, managers and governors"[120], there is no overt provision for wider inclusion of broader community

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113 ibid.
114 http://johntomsett.wordpress.com/2013/12/28/this-much-i-know-about-resisting-the-misery-of-life-in-our-schools/ Posted on December 28, 2013
115 http://johntomsett.wordpress.com/2013/12/15/this-much-i-know-about-the-lack-of-space-for-student-flair-in-our-examination-system/ Posted on December 15, 2013
116 OFSTED (2005). Developing enterprising young people. London, OFSTED.
117 Department for Children, S. a. F. (2010). A Guide to Enterprise Education: For Enterprise Coordinators, teachers and Leaders at Schools. Nottingham, Department for Children, Schools and Families Publications in collaboration with Dubit, Brightpurpose and Young People's Enterprise Forum (YPEF).
118 http://www.enterprisevillage.org.uk
119 http://www.enterprisevillage.org.uk/resources/1015/
120 OFSTED (2014). School inspection handbook. No.120101.

perspectives, or for example, the views of business. In essence, the reliance is upon governors to fulfil this role. Moreover, achievement can only be recorded against the formal curriculum, and the performance and effectiveness indicators do little to enhance externalisation. This appears to be a major shortfall and may be exacerbating the issues for educators.

OFSTED continue to monitor provision and to critique shortfalls such as a reliance on written work as opposed to more meaningful and aligned assessment strategies; there is however a persistent theme in their reporting which may give cause for concern. Specifically they do not appear to consider the development of enterprising mindsets, and the reporting has a heavy reliance on more tangible aspects such as knowledge about the economy and business.[121] What OFSTED mention in terms of who does the teaching and their questions pertaining to how capable they are as educators in enterprise, is of particular interest and would appear to also apply to OFSTED themselves:

> "The main weaknesses in whole-school enterprise education provision, both in the primary and secondary schools surveyed, were a lack of coherence and a failure to identify and assess learning outcomes… Many of the teachers deployed to deliver aspects of enterprise education were non-specialists, who had little or no training or experience of this area. This limited their confidence and ability to teach effectively. This was particularly the case in relation to economic and business understanding and financial capability for students in the secondary schools."[122]

In concluding remarks OFSTED comment on the lack of progress being made in understanding assessment related to the learning, stating that half of the schools visited failed to make any kind of meaningful assessment. This has serious implications, as not only is any data derived from such evaluations flawed, the reasons behind this shortfall is that the educators are poorly equipped to undertake such roles.

In 2013, 'The Enterprise Generation: A Report on Enterprise Education in the UK' suggests that "Failing to equip young people properly has an estimated £28 billion loss to the economy", and highlights the CBI's estimate that "better education could add £8 trillion to the UK's GDP over the lifetime of a child born today – the equivalent of 1% to GDP each year."[123] Their key messages are:

- For Government to say clearly and simply that enterprise education is important;
- For schools to engage more readily with business;
- For employers to engage in work-related learning and enterprise education.

None of this is lost on the European Commission, who convened two transnational events and engaged approximately 170 delegates from more than 30 countries, in order to showcase best practice from across Member States, Accession Countries and other partners. They concluded that:

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121 OFSTED reports on Economics, business and enterprise are available at: http://www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/economics-business-and-enterprise
122 OFSTED (2011). Economics, business and enterprise education. London.
123 http://www.enterprise-education.org.uk/index.php/news/82-eet-releases-new-report-on-enterprise-education-in-the-uk

"Teachers have a central role, as they have a strong impact of the attainment of learners. Reflective teachers keep their practice under constant review and adjust it in the light of desired learning outcomes and of the individual needs of students. As a key competence, entrepreneurship does not necessarily involve a specific school subject. Rather, it requires a way of teaching in which experiential learning and project work have a main role. Teachers do not provide students with the answers, but help them to research and identify the right questions and find the best answers."[124]

The EU also makes their policy drive clear - in a way that aligns well with much of what we have discussed:

"Member States should foster entrepreneurial skills through new and creative ways of teaching and learning from primary school onwards, alongside a focus from secondary to higher education on the opportunity of business creation as a career destination. Real world experience, through problem-based learning and enterprise links, should be embedded across all disciplines and tailored to all levels of education. All young people should benefit from at least one practical entrepreneurial experience before leaving compulsory education". [125]

Externalisation and understanding the value of connectedness beyond the school is also emphasised as part of the role of the entrepreneurial teacher:

"They seek to close the gap between education and economy and include external experts in their teaching; focusing on real-life experiences…They follow an adaptable study plan and prefer interdisciplinary, project-based learning; using training material rather than textbooks. They put emphasis on group processes and interactions; and understand the class room sometimes as a 'clash room', giving room for diversity…"[126]

The Minister for State for Skills and Enterprise recently set the challenge to inspire the next generation of entrepreneurs through 'If You Were Running Britain',[127] However, as is demonstrated here, the question appears to be less about what we need to discover about what is required, and more about why this has not been implemented already.

The following cases are offered to illustrate progressive work and the views being expressed to us during our investigations.

Case Study 6 - The Gazelle Colleges Group Schools Initiative

The Gazelle Colleges Group started to investigate the potential for developing enterprise within schools. At their inaugural meeting in London a number of familiar themes emerged such as at what age should we start? Why have only brave small groups like 'Ready Unlimited' in Rotherham

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124 European Commission (2013). Entrepreneurship Education: A guide for Educators, European Commission.
125 ibid, 3. Extracted from European Commission (2012) Rethinking Education: Investing in Skills for Better Socio-economic Outcomes
126 ibid
127 http://www.mykindacrowd.com/Challenges/if-you-were-running-britain

emerged? Is it only the more deprived areas, which due to high unemployment and social need are truly embracing the school enterprise education agenda? Could it be only the more wealthy opportunity seeking schools that will engage - and what about the missing middle if this is the case? [128]

Michael Haymen (Chair) highlighted the desperate nature of the landscape and asked, "Where are the early adopters and how can we harness the knowledge already out there?" He also asked the provocative question as to whether or not school education was holding Britain back?

There was a general sense throughout the meeting that the group and the people they hoped to represent at this formative meeting faced significant challenges. Claire Young, former Lord Sugar Apprentice and entrepreneur questioned:

> "Is there a dialogue opportunity with OFSTED? It takes great bravery to develop these kinds of skills when jobs are on the line."

The group was in agreement that models needed to focus on innovation at all levels and in accord with the Welsh model, it requires entrepreneurs who understand teaching - so that they can inform the classroom environment[129]. Fintan Donohue of The Gazelle Colleges Group stressed that for a learner to be uncertain and at times uncomfortable goes against the predictability of traditional learning strategies, and that the Babson approach employed by The Gazelle Colleges Group in Further Education already encompassed this.[130]

The group acknowledged that they were generally unaware of advances in the Higher Education sector and neither were they familiar with any European or international initiatives. This highlighted the lack of continuity within education and reflected opening comments from the HE sector, whose 2010 IEEC Concordat called for more integration, recognition and clearer ways forward throughout the entire education system. [131]

Denise Ramsay of UnLtd, having undertaken recent pilot work in schools observed that some schools felt that enterprise was seen to be elitist and had something of an identity crisis, suggesting that it was often confused as simply money making and not about the social issues. In her view, getting teachers and parents on board were the critical factors. Denise also made a point about pupils' vision and visionary skills, as very few at the age of 11-13 that she had encountered had any sense of a career, so for her enterprise education was less about becoming a goal and more about instilling essential skills and abilities for later education and opportunities.

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128 The first meetings of the Gazelle Schools Group took place at the Institute of Arbitrators in central London on December 5th 2013.

129 Big Ideas Wales is a Government funded initiative which recruits entrepreneurs who wish to support education. They receive training over one and a half days and have to commit to running at least 10 inspirational sessions over a two-year period. See:
http://ms.fs4b.wales.gov.uk/sub_sites/big_ideas_wales/content/projects/role_models/become_a_role_model/whats_involved.aspx

130 See: http://www.gazellecolleges.com/entrepreneurial-colleges

131 op. cit. http://ieec.co.uk/?page_id=201

In many ways Denise saw the 'evangelistic entrepreneur' as a problem as well as a solution, as she had witnessed learners being turned off by inappropriate presentations and money-led exercises. In her view, creativity, innovation and confidence building provided most effective learning interventions, though this was not unilaterally agreed.

The group confirmed that, in their view, online resources were readily available and that new resources was not the issue. The key to success, in their view, would be to get enterprise into the curriculum at all levels as opposed to developing more online guidance, preferably embedded as opposed to developing any kind of additional or bolt-on commitment.

Some definitional discussions took place and with the exception of the Gazelle Colleges Group model, no other definitional stances were known amongst the group. However, the concept of developing the enterprising mind-set as the early learning priority, and through this enhancing entrepreneurship as the business-development side of learning, met with general consensus.

Some key and consistent points included:

- Engagement in more creativity and innovation in secondary education was an essential element, and that much of the good work being undertaken at primary level on developing creativity was not being enhanced nor built upon, rather it was being lost through secondary schooling measurement and assessment strategies.
- Entrepreneurs, small business owners and educators need more interaction and that inclusive networks to inform progress would be an aim of the group.
- More evidence and research as to best practice was needed, and the group wished to engage with broader stakeholders, for example to Higher Education or International developers and policy makers.
- The pipeline of enterprise education was not being considered or strategically developed and in consequence, champions within educational establishments were undertaking good but piecemeal work.

In closing remarks the chair agreed that they supported the policy direction of the APPG for Micro Businesses - Education sub group and highlighted however, that in his view and as things stood, The Gazelle Colleges Group would not be the status quo, but remain the challenger to the norm.

Case Study 7 - Business Studies Teacher, North East England

In their own words, this teacher communicates frustration and uncertainty about the future, the lack of recognition and support and the championing nature of those who feel as if they are fighting the system, not working within it:

> "Enterprise education in schools is somewhat of a fad, its importance rises and falls on the whim of the incumbent secretary of state. Therefore there is no stability in its provision, specialist enterprise teachers can't be trained whilst formal qualifications are minimal, none

are recognised under the current exam structure (good GCSEs), but that seems to change month by month at the moment."

"In my experience, it's a willing volunteer (usually a business teacher) that gives up their breaks, lunches and time after school to try and motivate young people to being enterprising. In public schools and state schools in leafy suburbs I am sure there are no end of students who are motivated, enterprising and desperate to set up their own venture. However in inner city schools it's a very different story. Just getting students to turn up for a meeting about enterprise is an achievement in itself. With generations of unemployment at home these students have no work ethic and few enterprising thoughts. The volunteer who is steering the group generally has to spoon feed the group ideas, do all the planning, collect the necessary resources then hope to God that the students turn up to the event so that they can be manipulated by them; essentially the students are just marionettes wheeled out every now and again to tick the enterprise box and keep the Principal sweet for a few months. There's no beating down of the teacher's door by creative, innovative and enterprising students saying, "Sir, I have had a great idea or can we do this or run this type of event." And as for mentors provided by organisations that encourage enterprise in young people, forget it – more often than not they don't turn up!"

"To improve the current situation, there are several things I would like to see happen;

- Firstly, focus on enterprise at primary level, encouraging students to be enterprising at a young age must surely make things easier down the line.
- Secondly, make timetabled enterprise lessons at secondary level compulsory. We must be missing out on some of the greatest entrepreneurs, simply because young people don't get the chance to develop these skills.
- Thirdly, focus on developing enterprise skills in every lesson, not by having a shop in the corner but by embedding enterprise skills in to all lessons and informing students the skills that are being developed in that particular lesson.
- Finally, the Government should stop meddling with enterprise policy. A period of stability would allow more teachers to specialize, more resources to be developed and possibly more meaningful enterprise qualifications to be offered."

Case Study 8 - Julie Derrick, Headteacher, Invicta Grammar School, Kent

Business Partnerships Pay Off

Invicta Grammar school in Kent has based its approach to enterprise education around partnerships with outside organizations. Headteacher Julie Derrick says:

"A good partnership with local businesses has enabled the students at Invicta Grammar School to gain an understanding of business and enterprise in a real context. It brings the outside world into the school and has enabled our students to be far more aware of what is required of them in the world of work."

"Specific relationships that Invicta have been developing include the local Chamber of Commerce, Leeds Castle, Chatham Historic Dockyard, and HSBC to name but a few."

"We work closely with Kent Invicta Chamber, who use their contacts to help us with visits, and presentations… We have had a long and very successful partnership with the Young Chamber. We meet with them at the end of each academic year and plan the next one, so that they have our programme and can work with us to organise speakers. This year we have worked very closely with HSBC to build financial capability into our Enrichment Day programmes. HSBC have also been very helpful in enabling students to attend Network Meetings which also provides girls with an insight into the importance of 'who you know'."

Invicta operate monthly Enrichment Days in which the timetable is suspended for a day. The days are themed and mostly delivered on a year group basis, though some are whole-school days. Julie says,

"We chose to use Enrichment Days because they give the school a prime opportunity to use and develop links with business, and allow students to immerse themselves in activities which develop their enterprise skills and attitudes."

"Invicta's Enrichment Days are planned an academic year in advance. A team of staff with responsibility for WRL, PSHEE, Enterprise, and Financial Capability map the year out for each year group."

"This year we have taken this a step further and one member of staff is going to be responsible for each year group. The themes the school chooses are largely topical… done by brainstorming what we consider to be the focus of the school. For example, in 2013 our focus has been on raising achievement and self esteem but in 2014, it is public speaking."

"Enrichment Days inevitably include aspects of problem solving, financial capability, team work, risk taking and general entrepreneurial attitude. Every Enrichment Day is audited and the outcomes are collated. The days have enabled students to work using their enterprise skills with real business people. Wherever possible, they involve visiting speakers, or visits to real businesses to bring the activity to life."

"An example of an effective Enrichment Day is the Year 9 People in Profile Day, which exposed students to a series of outside speakers from a whole host of local businesses – the local council, small, medium and larger local businesses. Examples are Zen Languages, a language training company, who spoke to them about how they had got to where they were now. The students did some 'speed networking', working in groups to find out where each person came from, what they did, and what they have learnt along the way."

"Following this, the students had a presentation on what makes a good interview. They were then given the opportunity to put this information into practice immediately through a series of scenarios where they had to prepare for, and be, interviewed. Most pupils found this a real challenge and felt that they were made to think on the spot etc. After they had navigated this challenge, the students

had to research and prepare a 10 minute presentation on someone they felt was an important figure-head. They used their knowledge of careers, and interview techniques to analyse the person and evaluate whether they were in fact 'People in Profile'."

"Despite the fact that Enrichment Days are a real challenge for them, students' always give very positive feedback. They enjoy being put in challenging situations, having to problem solve and work in teams. The feedback from the business people was good too – they have all said they would love to do it again."

"Another very strong partnership that has undoubtedly brought the real life enterprise skills into school is our Leeds Castle link. Working with the British Council, a group of students travelled to Milan and worked with a business school to design fabric, which was then manufactured in Italy. This has now been made into cushions, specially designed for Leeds Castle, and are now being sold at the Castle. This very successful project supported another parallel project. A competition was organized whereby Leeds Castle set students the task of designing a character that could be used to merchandise the castle. This was used as a Design Technology brief for A-Level students and formed part of their coursework. The winning design has now been used as a basis for a whole series of merchandise products, which are on sale at the Castle."

"Equally, we have had A-Level Business Studies students carry out a marketing survey to help the Castle review aspects of their portfolio and as a result, they have changed their pricing structure. All of these projects have not only resulted in some very positive outcomes for Leeds Castle, but they have provided real life projects for students which have not only been more meaningful, and therefore motivating, but they have supported students' A-Level and GCSE work and Curriculum Vitae."

"The projects outlined above are just a couple of examples of how successful collaboration has helped business and education, helped students to secure superb CVs and personal statements for either work or university. But, most importantly, it has provided them with leadership and problem solving skills that they would not have developed until they were in the world of work."

"More projects of this nature should be developed to help students be enterprising. We believe that all students should have real life experiences. It would really help schools and businesses if this partnership were to be supported by Government. For the first time this year, we have introduced Business and Enterprise into our Year 7 curriculum. All students have a one-hour lesson whereby they develop their knowledge of business and practice entrepreneurial skills. To see such young students so animated and interested in developing these skills says everything. We have had nothing but very positive feedback from students, parents and businesses. This should be compulsory for all!"

Case Study 9 - Our Way, Plymstock School

"To create a social enterprise that encourages the use of languages in your school".

The 'Our Way' Trade Experiment was created in January 2013 by a group of Year 10 students following a challenge set by the Real Ideas Organisation.

'Our Way' is an agency set up to promote and support local businesses in the South West with the objective of increasing sales across the UK, but also to introduce their partners' products and services to the French market. The team are truly committed to making an impact through business, both economically and socially in south-west UK and Brittany in north-west France, whilst proving to young people that learning a language is much more than just passing an exam – it's a life skill that will give them the best possible footings for their future.

Since its inception, Our Way has undergone a branding process, created a host of marketing materials, attended local events and researched and engaged local businesses whilst generating positive media coverage through newspapers, magazines, radio and a local news channel.

Joe, the Business Development and Account Manager, explains 'Our Way' as he sees it:

"Our Trade Experiment Company, Our Way, is designed to provide local businesses in the South West with opportunities that will directly impact their sales and business performance in the UK, but also introduce their businesses, goods or services to the French market. We have a very strong identity and have worked really hard to develop a style-guide so that the businesses that we work with know and understand our image and we can work with companies in the South West that fit our style. These four style guides are that each company must be based in the South West and completely traceable, have products or services that are unique, quirky and fresh, with products or services that are of high quality and are ethical with a vintage renewal flavour."

"The first companies to sign up as 'Our Way' partners are The Cornish Crisp Company, Bloomberry Juice, Blue Horyzon, Sarah Drew and the Traditional Surf Company. These are real companies who have gained through the work of the team, which has raised the profile of the companies through social media and direct marketing strategies."

"In their first year the 'Our Way' team have held business meetings in France using and developing their language skills, traded at the Business Innovation Service in London and presented at a National Business Conference also in London. They have recently received a prestigious International Market Builders award from RIO. 'Our Way' has been featured in the International Trade Digest and several other business publications."

"As individuals the team members have blossomed. They have grown in confidence and gained valuable business and life skills. They present confidently to large audiences and have impressive CVs. Through 'Our Way' they have arranged work experience at BIS, experienced travel and the world of business."

"In order to promote similar activities in school, a drive to engage Business partners and some incentives for participation would help. Organisations like RIO have an incredible effect on motivation with students making the best of the opportunities and challenges on offer."

"Any funding from central Government should be focusing on REAL projects such as this not artificial simulation of the business world."

Case Study 10 - Studio Schools

The Kirklees Creative and Media Studio School

Studio Schools[132]

Based on an online review, Studio Schools are a new concept in education that seeks to address the growing gap between the skills and knowledge that young people require to succeed, and those that the current education system provides. Studio Schools pioneer a new approach to learning, which includes teaching through enterprise projects and real work. This approach is intended to ensure that students' learning in is rooted in the real world and helps them to develop the skills they need to flourish in life.

Studio Schools are designed for 14-19 year olds of all abilities. They are usually small schools for 300 students; and with year-round opening and a 9-5 working day. The intention is that they feel more like a workplace than a school, and they work closely with local employers. Studio Schools offer a range of academic and vocational qualifications, as well as paid work placements linked directly to employment opportunities in the local area. Students gain a broad range of employability and life skills through a skills framework called CREATE, and have the option to go on to university, further training, and into employment.

The Kirklees Creative and Media Studio School (KCMSS) was the first Studio School to open its doors in 2010. There are now 27 Studio Schools in the UK with another 13 opening soon.

Kirklees Creative and Media Studio School[133]

Recently described by the Education Minister as outstanding, the KCMSS sees businesses and pupils working side by side. What makes KCMSS different is not what is offered but how it is delivered: they take learning out of a traditional classroom setting, teaching the curriculum through real-life enterprise themed projects in the school and the surrounding community. Post 14 and 16 students thus benefit from studying business-friendly qualifications in an environment that allows them to apply what they have learnt in the classroom directly into real life business situations. Some of the pupils even get paid for doing so.

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[132] http://www.studioschoolstrust.org
[133] http://studio-school.org.uk/about

The school chose to specialise in creative and media disciplines as there is a wealth of expertise and success around Kirklees and West Yorkshire where these businesses and services are concerned. Demand for learning creative and enterprising subjects is high with some of the most successful courses at the local University of Huddersfield being Media, Art, Textiles and Business.

An Innovative Personalised Curriculum[134]

Students at KCMSS are taught the national curriculum and study for formal qualifications through enquiry-based learning with each student meeting regularly a personal coach to help tailor the curriculum to their individual needs and aspirations.

Students' learning is delivered through enterprise themed projects in the school, local businesses and the community. For example, one project - commissioned by a local charity – required students to address the question "How can I tell the story of Macbeth to young offenders". By engaging with the brief, students learned about the text and used their creativity to develop a product that narrated the story to a target audience. Prototypes of the end product were pitched to the charity.

Students who are on the Level 2 learning pathway (14-16 year olds) get the opportunity to study a variety of academic and vocational subjects, achieving both BTEC and GCSE qualifications. Level 3 students aged 16 and over will study one BTEC subject from a list of subjects under three main headings: Creative Arts and Media, Fashion and Textiles, and Performing Arts. They will also study for a BTEC in Business Studies. Level 3 students also have the option of a work placement to enhance their learning.

Community and Business Engagement

Local creative and media businesses have played an active part in the development of the KCMSS model from the outset. They helped plan the interim pilot (launched in September 2008) and helped develop the proposal for a fully-fledged Studio School.

Strong employer engagement has allowed the school to ensure that employability and enterprise runs through all aspects of the curriculum. Students thus not only gain key qualifications, but develop the important employability skills and enterprising behaviours that employers have felt lacking in school leavers for far too long.

Local creative and media businesses are not only linked with the school but located within the school itself, providing real-time business activity to complement each student's studies, developing the business awareness and knowledge that will enable each student to explore their own potential. By developing numeracy, literacy and presentation skills in a 'work' environment, each young person has improved career options and a better chance of achieving their career goals.

Students work on real, creative and commercial assignments, developing the skills to be effective and motivated employees. Students rub shoulder to shoulder with creative and media businesses

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134http://www.studioschoolstrust.org/sites/default/files/Introduction%20to%20SST%20projects%202013.pdf

every day, creating an environment where students can be mentored and given advice by successful business men and women.

Actual Business Start-up

The Kirklees Youth Enterprise Centre (KYEC)[135] is a hub for young people aged 14 to 19 to develop their business ideas and create successful enterprises, offering support for a third post-school option – self-employment. Based within KCMSS, it was opened in January 2014 as part of a £4.9m project supported by the Department of Education and the European Regional Development Fund.

A team of dedicated business coaches have been put into the KYEC to help young people develop their business ideas. Young entrepreneurs currently have the opportunity to present their business plan to a 'Dragons Den' panel and access up to £5000 in start-up grant funding. In order to inspire young people into entrepreneurship, the KYEC has organised a rolling programme of workshops and inspirational talks delivered by local successful business people and high profile personalities. So far 25 businesses have been set up through KYEC after pitching their business plans to a panel of 'Dragons' made up of local business people and external advisors. These businesses range from Artists to DJs, and Filmmakers to Sculptors.

Links with University

The KCMSS has forged close links with the University of Huddersfield where Professor Tim Thornton, Pro Vice Chancellor for Teaching and Learning says:

 "The blend of education, enterprise and applied business experience that students of the Creative and Media Studio School will enjoy, will be unique and of real and enduring benefit. The concept of the school and its performance to date already show that it is delivering the future of education for students looking for something more and something different out of their time at school. This is something that the university is keen to take a proactive role in."

"KCMSS students benefit from visits to the University; further joint projects are currently being explored. KCMSS have recently come to an agreement with The University of Huddersfield that ensures all Year 13 students who pass their level 3 courses and have English/Maths GCSE grade C or above will be given an automatic place at the university on an appropriate course."

"One of the things that make Studio Schools unique, above and beyond the above commentary, is their approaches to the assessment of pupil attainment. The CREATE Framework considers Communication, Relating to others, Enterprise, Application of learning, Thinking and judgment and Emotional intelligence. Based on the requirements of employers and future opportunities, CREATE appears to be a clear and comprehensive way of evaluating performance in a constructively aligned way, to the needs of both industry and the pupils themselves."

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[135] http://www.kyec.org.uk/

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"…extensive research shows that equipping young people with employability skills alone is not enough. In a competitive and uncertain world, young people also need to think creatively, build resilience and be able to respond effectively to rapidly changing circumstances. The evidence suggests that embedding creativity and an ability to respond successfully to change is vital…" [136]

Kirklees received special mention in an evaluation of the Studio Schools Trust by the Edge Foundation, who considered that their enterprise and business engagement was "pushing the envelope" whilst managing day-to-day issues.[137] However, on the ground things are a little tougher to manage and the right kind of teacher is critical to success. In order to meet of the conflicting demands, teachers need to be flexible and manage the learning in very adaptive ways. Director Laura Lee explains:

> "There are barriers at times to setting business projects and "real-life" scenarios within a national curriculum, mainly the core subjects and examination based subjects. The format for these qualifications are less flexible so it is tricky at times to respond to business ideas, offers for placements and also project outcomes. Schools will never compromise the future options for the students, so with this in mind we always have to balance the necessary learning demands of the qualification against the development of essential employability skills, which working with business partners help to develop.

> "The point I am making is to ensure there is a realistic expectation between the demands of qualifications (which is what schools are judged on at the end of the day - all schools!) and the contact between students and businesses. The creative subjects at our school are delivered through BTEC which enables more flexibility to work with business partners. For Level 3 students this type of qualification makes up most of their timetable. This means they are able to select units in line with particular and current business projects. The teacher has more control over how to manage these students' time and deadlines; it works more like a jigsaw for the teacher.

> In this scenario, teachers have to be flexible and willing to respond to businesses/industry within short notice time-frames. Essentially the whole model is challenging, however, it can be achieved with careful management and the right type of staffing. Previous industry experts who are now teachers have proven to be the best performers in this type of model. That is my opinion. They are able to respond quicker, they are not too hung up on typical teaching pedagogy and have an understanding of how to handle the 'business' side of things. With these staff, these students are constantly being assessed against their employability skills because the teacher has been there, bought the t-shirt and worn it!"

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136 The Studio Schools CREATE Skills Framework. Available online at:
http://www.studioschoolstrust.org/sites/default/files/CREATE%20Handout%20Oct%202012.pdf
137 Hendry, E. and T. Sharpe (2013). An evaluation of the Studio Schools Trust and its role in raising the status of practical and vocational learning. London, Edge Foundation.

Case Study 11 - Monmouth Comprehensive School

The school nestles on the Welsh side of a border that is only a mile and a half away, and attracts many English as well as Welsh pupils. This offers an opportunity to view the educational system from both perspectives, and as a case study is quite unique. It addresses the Welsh perspective on education, and parents and pupils directly reflect on the comparisons that can be made with English education and recent directives. One of the key points made by the Headmaster during the interview with him was the value of the Welsh Baccalaureate and how this not only incorporated enterprise within it, but it also facilitated a much more holistic approach to education. This appealed to many parents of pupils from over the border. As Vaughan Davies, Headmaster at Monmouth explains:

> "The introduction of the Welsh Bacc at the school and the ambition of Welsh Government to make this qualification the keystone around which education in Wales is built support our direction of travel in creating learning for the 21st century. The holistic approach, authentic learning, students leading the learning, recognising the skills and attitudes that employers and communities are looking for, which form the centre of the Welsh Bacc, chime with what we are looking to create."

> "At our school the desire to build an inter-disciplinary approach to learning with students at the centre has helped us move forward with raising expectations and standards. The fruits of this work are emerging and in some areas we have made progress with outcomes."

"The outcomes that we are seeing are:

- Improved attitudes to learning – measured by attendance, behaviour and progress data.
- Teaching that is learner focused and collaborative – through lesson observations and training.
- Students preparing to go further than the glass ceiling of national assessment criteria, from outcomes for student-led investigations at KS3.
- More creative approaches to learning – through diversity in the way learning and progress is measured and training for teachers that allows them to lead with the national frameworks for learning, rather than deliver programmes of study.
- Greater inclusion as all learners are recognised for their unique ways of learning and how they can contribute to the learning of others – through student responses to learning discussions."

"A part of the interview considered the different ways in which children learn and the value of self-discovery. To some teachers this remained a challenge, however the school's ambitions were clear and a staff training day is planned that is based on what Higher Education wants – with a focus on the QAA's Enterprise and Entrepreneurship Guidance."

A note on the Welsh Baccalaureate is below:

"The Welsh Baccalaureate was introduced to provide learners with a more rounded educational experience. It enriches and incorporates existing general and vocational qualifications. It is designed to prepare learners for higher education and employment.

Following the Review of Qualifications in Wales (2012), the core of the revised Welsh Baccalaureate will have a clear focus on the following skills: Literacy, Numeracy, Digital Literacy, Critical Thinking and Problem Solving, Planning and Organisation, Creativity and Innovation and Personal Effectiveness.

These skills will be developed, applied and assessed through the completion of four 'Challenges', which will be delivered through the thematic contexts of Community, Global Citizenship, Enterprise and Employability, and an Individual Project.

It is the intention that these challenges will afford learners the developmental space and autonomy to make decisions about what to learn and how to learn. In this way learners will be able to draw from their learning across the curriculum to find and solve real life problems and undertake enquiry-based learning in authentic contexts.

The Welsh Government is working with a wide range of organisations such as museums, Cadw, Natural Resources Wales, small and large employers and HEIs to design challenges, which enable learners to engage constructively with wide-ranging local and national organisations in order to develop and improve their skills."[138]

Key Findings

- The limited use of playfulness and inquiry-based experiential learning strategies was evident in our review; however in some cases enthused educators and innovative leadership were overcoming this limitation.
- Knowledge retention that is easily measured and evaluated dominates the secondary school learning environment.
- Our review suggests that there is a lack of development in terms of knowledge harvesting and the challenging of norms though the use of active inquiry techniques.
- Teachers are most concerned about OFSTED and the inspection system, and that most of their enterprising activities are perceived to be alternative methodologies that work around current restraints.
- OFSTED inspectors appear to be missing opportunities to assist pupil learning with the broader community and businesses – because their guidance does not specify such activities clearly.
- Reports from OFSTED suggest a serious demand for improved leadership and teacher capability, especially in secondary schools.

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138 Description supplied by the Senior Manager for Welsh Baccalaureate and Skills   Welsh Government, Department for Education and Skills (DfES), Qualifications and Regulation Division, General Qualifications Regulation and Development Branch

- OFSTED's data and subsequent recommendations need to be considered within their own limitations.
- We have seen evidence of teaching to the test and teachers predominantly concerned with what is being measured, as opposed to assisting with the development of the innovative and entrepreneurial mindset.
- Some work is being done to assist pupils through the transition from Primary to Secondary School, and evidence suggests that enterprise could be a good vehicle with which to achieve continuity of learning and confidence building.
- Some of the attributes of studio schools, especially their evaluation of learning approaches, could be transferable into other types of schooling.
- Of the range of countries considered, England appears to be lagging behind - this is especially evident when compared to its neighbours in Scotland and Wales.
- European Guidance and similar initiatives could better inform progress.
- The call from Government that this agenda is important is weak, and has not had any great impact in England.

6.   University and Colleges Role

If students of Enterprise Education in Higher Education tend not to engage in start up activities immediately following graduation, how do we as educators determine our success?"
 Dr Colin Jones (2011)[139]

Introduction

Over the last 50 years the Higher and Further Education (HE and FE) Sectors in the UK have changed almost beyond recognition. They have become recognised as key components in delivering future economic prosperity for the country, aiding the development of a highly skilled workforce and a thriving small firm sector through collaboration with business, provision of innovation and growth support, development of potential employees with higher-level and enterprise skills, and through promotion of business start-up as an alternative career route for entrepreneurial students and graduates. However the question has to be asked, is this enough, especially when we consider that in 2014, tertiary-level graduates will emerge into a complex and uncertain world containing a UK enterprise population that has grown to an estimated 4.9 million private sector businesses.[140]

The UCAS 2013 End of Cycle Report[141] painted a picture of increased recruitment at the UK's universities and colleges. Some 495,596 students were accepted to full time undergraduate courses - 6.6% up and the highest total ever recorded. Acceptances of UK students to UK institutions are also at a record level (433,612; 6.7% up), with young people and the most disadvantaged more likely to enter higher education than ever before, and despite the changes to the tuition fee arrangements, numbers of part-time students are showing a worrying decline. Although student numbers are up, it must be noted they are no longer guaranteed a job upon completion of their studies due to an economic crisis that left major western nations in search of new ways to rebuild their economies. Despite their higher level of education, they are faced with a complex and uncertain world as they look to start a career.

In 2008, the Department of Business, Enterprise and Regulatory Reform reported on the Government's renewed strategy and vision to make the UK the most enterprising economy in the world and the best place to start and grow a business (BERR, 2008[142]). It laid out a new enterprise policy framework around five separate but interlinked themes as key enablers for the country's enterprise performance: culture of enterprise, knowledge and skills, access to finance, regulatory framework, and business innovation. The report highlighted the need for enterprise education from primary to tertiary education, the Government's vision of inspiring an enterprising approach among students and graduates, and the promotion of innovation as a core driver for enterprise. The current Government laid out a similar vision in July of their first year of office[143]. Here the need for an

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139 Jones, C. (2011). Teaching Entrepreneurship to Undergraduates. Cheltenham and Northampton, Edward Elgar Publishing.
140 Op. cit, Gagliardi-Main, D. e. a. (2013). ANNUAL REPORT ON EUROPEAN SMEs 2012/2013: A recovery on the Horizon?, SME Performance Review.
141 UCAS (2013). 2013 Application Cycle: End of Cycle Report, UCAS.
142 BERR (2008). Enterprise: Unlocking the UK's Talent. London, BERR.
143 BIS (2010). Strategy for Sustainable Growth. London, BIS.

enterprising culture in which everyone with talent is inspired to take up the challenge of turning their ideas into successful enterprises, and the need for enterprise education - including within Futher and Higher Education - was reiterated. Recognition of the need to engage all levels of education in enterprise and entrepreneurship skills development can also be seen in EU and global policy (e.g. EC 2006[144], 2007[145], and 2013[146]; World Economic Forum, 2009[147]).

Tertiary education institutions offer support to entrepreneurs in two main ways: 1) through enterprise and entrepreneurship education opportunities to students and recent graduates including business start-up support, and 2) through business development support – particularly around growth and innovation – for existing entrepreneurs. This chapter will first explore education for students and graduates of FE and HE, returning to business development later in the section.

The Further Education Context

Enterprise Education and Entrepreneurship Policy

In 1997, a review commissioned for enterprise agencies and the FE sector in Scotland[148] identified that enterprise content was a key factor in gearing FE to the attainment of Business Birth Rate and enterprise. There would appear to be a lull there with enterprise and entrepreneurship education in FE only becoming highlighted in FE-specific educational policy from around 2006[158].

Examples of Practice

One major systematic initiative - the Enterprise Education in FE Initiative[149] - began in September 2006. Led by the Association of Colleges and Manchester Metropolitan University and with support and funding from three Regional Development Agencies (RDAs), the initiative was designed to introduce and pilot enterprise in 32 colleges in the North East, Yorkshire and the Humber, and the North West. Each participating college received a grant of £9,000 and nominated three members of staff to act as enterprise champions. Champions committed to attending a Professional Development course for their region in order to become familiar with the key concepts relevant to enterprise education, to develop best practice in terms of both teaching and learning, and to managing the experience within their college. Enterprise activities - achieving progress towards business start-up, fostering innovation skills, generating activity relating to social enterprises or helping larger corporations undertake corporate enterprise activities, were introduced into 29 different vocational areas through of 74 curriculum pilots and engaging around 16,000 students.

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144 European Commission (2006). Implementing the Community Lisbon Programme: Fostering Entrepreneurial Mindsets Through Education and Learning. Brussels, European Commission.

145 European Union (2007). Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning. Proceedings of the 2006 Oslo Conference. Oslo.

146 European Commission (2013). Entrepreneurship 2020 Action Plan: Reigniting the entrepreneurial spirit in Europe. Brussels, European Commission.

147 World Economic Forum (2009). Educating the next wave of entrepreneurs. Geneva.

148 The Carnegie UK Trust (2012). Enterprising Minds Enterprise, further education and the UK economy, The Carnegie UK Trust.

149 Association of Colleges Enterprise Education in FE Initiative: Directory of Curriculum Pilots.

External funding often plays an important role in developing enterprise and entrepreneurship education opportunities, particularly those involving actual business start-up. This can been seen in Enterprise Education in FE described above with RDA funding, and in other schemes such as the Net315 project[150] - named after its intention to help generate 315 new businesses by the end of the project in 2013 - which received £5.6 million from the European Regional Development Agency to support FE colleges in Yorkshire and the Humber. Although delivery funding has now ceased, several partners, including the Leeds City College who lead Net315, continue to provide business start-up support for their students.

Although systematic support provided at a national level is limited (see below), iniatives such as the Gazelle Colleges Group and the Peter Jones Enterprise Academy provide enterprise education opportunites within linked college groupings. The Gazelle Colleges Group of 20 colleges have a stated belief that they need to equip their students with an entrepreneurial mindset—to be confident, innovative, resilient, enterprise-aware and willing to 'have a go'—in order to prepare them for personal, social and economic success[151]. The Peter Jones Enterprise Academy[152] works with 30 FE colleges to provide a range of course including a BTEC Level 3 in Enterprise and Entrepreneurship.

The National Association of College and University Entrepreneurs (NACUE) was awarded a series of grants by BIS commencing in 2011 in order to "give every college and university student in England access to an enterprise society by 2015"[153]; 60 FE colleges will have an enterprise society, and a further 160 will have access to a local enterprise society anchored either by a local HE or FE institution. In their 2013 Impact Report[154], NACUE report that 50 FE societies had been created, 9 of which were classified as active and 31 nascent; 10 were as yet unformalised. The average number of FE students per society was reported as 31. This student-led perspective is useful, as it adds a previously unseen dimension to the landscape. However in what is already a complex environment we must also take into account the potential for duplication of effort and increased competitiveness as opposed to enhanced vision and direction. As Sir Tim Wilson pointed out in his review of University-Business collaboration, continued support should be conditional on aligned thinking with other partners.[155]

Impact of Enterprise Education in FE

A 2013 BIS report on the impact of enterprise education in HE and FE[156] found that 275 FE institutions (74%) offered formal courses that led to a qualification or that were a constituent part of a qualification. 113 FE colleges (31%) offered full qualifications in enterprise or entrepreneurship, 220 (59%) offered credit-bearing modules, and a further 47 (13%) had embedded provision in their learning offer. Non-formal provision (including student enterprise clubs and societies) was provided by 117 colleges (31%) – as NACUE societies would appear to only account for 50 of these 117 (see

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150 http://www.net315.co.uk/
151 http://www.gazellecolleges.com/entrepreneurial-colleges
152 http://www.pjea.org.uk/
153 http://nacue.com/wp-content/uploads/2011/11/BIS-project-press-release.pdf
154 NACUE (2013). Society Impact Report.
155 See Sir Tim Wilson's Recommendation 2. Wilson, T. (2012). A Review of Business–University Collaboration. London.
156 BIS (2013). Enterprise Education Impact in Higher and Further Education: Final Report. London.

above), it would be interesting to explore what other provision is provided. Only 51 colleges (13%) do not provide any form of enterprise learning opportunity[157].

Of particular note is that all examples of full qualifications and credit-bearing units offered by FE colleges reported to the BIS researchers were delivered in a Business department. There are two main points to consider here. First, as students choose formal courses to study, only those who self-define as potential entrepreneurs and/or those with a strong interest in learning about business will benefit; students taking courses in other disciplines will miss out and may not consider business start-up as an appropriate career option as a result. Second, projects such as the Enterprise Education in FE Initiatives reported above have embedded enterprise into the subject specific curriculum and yet there is no evidence of enterprise education outside of the business school here. Did these courses/units close before the BIS research was conducted? Or, perhaps more likely, were they missed due to limited understanding of enterprise and where to find it by local information providers? The latter is a theme that will be returned to in the section on the HE Context.

The Carnegie UK Trust produced a research report into 1600 FE students' attitudes towards enterprise in 2012. They found that substantial majority of those who have been involved in an enterprise activity had found it useful, were more likely to think in enterprising ways about their own futures, and were more likely to consider setting up a business in their own working lives, or working self-employed. The report also found that those studying beauty and technically applied courses (e.g. plumbing or car maintenance) were most likely to have chosen their courses with enterprising outcomes in mind, to have engaged with enterprise education at college, and to then expect an enterprising future in work. The latter result may again question the BIS finding above that enterprise education was exclusively found in the Business domain.

Challenges for Engagement

A 2010 report commissioned by SEEDA and NESTA[158] suggested several challenges to engagement with enterprise education in FE. These included ambiguity in the definitions used, resulting in 'enterprise' frequently being reduced to the development of business start-up skills and the incorrect assumption that enterprise is only relevant to a minority of college students. Major structural issues were identified such as lack of space in the curriculum, lack of reference to enterprise within the OFSTED inspection framework, and no general UK-wide funding stream for developing and delivering enterprise within colleges. Institutional issues included resistance to change, lack of understanding of the benefits (for the college and its students) of embedding enterprise, lack of support and commitment from senior leaders, lack of advice and support for both senior leaders and lecturers; little time within lecturers' schedules to learn how to incorporate enterprise, and a risk-averse culture.

Further, a lot of teacher evaluation focuses on what teachers and educators do in the classroom, however, within curricular work learner evaluation and assessment strategies are central to the

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157 For information on how an FE college can successfully work with its local businesses and schools to create an enterprising community, see the Gower College case study on page 100.
158 Qa Research and Kate Beresford Associates (2010). Evaluating the Enterprising Further Education pilot: First interim report.

process; arguably there is no point in assessing what you have not taught. This raises the question as to what is learned but not assessed, and conversely, what is assessed and is it appropriate to what has been learned? The theory of constructive alignment developed by John Biggs in 2003[159] is useful in this context.

Constructive alignment has two aspects, the 'alignment' references what the teacher does when setting up a learning environment, and the 'constructive' references the way that the learner will construct their own meaning from the educational experience.

> "To really understand something, you see the world differently, and behave differently towards that part of the world… We want lawyers to make good legal decisions, doctors to make accurate diagnoses, physicists to think and behave like physicists. After graduation, all our students, whatever their degree program, should see a section of their world differently, and to behave differently towards it, expertly and wisely. Thus, simply telling our students about that part of the world, and getting them to read about it, is not likely to achieve our DLOs (Desired Learning Outcomes) with the majority of students. Good students will turn declarative into functioning knowledge in time, but most will not if they are not required to."[160]

In enterprise education we really do want our learners to see the world differently, so as to enable them to spot opportunities and to behave in ways that wisely utilize their understanding, hence offering assessment that is meaningful in the full context of their learning is important. However there is another factor that we need to consider in this context, that of motivation. As explained by Gibbs and Simpson of Oxford University and the Open University:

> "The most reliable, rigorous and cheat proof assessment systems are often accompanied by dull and lifeless learning that has short lasting outcomes – indeed they often lead to such learning… standards will be improved by improving student learning rather than by better measurement of limited learning"[161].

Teaching 'about' is relatively easy to measure through essay writing and the compilation of facts. However, teaching 'for' enterprise and entrepreneurship is more complex, as we wish to enable our learners to progress and to demonstrate their abilities, not simply discuss them. Hence the writing of essays and reports have limited value in this context.

In 2010 it was reported that there was no single UK-wide system of support to assist colleges to introduce and embed enterprise; instead support was fragmented with a degree of overlap. In addition small organisations and groupings, there were two UK-wide initiatives: the FEEN led by

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159 Biggs, J (2003) Aligning Teaching and Assessing to Course Objectives. Learning in Higher Education: New Trends and Innovations. University of Aveiro, 13-17 April, 2003. Available online at:
http://scholar.google.co.uk/scholar_url?hl=en&q=https://www.dkit.ie/ga/system/files/Aligning_Reaching_and_Assessing_to_Course_Objectives_John_Biggs.pdf&sa=X&scisig=AAGBfm3U1YFLnqrSiZZJ3QmdHwSgFbCdXA&oi=scholarr&ei=uEHpUsXsHui07QabwID4BQ&ved=0CC8QgAMoADAA
160 Ibid. Biggs (2003), 2
161 Gibbs, G and Simpson, C (2004) Conditions Under Which Assessment Supports Student's Learning, Learning and Teaching in Higher Education, Issue 1, 2004-05, 3

Enterprise UK, and the Enterprise Network run by the teacher supporting organisation SSAT. These iniatiatives have now ceased with no obvious successors. Some enterprise education support is provided by Enterprise Village[162], but their main focus is for enterprise in schools rather than colleges.

Despite the existence of the challenges raised above, there is evidence of good practice and positive impact across the UK. A recent 'Good Practice' Report (OFSTED, 2012[163]), presented the key factors required in the successful promotion of enterprise-related skills and entrepreneurial capability in 15 high-performing FEIs. The report highlighted a number of key factors in the successful promotion of enterprise-related skills and entrepreneurial capability emerged across the sample. These included:

- The commitment of the principal and senior leaders to promoting enterprise-related skills and entrepreneurial capability.
- An extensive enterprise-related provision that was not a 'bolt-on' but was an integral and coherent part of students' experience while at college, within their mainstream assignment work, tutorial sessions, additional work-related activities and experiences, and work placement.
- Highly skilled staff who had excellent knowledge and experience, maintained strong links with their sectors and were fully committed to promoting and developing students' enterprise-related skills in the context of their subject specialism.
- Teaching that consistently promoted enterprise-related skills regardless of the subject specific focus.
- Very strong links with local employers that informed, supported and enhanced curriculum provision, facilitated high-quality work experience, and ensured that students were made fully aware of the professional or business context of their studies and the skills and attributes required.
- Learning that took place in facilities and environments that modelled industry standards and provided students with experiences that reflected real employment situations.
- Good outcomes for students in relation to success rates in formal qualifications and the successful development of enterprise-related skills and entrepreneurial capability as reflected in student successes in a variety of enterprising contexts, as well as progression to higher education, further training, employment or self-employment.

Evidence from site visits indicated that there was no single approach that led to the successful promotion of enterprise other than a commitment to well-thought-out and high-quality provision. No single model of curriculum delivery proved more effective than any other.

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162 http://www.enterprisevillage.org.uk/
163 OFSTED (2012). Promoting enterprise in vocational courses for 16–19-year-old students in colleges London, OFSTED.

The 2012 OFSTED report made two specific recommendations to BIS and DfE. These were to:

- Ensure that colleges provide a minimum entitlement for all students to develop their enterprise-related skills so that on completion of their courses they have not only gained formal qualifications but have also developed skills that will enhance their employment or self-employment prospects.
- Collect, monitor and report on college destination data in relation to employment and self-employment in order to provide regional and national trends for the college sector.

The Higher Education Context

Enterprise Education and Entrepreneurship Policy

In 1997 the National Committee of Inquiry into Higher Education (Dearing, 1997[164]) recommended that universities consider the scope for encouraging entrepreneurship through innovative approaches to programme design. By 2000, business and entrepreneurial development had been listed as one of four strategic goals for British universities (Universities UK, 2000[165]), with the UK Government introducing a significant third funding stream to higher education institutions with the aim of stimulating universities to reach out to business and the community called the Higher Education Innovation Fund (HEIF). The broad aim of this initiative was to add value to society and the economy though the transfer of knowledge, and presented an opportunity for HEI's to contribute to the development of entrepreneurial and enterprising staff, students, and graduates (Davies et al., 2002[166]).

University graduate entrepreneurship in the UK and Europe has been seen as a vital source of competitiveness and a possible stimulus for economic growth and development of a future knowledge-based economy (BIS, 2010[143]; BERR 2008[142]; European Commission, 2013[167], 2008[168] and 2006[169]). Universities' commitment to student entrepreneurship – as a contributer of knowledge exchange - has also been praised in a 2011 HEFCE report[170].

A review of Business-University collaboration was conducted by Lambert in 2003[171]. Two specific aspects of entrepreneurship support for students were highlighted: 1) the work of the Science Enterprise Challenge centres (see below for more detail); and 2) a feasibility study that was being carried out by Government with respect to establising a Council for Graduate Entrepreneurship to encourage more students and graduates to set up their own businesses, and to provide support to

164 Dearing, R. (1997). Higher Education in the Learning Society, The National Committee of Enquiry into Higher Education.
165 Universities UK (2000). A Forward Look: Highlights of our Corporate Plan 2001-2004., Universities UK.
166 Davis, J., M. Hides and J. Powell (2002). "Defining the development needs of entrepreneurs in SMEs." Education + Training 44(8/9): 406-412.
167 European Commission (2012). ENTREPRENEURSHIP 2020 ACTION PLAN- Reigniting the entrepreneurial spirit in Europe, European Commission.
168 European Commission (2008). Entrepreneurship in Higher Education, Especially in Non-Business Studies: Report of the Expert Group. Brussels, European Commission.
169 European Commission (2006). Implementing the Community Lisbon Programme: Fostering Entrepreneurial Mindsets Through Education and Learning. Brussels, European Commission.
170 HEFCE (2011). Opportunity, choice, and excellence in Higher Education.
171 Lambert (2003). Lambert Review of Business-University Collaboration: Final Report.

them. The National Council for Graduate Entrepreneurship was born in 2004, later changing it's name to the National Centre for Entrepreneurship in Education (NCEE) to reflect the inclusion of all levels of education, not just HE[172]. NCEE provided support to students and graduates through initatives such as the Flying Start and Make it Happen programmes, but also worked with organisations such as Enterprise Educators UK (EEUK) to develop training programmes with educators and leaders of entrepreneurial universities. It no longer delivers direct entrepreneurship support to students, but continues to work with educators and leaders and provides a bi-annual mapping survey of enterprise and entrepreneurship education provision in HE.

Around 10 years after the Lambert report, a further review of Business-University collaboration was conducted by Prof Sir Tim Wilson[173]. The review made 30 substantive and 24 reflective recommendations including the following:

- Universities should reflect on the strategies they use to ensure that students have the opportunity to develop enterprise skills both through the formal curriculum and through optional study or practice, and reflect on the integration of enterprise education in the professional development programmes for academic staff. (Reflective recommendation 6, paragraph 4.3.3)
- All full-time PhD students should have an opportunity to experience at least one 8 to 12 week internship during their period of study and should be encouraged to attend a short intensive enterprise skills programme alongside research students from other departments of the university. Universities should increase support for postgraduate students seeking to set up their own businesses. (Recommendation 21, paragraph 5.9.3)
- The Wilson review and the subsequent Witty review[174] also made several recommendations relating to HE support for the business community. This will be expanded on later in this chapter.

Throughout this report mention is made of the lack of clarity in definitions around enterprise and entrepreneurship. A major step forward for HE was taken with the publication of the sector's Quality Assurance Agency guidelines for enterprise and entrepreneurship (QAA, 2012[175]). The guidelines define enterprise education as a process of equipping students with an enhanced capacity to generate ideas and the skills to make them happen. Entrepreneurship education is defined as the application of enterprise skills specifically to creating and growing organisations in order to identify and build on opportunities, equipping students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business.

As such, in the first instance enterprise education is necessary to develop a distinctive mindset. Importantly, a business context is not a requirement for enterprise education, whereas it is for entrepreneurship education. More importantly, it is not prescriptive about how provision should be structured or delivered; rather, it offers a point of reference that may be helpful for all educators,

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172 http://www.ncee.org.uk/impact_of_ncee
173 Wilson, T. (2012). A Review of Business–University Collaboration. London.
174 Witty, A. (2013). Encouraging a British Invention Revolution: Sir Andrew Witty's Review of Universities and Growth. London.
175 QAA Enterprise and Entrepreneurship Education Guidance

whether they are subject specialists or part of an enterprise-specific delivery team. Although the emphasis in the guidance is on curricular rather than extra-curricular learning, the latter is encouraged as part of an educational ecosystem.

The QAA guidelines stress that the ultimate goal of enterprise and entrepreneurship education is to develop entrepreneurial effectiveness. Students will attain entrepreneurial effectiveness to different degrees, and in differing ways, based on a wide range of variables such as their personality, prior learning, motivation, ability, and context. Multidisciplinary approaches and mixed pedagogies are likely to be appropriate. This allows students to achieve a balance of skills and knowledge related to the three contributory aspects: enterprise awareness, entrepreneurial mindset, and entrepreneurial capability.

Examples of Practice

There have been substantial efforts to support development of entrepreneurship education for graduates through various national Government initiatives since the 1980s with the Enterprise in Higher Education (EHE) initiative, funded by the Employment Department, and subsequently the Department for Education and Employment from 1987 until 1996. It was a response to concerns that HE was failing to provide graduates who were employment or enterprise-oriented, and it focussed on the need for an effective supply of higher skills into the workforce, on the employability of graduates, and on the role of personal or transferable skills in making graduates effective contributors at work. 56 HEIs were given contracts worth £1 million each over 5 years to deliver various types of enterprise education activity. There were also twinning projects involving 2 or more universities, and networks within specific disciplines were set up (York Consulting Ltd, 1999[176]). York Consulting Ltd's evaluation of EHE concluded that it changed the mindset of HEIs to include employability and enterprise as legitimate concerns of HE, however, the concerns it was set up to address and the primary benefits listed (greater emphasis on the employment skills and effects associated with study; a greater preparedness of graduates for employment; and an increase in the number of 'good' graduates) suggest that the initiative was or became more concerned with employability within existing businesses than about the potential for self-employability and business start-up; enterprise outcomes are not listed.

In 1999, the 12 Science Enterprise Challenge centres (SECs) were set up in UK Universities. A further SEC, the Mercia Institute of Enterprise (MIE) was launched in 2001. Funded by the OST and DTI until 2004, SECs aimed to build the level of awareness of the innovation and entrepreneurship agenda and to encourage a greater degree of engagement with it amongst students and staff. An example of an SEC initiative can be seen in the Technology Enhanced Enterprise Education project out of the MIE that made online enterprise and entrepreneurship education materials available to 13,000 non-Business School students, and involved 500 academic and support staff[177]. The SEC network seeded the UKSEC network of enterprise educators that later became Enterprise Educators UK (EEUK).

The success of the SEC network was rewarded in 2003 with the inclusion of enterprise and entrepreneurship education as appropriate activity in the second round of the Higher Education

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176 York Consulting Ltd (1999). Enterprise in Higher Education – Changing the Mindset
177 Smith, K. (2007). "Supporting e-learning in enterprise: the TE3 project." Education + Training 49(8/9): 656-670.

Innovation Fund[178] (HEIF 2). HEIF 3 again provided formula-calculated funds to individual universities for knowledge transfer activity in addition to an opportunity to bid for funds for collaborative projects. One such collaboration was Student Placements for Entrepreneurs in Education (SPEED), which started in 2006, with the intention to help 750 budding student entrepreneurs gain real business start-up experience while studying at university[179]. SPEED continued after the end of the HEIF 3 funded period in 2006 with support of various RDAs and ERDF funds.

In 2004, the DfES instigated the Encouraging Student Enterprise Project where Higher Education Academy Subject Centres were funded to inspire and encourage students to explore the possibilities of setting up their own business within their particular subject areas. As an example, the English Subject Centre worked with English Studies students to learn about freelancing as a career in the cultural and heritage sector[180].

Between 2005 and 2009 HEFCE invested £315 million in the Centres for Excellence in Teaching and Learning (CETL) programme (SQW, 2011[181]). 74 centres of varying sizes were created, including 19 collaborations of HEIs. CETLs covered a wide range of pedagogic and subject-based themes however, most pertinent here, they included Leeds Metropolitan University's Institute for Enterprise, the White Rose Centre for Excellence in the Teaching and Learning of Enterprise, and the University of Nottingham's Centre for the Advancement of Integrative Learning, combining entrepreneurship education, History and the PADSHE project (personal development planning and ePortfolios). The University of Plymouth's Experiential Learning in Environmental and Natural Sciences CETL also explicitly included support for entrepreneurship. A 2011 report on the work of the Institute of Enterprise - with in-depth case studies showing how enterprise and entrepreneurship can be embedded into the subject-specific context - can be found in a publication entitled "Inspiring Enterprise: Transforming Enterprise Education at Leeds Metropolitan University".[182] Despite the demise of the CETL when funding ceased, it had already made a significant contribution to the overall UK landscape, not least that the UK Quality Assurance and Higher Education Academy launched preliminary work on the QAA Enterprise and Entrepreneurship Guidance there in 2010.[183]

Most, if not all, of the initiatives described above have looked to contextualize enterprise and entrepreneurship so that it is explicitly relevant to the subjects that students have chosen to study. Students often learn from lecturers in their own discipline rather than from business lecturers. Engagement in enterprise and entrepreneurship education by non-specialists can be intimidating; educators may lack confidence in their abilities and may not understand what it is they are expected to teach. Enterprise champions can help as described in the case study looking at the award-winning work of Neil Coles at Cardiff University on page 99.

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178 http://www.hefce.ac.uk/whatwedo/kes/heif/
179 Woodier-Harris, N. (2010). "Evaluating the impact of SPEED on students' career choices: a pilot study." Education + Training 52(6/7): 463-476.
180 http://www.english.heacademy.ac.uk/explore/resources/careers/enterprise.php
181 SQW (2011). Summative evaluation of the CETL programme: Final report to HEFCE and DEL.
182 Leeds Metropolitan University (2011). Inspiring Enterprise:
Transforming Enterprise Education at Leeds Metropolitan University. R. Kill and K. O'Rourke. Leeds, Leeds Metropolitan University.
183 See:
http://www.heacademy.ac.uk/business/events/detail/bmaf_workshops/sigs/260210_shaping_quality_and_assessment_in__entrepreneurship_education

As in FE, enterprise societies offer an additional route to engagement with enterprise and entrepreneurship whilst studying, however such societies are more established in HE than in FE. One society movement, Enactus (previously known as Students in Free Enterprise or SIFE) was founded in America in 1975 to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders. Over 60,000 students in 39 countries and 1,650 universities are currently engaged with Enactus, including 3,000 students from 54 UK Universities. Other types of enterprise-related society were founded depending on their institution's needs. In 2009, 12 presidents of UK university enterprise societies came together to form NACUE in order to share their knowledge and to support society creation and development; 15 universities were listed as full NACUE members in their 2013 impact report[154]. NACUE also have a chapter dedicated to creative enterprise societies through NACUE Create[184]. Through the BIS-funded enterprise society initiative, NACUE supported 86 university enterprise societies in 2013 through a range of events and activities[154].

The vast majority of universities provide new venture creation support to their students and/or recent graduates (see Impact of Enterprise and Entrepreneurship Education in HE section below). Much of this activity is supported with EU funding such as the European Regional Development Fund (ERDF)[191]. Examples of EU funded programmes include SPEED Plus[185] extending the activity of the SPEED project described above in the West Midlands, the North West Enterprise Champions Project[186], and Yorkshire and the Humber's Graduate Entrepreneurship Project[187]. Various models of start-up support exist, with units based in careers services, knowledge transfer offices, academic schools, or elsewhere. The wide variety of provision can make provision of start-up support in HEIs appear confusing but can also be seen as a positive, with HEIs providing support best matched to their student and administrative needs.

Social enterprise is of growing interest in HE as well as in the wider community. A collaboration between HEFCE and a social enterprise support organization – UnLtd – commenced in 2009 in order to encourage engagement by staff and students. A second year-long phase of the collaboration (2012/2013) saw more than 750 awards of cash and support made to social entrepreneurs from 56 HEIs, with a combined value of over £1.4 million[188]. HECFE will invest a further £2 million in 2014 to encourage HEIs to act as 'hubs' to support social entrepreneurs beyond their staff and students, and to take the lead in supporting social inclusion and economic development in their communities. Details of the 2014 scheme were not available at the time of writing this report.

Another potential growth area for university-based enterprise and entrepreneurship is through postgraduate research students who are arguably best placed to create and drive forward high-tech, high-growth business ideas (e.g. Smith, 2013)[189]. Vitae, an organization supporting research staff and postgraduate researchers, have developed an enterprise lens on the nationally recognised

184 http://create.nacue.com
185 http://www.speed-plus.org
186 http://www.ncee.org.uk/entrepreneurship_education/enterprise_champions
187 http://graduateentrepreneurship.co.uk
188 http://www.hefce.ac.uk/news/newsarchive/2013/news85207.html
189 Smith, K., W. D, N. Yasin and I. Pitchford (2013). Enterprise skills and training needs of postgraduate research students. Proceedings of the 2013 ISBE National Conference, Cardiff.

Researcher Development Framework (RDF)[190]. The lens looks at the general skills expected of researchers listed in the RDF, highlighting where enterprise can sit and giving examples of enterprising behaviours and attitudes appropriate to a research career.

Impact of Enterprise and Entrepreneurship Education in HE.

The extent of enterprise and entrepreneurship education provision in HE is routinely measured through a variety of relevant surveys. Collection of data in this area can be a challenge, but the results of the surveys described below provide a rich source of information over a number of years. A recent snapshot study was also commissioned by BIS in 2013.

The BIS impact report on enterprise and entrepreneurship education[156] found that 91 HEIs (70%) offered formal courses that led to a qualification or that were a constituent part of a qualification. 34 HEIs (26%) offered full qualifications in enterprise or entrepreneurship, 80 (61%) offered credit-bearing modules, and 47 (36%) had embedded provision in their learning offer. Non-formal provision (including student enterprise clubs and societies) was provided by 80 HEIs (61%). Only 12 HEIs (9%) report that they do not provide any form of enterprise learning opportunity. Again (see FE context above), enterprise and entrepreneurship education was found to be largely the responsibility of one academic department (60 of 103 HEIs) and was usually based in the Business School. However, there was more diversity in terms of the offer within HEIs compared with FEIs with 35 HEIs offering formal enterprise in 2 departments, 6 HEIs in 3 departments, and 2 HEIs - Southampton Solent University and the University of Huddersfield - providing formal enterprise education in five or more departments.

The NCEE's bi-annual mapping survey for 2012[191] reported data from 89 HEIs in England (response rate of 79%). 99% of responding HEIs reported support student enterprise and graduate entrepreneurship. 85% of respondents offered credit-bearing awards and modules in enterprise and entrepreneurship leading to academic qualifications; 50% were reported as provided by the HEI's Business School. 96% provided extra-curricular support – a substantially different figure to the BIS findings reported above which may be explained by the possible exclusion of business start-up activity from the BIS report. 92% of the 85 HEIs who responded to the specific question provided support for students and graduates in new venture creation. These are excellent figures that show that HEIs provide a good range of support for student entrepreneurship. However, the underlying engagement rate – the number of students engaged enterprise or entrepreneurship was 18% suggesting that a large pool of potential entrepreneurs is still to be reached.

Two other impact surveys are of interest here: HEBCI and DLHE. HEBCI is the Higher Education - Business and Community Interaction survey that collects data on HEI knowledge transfer activity. A sub-set of questions is related to graduate business spin-out (students and graduates up to one year after graduation). Data for 2011/2012 showed that 2,726 graduate start-ups were established and that the 7,036 businesses still active in the data collection period (including those established in the previous three years) had created 13,617 jobs and had a £346 million turnover. These data are

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190 Vitae Enterprise lens on the Vitae Researcher Development Framework.
191 Hannon, P. and A. Shore (2013). 2012 Mapping of Enterprise and Entrepreneurship in Higher Education: 2012 Survey Findings. Proceedings of the 2013 ISBE National Conference. Cardiff.

useful and could potentially show the impact of entrepreneurship education on actual business start-up. The information is difficult to collect however, particularly for information on jobs created, turnover, and external investment. This is because the data collection process requires resourcing and an on-going relationship with business start-ups. The latter can be particularly challenging for HEIs without a strong alumni office. Data collection issues mean that a large number of institutions are unable to return information for one or more of the six questions relating to graduate spin-out.

The second survey mentioned above – the Destinations of Leavers from HE, or DLHE - asks leavers from higher education what they are doing six months after graduation. This year for the first time, information on self-employment or working towards self-employment will be explicitly gathered. The results are awaited with expectation and could potentially be used to explore longitudinal trends on self-employment and business start-up during or immediately after graduation.

The surveys above show that there is relatively good coverage of provision both in and outside the curriculum with evidence of graduate spin-out and business creation, but how can we be sure that the two are linked and what are the longer-term effects?

Research has shown that graduates are more likely to be involved with early-stage entrepreneurial activity than non-graduates (Kwong et al., 2007[192]) and to be owners or founders of high-growth companies (NCGE, 2008[193]), however graduate entrepreneurs are also more likely to close businesses to return to paid employment before their businesses become fully established[192]. There are further issues with attracting HE students into an entrepreneurial career in the first place as entrepreneurial intent decreases at the highest levels of education, and the pipeline of potential graduate entrepreneurs is therefore smaller than might be expected (Weaver, 2006[194]). A study of young people at a regional level in Yorkshire and the Humber (Dubit, 2009[195]) echoed Weaver's pattern in the US showing that there is a drop-off in business aspiration for students in HE. The results lead Dubit to recommend that there should be a reduced focus on the region's universities as centres for entrepreneurship, and that efforts here should be abandoned in preference to lower levels of education where limited funds might be of more use.

Looking at UK GEM data in more depth, Kwong et al.[192] found that graduates had a lower opinion of entrepreneurship as a good career choice, and possessed more negative attitudes towards the status of entrepreneurship in society. However, enterprise training at university was found to mitigate graduates' negative attitudes towards entrepreneurship and increase their likelihood to participate measured by nascent, baby business, and total early-stage entrepreneurship participation indexes. Engagement in entrepreneurial learning at university has been shown to

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192 Kwong, C., D. Brooksbank and D. Jones-Evans (2007). The State of Graduate Entrepreneurship in the UK: Preliminary Policy Paper Based on GEM 2005 Data. Birmingham, National Council of Graduate Entrepreneurship.
193 NCGE (2008). Developing Entrepreneurial Graduates: Putting Entrepreneurship at the Centre of Higher Education. Birmingham, A joint report by CIHE, NCGE, and NESTA.
194 Weaver, M., P. Dickson and G. Solomon (2006). Entrepreneurship and Education: What is Known and Not Known about the Links Between Education and Entrepreneurial Activity. The Small Business Economy for Data Year 2005: A Report to the President. Washington, US., United States Government Printing Office.
195 Dubit (2009). Capturing the Enterprise Potential of Young People Across the Yorkshire and Humber Regions. Yorkshire and Humber, Business Link.

influence entrepreneurial intent (Greene and Saridakis, 2007[196]), and actual business start-up (Blackford et al., 2009[197]).

The BIS impact study of enterprise and entrepreneurship education in HE[198] concluded that participating students acquire relevant business-related knowledge, skills and competences, and are more likely to change attitudes (such as risk taking) and intentions (such as around being self-employed or being entrepreneurial). Although the BIS report suggested that evidence around the impact of enterprise and entrepreneurship education on actual business start-up is currently inconculsive. It adds support to the proposal that university-based enterprise education and start-up support programmes are required to overcome negative attitudes towards an entrepreneurial career and loss of potential entrepreneurs to the job market.

The lack of evidence of a direct relationship between tertiary level curriculum-based enterprise or entrepreneurship education and actual business start-up is not necessarily unexpected; consider that successful start-up is likely to be contingent on (a) knowledge (through education and professional experience); (b) financial resources (personal savings, bank loans, venture capital and different forms of public support); and (c) relations (family, personal, professional, institutional relations, etc.) (Uzunidis, 2014[199]). Higher education can develop knowledge through both enterprise/entrepreneurship education and subject-specific study but professional experience, financial resources, and relationships will necessarily take time to develop – young graduates around the age 21 are therefore likely to need additional years of employment before they are ready to forge out on their own.

The studies described here suggest that engagement with enterprise and entrepreneurship whilst at university increases entrepreneurial intent and can lead to actual business start-up. It suggests that the role of Universities should be to help develop graduates with an entrepreneurial mindset who are knowledgeable, curious, open to and able to seek out opportunities, and who have the confidence to explore business start-up when the time is right to do so. For some – particularly graduates of practice-based subjects (such as art and design, music, etc.) and those interested in retail - this could be immediately on graduation, but for the majority there could be a gap of several years or more than a decade.

Going Beyond the Business School.

As reported above, surveys of enterprise and entrepreneurship education have shown that the vast majority of provision emanates out of Business Schools and Departments for FE, and to a lesser but still substantial extent, HE. This is despite the HEI, Government and other externally supported initiatives described above which were set up with the express intention to embed enterprise education in non-business subjects.

196 Greene, F. J. and G. Saridakis (2007). Understanding the Factors Influencing Graduate Entrepreneurship. Birmingham, National Council of Graduate Entrepreneurship.

197 Blackford, B., T. Sebora and T. Whitehill (2009). "The Effects of Collegiate Entrepreneurship Education on Post-Graduation Start-up of New Ventures: A First Look." International Review of Entrepreneurship 7(3): 1-26.

198 BIS (2013). Enterprise Education Impact in Higher and Further Education: Final Report. London.

199 Uzunidis, D., S. Boutillier and B. Laperche (2014). "The entrepreneur's 'resource potential' and the organic square of entrepreneurship: definition and application to the French case." Journal of Innovation and Entrepreneurship 3(1).

There are at least three potential reasons for the mismatch between the amount of non-business led activity that might be expected and the survey reports: 1) that subject-specific activity ceases with removal of funding or when leading academics move on, 2) that impact for these initiatives are too small-scale to be captured when compared to the Business School offer, or 3) that surveys have necessarily used single point gatekeepers for data that may not themselves understand what to look for in terms of enterprise or entrepreneurship education, or who themselves have limited information available to pass on; further exploration is required.

If real, the continued dominance of Business Schools as the sole provider of enterprise and entrepreneurship education - with the exception of embedded learning for their own students - is not ideal. This is not to say that business academics do not have a role to play in supporting colleagues in other areas however; a 2008 European Commission report on entrepreneurship education in HE[168] concluded that:

> "It is questionable whether Business Schools are the most appropriate place to teach entrepreneurship: innovative and viable business ideas are more likely to arise from technical, scientific and creative studies. So the real challenge is to build inter-disciplinary approaches, making entrepreneurship education accessible to all students, creating teams for the development and exploitation of business ideas, mixing students from economic and business studies with students from other faculties and with different backgrounds." (p 7).

This is echoed by a report from Lord Young in 2012[200] who, in relation to student entrepreneurship, stated:

> "In too many institutions, enterprise has been corralled into a single, typically high technology faculty. Similar mistakes were made in the United States with a concentration of enterprise into the business school, even though most start- ups come from the humanities." (p 12)

In 2010 the USA-based organisation 'The Association to Advance Collegiate Schools of Business' determined that educational changes were needed to reflect the demands of society. These included more interdisciplinary approaches, addressing the need to develop deeper learning through pedagogic change, the development of networks beyond the school and university and seeking out new and different ways to foster innovation, perceiving it to be the best hope of ensuring the legitimacy of business education:

> "Every Business School should evaluate its role in fostering innovation depending on its unique assets and relative strengths… This means regularly revisiting its vision and mission as it relates to innovation".[201]

The report also comments on the fact that innovation has a higher purpose than simply money making; it can be strategically disruptive and used to engage in cultural and social issues.

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200 Lord Young (2012). Make Business Your Business: Supporting the Start-Up and Development of Small Business.
201 The Association to Advance Collegiate Schools of Business (2010). Business Schools on an Innovation Mission: Report of the AACSB International Task Force on Business Schools and Innovation. Florida, AACSB International.

In the UK, the Association of Business Schools have also taken on board this need, with conferences on teaching and learning that include tracks on entrepreneurship and keynote speeches on innovation. For example, their 2012 conference, run in collaboration with the Higher Education Academy, was entitled "Innovation in Challenging Times", because the nature of change required in teaching and learning was recognised to be significant and demanding; it was not yet embedded within the business teaching and learning communities. [202]

This is a welcome and very recent departure for Business Schools, as far as enterprise education is concerned; because, as Pittaway and Edwards (2013), observed they were disheartened to discover in their international survey:

> "More innovative forms of educational practice, such as those categorized as "Through" approaches or "Embedded" approaches were significantly more marginal within the data. Over 50% of entrepreneurship education sampled here is, therefore, focused on helping students understand the phenomenon rather than preparing them for genuine entrepreneurial activity. There is little difference between the UK and the USA… learning outcomes sought by educators unfortunately mirrors this somewhat unattractive picture; and the majority of learning outcomes aim to enable students to acquire knowledge "About" the subject."[203]

The study flagged up other concerns, including a dominance of examinations in the UK as opposed to more appropriate / innovative and 'constructively aligned' assessment practices, and concerns over who is actually doing the assessing and are they fully equipped to do so. The study concludes that those who advocate strategies such as peer assessment and engagement of assessors beyond the academic should be encouraged to continue their efforts so as to better match assessment strategies to the entrepreneurial context.

There are a number of reasons for this situation. Academic planning managers argue that they are constrained by rigid timetables, modular frameworks and external pressures (e.g. Professional bodies), which in turn do little to encourage innovation in the curricula. Assessment practices remain constrained by a largely unreflective traditionalism; and, as Race (2001[204]) argued, truly innovative assessment is still very much a minority practice. Textbooks perpetuate the myth that Business graduates will find employment in Blue chip companies and that Management is a rational process. Neither is this a British issue: Page West, an American Professor of Entrepreneurship wrote in 2009[205] "it is hard enough to build a strong entrepreneurship program within a school of business". For a quarter of a century, those who pursued such programs have faced questions about legitimacy, which may explain the rarity of university-based entrepreneurship education programs where students get to start real-life ventures as formal part of their education[206].

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202 http://www.associationofbusinessschools.org/content/innovation-challenging-times-abs-learning-and-teaching-conference-association-higher-education
203 Pittaway, L. and C. Edwards (2013). "Assessment: Examining Practice in Entrepreneurship Education." Education + Training 54(8): 793-794.
204 Race, P. (2001). Assessment: A Guide for Students. Assessment Series, LTSN Generic Centre.
205 West et al (2009). "Legitimacy across the university: yet another entrepreneurial challenge."
206 http://vcplist.com

Sir Tim Wilson in his Review of University Business Collaboration (2012) suggested that universities are becoming out of touch with what industry needs in terms of flexible and adaptable learners who can innovate and bring new value; he states that:

> "Assessment approaches in universities focus upon known schedules and requirements, published in a student handbook. That is an underpinning foundation of our quality system. Yet in an enterprise skills context, this is not a realistic environment…
>
> …Enterprise skills require responsiveness to unexpected pressures and tasks; they require reaction to changing circumstances and disruptive interventions. These attributes are contrary to the established framework of assessment processes."[207]

Wilson went on to support the embedded nature of enterprise and entrepreneurship education:

> "Although this issue could be addressed by the addition of an "Enterprise module" to an established curriculum with the associated planned learning and assessment tasks, such a model defeats the very principles of enterprise and entrepreneurial education."

Thus whilst an individual new module on its own appears sub-optimal, is does offer opportunities to trigger other related work in the curriculum. It could be a seed that leads to new, relevant and exciting ways to learn for the flexible and adaptable new world that our learners will face. We must also consider the fact that if a module or similar, more easily measured target is not evaluated and overtly linked to other areas of learning, how can we determine if progress is being made?

Wherever enterprise and entrepreneurship education sits it must embrace new ways of delivering learning opportunities.

> Entrepreneurship cannot be a field that succumbs to stagnation. It must recognise and apply technologies in the educational setting (Kuratko, 2005, p. 588[208]).

The quote above specifically relates to the use of technology but could equally refer to other forms of innovative delivery such as live community-suggested projects; question and answer sessions with entrepreneurs and alumni; and use of online business-simulations where entrepreneurship skills in particular can be practiced in a safe environment.

Collaboration with Business

The sections above explore the role of FE and HE in providing enterprise and entrepreneurship education and business start-up support for students and recent graduates. This section will focus on FE and HE support for entrepreneurs looking to grow and innovate.

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207 Wilson, T. (2012). A Review of Business–University Collaboration. London. Op.cit.

208 Kuratko, D. F. (2005). "The emergence of entrepreneurship education: development, trends, and challenges." Entrepreneurship Theory and Practice 29(5): 577-597.

Wilson (2012) argued that it was only with the creation of a Department for Innovation, Universities and Skills in 2007, (now the Department for Business, Innovation and Skills) that universities were finally encouraged to participate in economic development activities through direct engagement with the enterprise community. Prior to then, policy was split between the education and trade ministries, creating two parallel strands of activity focusing on innovation and skills respectively. Policy now comes from a single Government department, supported by a single funding stream known as the Higher Education Innovation Fund (HEIF). Within this framework, universities have been allowed to define priorities according to their own missions and localities, and this has been the catalyst for recent innovations in areas such as the contribution of science and technology to business competitiveness, improving graduate enterprise and employability, and addressing specific business skills requirements (Culkin, 2011)[209].

The business support environment has changed considerably since the most recent change of Government. This can particularly be seen in the abolition of Business Link as a 'one stop shop' for start-up and growth advice, the abolition of Regional Development Agencies, and the creation of Local Enterprise Partnerships (LEPs) in 2010 as a voluntary strategic partnership between businesses and civic leaders to drive local economic growth.

We should be left in no doubt that universities, and more recently, FE colleges, are expected to engage in and encourage entrepreneurship in its educational provision, innovation capacity, small firm support and through its impact on local and national economies.

In 2011, the Government gave the FE and skills sector greater freedoms to ensure their provision is aligned to the business and community priorities identified in their local areas[210]. An OFSTED survey of colleges published in 2013[211] found that most of the colleges sampled in the survey had made at least some progress in linking with external businesses and community partners to plan their provision, however, progress was slower that hoped for. The survey raised concerns that few LEPs had begun to have a demonstrable impact on local planning and provision. It was also felt that FE was under-represented at the highest strategic level on LEP boards, which meant that LEPs were not always sufficiently well informed about the extent and range of college provision in their areas. The quality and availability of local labour market information was often patchy, which did not allow colleges and providers to plan effectively and collaboratively to reduce long-term unemployment in their locality.

In contrast perhaps, HEIs are increasingly recognised as both regional anchor institutions supporting the enterprise community (Wilson, 2012[212]; Witty, 2013[213]) and as a source of 'slack within a regional innovation system that can add to the long term adaptability of the economy' (Goddard, 2013[214]). One only has to look at the Times Higher Education Entrepreneurial University of the Year Awards,

209 Culkin, N. (2011). "Producing Work Ready Graduates: The role of the Entrepreneurial University." International Journal of Market Research 53(3): 425-440.
210 BIS (2011). Further Education and Skills System Reform Plan: Building a World Class Skills System.
211 OFSTED (2013). Local accountability and autonomy in colleges.
212 Wilson, T. (2012). A Review of Business–University Collaboration. London.
213 Witty, A. (2013). Encouraging a British Invention Revolution: Sir Andrew Witty's Review of Universities and Growth. London.
214 Goddard, J. and P. Vallance (2013). The University and the City, Routledge.

which commenced in 2008, to see the many ways in which HEI's have respond to the opportunities created. Examples include engagement with publicly funded initiatives targeted on processes of the commercialisation of HE institutional intellectual property[215] (for example through the Intellectual Property Office), Knowledge Transfer Partnerships[216], past engagement with regional development agencies, and current engagement with LEPs and the business community.

Witty (2013) recommend in his report to BIS on the role of HE in supporting economic growth that: 'Universities should assume an explicit responsibility for facilitating economic growth, and all universities should have stronger incentives to embrace this "enhanced Third Mission" – from working together to develop and commercialise technologies which can win in international markets to partnering with innovative local Small and Medium Enterprises (SMEs). An annual report should set out universities' Third Mission work, together with actions the Government should take to better facilitate it.' (p6)

A good example of a university working to support the business community is provided in the case study on Manchester Metropolitan University on page 106.

The Future

As this report is being written, details of several new initiatives relevant to tertiary enterprise and entrepreneurship education and business development are due to be announced. These include the Small Business Charter[217] based on the recommendation of Lord Young's second report entitled Growing Your Business[218] that HE Business Schools become anchor institutions for business support and growth. Interestingly, and consistent with his first report[200], Lord Young does not suggest that Business Schools become the location for student and graduate entrepreneurship although they might benefit from the support provided.

A second initiative, of particular interest to business support activity, is the provision of Growth Vouchers[219]. The scheme is to be launched at the end of January 2014 as a randomised control trial pilot in a limited number of locations. It will initially be delivered through private sector advice agencies, however if successful, Growth Vouchers will be offered through HE Business Schools with Small Business Charter marks.

Further detail is also expected on University Enterprise Zones[220] announced at the end of 2013. 4-5 zones will be funded to build business spaces that can host a range of new high-tech companies in the early stages of their development. Although their impact will be limited to a small number of HEIs, they are also intended to 'unlock the potential of so many students who will be able to move into affordable business space and start to build their own business straight after their degree' as stated by the PM David Cameron.

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215 http://www.ipo.gov.uk/fastforward.htm
216 http://www.ktponline.org.uk/
217 http://www.associationofbusinessschools.org/content/abs-suopports-lord-youngs-report-growing-micro-businesses
218 Lord Young (2012). Make Business Your Business: Supporting the Start-Up and Development of Small Business.
219 http://www.growthvouchers.co.uk
220 https://www.gov.uk/Government/news/15-million-boost-for-local-business-growth-at-universities

As reported above, support for student and graduate entrepreneurship activity is often funding by EU and Government funds. This is particularly the case in HE but also for FE (e.g. Net315 as described above), and even for schools (see Case Study 10: Kirklees Creative Media Studio School, p65). The current EU structural fund phase covers the period from 2007 to 2013. The prospectus for 2014 onwards has yet to be published which is problematic for planning and applying for future funds, particularly as the application process for such funding can often take more than a year. Funding for several of the ERDF programmes reported above has either ceased or will be stopping soon. ERDF funding was often problematic for HE, FE, and schools – not only because of the sometimes overwhelming audit and administrative requirements and delays of paying claims of up to six months – but also because ERDF is primarily designed for growth support rather than the pre-start activity that educational establishments wish to provide for their students. ESF might provide a source of funds better matched to skills development and pre-start support, but this remains an unknown until the next phase prospectus is published.

HEIF continues to be used to fund student and graduate enterprise and entrepreneurship education initiatives in many HEIs, however, the current phase – HEIF 5 – is due to end next year in 2015. The transition of HEIF 4 to HEIF 5 brought a reduction in the amount of funds that were available to universities and many smaller universities had their HEIF funds reduced to zero. HEIF funds are allocated based on a formula that takes data from the Higher Education - Business and Community Interaction (HEBCI) survey, which includes information on graduate business spin-outs as described above. Although this data is collected, it is not included in the HEIF funding formula. With reduced funding in HEIF 5 and no direct financial benefit from supporting student and graduate entrepreneurship, several universities made the difficult decision to prioritise other knowledge transfer activity. Some universities reduced the size of or closed dedicated student business-start-up units, moved specialist entrepreneurship support under general employability activity, and/or made talented enterprise educators redundant. It is hoped that HEIF will be continued into a 6th phase in 2015, but this is not yet confirmed. Its removal or continued reduction will put university support in this area further at risk.

Summary

This chapter has sought to highlight the importance of HE and FE to the future prosperity of the UK. We have provided examples of enterprise and entrepreneurship education provision beyond the Business School and discussed how it is no longer rooted solely in the idea of the business start-up although this remains an important aspect. We have also discussed HE and FE support for business growth and innovation.

We conclude that until enterprise and entrepreneurship education moves from the sidelines to the mainstream the opportunities will remain unmet, and end with a quote from the evaluation of the Enterprise in Higher Education initiative[221]:

> "The lasting lesson of EHE is that challenging objectives can be set, and that ambitious initiatives can produce significant change. EHE facilitated a widespread adaptation of the

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221 York Consulting Ltd (1999). Enterprise in Higher Education – Changing the Mindset

internal structures and capacities of universities, to meet new challenges. New policy developments need to support HEIs in completing this task, and in establishing closer, more systematic, and more productive relationships with employers." (p 4)

Key Findings

- Large scale funding initiatives have the potential to change culture and make systemic changes.
- Longer-term funding needs to be put in place to prevent roll back and loss of knowledge.
- Pockets of excellent practice exist but need to be disseminated and expanded so there is breath in provision in addition to depth.
- Enterprise and entrepreneurship education needs to be embedded in all subject areas if it is to make an wider impact.
- This will require training of educators to 1) understand what is meant by enterprise and entrepreneurship education in their subject-specific context, 2) aid the development of embedded and inspiring learning activities.
- Funding of longitudinal or retrospective research to look at long-term impact is required.

Case Study 12 - Gower College, Swansea; Sue Poole

Sue Poole's full time role is to act as a champion for enterprise at Gower College – to act as a driver, to take a lead and pull a range of ideas and opportunities together. One of Sue's aims has been to link her FE College with business and her local schools in enterprising ways. Sue won the National Enterprise Educator's Award in 2012, which give further impetus to her ambitions:

"Following on from receiving the award in 2012 I designed and set up the Entrepreneurship Academy Wales an innovative and ground breaking Academy with a pilot group of handpicked students to follow a 1 year fast-track course into business. This award together with other sponsorship from local businesses across Wales will be used to help these students set up their own business and trade.

I have also been working with a large number of local primary and secondary schools to develop student's entrepreneurial capabilities from a young age. Along with colleagues and students from Gower College Swansea we have worked with a number of these schools over a 10 week period delivering a range of entrepreneurial projects to help the school embed enterprise within their curriculum. Over the past year I have also sourced external funding to employ 2 full time members of staff to work entirely with students in primary and secondary together with Further and Higher Education to develop their entrepreneurial skills and support staff in helping them embed enterprise within the curriculum from 7 years plus."

Julie Bowen, one Sue's team, picks up the story about one of the initiatives that she has taken a lead on, 'The Young Dragons':

"The (first) competition was an outstanding success with 13 schools across Swansea participating and 29 schools all together across Swansea, NPT, Carmarthenshire and Pembrokeshire. In Swansea approximately 1000 Yr 9 students took part and had the opportunity to develop their business skills and gain a greater insight into the world of enterprise and the skills needed to be successful in the workplace whether they choose to set up their own business or work for someone else.

The feedback from the staff in schools was been very positive and they felt the students benefited from the experience. I encouraged the staff to continue to develop the student's ideas and took the opportunity to explain how my role could support them in doing this.

Subsequently, approximately 4000 students took part in the second Young Dragons Competition across the Swansea Bay area, with similar feedback."

Julie continues to seek out enterprising partnerships; for example, she has helped to up-skill 42 educators delivering the enterprise element of the Welsh Baccalaureate, is supporting 6 primary schools in their efforts to win the 'Young Troopers' competition, and is actively developing new materials for further enterprise educator training.

Case Study 13 - National Enterprise Educator 2013; Neil Coles

"The UK's top Enterprise Educators were announced at Sheffield's Cutlers' Hall during the International Enterprise Educators Conference recently… and somehow I ended up walking away with the National Enterprise Educator of the Year Award!

I've been involved with Enterprise Education for over 10 years, but it's only since the formation of Enterprise Educators UK that I have genuinely felt there is a national network interested to both share and build on our collective experiences, so I am thankful to them – the National Centre for Entrepreneurship Education and the Higher Education Academy – who all had an arm in offering me this Award. I'd also like to highlight the support the Welsh Government have offered both HE and FE over the years, and believe they were instrumental in pushing Welsh institutions to pick up the baton."

"Enterprise and Entrepreneurship Education is on the rise here at Cardiff University, with a comprehensive programme of activities directed at the new… and not so new… student, but the work Stuart Abbott and I are doing to advance the ability of academic staff to contextualise enterprise, entrepreneurship, innovation, and quality improvement is at the forefront of thinking within the sector. From an essence of taking an idea and making it happen, we have found and supported many examples of where contextualised enterprise goes on to aid subject learning and a student's ability to make a difference. Over the last year we have hosted two academic sharing forums, and discussed the application of enterprise with colleagues from architecture, bioscience, business, chemistry, law, computer science, English, engineering, geography, healthcare, journalism, mathematics, medicine, nursing, optometry, pharmacy, physics, psychology, religion, social science and Welsh.

I'm over the moon and totally humbled to have been crowned National Enterprise Educator 2013, but for me this is just acknowledgement that the work we are doing here at Cardiff University is being recognised by institutions across the UK, so the question I ask is how can we build on our success?

A question like that gets my mind buzzing with ideas and approaches to create a university that is receptive to the community in which it serves, and supports the development of an innovation culture through staff, students and outreach activities. Focusing in on the graduate - the economy needs people who are both academically capable and can relate and react to new industry needs. Enterprise Education is not about telling, but showing and allowing for experiences that stick with individual, so that they don't repeat the book, but become part of it."

Case Study 14 - Manchester Met University

MMU – Centre for Enterprise (CfE)

"Putting knowledge to work to help people and communities perform"

"The Centre for Enterprise is an established and professorially led team of enterprising academics, practitioners and researchers at Manchester Metropolitan University. We use our four core knowledge areas - business growth, entrepreneurial leadership, enterprise and sustainability - to impact upon North West regional economic growth, UK and European policy development and international academic advancement of knowledge. We are well known for making research useful in practice for start-ups and small firms, focusing on owner-manager leadership and company growth and very experienced in effective knowledge exchange to support entrepreneurial behaviour across different types and sizes of organisations.

Currently a team of 38, we are self-financing through private sector sponsorship, commercial programme fees, research council funds and secured competitive public funding. With a strong steer from our Advisory Board, (leading business figures in professional disciplines, who each bring specialist knowledge and a shared passion for enabling university knowledge to benefit business communities). This includes a range of online videos and podcasts plus a quarterly *Impact* magazine which goes out to over 6000 business and social enterprise owners and all local policy stakeholders which takes a key theme such as 'growth' to try to help them make sense of our core research – putting knowledge to work in their organisation. We also invite the five LEPs that we work with to comment on the information about companies and trends in their areas."

"CfE has successfully delivered research and development projects in small business and related areas, via ESRC, EPSRC, Leverhulme, public and private sector funding, with widespread impacts to our research informing policy and practice in entrepreneurship. For example, since 2009 we have secured 11 successful research council bids; since its launch in March 2001, over £15m revenue has been attracted to support practical and research activities to develop entrepreneurs and their businesses. This has included contracts to encourage growth and leadership in over 1,000 SMEs and social enterprises. We now work across the university to support start up activities, commercialisation of intellectual property and the development of new work-based learning initiatives such as Higher Level apprenticeships."

7. Role of the Business Community in Enterprise Education

"Young people need to have their eyes opened to entrepreneurship as a viable career option. This will only happen by giving learners in schools and colleges active opportunities to experience the creation and running of a business."

Fintan Donohue, Gazelle Colleges Group

Introduction

Simply put, entrepreneurship is a process of fundamental transformation: from innovative idea to enterprise and from enterprise to value[222]- it therefore requires experience to transfer the knowledge of how to be a 'good' entrepreneur. As far back as 2002 the Davies report[223] recommended:

> "Wherever possible, enterprise activities should be developed in partnership between business, schools and Government. In order to support our proposed level of provision of enterprise activity, we recommend that the business sector should commit £30m in time and resources annually by 2005-06. Their contribution will be largely in the form of staff time in schools and supporting enterprise activities built around work experience programmes" .[224]

This was a clear statement of need that business needs to be involved in enterprise education. Subsequently, a special report by the Global Entrepreneurship Monitor in 2008 concluded that it is clear that in most countries, entrepreneurship experts regard the provision of entrepreneurship education and training as inadequate[225]. However, entrepreneurship education is not just the pure domain of educators, and businesses have a part to play in the success of future entrepreneurs. The established business community therefore has a huge part to play in the development of an entrepreneurial Britain, and businesses of all sizes can help and inspire future entrepreneurs and business owners to start and then grow their businesses. It must be noted that there are programs which span education, business and experienced entrepreneurs. Doug Richard runs the successful School for Start Ups[226], which amongst many innovative courses, runs a series of education days at universities around the UK. The mix of the experienced businessperson and entrepreneur delivering in an educational context provides a high impact learning environment to would-be entrepreneurs. Equally, the 'Entrepreneurs and Education Programme'[227] run by School for Start-ups looks to further the experience beyond students to educators as well. Start-up Loans[228] focuses on financing new ventures, but the organisations that deliver the initiative around the country look for experienced business mentors for their clients taking out loans to help them succeed. Trying to link experience

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222 Kauffman Foundation (2006). Entrepreneurship in American Higher Education. Kauffman the Foundation of Entrepreneurship.
223 Davies, H. (2002). A Review of Enterprise and the Economy in Education. London.
224 Ibid.
225 Martinez, A., J. Levie, D. Kelley, R. Samundsson and T. Scott (2010). A Global Perspective on Entrepreneurship Education and Training, GEM.
226 www.schoolforstartups.co.uk
227 www.schoolforstartups.co.uk/eep/
228 www.startuploans.co.uk

with new ventures is considered a key element of survival, and established businesses and business people play a vital part in the start up story.

There is no doubt also that for many, experiencing life in a business (particularly in the case of this report- a micro firm) at an early age can have a very beneficial outcome. A recommendation made in the Wilson Review of 2012[229] that:

> "Ideally, every full-time undergraduate student should have the opportunity to experience a structured, university-approved undergraduate internship during their period of study. Where such internships are paid, Government should examine the feasibility of supporting companies that host students through a tax credit or grant mechanism. Where internships are unpaid, universities should use their 'OFFA funds' to support eligible students rather than condone a policy that could inhibit social mobility." [230]

Internships within businesses are one way that potential entrepreneurs can experience first-hand the thrill of business however; the support can be wide ranging and take many forms, and it is a vital link in the chain of getting more people to be entrepreneurial and potentially start businesses in the UK. Further to this, McLarty (2006) in a review of Enterprise Education in the UK recommends (1) Employer Engagement, and (2) Partnership and Networking with other education providers, businesses and the community[231]. These are both vital components of beginning a journey in business.

This chapter does not cover the aspects of trading with newly started small firms to help them grow as it is out of the scope of the report, but it will focus on what business can do in an educational capacity to help people become more entrepreneurial. Whilst this report is focused mainly on the micro side of businesses in the UK, it is important to look at how large businesses in the UK are helping educate future entrepreneurs through formal and informal means. This is not an exhaustive list of how businesses can help, but it provides a number of examples of ways businesses are supporting the UK's entrepreneurs start up.

It is fully accepted that inspiring people to become entrepreneurs is not an easy path. It is also recognised that Europe has a limited number of known entrepreneurial success stories, a fact that they attribute to a view that entrepreneurship has not been celebrated as a preferred career path[232]. In the UK, entrepreneurship has gained more acceptance in recent years, however, it is rare in Europe to find 'entrepreneur' ranked highly among desirable occupations. Despite the fact that entrepreneurs create jobs and power the economy their successes are not presented as role models in the media. For young people, this makes an entrepreneurial career rank rather low in the list of attractive professions and it is a deterrent to those who might want to become entrepreneurs[233].

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229 Wilson, T. (2012). A Review of Business–University Collaboration. London.
230 Ibid.
231 McLarty, L., H. Highley and S. Alderson (2006). Evaluation of Enterprise Education in England.
232 European Commission (2012). ENTREPRENEURSHIP 2020 ACTION PLAN- Reigniting the entrepreneurial spirit in Europe, European Commission.
233 Ibid.

There is a regular call for schools (and indeed many educational establishments) to engage further with business for example the Enterprise Education Trust call for "three simple things"[234]:

- For Government to say clearly and simply that enterprise education is important,
- For schools to engage more readily with business,
- For employers to engage in work-related learning and enterprise education,
- Indeed, to many, the best place to start introducing people to business and enterprising activity face to face is at schools, where these can be developed. This however can be problematic.

OFSTED state:

"Links with businesses and employers to enhance the curriculum were variable and a relative weakness in provision. Over a third of schools visited failed to provide sufficient opportunities for students to engage directly with local businesses or employers. This was the case even on vocational courses, particularly at Key Stage 4, where students spent too much time just downloading information from company websites, which reduced their opportunities to probe and investigate real issues.

Visits to businesses were often difficult to organise for logistical reasons. However, in the best schools, restrictions on the opportunities to take students out to visit businesses were overcome by bringing the local business community into the classroom to enhance teaching and learning." [235]

The need for businesses to engage in behaviour to enhance entrepreneurship is called for at the highest level. The World Economic Forum (WEF) state; "Companies, and especially entrepreneurs, have an important role to play in developing entrepreneurship education."[236] They see the importance of business to both transform the education system and build an entrepreneurial ecosystem as follows;

- Transform the Educational System;
    - Encourage Governments and academia to make entrepreneurship education a key priority for the education agenda in both formal and informal education and all age levels.
    - Encourage mutually-beneficial business-university collaborations.

- Build the Entrepreneurial Ecosystem;
    - Support the development of entrepreneurship within schools and universities by providing resources for professorships/chairs, educators, institutes and entrepreneurship centres.
    - Engage with academic institutions as well as other organizations providing entrepreneurship training by providing expertise, teaching and mentoring.

234 Dellot, B. and G. Darby (2013). The Enterprise Generation. London, Enterprise Education Trust.
235 OFSTED (2011). Economics, business and enterprise education. London.
236 World Economic Forum (2009). Educating the next wave of entrepreneurs. Geneva.

- o Encourage the involvement of employees (as speakers, mentors, role models).
  - o Exchanges of academic and company staff.

- Participate actively in the ecosystem, providing and sharing social capital.

- Partner with other stakeholders in the ecosystem to launch specific initiatives to develop effective programmes and processes for entrepreneurship education:
  - o Forums and events,
  - o Training and/or mentoring entrepreneurs and students,
  - o Training faculty,
  - o Competitions and awards,
  - o Accelerators, incubators, labs,
  - o Entrepreneurship centres/institutes,
  - o Curriculum development,
  - o Online educational and training tools,
  - o Global exchange networks,
  - o Encourage programmes that target underdeveloped or underserved groups such as women, minorities, disadvantaged or disabled people.
  - o Share tacit knowledge/capabilities with NGOs and other organizations that support entrepreneurs. This indirectly promotes entrepreneurship education by supporting the capacity of organizations that develop entrepreneurs. In so doing, it enables such organizations to operate more effectively, thereby increasing their impact on the entrepreneurial educational process.

The need is well recognised across the spectrum; The Witty Review in 2013 has shown:

"That the importance of engaging effectively with Small and Medium Enterprises (SMEs), and the challenges of doing so, are widely understood… The future growth of the UK economy will in large part come from fast growing SMEs. The fastest growing SMEs, generating half of all new jobs, are those that are driven by innovation. In fact our national innovation performance depends in part on SMEs."[237]

Large Businesses

There are many examples of large businesses helping the start up community through a variety of means of support. This varies but can be roughly split into direct support and indirect support.*Direct support*- Large businesses provide a direct service helping young entrepreneurs usually as part of a Social Investment program. Examples of this type of support would typically be programs like Virgin

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[237]Witty, A. (2013). Encouraging a British Invention Revolution: Sir Andrew Witty's Review of Universities and Growth. London.

Media Pioneers[238] (Virgin), RBS Inspiring Enterprise[239] (RBS Group), Wayra[240] (Telephonica) and Goldman Sachs 10000 Small Businesses[241].

Indirect Support- Categorised as a business supporting an already established program in its own right, and in many cases as part of a variety of funders and supporters for example, Princes Trust (RBS, Bloomberg etc[242]).

Large businesses have an important role to play in supporting entrepreneurs as they can bring angles of support that start up businesses often find very hard to establish themselves.

Some key work was commissioned by Young Enterprise[243] in 2011 to look at the role of business in society and the impact of volunteering and corporate citizenship on developing skills in young people. They surveyed 24 of their main corporate sponsors, representing a significant part of the UKs corporate employers, to give a picture, of how the education system prepares young people for the world of business amongst other things. The results give a fascinating view on what large businesses see as vital for the way forward in the UK. The results were as follows:

- 75% of the businesses felt that the British education system is not equipping young people with the right skills for them to enter the workforce.
- 59% felt that the education system was poor at developing young people's entrepreneurial skills.
- 64% thought that the education system was poor at developing financial skills among young people.
- 61% said they felt Young Enterprise's activities made a significant difference in filling these gaps and preparing young people for the future.
- 89% said they thought it was 'very important' for business to be involved in young people's education.

Young Enterprise found the survey showed that businesses feel the education system is not preparing young people properly for the world of work. Recruits need to have a range of 'employability' skills such as teamwork, punctuality, the ability to apply abstract knowledge and think for themselves to succeed in the workplace.

Young Enterprise were concerned that the Department of Education was adopting a narrow focus on academic skills and exams which will make it less likely that students emerge from education with these aptitudes. They believe the Government needs to change course and actively encourage partnerships between schools and business, putting enterprise education on the formal National Curriculum. In their view Ministers should also work harder to change the attitudes of business towards education. Too many senior managers in business are tending to blame the attitude of British workers, particularly young recruits, for their own failures while failing to do anything about

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238 www.virginmediapioneers.com
239 www.inspiringenterprise.rbs.com
240 http://wayra.org/en
241 http://www.goldmansachs.com/citizenship/10000-small-businesses/UK/index.html?cid=PS_01_07_06_99_00_01_02
242 http://www.princes-trust.org.uk/support_us/corporate_supporters/our_partners.aspx
243 Freshminds (2011). Business education survey 2011. London, Young Enterprise.

it. They and their staff should get out into the community and volunteer to act as business advisers helping young people learn about the world of work before they leave education[244].

Some large business get directly involved in supporting businesses start, develop and grow and develop their own niche areas of useful support; Lloyds Bank have been actively involved in a large scale mentor project detailed in the following case study:

Case Study 15 - Lloyds Bank Enterprise Mentoring: The Road to Economic Recovery

"The mentoring scheme was set up in conjunction with the Business Finance Taskforce and the British Bankers' Association, with the overall aim of helping the economy return to sustainable growth by training industry professionals to share their own skills and experience with entrepreneurs. As part of this, Lloyds Bank work with a number of mentoring organisations including Business Innovation and Skills and the Small Firms Enterprise Development Initiative (SFEDI) amongst others, through which our trained mentors are partnered with enterprises seeking support."

Mentoring in Practice

"The mentoring process is really simple. Volunteers from across the bank sign up to become an enterprise mentor and receive training which allows them to gain the relevant skills and experience needed to effectively support a business."

"They are then paired with a business in their area and organise regular meetings and discussions with the business leader where they can review any issues the business is faced with, aim to answer any questions the mentee has, and use their own skills and experience to provide guidance and support which will ultimately aid the business's development and growth."

"The volunteers have also run activities in universities and schools as well as actively meeting current business leaders at industry events to discuss the benefits of mentoring with them directly."

External Benefits

"One example of a business that has benefitted from mentoring support is a fast growing digital design company led by a group of Plymouth University graduates. Their mentor Duncan Webster is an IT Manager in Lloyds who has gained an additional qualification as a champion mentor which allows him to offer higher quality support to an SME. Mutant Labs develop mobile apps for Android and iOS, Flash apps and build websites."

Alex Ryley, co-founder of Mutant Labs, said: "Since we launched, Mutant Labs has continuously moved from strength to strength and we can't believe how quickly our reputation has grown, not

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244 Ibid.

just in the South West but across the whole country. As a digital design company, it is crucial we remain at the forefront of innovation and continually develop our products to ensure we are one step ahead of our competitors."

"We decided that an enterprise mentor would be able to help us with that as they can look at our business objectively as well as pass on their own skills and expertise. Duncan has exceeded all of our expectations and has supported us in ways we never anticipated. The most valuable aspect he has helped us with is developing a long-term strategy for growth as we now have a clear idea of where we want to take our business and some of the steps we can take to ensure we reach our goals."

Duncan Webster said: "The Mutant Labs team is a brilliant group of ambitious graduates who have a great balance of creativity and real business acumen. It is a pleasure to work with them and offer my support wherever I can. Mentoring is becoming a widely recognised way of helping support UK businesses and the impact it can have on helping business leaders develop is really significant so I was keen to get involved."

Case Study 16 - Business in the Community (BITC) Case Study

It is clear that mentoring is an effective way to help support SMEs at all life cycle stages from start-ups and businesses looking to grow through to established companies, and there are many tangible benefits for business leaders and mentors alike. There are also organisations that carry out work that engage senior business leaders to help in a variety of initiatives. Business in the Community (BITC) is just one of those organisations. BITC are a unique business movement being the largest business-led charity of its kind, committed to building resilient communities, diverse workplaces and a more sustainable future.[245] This case study highlights one of the programmes they run to partner business with schools:

"BITC run a programme (Business Class[246]) that partners businesses with schools in long-term 3 year partnerships. Nearly 200 mainly large companies have partnered with over 300 schools across the UK since the scheme began. It is mainly large businesses, but BITC have just announced a pilot to bring more SME's into the scheme working with Goldman Sachs – not to provide entrepreneurial education in a formal sense, but to just give more young people access to entrepreneurial role models and, we hope, widen their perspective of what the world of work might look like – self employment as a career option etc.

In addition, through BITC's youth mentoring programme (Mosaic) they run a national enterprise competition for secondary school students designed to develop and encourage their entrepreneurial skills. Teams of students work with a mentor from the business community to learn about becoming future business leaders, develop business ideas."

"There is real untapped potential for SME's to better impact and influence young people in local areas, which is why Business in the Community has formed a new partnership with Goldman Sachs

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245 http://www.bitc.org.uk/about-us/what-we-do
246 http://www.bitc.org.uk/programmes/business-class

to connect more SMEs with young people in schools across the country. The pilot aims to help many more young people access entrepreneurial role models within school. Over the coming months, we will be providing opportunities for smaller companies from Goldman Sachs' 10,000 Small Businesses program to get involved in schools by joining some of the established business-school partnerships in 15 key cities across the UK."

"As well as helping young people with practical support around careers, interview techniques, employability skills and CV workshops, the participating entrepreneurs will also offer real-life inspiration to young people about the possibilities of setting up their own business by sharing their own entrepreneurial backgrounds and stories."

"Entrepreneurship is a valid and rewarding career choice. It is vital that young people get to hear from people with the broadest range of backgrounds and experience what the world of work looks like. We believe that exposing young people to innovative small businesses will give them a more balanced picture of the local labour market and open their eyes to a broader number of potential pathways post education which could involve working for a household name, but could also just as easily see them start up their own venture or work for a start-up organisation."

"BITC are aiming to create 500 Business Class partnerships by 2015 and we are excited at this new possibility to inspire many more young people about entrepreneurship. By working in collaboration, business of all sizes, together with schools can offer a much richer range of support for young people than if we all worked individually. BICT urge business of all sizes to consider their role and how they can each play their part to shape a motivated, generation of young people better equipped to achieve their goals, and to contribute to a more competitive and productive UK plc."

"Whilst many welcome the help large businesses bring to helping entrepreneurs start and develop their businesses, the key to entrepreneur education is seen by many support programs as something that lies with the small business. Clearly, this can be formal links in the education sector, or informal within entrepreneur support programs, but linking established small businesses with more in experienced start ups to share their experiences is vital. Key organisations have contributed to this report to provide their views which are distilled here[247]. For example, the Federation of Small Business[248] believes that enterprise education not only helps teach young people about business and how to create one, but will also help them to develop employability skills such as effective communication, self-management, team working and problem solving. In a recent survey of members[249], 46% of members do not believe that local schools and colleges prepare young people to a sufficient standard for businesses and employers and when recruiting young people[250]. Equally, the Forum of Private Business report[251] that one of the key links between education and employment was severed in 2012 when the duty on schools to provide work related learning was abolished. The duty, whilst far from perfect, provided a welcome opportunity for micro employers to support their local community. In 2012 40% of Forum members were providing work experience for students from

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247 Also see Appendix
248 See full FSB submission in Appendix
249 Federation of Small Businesses (2013). Voice of Small Business Q2 2013, Federation of Small Businesses.
250 Aged 24 and under
251 See full FPB submission in Appendix

local schools and colleges and 5% reported they would like to offer the experience[252]. The Forum would like to see the duty reintroduced with a focus on schools working in partnership with employers to provide young people with a broader 'experience of work' rather than simply a generic weeklong placement."

To further this line of thought, the National Enterprise Network[253] advocate that the more we can get the business community into schools (from the earliest possible age) the better - ideally however that should be the smaller businesses, not just the larger ones. One of their key thoughts is that we need to get far more professionals who have real experience of running businesses involved in delivering enterprise education – all too often the business studies teacher is given the job and they are very often not the best person. But the more we have real people with real experience living and breathing the teaching of enterprise – the more chance we have of ensuring it is put across as a positive option – rather than a last resort. The Small Firms Enterprise Development Initiative (SFEDI) report on potential challenges with linking businesses to enterprise education[254]:

"There is a need for the educator to invest time in enhancing understanding of the entrepreneur and business owner as to teaching and assessment strategies, so experiences can be used to enhance the learning experience of the learner."

"There are a number of challenges surrounding how to bridge more traditional notions of quality assurance in higher education and those promoted by 'learning by doing', i.e. in facilitating a business owner or entrepreneur working with a learner to support their skills development. For example, diaries may be a useful way of a business and the learner capturing the key outcomes from the relationship but these tend to be rarely used in enterprise education, in comparison to exams and assignments."

"There are a number of challenges in managing the expectations of students around the inputs of entrepreneurs and business owners as part of the enterprise education. On the one hand, over-use within a course can lead to students not being able to place experience within theory and perceiving the education experience as a training intervention. On the other hand, if one type of entrepreneur is presented to the students on an ongoing basis, it may influence perceptions as to the type of business activities pursued by them."

"If entrepreneurs and business owners are used over and above the odd guest-speaker lecture, there is a need for the educator to invest time in developing and maintaining relationships so that experiences of the entrepreneur and owner-manager can be embedded on a more meaningful basis. However, the educator rarely has the opportunity to identify such commitments within current workload management systems in higher education."

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252 See; FPB, Referendum 200, Business Sustainability (July 2012)
253 See full NEN submission in Appendix
254 See full SFEDI submission in Appendix

Case Study 17 - Gazelle Colleges Group

The following case studies provide a flavour of the sorts of activity that are operating in the UK at the moment:

"The Gazelle Colleges Group is a federation of further education colleges committed to transforming the life chances and employment opportunities of young people through entrepreneurship."

"Its 20 colleges are working closely with entrepreneurs and employers at local and national level to develop the blueprint for entrepreneurial colleges."

"Through innovative partnerships with employers, and new curriculum models that focus on giving students commercial experience as they learn, Gazelle Colleges are redefining further education and its role in preparing the UK's young people to power the growth of the economy and small businesses across the country."

Gazelle Learning Companies

"Gazelle Learning Companies are a curriculum innovation by which colleges enter into joint-ventures or franchises with new or existing companies, creating college-owned businesses which are staffed by students. The purpose is to allow learners to experience a real commercial environment, and work on behalf of clients alongside studying for a Diploma or BTEC qualification."

"One example is Fit4Less at North Hertfordshire College. This is a franchise of low-cost gym facilities, owned by the Energie Group. The College opened a franchise to create one of the pioneering Gazelle Learning Companies, and it is currently staffed by a team of eight students, in roles ranging from operational management of the gym to customer sales and personal training."

"The students are working towards BTEC Level 2/3 qualifications in personal training. Within the Fit4Less Gazelle Learning Company, students do not just get practical experience of being a personal trainer or fitness instructor, but are given the chance to see how these skills apply within a business environment, and gain commercial experience and perspective."

Case Study 18 - Enterprise Rockers

"Enterprise Rockers is a free-to-join, independently owned, UK-based community interest company working to make life better for micro business owners; those that employ between 0 and 9 members of staff."

"Jane Walton, Head Roadie for young people is a social entrepreneur, teacher and mentor working in Yorkshire. For the past 7 years Jane has been promoting self-employment to young people. Funded by the Labour Government, then the regional development agency and more recently the

Local Enterprise Partnership in North Yorkshire Jane has worked as an associate with YES Youth Enterprise Services."

"Since the launch of Enterprise Rockers in 2012 Jane has worked with schools and colleges to raise the profile of self-employment and micro enterprise. She has presented at careers events, delivered workshops and provided business mentoring to young people across all vocational areas and from Year 10 to post-graduate. Jane has developed a model of delivery which addresses both the need to provide information, advice and guidance to young people and also to support those that are ready to enter into self-employment."

"The work has highlighted a range of gaps in both education and business support which undermine any attempt to engage young people in the idea of self-employment and to turn their ideas into reality. A key issue is the lack of careers information which covers self-employment and uses local micro businesses as examples. Jane has worked with colleges to develop this information and to make links through Enterprise Rockers to local businesses."

"The next step has been to develop workshops that provide an introduction to self-employment to students of any discipline. Schools and colleges tend to assume that this will only be of interest to business studies students. Workshops are interactive and engaging, aiming to identify what students already know and providing them with insights into self-employment from ideas generation to book keeping. A key element of this work has been to challenge the stereotype of the entrepreneur which tends to focus on booted and suited millionaires which can exclude those studying the creative or more vocational subjects."

"As a result of the work, over 200 young people have received business mentoring which has been designed from a young person's perspective and takes account of the current economic context which may mean that a young person takes part-time work to generate an income whilst registering as self-employed and continuing with further education and training. The key issues which have been raised are the inflexibility of education and benefits systems to take account of this, young people's lack of financial literacy, and the perceptions that exist around the need for lots of paperwork and managing staff."

"Enterprise rockers are committed to promoting self-employment to young people and to using their experience to inform Government about the need for policies and processes that reflect the reality of self employment and also promote the need for all young people to understand what it means to be enterprising whether in employment, self-employment or education."

8.   Perspectives From Entrepreneurs

"Starting one's own business is often disregarded as a viable option and the curriculum sadly reflects this"
Zoe Jackson – Founder, Living the Dream

Introduction

The popular view is that the best time to start a business is in the late teens or early twenties[255], but often this is seen as unfounded as increasingly, young people are being saddled with debt from education. If young people do start a business, in many cases it is likely to be after university or college. Why is this? Put simply, entrepreneurship can provide career options for young people by unleashing their economic potential[256] . It offers greater independence, higher income potential and increased job satisfaction. Entrepreneurship offers the chance for gainful economic activity for many. However, it must be noted that in general, young people have fewer business skills, less knowledge and experience, less savings, reduced access to credit, business networks and sources of information than older individuals. This is something that many schemes seek to address[257].

Entrepreneurs are some of the best-placed people to provide policy makers with what mattered (or matters) to them at the point they started their business, but also and arguably more importantly, what made them want to start. In this chapter we seek data from entrepreneurs themselves, and a selection of support programmes on what entrepreneurs desire in terms of support. It is vital to gain the perspectives of the entrepreneurs themselves and ascertain what their experience was of starting a business and what they see as the vital component to get people interested in starting a business and a career as a business owner or entrepreneur. To shape this chapter, interviews were carried out with a variety of entrepreneurs to provide anecdotal evidence to then explore some of the key themes that came out when talking to entrepreneurs about their experiences and what they think should be done to support more entrepreneurs. This is then coupled with published research to develop the themes and provide recommendations of what entrepreneurs want to see developed in policy to help develop an enhanced start up culture in the UK that supports entrepreneurs effectively.

This is a synthesis of what selected programmes have found:

Research has been carried out by a number of programmes into what works in terms of supporting young entrepreneurs, and what young entrepreneurs want. In this chapter, we have picked two organisations to build a picture of what works for entrepreneurs in the UK to get people starting business. Typically these organisations provide a means to gain mass opinion from a diverse membership.

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255 http://under30ceo.com/why-twenty-somethings-are-best-suited-to-start-a-business/
256 ILO (2013). Global Employment Trends for Youth 2013. Geneva.
257 Ibid.

<u>Virgin Media Pioneers[258] (VMP)</u>

In 2011 a two month campaign was launched entitled "Control Shift: The rise of the Young Entrepreneurs"[259] in which VMP aimed to amplify the voice that was central to economic prospects, but often not heard – that of the Young Entrepreneur. In the research, VMP talked to hundreds of young entrepreneurs and organisations involved in supporting them, in an aim to shift the focus away from the boardroom and Cabinet Table, to gain real insight as to what works. The VMP proposals were distilled into 5 key themes:

- Starting early – Transforming the way entrepreneurship is taught in school.
    - o A culture shift in the school system is needed to ensure practical experience for students and teacher and increased exposure to businesses; mentoring in schools supported by local business is key, and work with local chambers of commerce and the FSB to facilitate business advice in the careers system.
- Fostering a culture of collaboration in enterprise support.
    - o Support programs have a responsibility to think innovatively about the best way to present information for young entrepreneurs; enterprise support across the public and private sector needs to work smarter to offer a progressive path for entrepreneurs.
- Encouraging big business to support Britain's Start-Ups.
    - o Encourage big businesses to open unused office space for start ups and supply local business mentors and introduce more flexibility into the supply chain.
- Recalculating the way society invests in young people.
    - o Education establishments should consider more options for studying including looking at accelerated courses that could be completed more efficiently.
- Encouraging young people to do it for themselves.
    - o Use Digital media to encourage young people to do it for themselves and give access to contacts and advice.

<u>RBS Inspiring Enterprise[260]</u>

In 2013, the RBS Group published a Manifesto for Youth Enterprise[261] in partnership with the RSA[262], with a commitment to further support more young people to explore and start businesses. Their manifesto raises the following eight key areas:

- Set a challenge,
- Re-humanise entrepreneurship,
- Remove the cultural dampeners,
- Shine a light on everyday entrepreneurs,

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258 www.virginmediapioneers.com
259 Virgin Media Pioneers (2011). Control Shift- The rise of the young entrepreneurs. London, Virgin Media Pioneers.
260 www.inspiringenterprise.rbs.com
261 RSA (2013). A Manifeso for Youth Enterprise. London, RSA and Royal Bank of Scotland.
262 www.thersa.org

- Thread enterprise learning throughout education,
- Get beyond the classroom,
- Foster deeper educational partnerships,
- Make support more hands-on.

Much of the information they gleaned was from running series of workshops and events, talking to practitioners and entrepreneurs along the way. This enabled them to produce a manifesto based on direct feedback from stakeholders. This hopefully ensures that what is called for is direct and relevant. In the manifesto they examine what is holding youth enterprise back, and identify the landscape of youth enterprise as having three key challenges (taken directly from the manifesto):

The intention deficit – Too few young people have a clear intention to start a business compared to other developed countries. Only 1 in 10 young people in the UK say they have serious entrepreneurial intentions.

The ambition gap – Too few young people act on their entrepreneurial ambitions. Of the 10% of young people who do say they want to start up in business, on average only a third are actually doing so.

The drop-out rate – Too few young people stay in their business for a significant period of time. Approximately a third drop out within their first 12 months in business, compared to 1 in 10 people over the age of 30.

To address this they propose seven key principles:

- Get beyond London and the vogue industries- Support is often perceived as being too heavily centred on London and the vogue industries such as the creative and technology sectors. Future efforts could be geared more towards helping young people on the fringes, such as those living outside the capital and who are starting up in less popular industries of business.
- Enlist the power of the internet and informal support- Friends, family, co-founders and the internet are seen as the major 'hidden presences' helping young people realise their entrepreneurial potential. We should aim to recognise the support they provide and tap into their skills, knowledge and connections.
- Be there for those further downstream- The majority of support for young people appears to be directed at those who are in their very early stages of starting a venture, rather than those further downstream. Future support efforts should consider doing more to help those who have already started a business to sustain, adapt and grow it.
- Stimulate demand not just supply- It is often forgotten that fledgling businesses need customers if they are to survive and grow. As well as helping young entrepreneurs get their businesses up and running, we could also play a valuable role in creating demand for their products and services.
- Value failure and create routes back into business- Dropping in and out of business is part and parcel of life as an entrepreneur, yet this is often seen as business 'failure'. Promoting

the notion that failure is a necessary building block for skills development and learning would encourage more young entrepreneurs who drop out of business to start again.

- Join forces and collaborate- The youth enterprise support community offers an abundance of help to young people starting up in business. But this in itself can present issues, with the duplication of services and confusion among young people about what is on offer being two particular challenges. Working closer together would ensure that those in the support community complement rather than compete with one another's efforts.
- Know what works and share the learning- Flux is a common feature in the youth enterprise support ecosystem. Evaluating activities and sharing best practice would help ensure that we learn from failures and build on successes. The ecosystem of support should be entrepreneurial itself and be willing to sacrifice the bad for the good.

Community

Everything we do today has to be done with collaboration in mind. From social media, website, e-commerce, clients, partners and friends of the business need to be integrated into a back-office solution. This solution needs to be in the cloud, mobile and allow import of big data sets to aid internal learning and planning. Combine this with BPO techniques and you get a super slim and super efficient business organisation focused on sales and customers. Again, running a business is simple if we can focus on our business goals, learn to say NO more and have a clearly defined long term goal.

Key Themes

Whilst the views of entrepreneur are vitally important in shaping policy for entrepreneur support, it is important to recognize that people starting a business are not a homogeneous group and needs vary wildly depending on circumstance. It is however clear that one of the fundamental calls from both entrepreneurs and practitioners is to establish 'enterprise' in education early. This for many is not necessarily about the process of starting a business, but more to do with the behaviours that people need in the modern world. For example, in conversations with a number of entrepreneurs, the process of getting staff was often linked with those very behaviours. Many entrepreneurs mentioned that they were shocked by the lack of ability of young people applying for jobs they had to actually be able to sell themselves on a CV, and this was linked to the very 'entrepreneurial behaviour' that they would wish to see develop in people at an early age. It seems that enterprising behaviour is a desired requirement in every walk of life.

There are a number of absolute key themes that are raised both through the work of support programmes and through the case-study material. There are highlighted below and form a fascinating view of what is needed to go forward and further support entrepreneurs in the UK. The entrepreneurs were asked openly about their experience of 'enterprise education' and what they might do to support entrepreneurs given a blank sheet. The entrepreneurs provided some interesting topics, which have obvious links to those findings from the programmes. There are some stark observations, for example:

"Our education system is seriously lacking in preparing young people for the option of enterprise and self-employment when leaving school, despite the fact that unemployment numbers for young people are high and further education is financially out of reach for many. Starting one's own business is often disregarded as a viable option and the curriculum sadly reflects this."

Zoe Jackson, Living the Dream

The lack of an entrepreneurial element to education in schools features highly through the rhetoric. The Key Themes developed through informal interviews and submissions by a variety of entrepreneurs have been pulled out of the text to provide an indicative list of key findings at the end of the chapter. Some of these have been discussed many times before, and some have not, but it is useful to gain a synopsis of the rhetoric of the case-study entrepreneurs.

There are essentially 3 core themes that form a 'support hierarchy' of needs for entrepreneurs. When this rough sketch of ideas is distilled, it creates a pyramid model as follows:

Fig 2- The entrepreneurial society pyramid

Diversity

It is important to recognise that it would appear much of the focus is on young people starting businesses. However, there are numerous organisations that cover a diverse range of support programmes to many different communities to address particular needs that those communities have. Examples are numerous, but include the work of Mumpreneur UK[263] who provide support to parents wishing to set up a business, Leonard Cheshire Disability[264] who provide support to people with disabilities to set up in business and Prowess[265] who provide support for women in business. These organisations provide import support to people with ideas who want to set up on their own.

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263 http://www.mumpreneuruk.com
264 http://www.lcdisability.org/?lid=22221
265 http://www.prowess.org.uk

An import sector of the start-up community is that of older people, who often have a wealth of marketable experience.

What entrepreneurs say:

The following section highlights 4 case studies on the experiences entrepreneurs have had starting up in terms of their education, but also some candid ideas for what they think will work. There are a further 7 in the appendix, and based upon all of these, conclusions have been drawn. These entrepreneurs cover a wide spectrum of business and have had different levels of success. This has immense value, as the experiences of entrepreneurs both collectively and individually can help form vital ideas for policy considerations. Whilst clearly this report cannot represent the views of every entrepreneur; what we have attempted to do is to call on the views of 'grass routes' entrepreneurs who have started businesses through a variety of means and have also been involved in helping others do the same. This hopefully gives an unbiased view of methods that they see will help start businesses and begin their journey to become entrepreneurs.

Case Study 19 - Opinion- Zoe Jackson, Living the Dream

"Our education system is seriously lacking in preparing young people for the option of enterprise and self-employment when leaving school, despite the fact that unemployment numbers for young people are high and further education is financially out of reach for many. Starting one's own business is often disregarded as a viable option and the curriculum sadly reflects this."

"Skills that equip a young person in self-employment or enterprise include business, finance, marketing, PR, presentation skills and hands-on enterprise experience – such as setting up a venture at school with the right support – and these should all be embedded into the curriculum from primary school level."

"These skills would not only encourage young people to set up a business, even whilst still at school, as I did at the age of 16, but also help those take the step into work with confidence and an entrepreneurial outlook, especially as organisations are increasing their value in entrepreneurial spirit amongst their employees."

"Whilst the creative and entertainment industries help significantly in fuelling our economy, our Government is devaluing and dismantling creative subjects such as arts, drama, dance and music at school."

"I cannot contemplate a society without young people having open access to creativity within the education system, irrespective of whether or not it is a career choice. The Arts help students in any career, giving them skills in problem-solving, critical thinking, communication, innovation, creativity, confidence and the ability to strive for excellence."

"At the heart of enterprise is creativity, being able to think innovatively, and without the opportunity to develop this within the context of the curriculum, there is little hope."

"Without a fully-rounded education, both creativity and enterprise will be lost. I ask the Government to ensure the rightful place of enterprise and creative subjects in the school curriculum, in order to place our next generation of young people as the future of our enterprise and creative industries."

Case Study 20 - Peter Harrington, Simventure

"Ten years before the lead up to starting out myself I had watched my mum launch and grow here own company in Nottingham. Whilst I can't remember being inspired by her to become self-employed, I did witness the transformation of a person who 'loved what they did'. There must have been some 'osmotic transfer'."

"I thoroughly enjoyed Young Enterprise and was MD of a thriving company. However, I took no business related courses at school. My degree in Leisure Management (1985-1989) did however put me into situations where I was dealing with uncertainty, change and lots of people. I found I enjoyed these challenges and the freedom and challenge of having to solve problems for myself; my tutor at the time also provided structure to my thinking and heightened my self-belief. He was a strong influence and encouraged my desire to start in business."

"The recession of 1989 coincided with my degree qualification and attempts to join the job market. Uninspired by the prospect of wearing a suit and conforming to the rules set by others and increasingly interested in the idea of depending on myself I decided to set up a business in York straight after graduation. This decision was also fuelled by a healthy dose of ignorance[266]."

"Any Government needs to start by asking itself whether it is really serious about improving start-up and survival rates over the medium to long term. If it is, then it must accept that it has to be entrepreneurial in its intent and actions."

"Here are some key recommendations that I would make:

- Use robust research to identify target groups (age, sector, geography, growth mindset) and the support required.
- Accept that a top-down controlled approach doesn't work because of costly bureaucracy and client dependency*.
- Encourage/fund start-up hubs that involve and engage a growing community of entrepreneurs and let them fly.
- Linked to hubs are practical courses that people can take which may/may not be linked to wider qualifications.

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266 This report is not intended to cover academic considerations on the balance of sharing entrepreneurial knowledge and experience without stunting curiosity/innovation. For further information see Penaluna, K, Penaluna, A, Matlay, H & Jones, C. (2013) 'When did you last predict a good idea? The case of assessing Creativity explored' Proceedings of the 35th International Conference of the Institute for Small Business and Entrepreneurship, November: Cardiff.

- Reward ways of teaching and training that use experiential, hands-on methods and are clearly innovative and client rather than tutor/process centred. Involve psychological profiling so people better know themselves.
- Be honest and tell people from the outset that some of the above will fail."

*One of my major concerns with the Enterprise Agency/Business Link model was the culture of dependency it created. It became a numbers game for the agencies and over 15 years I don't think I really saw any change in the way training was delivered despite the technology transformation in this period."

"Part of the problem outlined above was the people in charge of the process. Was there any motive for them to ever change: Did they have the skills to make improvements in the way they supported budding entrepreneurs? Too often I found that the people in charge of start-up environments had the ability to run a bank or a public sector department etc., but rarely the ability to think like and for the entrepreneur. People starting and running businesses gravitate to people who they trust and believe in and where/when this is not happening, start-up communities fragment and businesses die."

"With the increasing emphasis now on universities and colleges to provide business support I think there is greater opportunity to create meaningful start-up hubs. However, I am concerned that these centres will fall under the responsibility of a 'manager' who again chases numbers and focuses on maintaining the status quo rather than being able to innovate and continuously drive matters forward. Hubs need inspirational, generative leaders with an appropriate small business track record that people starting in business understand and respect. Hubs that become magnets for people seeking success and successful people create healthy communities where businesses flourish."

Case Study 21 - Stephen Topfer, Founder, Winweb

"I was lucky to have gone to a school where they gave lessons in bookkeeping and business planning, especially cash-flow planning. This has been of great help to me in the last 35 years running my own businesses. Today this would have to a little broader as the business landscape has changed considerably. This is reflected in the kind of business workshops we offer for start-ups and existing businesses.[267]"

"Running a business can be very easy and successful when you follow some simple steps. What needs to happen is that you get rid of distractions (i.e. technical, red-tape, back-office) and allow the business owner to build a goal-focussed business. It is still shocking to me how many so called 'professionals' try to over-complicate the issues at hand. Keeping it simple is the most important objective for anyone supporting or educating business owners."

"Government needs to learn to get out of the way; 50 years of business support and the 5 year mortality rate has not changed. We (WinWeb) operate already 20% lower among our clients and I'm

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[267] https://www.winweb.com/winweb-hub/learn/

confident we (WinWeb) can reduce the mortality rate to below 25% in the next 5 years. A good business owner education should start in school and then extend to universities with easy entry requirements and practical learning, while transferring basic business knowledge and latest research at the same time."

Case Study 22 - PRIME

"Older workers are highly experienced and can make a valuable contribution to the workplace and the economy. It is, therefore, vital they are given opportunities and incentives to remain in the workforce, whether as employees, self-employed or setting up their own businesses."

"Currently nearly 4 million people aged between 50 and 65 are not economically active and more than 400,000 of those are seeking employment. Once out of work, the over 50s find it disproportionately difficult to find jobs and are far more likely to be long-term unemployed. This is a wasted opportunity for many individuals but also for the economy."

"The Prince's Initiative for Mature Enterprise (PRIME) is a national charity dedicated to helping the over 50s, who are out of work, unemployed or facing the prospect of redundancy, to set up their own businesses. Educating aspiring mature entrepreneurs is at the heart of our work to build-up and adapt older people's skills to help them start sustainable new businesses."

"We passionately believe access to appropriate education is extremely important for older people who are looking to proactively change careers and those who are starting their own businesses as a response to the lack of work opportunities. Education helps build-up older people's skills, bring out the best of their talents and consequently will help ensure their businesses go on to become sustainable successes."

"One route more older people are going down is self-employment, more so than any other age group. There are 4.2 million people who work for themselves in the UK, 14% of the total workforce, and older people are making a significant contribution to this number, as there are 1,757 million over 50s people who are self-employed."

"We deliver a suite of resources to help educate over 50s about enterprise, including: Workshops to explain the benefits of starting an enterprise and how to develop a business idea; a business programme covering the building blocks essential to any enterprise, such as understanding accounts and preparing business plans; mentoring schemes, matching an experienced professional with an entrepreneur in the start-up stage to share ideas and learn how best to develop a new enterprise."

"While we're making concerted efforts to educate mature entrepreneurs, we would like to see a higher priority by Government, businesses and wider society to help older people. Searching online will produce many organisations dedicated to youth enterprise; however there is not the same amount of support for older people."

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"We would like to see the Government encourage enterprise across all ages, including access to funding, advice, mentoring, incentives and support mechanisms. Too many initiatives from Westminster have a bias towards younger people; older people need support too especially as they are the ones driving business creation."

"Businesses also need to provide better education specific to older workers, such as training in digital services to serve them better in the modern workplace and better prepare them if they were to venture on their own. Businesses should also be better educated on how to provide advice post-redundancy, so older people can explore all options."

"The UK continues to discriminate against the over-50s in the workplace. We're discarding an invaluable resource and as the population ages, we're putting an unfair burden on those aged between 20 and 50, which is short-sighted given that a large number of older workers want to and can make a significant contribution to the economy."

Key Findings

- Entrepreneurship should be embedded in the curriculum at all levels - but particularly at secondary school level.
- Create a culture that mimics the experience of being 'close' to a micro business or small firm, so people can understand what it is like to work in or run such a firm. This goes a long way to 'Re-humanising' entrepreneurship.
- Make careers advice dedicate time to exploring the options of running your own business rather than focusing specifically on 'employment'.
- Create a culture where it is 'fine to fail'- and value failure as a positive experience.
- Get better access to Specialist Support (Such as IP) for those who need it.
- Greater collaboration of all resources for young people - with specific reference to business start up and entrepreneurship as a career.
- Tell the 'business' story – links with education, and local identifiable grassroots businesses. In addition, shine a light on everyday or grassroots entrepreneurs- these are the local and identifiable champions of micro business who can and will provide valuable advice, and will empathise with budding entrepreneurs.
- Embed holistic experiences and culture around enterprise and entrepreneurship in education and beyond. For example, the more small businesses disappear from the high streets- the less people will identify with them.
- Encourage big business to support Britain's Start Ups: Big businesses have a role to play and need to be in regular contact with local small businesses. For example, large businesses should have a published quota of small business suppliers, and be fully involved in the encouragement and support of start-ups with an altruistic attitude. Redundant office space could be made available and mentors supplied to start ups etc.
- Re-calculate the way society invests in Young People and entrepreneurs in general.

9.   Conclusions and Recommendations

Our research looked at both the cognitive psychology of enterprise and what an enterprising mind is, and considered practical examples from both the UK and international enterprise and entrepreneur education interventions. The variety of educational interventions is substantial, but we found little work pulling these examples together and evaluating them either individually or together and setting out proposals for change based on best practice. It was also clear that there were a number of drivers at stake influencing where best practice was to be found and how effective it was. For example 'Ready Unlimited' in Rotherham, a project in the town of Rotherham designed a number of interventions across both primary and secondary schools to develop an enterprise culture, set of skills, and new relationship between schools and the business community very successfully, but the initiative faltered when the "Every Child Matters" programme ended, along with RDA funding and the place and standing in the curriculum for enterprise education. Practicing what they preach, "Ready Unlimited" now run as a social enterprise, and engage in broader thinking with the Higher Education Community.

Likewise, we firmly believe that the policy measures that are needed span a number of Government departments, and are not just a matter for the Department of Education. We believe these policies need to drive a culture change not dissimilar to the Government's policies to change attitudes to manufacturing and to deliver the STEM skills needed that were lacking. The SME community is little understood and is less engaged with education that the well-respected household names of the FTSE companies and large professional service firms. Parents and children alike do not think of a career in SMEs, yet we know that the likelihood of this happening is far greater than a job in a company with a household name.

Over the past year of our review we have also spoken to businesses and business groups, including the CBI, Chamber of Commerce, and the Federation of Small Businesses. We have also taken on board the views of the new venture capital groups involved in start-ups and university spin-outs. Initiatives such as Mercier and the new entrepreneur placement schemes like The New Entrepreneur's Foundation[268] offer great insights into what might be needed. We listened to those involved in those looking to come back to the workplace through opportunities such as Prime and Working Mums. We also took on board the views of Local Enterprise Partnerships[269]. A full list of contributors is included at the end of this paper, and whilst this is extensive, clear patterns of thinking have emerged.

There was an overwhelming consensus that enterprise education had been left in the backwater to the detriment of the SME community – and the growth agenda. It seemed to have been tarred with the same brush as vocational training within education paths. However, as illustrated by the fact that more 18 year olds now choose apprenticeships over university, the need for enterprise education much earlier and in a more holistic sustainable form is needed more than ever. Enterprise education has sometimes been confused with work readiness. While enterprise education improves

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268 http://newentrepreneursfoundation.com/
269 Correspondence from David Frost – Chair of the Local Enterprise Partnership network op.cit.

work readiness it is not the same thing, although there is unquestionably an overlap; an enterprising individual needs to be an innovative and forward thinking team player that seeks out and seizes upon opportunity.

Specific Recommendations: An Overview

1. The Government should have an overarching strategy crossing Government departments on enterprise education.
2. The Government should bring clarity and definition to what enterprise education and entrepreneurship education are; they are equally important, but different.
3. Teacher training should include a module on enterprise education.
4. The Government should deliver a new section of the OFSTED report called 'business engagement', quite separately from community engagement.
5. Businesses that engage with enterprise and entrepreneurship education should be able to set all related expenses against tax - including their time - and receive training vouchers to spend on developing themselves or their employees.
6. Peer-to-peer networks have impact and need more overt recognition, funding and support from Government.
7. Universities UK should seek ways to work amongst its members to engender commitment and effect change toward entrepreneurship, and as a first step to provide a minimum provision of an introductory module on entrepreneurship. This should be designed for students of all disciplines, so that all students are able to explicitly learn about business start-up. HEIs should similarly be encouraged and supported to incorporate embedded enterprise education in context-led/subject-specific curriculum - so all students are encouraged to consider themselves as enterprising individuals who both benefit from, and contribute to, their HEI's commitment to support economic growth.The many associated bodies and partners committed to this agenda, including, but not limited to, HEFCE, ABS, NCEE, QAA, Enterprise Educators UK, ISBE and LEPs should all step forward to work with UUK vigorously to this end.
8. The Association of Business Schools (ABS) should undertake a rigorous piece of research to measure how many entrepreneurs emerge from business schools, what steps might be taken to improve this, and what interdisciplinary approaches can inform the Business Schools.[270]
9..Long term research is needed for long term visions, e.g. alumni perspectives showing not just the start but also the progressive impact of enterprise education and support.
10. A working group should be established between the Gazelle Colleges Group, universities and business schools alongside the CBI, FBI, SFEDI and other business groups to put forward proposals and recommendations to improve the number and quality of new business start-ups and micro venture support through changes in higher education.
11. Government support for educators developing innovation in early years must extend to better informed assessments and changes of OFSTED assessments meters.
12..Further, the Government must incentivize school educators in enterprise education beyond OFSTED and assessment criteria.

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270 http://www.associationofbusinessschools.org/category/tags/abs

13..The Government should propose recommendations to support the education of work returners wishing to establish their own business which should cross BIS, DFE and DWP.

14..Every LEP Board should have at least two members from the SME community, one of which should be an entrepreneur.

15..Applications for funding by LEP's from the Regional Growth Fund and other government funding sources should include an evidenced statement of the steps it has taken regarding entrepreneur support, including but not limited to mentoring and skills training, with funding being conditional on this being satisfactory.

16..The LEP should be obliged to engage with the local education community, for which without a plan and progress report, no applications can be made for Government funding under the RGF.

17..The Government should look towards the world stage for best practice and similar initiatives.

Key Recommendations:

The Government should have an overarching strategy crossing Government departments on enterprise education. This strategy should reflect the needs of the full education spectrum, not just tertiary education. It should also cover returners to work, especially if they are not familiar with the needs of small and micro enterprises.

The Government should make enterprise education a mandatory part of the curriculum from 4 to 18 and delivery should be appropriately assessed in an informed way by OFSTED, with reference to the curriculum-wide approach discussed.

Government needs to clearly articulate what its own definitions of enterprise education and entrepreneurship education are, as there are a number of widely used versions. OFSTED define enterprise as having three strands, only one of which, financial literacy, is from 2014 a mandatory part of the curriculum. The Quality Assurance Agency for Higher Education offers a lead on this, and their work is consistently referenced in any new university level provision. These need to inform the decision-making process.

While NACUE with Government sponsorship have driven student awareness and support of enterprise and entrepreneurship across the tertiary sector, academic support and subsequently its engagement is not at the same level*. **Universities UK should seek ways to work amongst its members to engender commitment and effect change toward entrepreneurship, and as a first step to provide a minimum provision of an introductory module on entrepreneurship. This should be designed for students of all disciplines, so that all students are able to explicitly learn about business start-up. HEIs should similarly be encouraged and supported to incorporate embedded enterprise education in context-led/subject-specific curriculum - so all students are encouraged to consider themselves as enterprising individuals who both benefit from, and contribute to, their HEI's commitment to support economic growth.The many associated bodies and partners committed to this agenda, including, but not limited to, HEFCE, ABS, NCEE, QAA, Enterprise Educators UK, ISBE and LEPs should all step forward to work with UUK vigorously to this end.*** Such a module can be used to trigger more advanced learning and to facilitate further curricular change; it

should focus on learning and developing capacity for enterprising endeavour, and not merely involve learning about the topic.

The majority of graduates from business schools pursue a career in management, many with high street names - few set up businesses themselves. Most entrepreneurs have reported that they either never go to university or read a non business-related subject. We note Lord Young's request to the Association of Business Schools to develop a new national Supporting Small Business Charter. *We recommend the ABS should continue research into how many entrepreneurs emerge from business schools, developing ideas for steps to be taken to improve this, and what interdisciplinary approaches can inform the Business Schools.*

The Gazelle Colleges Group puts enterprise at the heart of what they do. Likewise the HE sector has made significant inroads, not least in having an overarching quality framework for all University-level education. Their work should be promoted and made subject to clear UK quality standards, and Government should then endorse their kite mark. There will be learning here for both parties**.** *A working group should be established between the Gazelle Colleges, Educator Networks, universities and Business Schools alongside the CBI, SFEDI and other business groups to put forward proposals and recommendations to improve the number and quality of new business start ups and micro venture support through changes in Further and Higher education.*

Government should re-evaluate its start-up business funding support schemes. There is clear evidence based on research undertaken by Cambridge University that money on its own will not increase enterprise. Mentoring and education are by far the most effective methods. Government should look at the initiatives being led by some of the venture capital university spin-out businesses, programmes like the School for Start Ups and the New Entrepreneurs Foundation which combine work experience, education and mentoring to identify what aspects of this integrated approach can be made scalable. Money spent here may deliver more than existing voucher and loan schemes.

Post full time education support for start-ups is patchy. There are a number of social enterprises and charities that engage in this area but it is a bit hit and miss. The Princes Trust and Prime are good examples but can only help so many. We know that part time further education uptake is declining. *We recommend the Government establish a working group to propose recommendations to educationally support work returners wishing to establish their own business which should cross BIS, DFE and DWP.*

Local Enterprise Partnerships are tasked with driving small business growth in their local economy and while many plans include proposals for entrepreneur support including, but not limited to, mentoring support and skills training, this is not universally happening. *We recommend every LEP Board must have at least two members from the SME community one of which must be an entrepreneur. We further recommend that applications for funding from Regional Growth Fund must include an evidenced statement of the steps it has taken regarding entrepreneur support including, but not limited to, mentoring and skills training, with funding being conditional on this being satisfactory. Finally we recommend an obligation on the LEP to engage with the local education community without a plan for which and progress report no funding applications can be made for Government funding under the RGF.*

Local engagement between SME businesses and the education system needs to be increased and incentivised. The old work experience and careers advice only goes so far. The UTC has been a remarkable vehicle to deliver true engagement across curriculum development and more broadly in the community*. **The Government needs to deliver a new section of the OFSTED report called business engagement, quite separately from community engagement**. This needs to look at how schools build a sustainable relationship with local businesses of all sizes, perhaps looking at the Rotherham model. It is crucial that this includes small businesses and local traders. We need role models from the micro enterprise and SME community including the self employed sole trader preferably to engage*. Young people particularly need to be able to identify with local small businesses and experience as much as possible what it is like to run one. This could be though a mix of direct engagement and using simulation software for example. *We recommend businesses that engage can set all related expenses against tax including their time and receive training vouchers to spend on developing themselves or their employees.*

The Government should look towards the world stage for best practice and similar initiatives. The United Nations Conference for Trade and Development has published useful frameworks on the development of an entrepreneurial ecosystem and the European Commission have undertaken significant work on enterprise educator development. Many European Countries already have policy structures in place and these can inform issues such as educator network development and new learning for teacher training. The UK education system needs to move from a culture of dependency to one of initiative taking and innovation.

Appendix - Full Contributions
Appendix 1- Contributions From Entrepreneurs

Zoe Jackson, Living the Dream

"Our education system is seriously lacking in preparing young people for the option of enterprise and self-employment when leaving school, despite the fact that unemployment numbers for young people are high and further education is financially out of reach for many. Starting one's own business is often disregarded as a viable option and the curriculum sadly reflects this."

"Skills that equip a young person in self-employment or enterprise include business, finance, marketing, PR, presentation skills and hands-on enterprise experience – such as setting up a venture at school with the right support – and these should all be embedded into the curriculum from primary school level."

"These skills would not only encourage young people to set up a business, even whilst still at school, as I did at the age of 16, but also help those take the step into work with confidence and an entrepreneurial outlook, especially as organisations are increasing their value in entrepreneurial spirit amongst their employees."

"Whilst the creative and entertainment industries help significantly in fuelling our economy, our Government is devaluing and dismantling creative subjects such as arts, drama, dance and music at school."

"I cannot contemplate a society without young people having open access to creativity within the education system, irrespective of whether or not it is a career choice. The Arts help students in any career, giving them skills in problem-solving, critical thinking, communication, innovation, creativity, confidence and the ability to strive for excellence."

"At the heart of enterprise is creativity, being able to think innovatively, and without the opportunity to develop this within the context of the curriculum, there is little hope."

"Without a fully-rounded education, both creativity and enterprise will be lost. I ask the Government to ensure the rightful place of enterprise and creative subjects in the school curriculum, in order to place our next generation of young people as the future of our enterprise and creative industries."

Nikki Hesford, Made in Preston

"My experience of business back in 2008 when I began consisted of a B grade GCSE in Business Studies and nothing else, and this module of study provided nothing of value in the real world of business other than knowing the difference between a sole trader and a Ltd. company! In order to set up my business and begin trading I relied 50% on Google, 30% on advice given by local enterprise

agencies (which no longer exist) and 20% on friends/family/picking up the phone/reading business forum discussions."

"I attended various day-courses ran by enterprise agencies; there was one about taxation/basic accounting, one about marketing, and one about how to network effectively. These were very good, free resources, and the only opportunity I had to get together with a dozen other local people who were also in the same boat of starting their first business. Sadly, there is no longer any funding for these events, and they no longer exist."

"If the objective is to learn how to better prepare young people for an enterprising future, basic life skills should be routinely taught. Do they teach students in school how to register a domain name? What is hosting? What is a credit score? What are the repercussions of not bothering to pay your mobile phone bill? Basic contract law should be taught in schools – what makes a contract binding, what to check before signing a contract, what to include if writing a contract. How to write formal/business letters (I don't know about you, but the way I was taught to write a letter in school was by indenting the first paragraph, your address only… etc, not a format I've ever seen a letter written in as an adult!) Young people have good ideas, creative and innovative designs and inventions, but they lack the basic life skills to run a business or even to be a useful member of a team. The same applies for apprentices. The £1,500 grant is not incentive enough to have to babysit a 16 year old for 35 hours a week whose work needs constantly checking because you can't assume they have the independent thought or initiative to do something correctly without it being spoon-fed. To quote Einstein: "it is a miracle curiosity survives formal education" and it's (sadly) true."

"As aforementioned, having basic life skills in the first place would be useful. Knowing how to open a bank account, knowing how to write a business plan, knowing what profit and loss mean… at the moment these are skills only taught to those taking specific business modules, yet these should be given to everyone."

"Although there are soft loans and funding available, these are (in my experience) processed and authorised by people who have never run a business in their lives. Retired bankers, accountants, hedge fund managers. The commercial banks have branch managers, who have also never run businesses in their lives – nor do they have the discretion to talk to someone and decide if they should lend them money; most of the time it's the computer that says no. When handing over £60million to a regional development agency to decide who should use that money in the form of loans from £5,000 - £50,000, don't just give them an application form the size of *War and Peace* and leave them to get on with it, before spending eight weeks processing it, only to halt the application two months down the line because there isn't any proof enclosed that their car insurance covers for business use (I kid you not)…"

"And then when these people do get the money, they are simply abandoned with £50,000 burning in their back pocket, and nobody to help them along their way. Surely some kind of mentoring should be included (from someone who has actually ran a successful business) – the level of help correlating to the amount of money being loaned?"

"There is a definite need for more business mentors, but these people a) need to have a proven business success and not just someone who calls themselves a 'coach' and b) good people need to be paid. If you pay peanuts you will get monkeys, and then you have monkeys teaching other monkeys how to spend £50,000 when for the sake of paying a decent consultancy rate of £500-800 a day for a day a month, for 6 months, you can ensure that someone is helping the business use that money effectively and wisely. I have seen some enterprise agencies calling out for mentors and I believe from discussions with colleagues about it, people have been told the positions are unpaid when they have enquired."

Jacob Hill, The Lazy Camper

"I had my first encounter with enterprise education at Brighouse High School, an enterprise school in Yorkshire. Most lessons taught had a certain enterprise element to them, which always got me thinking from the age of 11. I successfully set up a sweet cartel across 2 schools before I was 15, which, when found out, shocked my teachers!"

"My college years saw a completely different approach from my teachers in terms of encouraging enterprise; they simply didn't care about it. Their main concern was getting myself as one of three thousand students through their A levels... But this got me in to my university."

"I am currently in my third year of study at the University of Huddersfield on the Enterprise development degree, one of three of its kind in the UK. The degree is designed to support students to build their business whilst completing a degree endorsed by Theo Paphitis."

"My education has helped me build my business, as I am passionate about learning the theory. However, my main learning of enterprise has come from practice, without a doubt. Experience is what you get, when you don't get what you want."

"There is so much support out there for start-up businesses from Government, i.e. start up loans and ERDF offering finance and mentoring, which is great."

"Private firms are also helping out where they can, namely Shell LiveWire, Virgin Media Pioneers, Intuit, Start-up Britain and esparkuk. They help for a good PR story and as part of their brand CSR.[271]"

"I believe I would have thrived more with not just one mentor but a few. The enterprise team at the University of Huddersfield has a business workshop event every week ranging from guest speakers sharing not only their success but their failures as well, to finance seminars learning how to build a cash flow etc."

"These are helpful workshops which unlike have just one mentor means we have access to a wide range of people."

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[271] Also see chapter 6 for information on large businesses supporting entrepreneurs

Peter Harrington, Founder, Simventure

"Ten years before starting out myself I had watched my mum launch and grow here own company in Nottingham. Whilst I can't remember being inspired by her to become self-employed, I did witness the transformation of a person who 'loved what they did'. There must have been some osmotic transfer."

"I thoroughly enjoyed Young Enterprise and was MD of a thriving company. However, I took no business-related courses at school. My degree in Leisure Management (1985-1989) did however put me into situations where I was dealing with uncertainty, change and lots of people. I found I enjoyed these challenges and the freedom and challenge of having to solve problems for myself; my tutor at the time also provided structure to my thinking and heightened my self-belief. He was a strong influence and encouraged my desire to start in business."

"The recession of 1989 coincided with my degree qualification and attempts to join the job market. Uninspired by the prospect of wearing a suit and conforming to the rules set by others and increasingly interested in the idea of depending on myself I decided to set up a business in York straight after graduation. This decision was also fuelled by a healthy dose of ignorance."

"Any Government needs to start by asking itself whether it is really serious about improving start-up and survival rates over the medium to long term. If it is, then it must accept that it has to be entrepreneurial in its intent and actions."

"Here are some key recommendations that I would make:

- Use robust research to identify target groups (age, sector, geography, growth mindset) and the support required.
- Accept that a top-down controlled approach doesn't work because of costly bureaucracy and client dependency*.
- Encourage/fund start-up hubs that involve and engage a growing community of entrepreneurs and let them fly.
- Linked to hubs are practical courses that people can take which may/may not be linked to wider qualifications.
- Reward ways of teaching and training that use experiential, hands-on methods and are clearly innovative and client rather than tutor/process centred. Involve psychological profiling so people better know themselves.
- Be honest and tell people from the outset that some of the above will fail."

*One of my major concerns with the Enterprise Agency/Business Link model was the culture of dependency it created. It became a numbers game for the agencies and over 15 years I don't think I really saw any change in the way training was delivered despite the technology transformation in this period.

"Part of the problem outlined above was the people in charge of the process. Was there any motive for them to ever change: Did they have the skills to make improvements in the way they supported

budding entrepreneurs? Too often I found that the people in charge of start-up environments had the ability to run a bank or a public sector department etc. but rarely the ability to think like and for the entrepreneur. People starting and running businesses gravitate to people who they trust and believe in and where/when this is not happening, start-up communities fragment and businesses die."

"With the increasing emphasis now on universities and colleges to provide business support I think there is greater opportunity to create meaningful start-up hubs. However, I am concerned that these centres will fall under the responsibility of a 'manager' who again chases numbers and focuses on maintaining the status quo rather than being able to innovate and continuously drive matters forward. Hubs need inspirational, generative leaders with an appropriate small business track record that people starting in business understand and respect. Hubs that become magnets for people seeking success and successful people create healthy communities where businesses flourish."

Drew Ellis, Founder, Like Minds

"I had no formal education in starting a business. This is a major element missing from the education system even now. I was educated to degree level (BA Hons. Graphic Design) and it was only through initially working for a small design practice that I got to understand the real mechanics of business. I was able to experience it first hand, as in a small business you do everything. I learnt a range of things that my degree hadn't equipped me for. In simple terms I could produce the work (thanks to my training) but had no idea how to sell it, or build what I did into a business of my own. The experience of working in a creative and collaborative business inspired me to start my own four years later which I built up and eventually sold to a British PLC before I was 30. It was this experience that then set me on the path of entrepreneurship - once you've built and successfully sold a business (at whatever level) you're inspired to do it again and again."

"How not to do it? Don't try and do it on your own. Every business needs partners and collaborators. Search them out, share your vision and find someone who wants to join you on the journey. Don't rely on banks, they only provide access to money when you don't need it. Find investment elsewhere, bootstrap the company for as long as you can or until the money starts to flow and then reinvest it back into the business to allow it to grow. Don't go out and find an office - use a cost effective collaborative space or shared office scheme."

"I think people leaving education (at whatever age) or their current employment should be inspired to build a business. Small businesses are the life blood of this country. To be able to work in a shared environment where you sit alongside your peers who are all working on developing a business idea is an incredibly stimulating and supportive environment."

"My business, Like Minds, started a co-working club in partnership with a central London hotel that had the space available. In a matter of months we had over 80 people working from the space across a range of business sectors. Freelancers found clients, clients found suppliers and employees and one start up grew from two people into a global business that now have offices in four countries. They believe that the collaborative environment we provided helped fast track them into the business they are today."

"We are now looking to establish this type of environment at a much larger scale in London and then look to build these Co-Working Clubs across the country. In these environments we can establish learning platforms and frameworks like Like Minds U[272] which we're running in Liverpool at the IFB in July, which support and educate start-ups in the areas they're weak in."

"If this country had a network of spaces where people could start businesses in a stimulating environment creating a shared experience coupled with a structured learning platform that people could dip in and out of to suit their requirements then I think that would go a long way providing the support needed. Like Minds is there to help foster this thinking and build these platforms in partnership with Government and larger scale business partners."

"In a more formal education program, schools should look to work with more small businesses and get them to come in and tell 5th/6th formers their story. People love stories, and practical lessons in how someone created and built a business are inspirational moments that should be shared with the next generation.""

Simon Barker, Founder, Radfan

"My education included very little 'business stuff' and when it did, as an engineer, I paid very little attention. I certainly wish I had paid more attention, however I feel that (2 years into running a new company) the formalised education on offer doesn't really prepare you for life as a start-up founder; I think you just have to pick it up as you go along. The areas where it would be useful are in accounting and finance, as making a balance sheet actually balance is a massive challenge in the first month when you are coming up with forecasts and can't afford an accountant."

"The other area that could do with some focus is sales and marketing; this is the most important part of any business and an area that techie folks like myself gloss over in the early days."

"I think the most useful thing for people is hearing others' stories. What we find useful is hearing talks from people just a bit further down the path from us. So in the early days it would have been good to hear from people 1 or 2 years into the business (doing something similar, i.e. high growth/lifestyle/shop etc). This remains true now that we are 2 years in; we like to hear from people who are 4 and 5 years in."

"The problem with speakers at universities is that they get people who started their business 15 years ago and sold it 3 years ago to talk. This is too remote and distant from where pre-start people are, and the messages (while they could still be the same) don't get across as well."

"Money to pay for food and rent: Revenue funding is all well and good but once you have the advice from the expensive business consultant you still need money to action it and also keep a roof over your head. The biggest hurdle to young people starting business is this problem, and it is infuriating when all the little pots of money are only allowed to be used to pay for advice. Generally a start-up

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272 http://wearelikeminds.com/likemindsu

can get all the advice it needs over a few cups of coffee with a variety of people - the problem is paying for equipment, food, accountants, lawyers to raise money etc."

"In an ideal world entrepreneurs should be able to apply for some kind "entrepreneurs benefit". I know this sounds very un-self-reliant but when you know you could sit on your backside and get benefits instead of start a business (or get a "real job" with a steady income) it can be very frustrating - especially if you want to start a company that will be pre-revenue for a couple of years. Ideally angels and VCs would step in and fund you, but that can be very hit or miss in the UK and pre-revenue freaks investors out."

Joanna Montgomery, Founder, Little Riot

"I wouldn't say I had much education around starting a business within the curriculum. There was nothing at primary school and nothing at high school except generic 'business studies' (which I didn't even take). At university, in our later years we were encouraged to think about the bigger picture - e.g. I studied a design/computing degree, and eventually our projects had to include elements such as at least <u>thinking</u> about how much something would cost to implement, or how/if it would generate profit. I attended my university's Enterprise Society which is where I learned how to do things like market research, writing a cash-flow forecast, preparing a business plan etc. At the time, I didn't do this because I thought I wanted to run a business, I did it because I had an idea that I wanted to see come to life; much how I started my business in the end, really."

"I think there is a lot of support available for people wishing to start service, retail or software-based businesses. My bugbear is with electronics/hardware - it's something I have struggled to find help with for over 3 years (and still do). Given that the UK is so keen to promote manufacture within Britain, there should be more help for those who are actively looking to do that. I have been loudly looking for help/advice in this area for years - at least once a day, I get so frustrated that I think I'd be better to get on a plane to San Francisco as I know I could find what I'm looking for there."

Stephen Topfer, Founder, Winweb

"I was lucky to have gone to a school where they gave lessons in bookkeeping and business planning, especially cash-flow planning. This has been of great help to me in the last 35 years running my own businesses. Today this would have to a little broader as the business landscape has changed considerably. This is reflected in the kind of business workshops we offer for start-ups and existing businesses."

"Running a business can be very easy and successful when you follow some simple steps. What needs to happen is that you get rid of distractions (i.e. technical, red-tape, back-office) and allow the business owner to build a goal-focused business. It is still shocking to me how many so-called 'professionals' try to over-complicate the issues at hand. Keeping it simple is the most important objective for anyone supporting or educating business owners."

"Government needs to learn to get out of the way; 50 years of business support and the 5 year mortality rate has not changed. We (WinWeb) operate already 20% lower among our clients and I'm

confident we (WinWeb) can reduce the mortality rate to below 25% in the next 5 years. A good business owner education should start in school and then extend to universities with easy entry requirements and practical learning, while transferring basic business knowledge and latest research at the same time."

Abdul Khan, Founder, Pass The Popcorn

"So far, I have started 2 businesses and taken over 1. The very first business I had started did not perform as expected, which allowed me to learn a lot. For me, experience is the best of teachers. I had no formal 'lessons' on how to do business other than hearing of my (late) father's experiences (at a young age) in holding restaurants and takeaways that served Indian/Bangladeshi curry. These were all told in informal settings; looking back I wish I had concentrated more on what was said."

"In an ideal world, skills needed in enterprise would be taught in a more formal setting, so those teaching can be taken more seriously. Those who want to work for themselves know it as a little spark, from what I believe is a very young age. If we could identify these individuals early on, in a school environment, they would be encouraged to pick up vital skills to succeed. In an ideal world, we would also teach these individuals to embrace failure, as currently coming first and always winning holds too much precedent. This behaviour can be dangerously discouraging for aspiring entrepreneurs. I understand that nearly all successful entrepreneurs had many failures along the way, but their resilient character keeps them going and improving on the last experience."

Ronke Ige, Founder Emi and Ben

"I'm happy to say that my experience of starting a business was born during my senior years at secondary school. This was through an enterprise initiative where year groups were put into groups to create businesses of 5-6 pupils. Members of each team voted their 'colleagues' to take up the various roles on offer, e.g. Managing Director, Head of Marketing etc and as a group the brief was to brainstorm a business idea surrounding a product, develop the product, go to market and make a profit. The winning team across the year was then entered into a national school competition. Our team developed a range of personalised photo clocks which were extremely popular across the school. Our team, named 'Elvis Enterprises' went onto win the school competition and nationals finals. It was from this point I knew I wanted to run my own businesses, which led me to choosing to do my A-Levels within Business."

"It would be great to introduce the option of self employment/enterprise from an early age to be mandatory across the Secondary School curriculum. Enterprise is a career choice which many young people are familiar with as this generation are seeing from firsthand experience due to their family, friends and celebrities, being a path that is increasingly popular and is something which could potentially be successful for them."

"Had I learnt about business in a more in-depth manner when I was younger, I'm sure I would have chosen to go down the route of self-employment sooner than I did. I still feel it's important to go out there and work for an external organisation within the business or corporate sector first, as such experience is invaluable; it was for me having worked in the PR industry for several years prior to

114

going self-employed. However, having the in-depth business knowledge and then the professional business environment as my armour would have definitely given me the confidence to start my businesses earlier than the age of 28."

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Appendix 2- Contributions From Agencies and Support Organisations

Small Firms Enterprise Development Initiative (SFEDI)

The QAA Framework for Higher Education Qualifications (England) in General Business and Management states that:

"Preparation for business should be taken to mean the development of a range of specific business knowledge and skills, together with the improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability in general. This includes the encouragement of positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment.[273]"

"In the majority of schools, Further Education colleges and Higher Education Institutions, there is a range of offerings to assist learners in realising business and enterprise potential. These offerings are embedded both in the curriculum and as an extra-curricular activity. As a result, learners may have multiple business and enterprise experiences prior to finishing their studies, where they are exposed to different conceptualisations of business, enterprise and entrepreneurship (Hartshorn, 2002)."

However, in a report produced by the National Council for Graduate Entrepreneurship (NCGE), the National Endowment for Science, Technology and the Arts (NESTA) and the Council for Industry and Higher Education (CIHE) concluded that:

"Entrepreneurship education is currently taught primarily through modules in business school courses and extra-curricular activities. HEIs need to enhance the perception and relevance of entrepreneurship education, so students and staff recognise the value of its combination of innovation, creativity, collaboration and risk-taking skills to a wide range of disciplines.[274]"

"Indeed, a brief review of business and enterprise education in the UK identifies that the majority of provision relates to 'learning about' rather than 'learning for'. The former is focused on enhancing understanding of business and enterprise through reflection on knowledge and theory, whilst the latter is about developing the mindset and capabilities required to be enterprising and entrepreneurial."

"The focus on 'learning about' reflects not only the prevailing methodological paradigm within enterprise and entrepreneurship (which influences how enterprise and entrepreneurship is researched and taught as well as the importance attached to certain assessment methods vis-à-vis others), but also the focus on enterprise and entrepreneurship as new venture creation (Gartner, 1985; Down, 2010)."

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273 http://www.qaa.ac.uk/Publications/InformationandGuidance/Documents/FHEQ08.pdf
274 http://www.ncee.org.uk/publication/developing_entrepreneurial_graduates.1.pdf

"Gibb (2007) and Penaluna and Penaluna (2011) note that this focus on 'learning about' rather than 'learning for' has resulted in a lack of innovative practice in business and enterprise education, particularly in terms of embedding the experiences of business people in curriculum development and providing an enterprising business and enterprise education experience through teaching and assessment."

"In terms of the former, a recent European Commission study noted that there are a number of areas of 'need to know' in terms of embedding the experiences of businesses in the development and delivery of business and enterprise education, and balancing the notions of expertise between the educator and the business person (The European Commission, 2013). With the provision of an enterprising business and enterprise education, for example, the guidance around effective assessment has not developed along with the growth of offerings and, as a result, the guidance is somewhat limited. The QAA benchmark statements on enterprise and entrepreneurship education only devote a couple of pages of A4 to issues related to learning and assessment and note that there are a lack of support structures for enterprise educators to enhance their professional development as educators (QAA, 2012)."

"There are a number of opportunities and challenges related to embedding the experiences of businesses in enterprise education. The key opportunities relate:

- Exposing learners to alternative or different perspectives - as entrepreneurs and business owners will have different views around key aspects of starting and developing a business and the associated learning and skills requirements. This will provide learners with a range of experiences in order to make sense of theories and concepts.
- Networking and relationship development - in that exposure to entrepreneurs and business owners will provide learners with an opportunity to develop 'know-who' as part of the education experience.
- Bringing the future forward – by their nature academics tend to look at the past and present in their work. In contrast, entrepreneurs and business owner-managers will be looking to bring forward understanding of the future to identify opportunities to underpin business development activity.
- Understanding of own personal value and employability options – exposure to entrepreneurs and business owners will assist learners in reflecting on their own personal value and how this can communicated to others to support employability.

However, there are a number of challenges to integrating businesses into the enterprise education experience. These include:

- Understanding of teaching and assessment strategies – there is a need for the educator to invest time in enhancing understanding of the entrepreneur and business owner as to teaching and assessment strategies, so experiences can be used to enhance the learning experience of the learner.
- Quality 'assurance' – there are a number of challenges surrounding how to bridge more traditional notions of quality assurance in higher education and those promoted by 'learning by doing', i.e. in facilitating a business owner or entrepreneur working with a learner to support their skills development. For example, diaries may be a useful way of a business and

the learner capturing the key outcomes from the relationship but these tend to be rarely used in enterprise education, in comparison to exams and assignments.

- Managing student expectations – there are a number of challenges in managing the expectations of students around the inputs of entrepreneurs and business owners as part of the enterprise education. On the one hand, over-use within a course can lead students to students not being able to place experience within theory and perceiving the education experience as a training intervention. On the other hand, if one type of entrepreneur is presented to the students on an ongoing basis, it may influence perceptions as to the type of business activities pursued by them.

- Requires time to maintain relationship – if entrepreneurs and business owners are used over and above the odd guest speaker lecture, there is a need for the educator to invest time in developing and maintaining relationships so that experiences of the entrepreneur and owner-manager can be embedded on a more meaningful basis. However, the educator rarely has the opportunity to identify such commitments within current workload management systems in higher education."

"Therefore, at one level, it sounds relatively straightforward to embed the experiences of entrepreneurs and business owners in the education experience. Whilst entrepreneurs and business owners will be used as guest speakers, this can be equally as disabling as enabling experience, particularly if the guest speaker is 'distance' from the learner. At another level, there are a number of challenges to effectively embedding the experiences of businesses in the education experience. In part, these need to be addressed through supporting the development of entrepreneurial processes and practices in higher education institutions themselves."

National Enterprise Network

"The more we can get the business community into schools (from the earliest possible age) the better - ideally however that should be the smaller businesses, not just the larger ones. It is far more likely that most people will end up being employed in a small business, so the sooner students/children have some exposure to that and see it as a positive career option, the better. The problem of course is that when small business people are not working, they're not earning, so of course getting them into schools is not always that simple. This is an area where some of our members have come up with some innovation, as particularly those who are operating managed workspace and incubation facilities are trying to engage schools to bring children into their centres, and they coordinate something so they get to meet the businesses they are housing. Taking the students to them rather than expecting the business people to come to schools is perhaps one way to get around the problem? Our members are managing over 1.635m sq ft of space, housing almost 3000 businesses, which could be a good start."

"We need to get far more professionals who have real experience of running businesses involved in delivering enterprise education – all too often the business studies teacher is given the job and they are very often not the best person, sometimes it's even more random than that! But the more we have real people with real experience living and breathing the teaching of enterprise, the more chance we have of ensuring it is put across as a positive option rather than a last resort!"

118

"We need to think about more than just enterprise. If we can, focus more broadly on enterprising skills, and that way whether people ever go onto starting a business or not, they will have more transferable skills which will add value in terms of them being employees too!"

"We also need to integrate enterprise into core subjects far better than we currently do – rather than it being a separate subject all the time – why not look at cash flows as part of maths subjects, spreadsheets as part of IT, poster design as part of DT, writing marketing copy as part of English – I'm sure you know the sort of thing?"

"We also need to integrate enterprise education within institutions far better with the support available outside the institution. All too often the support is very insular in nature and takes little or no account of the support available from the wider enterprise support community, bearing in mind many students (particularly HE and to an extent FE too) don't study where they live, thus making connections to more widely available support would be adding greater value overall?"

"Integrating enterprise support into vocational courses has to be a priority. Many students doing vocational courses are very likely to need to look at self employment at some point in their career, whether they realise it at this stage or not, so some introduction whilst they are studying anyway has to make perfect sense. Many of our members tell us they get a good response from college principals about the value of doing this; the problems come when they get put onto the faculty heads to actually make it happen."

"Last but not least, enterprise or entrepreneurship, our view is in the early stages concentrate on enterprise, let entrepreneurship take care of itself later in life for those students who see that as a real option and desire (Whiteley 2013)."

Business Community in Enterprise Education

Forum of Private Business

 "Tackling the bleak no-man's land between education and employment is a key priority for Government as youth unemployment rates in the UK remain stubbornly high. The figure has been hovering closely around the 1 million mark following the rapid increase from 2008."

"Recent economic data indicates growth, and with rising business confidence employment should be on the cards. Forum members polled earlier in the year revealed they expected to see a modest increase in employment with 19% expecting to have more staff in 2014 than they currently have.[275] Whilst this is positive news, it does not mask the fact that just 21% of members are happy with the skills available in their local labour force. For young people coming out of education with little or no work experience, these statistics perhaps shed some light on why that unemployment rate has remained so high."

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275 FPB, Referendum 203, Employment and Skills (April 2013)

"One of the key links between education and employment was severed in 2012 when the duty on schools to provide work related learning was abolished. Regrettably this decision has not only removed the opportunity for young people to experience a real work place at a young age but has also seen many lines of communication between schools and local employers disappear. The duty, whilst far from perfect, provided a welcome opportunity for micro employers to support their local community. In 2012 40% of Forum members were providing work experience for students from local schools and colleges and 5% reported they would like to offer the experience.[276] The Forum would like to see the duty reintroduced with a focus on schools working in partnership with employers to provide young people with a broader 'experience of work' rather than simply a generic week long placement."

"Experience of work encompasses a much broader swathe of employment activities to that would give students an understanding of the skills and attitudes required for the work place. It could be involve anything from a talk to a group of youngsters to a full work experience placement. For a micro business, time is their most valuable commodity. Education institutions cannot underestimate this when approaching employers, and should take the time to understand the nature of the business before requesting assistance."

"In our forthcoming report, problem-solving, self-motivation, self-assessment, and selling/marketing oneself emerged as the top 4 competencies employers would like to see the education system teach young people.[277] These competencies were regarded as important for young people as employees and if they were looking to start their own businesses."

"These competencies can be recognised in the CREATE framework that Studio Schools follow.[278] The Forum of Private Business supports the creation of Studio Schools in England. They are a way of bringing the world of work into the world of education through partnership working with employers, work experience and enterprise projects. The Forum is a partner of the Knutsford Academy Studio School which will open in September 2014."

Business in Education

Federation of Small Business

"In the two most recent FSB Voice of Small Business Quarterly reports, access to appropriately skilled staff was seen as the third biggest barrier to business growth, only behind the domestic economy and consumer demand. Businesses are also critical members of local communities and they hold deep concerns about systemic youth unemployment."

"In a recent survey of members (Federation of Small Businesses 2013) 46% of members do not believe that local schools and colleges prepare young people to a sufficient standard for businesses and employers, and when recruiting young people[279] 61% of employers are not confident that they

276 FPB, Referendum 200, Business Sustainability (July 2012)
277 FPB, Training and Skills Panel Report (Jan 2014)
278 http://www.studioschoolstrust.org/studio-schools/create-framework/
279 Aged 24 and under

will find a candidate with the right skills[280]. Improving the skills and knowledge of the younger generation is a priority for them and something which the FSB is focussed on."

"The FSB believes that there are a number of actions which could better prepare young people for work in small businesses, the workplace and society in general. The curriculum from primary school onwards needs to ensure that schools teach everything required to produce a rounded individual with the core knowledge and personal skills to prosper in a modern economy. Enterprise education is a crucial part of this alongside careers advice and guidance, work-related learning, work experience and the opportunities to develop employability skills."

"Schools are no longer required to offer young people enterprise education, although the FSB hopes many still will. The FSB believes that enterprise education not only helps teach young people about business and how to create one, but will also help them to develop employability skills such as effective communication, self-management, team working and problem solving."

"Without employers getting involved with schools and colleges, enterprise education will not work. Many teachers have not worked in business nor have experience of workplaces other than the classroom. Therefore it is crucial that teachers reach out to local small businesses to help support them in the enterprise education that they provide young people."

"Many businesses want to get involved with their local school or college to help with this work. Some will offer work experience, be school governors, teach enterprise lessons, mentor young people or take part in programmes such as Young Enterprise. Some small businesses are keen to get involved with their local school or college but many do not know who to contact in schools or how they can offer support. When we asked our members what would help encourage them to take on a work experience student the second most cited reason was the need for a more proactive outreach by schools to business. 67% of members had never been contacted by their local school or college."

"In October 2013 the FSB announced that Young Enterprise will be the FSB's charity for the next three years. FSB members are often business mentors in schools, fundraise for the charity or sit on the volunteer boards which run Young Enterprise locally. Small businesses that are involved become enthusiastic about their work and are motivated by the idea that they are passing on their experience to the younger generation. Young Enterprise is a good offer for schools because it allows them to deliver a trusted programme of fun and inspiring enterprise education to young people and helps them to develop links with the local business community which can sometimes be lacking as a recent OFSTED report highlighted[281]."

How can we encourage more entrepreneurs?

"We need to increase the role of entrepreneurs and businesses in our education system. Small businesses across the country are looking for the next generation of talent to support their growth, but many currently say the young people who apply to work with them lack the skills and knowledge to be successful employees. Reversing this trend requires greater input from the employer

280 FSB voice of small business panel survey June 2013
281 Going in the right direction? Careers guidance in schools from September 2012, OFSTED September 2013

community within education. For example, the likes of Highbury College have already made significant strides with their employer boards - giving businesses a direct say in the shaping of curricula. Entrepreneurs-in-residence are also a common feature across the Gazelle Colleges Group. Successful entrepreneurs can act as a significant inspiration to young people, and we need more of their participation throughout the sector.

To encourage more entrepreneurs, we need to broaden the sector's understanding and appreciation of entrepreneurship itself."

"The Gazelle Colleges Group does not understand entrepreneurship in the narrow sense of the start-up, but in the context of growth, and how a culture of entrepreneurship can support the growth of the economy and local businesses. To fully benefit from entrepreneurship, colleges and schools must embrace it across all teaching and learning. This includes in areas of the curriculum, notably STEM subjects, which are not normally associated with wealth creation."

"Young people with an interest in science must be encouraged to think commercially and of their opportunity to start businesses as much as those engaged in computer science or hospitality.(Donohue 2013)"

Business in the Community (BITC)

"BITC run a programme (Business Class) which partners businesses with schools in long-term 3 year partnerships. Nearly 200 mainly large companies have partnered with over 300 schools across the UK since the scheme began. It is mainly large businesses, but BITC have just announced a pilot to bring more SMEs into the scheme working with Goldman Sachs – not to provide entrepreneurial education in a formal sense, but to just give more young people access to entrepreneurial role models and we hope widen their perspective of what the world of work might look like – self employment as a career option etc."

"In addition, through BITC's youth mentoring programme (Mosaic) they run a national enterprise competition for secondary school students designed to develop and encourage their entrepreneurial skills. Teams of students work with a mentor from the business community to learn about becoming future business leaders, develop business ideas."

"There is real untapped potential for SME's to better impact and influence young people in local areas, which is why Business in the Community has today formed a new partnership with Goldman Sachs to connect more SMEs with young people in schools across the country. The pilot aims to help many more young people access entrepreneurial role models within school. Over the coming months, we will be providing opportunities for smaller companies from Goldman Sachs' 10,000 Businesses Program to get involved in schools by joining some of the established business-school partnerships in 15 key cities across the UK."

"As well as helping young people with practical support around careers, interview techniques, employability skills and CV workshops, the participating entrepreneurs will also offer real-

122

life inspiration to young people about the possibilities of setting up their own business by sharing their own entrepreneurial backgrounds and stories."

"Entrepreneurship is a valid and rewarding career choice. It is vital that young people get to hear from people with the broadest range of backgrounds and experience what the world of work looks like. We believe that exposing young people to innovative small businesses will give them a more balanced picture of the local labour market and open their eyes to a broader number of potential pathways post education which could involve working for a household name, but could also just as easily see them start up their own venture or work for a start-up organisation."

"BITC are aiming to create 500 Business Class partnerships by 2015 and we are excited at this new possibility to inspire many more young people about entrepreneurship. By working in collaboration, business of all sizes, together with schools can offer a much richer range of support for young people than if we all worked individually. I urge business of all sizes to consider their role and how they can each play their part to shape a motivated, generation of young people better equipped to achieve their goals, and to contribute to a more competitive and productive UK plc."

Gazelle College Group

"The Gazelle Colleges Group is a federation of further education colleges committed to transforming the life chances and employment opportunities of young people through entrepreneurship."

"Its 20 colleges are working closely with entrepreneurs and employers at local and national level to develop the blueprint for entrepreneurial colleges."

"Through innovative partnerships with employers, and new curriculum models that focus on giving students commercial experience as they learn, Gazelle Colleges are redefining further education and its role in preparing the UK's young people to power the growth of the economy and small businesses across the country."

Gazelle Learning Companies:

"Gazelle Learning Companies are a curriculum innovation by which colleges enter into joint-ventures or franchises with new or existing companies, creating college-owned businesses which are staffed by students. The purpose is to allow learners to experience a real commercial environment, and work on behalf of clients alongside studying for a Diploma or BTEC qualification."

"One example is Fit4Less at North Hertfordshire College. This is a franchise of low-cost gym facilities, owned by the Energie Group. The College opened a franchise to create one of the pioneering Gazelle Learning Companies, and it is currently staffed by a team of eight students, in roles ranging from operational management of the gym to customer sales and personal training."

"The students are working towards BTEC Level 2/3 qualifications in personal training. Within the Fit4Less Gazelle Learning Company, students do not just get practical experience of being a personal

trainer or fitness instructor, but are given the chance to see how these skills apply within a business environment, and gain commercial experience and perspective."

How can we encourage more entrepreneurs?

"Young people need to have their eyes opened to entrepreneurship as a viable career option. This will only happen by giving learners in schools and colleges active opportunities to experience the creation and running of a business."

"We need to increase the role of entrepreneurs and businesses in our education system. Small businesses across the country are looking for the next generation of talent to support their growth, but many currently say the young people who apply to work with them lack the skills and knowledge to be successful employees. Reversing this trend requires greater input from the employer community within education. For example, the likes of Highbury College have already made significant strides with their employer boards - giving businesses a direct say in the shaping of curricula. Entrepreneurs-in-residence are also a common feature across the Gazelle Colleges Group. Successful entrepreneurs can act as a significant inspiration to young people, and we need more of their participation throughout the sector."

PRIME

"Older workers are highly experienced and can make a valuable contribution to the workplace and the economy. It is, therefore, vital they are given opportunities and incentives to remain in the workforce, whether as employees, self-employed or setting up their own businesses."

"Currently nearly 4 million people aged between 50 and 65 are not economically active and more than 400,000 of those are seeking employment. Once out of work, the over 50s find it disproportionately difficult to find jobs and are far more likely to be long-term unemployed. This is a wasted opportunity for many individuals but also for the economy."

"The Prince's Initiative for Mature Enterprise (PRIME) is a national charity dedicated to helping the over 50s, who are out of work, unemployed or facing the prospect of redundancy, to set-up their own businesses. Educating aspiring mature entrepreneurs is at the heart of our work to build-up and adapt older people's skills to help them start sustainable new businesses."

"We passionately believe access to appropriate education is extremely important for older people who are looking to proactively change careers and those who are starting their own businesses as a response to the lack of work opportunities. Education helps build-up older people's skills, bring out the best of their talents and consequently, will help ensure their businesses go on to become sustainable successes."

"One route more older people are going down is self-employment, more so than any other age group. There are 4.2 million people who work for themselves in the UK, 14% of the total workforce, and older people are making a significant contribution to this number, as there are 1,757 million over 50s people who are self-employed."

"We deliver a suite of resources to help educate over 50s about enterprise, including: workshops to explain the benefits of starting an enterprise and how to develop a business idea; a business programme covering the building blocks essential to any enterprise, such as understanding accounts and preparing business plans; and mentoring schemes, matching an experienced professional with an entrepreneur in the start-up stage to share ideas and learn how best to develop a new enterprise."

"While we're making concerted efforts to educate mature entrepreneurs, we would like to see a higher priority by Government, businesses and wider society to help older people. Searching online will produce many organisations dedicated to youth enterprise; however there is not the same amount of support for older people."

"We would like to see the Government encourage enterprise across all ages, including access to funding, advice, mentoring, incentives and support mechanisms. Too many initiatives from Westminster have a bias towards younger people; older people need support too especially as they are the ones driving business creation."

"Businesses also need to provide better education specific to older workers, such as training in digital services to serve them better in the modern workplace and better prepare them if they were to venture on their own. Businesses should also be better educated on how to provide advice post-redundancy, so older people can explore all options."

"The UK continues to discriminate against the over 50s in the workplace. We're discarding an invaluable resource, and as the population ages, we're putting an unfair burden on those aged between 20 and 50, which is short-sighted given that a large number of older workers want to and can make a significant contribution to the economy."

NACUE

"The National Association of College and University Entrepreneurs (NACUE) welcomes the opportunity to submit our key asks of Government to the APPG for Micro Businesses and we are pleased to see enterprise education featuring prominently on the Group's agenda."

"NACUE supports student enterprise societies nationwide to lead their peers towards greater creativity, confidence and capability for their whole lives, and advocates improved access to opportunities for enterprise for all students. We believe that young people, businesses and the wider economy will benefit significantly from an education system that supports student enterprise more proactively."

"We strongly believe that in order to ensure the sustainability of the UK's global competitiveness, the Government must do more to equip students with the necessary skills needed to find successful employment. This means investing in necessary enterprise skills that directly compliment academic studies. As business leaders continue to call for students with more 'functional' skills, and with many students continuing to remain under-employed, the Government must work with businesses and

organisations like NACUE to create the right conditions for students to improve their chances of becoming the business leaders of the future. In doing so, they would be creating healthy competition nationally and internationally, making the UK a more attractive place for the brightest minds across the world, and making savings to the public purse in the long term by creating jobs, contributing more taxes, and increasing consumer spend."

"Creating the right conditions for entrepreneurs to thrive in the UK will require a shift in the attitude towards them. The UK should be following America's lead on this to encourage enough confidence leading to career paths in entrepreneurship becoming both a viable and desirable option. Building this confidence would require a support structure consisting of tailored financial packages, enterprise education at school, and peer-to-peer learning through enterprise societies as advocated and delivered by NACUE. Some practical measures the Government might consider is providing entrepreneurs with a 'space to fail' by making it easier to gain access to empty shops which can be utilised as retail and office units for example."

"To ensure sustainability and long-term commitment to the enterprise agenda, some specific areas NACUE would like to see Government focusing on immediately are:

- The Department for Education and the department for Business, Innovation and Skills must work together and with stakeholders such as NACUE and business partners, to shape and embed enterprise education in to the curriculum at Key Stages 2, 3, and 4.
- At Key Stage 5, a well-publicised work experience scheme focussed on management skills should be available to all students who wish to participate, within start ups and SMEs specifically, with Government working with relevant stakeholders to facilitate a work experience programme.
- Anecdotal evidence suggests that many new graduates who become entrepreneurs say that they would benefit significantly from a mentor before and during the early years of their business development. Government should work closely with organisations like NACUE who can create and roll out a programme of this scale within FE and HE institutions."

New Entrepreneurs Foundation

"The Global Entrepreneurship and Development Index (GEDI, 2012) ranked the UK 14th from the 79 countries benchmarked in terms of 'Entrepreneurial Friendliness'. Amongst the key areas of weaknesses identified were:

- Availability of knowledgeable 'human capital' and venture oriented professionals with start-up skills,
- Ability of potential entrepreneurs to access and mobilize opportunities and resources through networking,
- Entrepreneurs in the UK lacking the ambition to create high growth start-ups."

"In 2010, the NEF identified a gap in the UK for joined-up entrepreneurial training and skills development for young people leaving full time education."

"The NEF was set up to address a gap in the UK for the provision of a high quality entrepreneurial training and skills development programme for talented and ambitious, young aspiring entrepreneurs. This unique programme which is considered to be 'Gold Standard' by some of our corporate sponsors and industry commentators is in its 4th year of operation with 92 candidates either currently on the programme or are now alumni. The combination of a paid work placement, training, business mentoring and personal coaching, and access to networks has been very successful. Candidate feedback has been very positive, and we are starting to see a number of ambitious new businesses emerging from the cohorts[282]."

"The critical success factor of the NEF programme has been the active management and evaluation of all aspects of the programme:

- The selection, matching and placement of candidates in host companies,
- The creation of the Fast-Track training programme,
- Constant evaluation of the content and delivery and of the selection of delivery partners,
- The selection and vetting of our business mentors and coaches by qualified senior professionals,
- The development and delivery of regular networking events.

We have proven that this managed model of start-up skills development works on a small scale (we take a maximum of 35 candidates each year), but we feel that it would work equally well on a national scale. We recommend to the APPG for Micro Businesses that Government instigates a study to evaluate the possibility of developing a Government-supported, National level programme: "The National Entrepreneurs' Academy" for the provision of entrepreneurial training and skills development based on the NEF model. We believe that with appropriate adaptation, this model would work for any group of people looking for entrepreneurial careers, from young people who have just completed full time education to older people looking for second or third careers.

The National Entrepreneurs' Academy (NEA)

"We suggest that the NEA should comprise the following elements of service provision:

1. A single place to find all the entrepreneurial programmes, training, funding, mentors and support available at local, regional and national level. A sort of 'Citizen's Entrepreneurship Bureau' which would be a centrally managed online resource offering a one-stop shop for information. This should be easily searchable by subject, geographical area, quality ratings from users and any other useful criteria.

This addresses the current problem that there is too much disconnected information available online: It is difficult to find quality information that has been vetted or verified. Further, much of it is unstructured, so people find it difficult to see quickly if it is relevant for their situation or if the services being offered are available in their area.

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282 Candidate feedback and results to date is available

2. A series of regional 'Entrepreneurs' Academies' based along the lines of the NEF model. These regional academies should be based in cities that already have budding entrepreneurship ecosystems (Edinburgh, Manchester, Cardiff, Oxford, Cambridge, Liverpool, Newcastle, Belfast and other appropriate cities) but these academies would work on a centrally agreed set of quality, delivery and impact measurement principles. The regional academies would run 6 initiatives:

- Recruit and select the best candidates for their programme,
- Recruit local companies as host companies for work placements and   manage/monitor the process throughout,
- Develop partnerships with local/regional universities and specialist providers in their area to deliver the Fast-Track Training Programme,
- Recruit and vet local professional coaches and manage the coaching programme,
- Recruit and vet local business mentors and manage the mentoring programme,
- Organise regular networking events in their local areas to create a strong entrepreneur support ecosystem".

"This addresses the current problems mentioned earlier in this note about managing the quality of training, mentoring and coaching as well as the issue of clear impact measures for each regional centre. It also enables a centrally overseen programme to be adapted for regional and local needs, and allows innovation and new ideas to emerge."

"A regional model will also encourage and enable corporates and local companies to tap into an entrepreneurial talent pool and could also enable match funding for the programme from these companies.

3. The NEA should also have a role in joining up initiatives throughout the entrepreneurial journey. So, for example, encouraging formal partnerships with local start-up accelerators, funding initiatives, sector specific start-up incubators, work placement schemes and business support organisations."

The Prince's Trust Enterprise Programme

"The Prince's Trust offer an Explore Enterprise course to learn what's involved in planning and running a business using practical, interactive and visual based teaching methods and activities rather than academic study. The staff run through individuals' goals, motivations and experience before teaching skills in marketing and money management. Often an inspirational speaker is present in order to engage the young people and share best practice with them. Finally, staff run through how to write and approach a business plan and taking the next steps which is the point when the young person is assigned a business mentor."

"Our business mentors offer vital support to our young people helping them choose the right option for them, plan for their next steps and often provide specialist knowledge built from their experience in business. Our young people are offered up to eight hours of one to one support they can access for up to a year, the meetings are arranged at a time that suits them and they are both encouraged and supported to plan in between sessions in order to move their business plan forward:

"My business mentor has been brilliant, she has made me think about key things that may make or break my business. She has a wealth of knowledge I can tap into, there have been many times I've had queries or questions, she can answer them or if she can't, she knows someone that can. But most of all she has given me the support and confidence to write my business plan and push I needed to launch my business."

"The Prince's Trust gave me the tools I needed to take the first steps in business, while giving me the advice and support I needed to turn my life around."

"With The Prince's Trust I realised there were people who cared about me, and my life changed beyond all recognition. There is no way I would have achieved what I have without their support."

Which key groups may need additional assistance?

"Young people from disadvantaged backgrounds can often include those who have spent time in care, those who have backgrounds of offending, those with learning disabilities, those with mental health issues, and lone parents. They have often underachieved at school and have experienced long-term unemployment. With backgrounds like these, it can be a struggle to compete in the job market, especially at a time of high youth unemployment. The chance to explore setting up their own business, therefore, can be a lifeline for those who show the determination and ability to succeed."

"However, younger people may well need more guidance and more of a nudge to pursue their business ideas. Those with few qualifications and ex-offenders are likely to need more support." "Working with ex-offenders is not easy and business survival rates may be low, but the potential rewards are greater."

"What barriers exist, which prevent these individuals from engaging in enterprise education opportunities?"

"A lack of finance is one of the biggest barriers to starting a business for young people. The young people The Prince's Trust works with are highly unlikely to have any savings, and will therefore rely on a combination of the low interest loans (if they can find one), early income generated from the business (assuming there would be some), pay from other employment (should they have time for another job) and support from benefits in order to meet the costs of day-to-day living, whilst seeking to maintain and grow their business."

"Our alumni of businesses we helped to set up have told us how much of a lifeline the financial support they received from Working Tax Credits and Housing Benefit was in their early stages of business. Without this support, many of them doubt they would have been able to succeed."

"We therefore believe it is critical that the DWP continues to support unemployed turned self-employed people whilst they build their income, but to some extent this is under threat with the introduction of a one year start-up period under Universal Credit, which we believe to be too short."

"There is a danger that the inspiration from enterprise education could be lost if the DWP does not enable people in disadvantaged circumstances to move into self-employment."

Full List of Contributors

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Sue Poole – Gower College

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Tony Robinson- Enterprise Rockers

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Vic Curtis – University of Derby

Zoe Jackson- Living the Dream

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Useful Links

Business in the Community- www.bitc.org.uk

Enterprise Educators- www.enterprise.ac.uk

Enterprise Rockers- www.enterpriserockers.co.uk

Entrepreneur First- www.entrepreneurfirst.org.uk

Federation of Small Businesses- www.fsb.org.uk

Forum of Private Businesses- www.fpb.org

Institute of Small Business and Entrepreneurship- www.isbe.org.uk

NACUE- www.nacue.com

National Enterprise Network- www.nationalenterprisenetwork.org

New Entrepreneurs Foundation- www.newentrepreneursfoundation.com

Peter Jones Enterprise Academy- www.pjea.org.uk

PRIME- www.prime.org.uk

RBS Inspiring Enterprise- www.inspiringenterprise.rbs.com

School for Start Ups- www.schoolforstartups.co.uk

SFEDI- www.sfedi.co.uk

The Gazelle Colleges Group- www.thegazellegroup.com

The Princes trust- www.princestrust.org.uk

United Nations Conference on Trade and Development- www.unctad.org

UnLtd- www.unltd.org.uk

Virgin Media Pioneers- www.virginmediapioneers.com

Young Enterprise- www.youngenterprise.org.uk

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138

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