

Academy of Enterprise

The Academy of Enterprise is a private sector, not-for-profit initiative created by Professor Alec Reed CBE. Its principal aims are to facilitate co-operation and knowledge sharing among 'enterprise champions', and to assist schools and higher education institutions develop an enterprise culture and deliver courses in creativity, innovation and enterprise.

The Smith Institute

The Smith Institute is an independent think tank that has been set up to look at issues which flow from the changing relationship between social values and economic imperatives.

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starting them young:

creating a culture of
enterprise for all

Edited by Ed Balls, John Healey MP and Cathy Koester



THE SMITH INSTITUTE

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Preface

Wilf Stevenson, Director, Smith Institute

The Smith Institute is an independent think tank, which has been set up to undertake research and education in issues that flow from the changing relationship between social values and economic imperatives. In recent years, the Institute has centred its work on the policy implications arising from the interactions of equality, enterprise and equity.

The Smith Institute has been closely involved with the issues surrounding the regional and local dimensions of the government's economic agenda for full employment, higher growth, and greater prosperity for all. Creating a culture of enterprise is an economic good and, increasingly, an economic imperative. Employment trends over the past two decades point to a continuing expansion of small businesses and self-employment, where enterprising skills and attitudes are most valuable. Larger businesses and the public sector also gain from employees who demonstrate entrepreneurial flair and contribute to the organisation's dynamism.

The Smith Institute, in association with the Academy of Enterprise, is delighted to be publishing a pamphlet that will contribute to the development of this policy agenda. Key experts from government, education and business offer their perspectives on the direction that enterprise learning should take if it is to deliver the radical and widespread extension of opportunity, alongside robust, innovative and sustainable economic growth, that the government is seeking to achieve. The pamphlet also features a series of case studies of existing enterprise education schemes, thereby both offering examples of best practice and drawing out lessons for the future from the outcomes of these initiatives.

Introduction

Rt. Hon. Gordon Brown MP, Chancellor of the Exchequer

This pamphlet comes at a pivotal point in our nation's economic prospects. We have a strong and stable economy, built on difficult decisions we took early on. That stability has given us the longest period of sustained growth for 150 years.

Now we stand at a moment of opportunity that we either seize or squander. For in this global economy, the competitive challenges we face are more fearsome than ever, while the opportunities for the winners are greater than ever.

As the world economy starts to grow again, we have the chance to remove all unnecessary barriers to wealth creation, open up enterprise to all, and propel forward what can be a British enterprise renaissance. Britain is well placed for the challenge.

With innovation and competition the driving forces of the new economy, the winners will be those who can demonstrate their ingenuity, flexibility and resourcefulness in enterprising and entrepreneurial ways.

We are a nation that pioneered free trade and the very notion of open competition. With our long history of international engagement, enhanced by the English language, our network of contacts extends wider and deeper, around the world, than that of any other country.

We have a long tradition of inventiveness and creativity that has given us the steam engine, the telephone, penicillin and the television. More recently, British inventors have given us the internet, magnetic resonance imaging, and the human genome project – affirming our potential as an inventive and creative nation.

If we can build on these inherent strengths, we will be able to seize the new opportunities of the global economy and reap their rewards. I believe that just as we have forged a new national consensus on the need for stability, so we can forge a deeper sense of British economic purpose on the importance of enterprise.

Crucial to our success will be our ability to embed a culture of enterprise right across the country, stretching from the classroom to the boardroom. The Britain I envisage is a Britain where the spirit of enterprise is fully celebrated and its opportunities opened up

beyond the few to the many, where what matters is not where you come from but what you aspire to.

We must act now to equip our children with the enterprising skills and experience to go out in this fast-changing world, whatever career paths they choose. That is why I asked Howard Davies to conduct a review of enterprise and the economy in schools.

When I went to school, no business ever came near our classrooms. Even today, only 30% – and in many areas as few as 15% – of young people gain any experience of enterprise. The government is now implementing the recommendations of the Davies review so that by 2006, all pupils will have at least five days of enterprise education before leaving school.

I want every young person to hear about and experience the world of business and commerce, not just enjoy a week of work experience. I want every college to be aware of the opportunities in business, even to start a business, and every teacher to be able to communicate the virtues of business and enterprise.

If we are to deliver the deeper and wider entrepreneurial culture that we want, we need more businessmen and women going into schools to help provide enterprise activities; and local communities to see business leaders as role models for their children.

This pamphlet looks at how some of the classrooms and boardrooms of Britain are playing a part in preparing the next generation for the economic realities that will confront them.

The chapters that follow highlight many examples of businesses and educators working in partnership to deliver innovative and high-quality enterprise programmes. They are showing the way. The individual contributions from schools and businesses also raise issues specific to their sector, providing thought for future development.

Most critically, the pamphlet reflects a growing recognition that by nurturing the entrepreneurial skills of today's pupils, and tomorrow's workforce, we are building a culture of enterprise that will benefit us all.

Section 1

Towards a full-employment Britain – educating the next generation of entrepreneurs

Ed Balls, Chief Economic Adviser to the Treasury

John Healey MP, Economic Secretary to the Treasury

Towards a full-employment Britain – educating the next generation of entrepreneurs

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John Healey MP, Economic Secretary to the Treasury

Freeston Business & Enterprise College, Normanton has recently been designated as a school with a specialism in business and enterprise. When I spoke at last year's annual prize-giving, I found a school with improving results and committed teachers who are determined to get businesses into the classroom to teach and inspire the next generation of Normanton's entrepreneurs. Twenty – even 10 – years ago, Normanton was typically labelled a high-unemployment area. As coal mines closed, and manufacturing industry suffered, the idea that Normanton could see full employment or become a hub for new investment and enterprise would have raised a hollow laugh from local town council and trade union leaders. What a difference a decade makes. Today Normanton has an unemployment rate below the national average. Long-term youth unemployment has been all but abolished – down from 162 in 1997 to just 10 today. And Freeston Business & Enterprise College is helping to show that enterprise can be open to all – and not just to a few.

Ed Balls

I serve as a director of the Rotherham Chamber of Commerce and recently prompted a discussion about enterprise and schools – the town's current entrepreneurs were united in arguing that the future success of Rotherham's economy depends on a new and stronger generation of entrepreneurs coming through. They want to see more young people ready to take risks, test new ideas and try to set up and grow their own businesses. And they are certain this inspiration must come from entrepreneurs rather than educationalists. As business people they all already volunteer their time to support the chamber's work and other local initiatives. They are willing to do more but they don't want to waste their time. The question left hanging was: how?

John Healey MP

This Labour government has set itself ambitious economic goals. Not just full employment for Britain, but full employment in every region and community of our country. Not just rising prosperity, but rising prosperity for all and regionally balanced growth that can narrow the gap between regions.

Radical goals demand radical new directions in policy to achieve them. With Labour's new macroeconomic framework – central bank independence and our fiscal rules – the UK economy has since 1997 achieved not only growth with low and stable inflation and interest rates but also growth with high levels of employment.

In Britain now, every working day another 600 new businesses are starting up, 25,000 men and women are finding new jobs and an additional 10,000 new vacancies are being advertised – with new jobs being created at three times the rate of the 1970s, 1980s and early 1990s.

But we must do more.

To tackle the causes of unemployment and poverty, and secure long-term regeneration in every community of our country, we need a new economic and industrial policy whereby we invest in the forces of local economic renewal: education, training, jobs, growth finance, business support and, above all, enterprise.

Building long-term and local economic success means encouraging today's and tomorrow's entrepreneurs. We have the opportunity and responsibility to secure our current economic strength and stability for the future, which means bringing on the next generation of Britain's entrepreneurs and making sure the generations to come have a stronger entrepreneurial spirit, with enterprise open to all and not just a few.

Building a new enterprise culture in Britain must start with our schools and our school pupils, across the full range from primary to late secondary years. We must start with the young because they deserve to be inspired and their attitudes are open to change. They will determine the strength and dynamism of our economy, and hence the living standards for us all, in 10, 20 and 30 years' time.

A new enterprise culture

Entrepreneurs are our future. The small firms they create already offer 55% of the jobs in the economy. And their small businesses now are the big businesses of the future.

For too long, in too many areas, enterprise has been seen as something for a small elite and starting up a new business as an opportunity for someone else. Our policies for economic development have to date given priority to tackling both the regulatory barriers to opportunity and the market failures in investment, skills, competition, planning,

innovation and business support that hold people back. But the challenge is also cultural – securing sustainable economic growth across the country means building an entrepreneurial culture open to all.

We are not starting from scratch. Britain has a long tradition of enterprise, with many of the greatest international businesses born and built here. We have a history of inventiveness that has given the world the steam engine, the telephone, penicillin and television – as well as more recent achievements such as the internet and the human genome project.

But we no longer lead the world in enterprise. Measuring levels of enterprise across countries is not straightforward, but the Global Entrepreneurship Monitor assessed that in 2003 some 6.4% of Britons were engaged in some kind of entrepreneurial activity. This compares well with European countries such as France, Germany and Italy. But we lag significantly behind the North Americans. In Canada 8% are entrepreneurs, while only half as many people in the UK, proportionately, are actively considering starting a new business as in the US – and only a 10th as many in our poorest areas.

The same sharp differences are reflected in the deep-seated disparities in levels of enterprise and unbalanced economic growth across different parts of the UK. A 2001 survey of entrepreneurship shows that there are large variations in the number of entrepreneurs as a proportion of the working population in each region, varying from 11% in the North East and 19% in Yorkshire and Humber to 25% in the South West. The latest figures on VAT registrations show that in 2002 there were only 21 start-ups per 10,000 adults in the North East, compared with 44 in the South East and 57 in London. Within regions, business creation and growth rates differ just as starkly. In the North West, with an average start-up rate of 32 per 10,000 adults, local performance ranges from 53 in Macclesfield to just 10 in Barrow-in-Furness.

Of course, these sharp differences in levels of enterprise are a critical factor in the wide variation in levels of wealth creation across the country – with income per head in 2001 at £11,019 in the North East compared with a UK average of £14,582, and against £17,345 in the South East and £19,526 in London.

So while building an “enterprise culture” may seem an abstract concept, its economic impact is hard-edged, directly reflected in living standards. This gives added importance to the argument that we must make greater efforts to build a culture of enterprise, with

special attention to our most disadvantaged areas.

It is only through this enterprise-led approach that we will tackle the regional divides that have persisted in Britain through the last century.

Enterprise and education

Not everyone can be a Richard Branson. But as well as finding tomorrow's business leaders, our task in building an enterprise culture is to give all young people a “can do” confidence, a creative questioning and a readiness to take risks. In today's rapidly changing global economy, such an outlook is important for all citizens and all employees, whether in the private, public or voluntary sector.

The review of enterprise education commissioned in 2001 from Howard Davies by the Chancellor of the Exchequer and the secretaries of state for education and skills and trade and industry came to a similar conclusion. Davies proposed that our aim should be to foster “enterprise capability” among young people, which he defines as “the capability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life”.

This broad definition of an enterprise capability is critical. We will never be able reliably to identify the next Dyson from within a class of 13-year-olds – so enterprise capability needs to be defined as something valuable not only to future entrepreneurs, but also to any young person entering a labour market that is increasingly likely to require them to work in small firms, learn new skills, change roles or move jobs during their career.

As the head teacher and enterprise manager of Freeston Business & Enterprise College say in their contribution to this pamphlet:

At Freeston we believe that enterprise ability is present in everyone. All students exhibit enterprise skills and abilities in different ways; while they are in education it is important that these abilities are encouraged and that students are made aware of how important enterprising attitudes will be in the future.

This argues for a wider and more inclusive enterprise culture. Enterprising individuals will be better placed to manage greater uncertainty in a rapidly changing world and workplace, and also to manage more flexible working patterns and careers.

Just as we need clarity and consensus over what “enterprising” means, so there is a need for a settled definition of “enterprise education”. Enterprise education needs to be about inspiring as well as educating, about insights and experience rather than just facts and techniques. The Davies report makes the case for investment in “enterprise activities”, which are simply educational experiences that develop young people’s enterprise capability. The study of enterprise education in practice that Cathy Koester has carried out for this pamphlet confirms the importance of this broader vision.

To be effective, enterprise education must be about a lot more than work experience, business studies or factory tours. These activities may well be useful. But if we are asking business leaders to play a greater role, then we must be clear about the contribution that we are asking them to make.

Work experience can provide young people with a valuable exposure to the world of work. But there is little evidence to suggest that much, if any, work experience makes a serious contribution to young people’s enterprise capability. Nor are “enterprise activities” synonymous with all education-business link activities such as factory visits or visits by a business person to a school. Activities like these may often make a contribution to specific educational goals – for example, a visit to an oil refinery could advance a pupil’s understanding of organic chemistry. But there is no guarantee that they will have anything to do with enterprise capability.

So what are these “enterprise activities”? And how can a productive relationship between businesses and schools be systematically created?

The head teacher of Bitterne Park School says in this pamphlet:

An enterprise culture must also be generated through a range of extracurricular opportunities. It is not just about coming to school for lessons. Experiences that challenge young people, that create competitive situations, that reward and celebrate excellence and that create events for all to participate in are vital to school life ... Enterprise and entrepreneurial activity can be generated only through a particular way of thinking. The doing is what follows. Young people must have opportunities to shine, thrive and see what they can do rather than can't do. Only then will the confidence and appetite to be successful, on whatever scale, be nurtured and built upon. This can and should start via their education in school.

Successful models, which have been widely endorsed including by a number of contributors to this pamphlet, include the mini-company schemes, such as those run by Young Enterprise; and projects in which students work with a company to design, manufacture, market and sell a new product. Both these schemes share key characteristics, in particular the chance for students to have a real experience of managing a supply chain, evaluating and managing risk, working as part of a team to achieve shared objectives, and finding innovative ways of turning their ideas into reality in a business or quasibusiness setting.

The problem is that few school pupils are getting this broad enterprise education. While virtually all young people now do work experience at some stage in their school years, few gain any experience of enterprise. Information is patchy, but it is estimated that fewer than one in three young people gain any experience of enterprise. In some areas of the country, including many less affluent ones, the rate is just 15% or even less. This fundamentally fails to meet the long-term national need.

It is time for enterprise to take a universal place in the learning programme in schools. But it must be led by business people. We need teachers to open their classroom doors to those who can both inspire and give their pupils insight and understanding of how business works.

As Cathy Koester’s findings for this pamphlet show, some schools have long been involving business in education and these teachers are rightly proud of the relationship. Rather than feeling undermined by the role that business people play in their classes, they believe it reflects well on their professional ability to prepare interesting and inspiring lessons. They also see this as something that benefits all pupils, not just the few that may show a special entrepreneurial aptitude. And, as Cathy Koester points out, these attitudes often pervade the whole school, with outsiders from all professions frequently seen in school contributing across the curriculum.

As the head of Lampton School says:

I believe that young people who attend schools where an enterprise culture is embedded in the institution are more likely to succeed in developing their own enterprise skills. This also involves creating a classroom climate with a positive attitude to error; as Jung said, 'If you avoid error, you do not live.'

A step-change in enterprise education

We need a step-change in our efforts in enterprise education. And there is widespread support across government to make this step-change happen. The Secretary of State for Education, Charles Clarke, told the House of Commons: *"We must decide how to encourage children and young people to learn about enterprise and how things work."*

As the Chancellor of the Exchequer has said:

Labour wants to open up the opportunities of enterprise to all. If we are to have a deeper and wider entrepreneurial culture we must start in our schools and colleges. I want every young person to hear about business and enterprise in school; every college student to be made aware of the opportunities in business, even to start a business; and every teacher to be able to communicate the virtues of business and enterprise.

This top-level commitment is increasingly reflected in the enthusiasm of those on the ground. The Rotherham head teacher who ran the first Young Enterprise programme for primary schools in Yorkshire reported:

It broadens the curriculum and underpins the work we do. The children have wonderful new experiences and the programme is about us giving them the tools they will need when they go into the outside world.

And business people, managing large and small businesses alike, are enthusiastic about the idea of enterprise in schools.

As George Cox writes, in his contribution to this pamphlet, on the perspective from business:

If the purpose of education is regarded as preparing people for life – equipping them with the understanding, knowledge and skills for a career and a positive role in society – then, clearly, enterprise must have an essential place in modern-day education.

Alec Reed underlines the point:

It is a creative age where individuals must take charge of the most important factor of production – their own ability. By starting them young, however, and empowering schoolchildren to become enterprising in a safe environment, we are preparing them for success in the peoplist state ... enterprise learning is essential, not to create an army of

entrepreneurs, but to ensure that the UK economy and society as a whole (encompassing all commercial, public sector and voluntary organisations) has the skills and vitality to continue to compete effectively in the world market.

In Britain today there is an unprecedented consensus on the need to build a stronger enterprise culture that is open to all, on the need for schools to lie at the heart of this challenge, and on the need for business people to lead this drive. We must seize this opportunity.

What, then, is the role of government?

The government is committed to finding space, within an already crowded school-day, for every young person to have some experience of enterprise. We have started a major investment of public funding, with pilots costing £15 million over this year and the next, covering 400 schools, leading to a full national roll-out of enterprise activities in 2005-06 at an annual cost of £60 million. And we have funded the appointment of enterprise advisers to work with 1,000 secondary schools from Easter 2004, giving advice to head teachers on the delivery of this enterprise agenda while working to improve the interaction of schools with businesses.

Many of the best examples of enterprise education are the product of the enthusiasm and ingenuity of a single teacher and business person working together in partnership at the local level. This local activity must be the mainstay of our investment in building an enterprise culture, but government – in addition to providing funding – has a critical role to play in setting the framework for these efforts: what we are trying to achieve; what is the broad path towards that goal; and what contributions all of us are best equipped to make.

The government is already starting to do much of this, perhaps most importantly through simply adopting the aim of boosting enterprise capability among young people. And as we move towards the step-change in levels of enterprise activity planned for 2005-06, there may be scope for government to go further by:

- providing the right encouragement and incentives for business – we need to make sure that business leaders who give their time are properly recognised and that larger companies are encouraged and incentivised to offer support;
- promoting the right role and resources for organisations to act as brokers – recognising that serious capacity constraints exist;

- putting in place the right expectations and support for schools – a web-based enterprise academy for teachers, students and business mentors would be one way to provide a clearing house for good practice, further information on key agencies in the field and pointers to taking interests further.

In all of this, the guiding principle must be that government's role is not to dictate the precise ways in which business people and teachers should work together to boost young people's experience of enterprise. Its role is to strip away barriers and help unlock the large reservoir of willingness to get involved that already exists in the business community – and through that, the enterprise potential of the next generation of entrepreneurs.

Conclusion

Putting enterprise at the centre of school education and seeking to build an enterprise culture open to all forms a challenging agenda – for both the left and the right in British politics.

It represents a political challenge to the right because it sets out an active role for government in promoting an enterprise culture in Britain. For many years, it was assumed that the twin aims of securing sustainable economic growth and ensuring social justice were incompatible. Not only were widely differing rates of growth and wealth creation – from very high in the South East to low in regions like the North East and parts of Yorkshire – seen as an inevitable result of the efficient operation of the free market, but any efforts to boost economic growth in those parts of the country that had fallen behind in the past were viewed as both doomed to failure and also positively damaging.

We reject this view. There is no immutable and pre-ordained rule that such disparities must persist, and there is no reason why low growth in the past should not foreshadow more robust growth in the future, and why those people who have been excluded from wealth creation for decades should not become included. But raising growth rates, and tackling the causes of unemployment and poverty, require a new regional, industrial and economic policy with government both tackling market failures and investing in the forces of local economic renewal – starting in our schools.

This agenda also represents a political challenge to the left because the old idea that we could achieve full employment from a handful of large companies dominating the economy is not credible. Today full employment can be achieved only through job creation by a large and increasing number of small firms. And when there are huge inequalities

across the country – with less than half as many firms per 1,000 inhabitants in our poorest regions compared with the richest – then the left must embrace enterprise and recognise that one of the best ways to tackle poverty is to help more people start up businesses, and to tackle the barriers that may prevent them from doing so.

It is because enterprise is not just the engine of wealth creation, but an engine of opportunity for all, that a Labour government, in today's modern economy, must be a champion of small businesses and the self-employed and not just of employees. We cannot afford to choose between fairness and enterprise, but must instead recognise that enterprise and fairness can be advanced together.

We hope in publishing this pamphlet to provide fresh focus for wide debate about the next steps in building a deeper and wider enterprise culture in Britain that is open to all and not just a few. It is only by equipping all our children with the enterprising skills and experience to cope in this fast-changing world, whatever career paths they choose, that we can make Britain once again the world's most enterprising nation and realise our vision of a high-skill, full-employment Britain with opportunity not just for some but for all.

Section 2

Enterprise learning and business

Preparing school pupils for “peoplism”

Professor Alec Reed CBE, Chairman, Academy of Enterprise

The significance of enterprise

George Cox, Director General, Institute of Directors

Entrepreneurs can be bred as well as born

Caroline Plumb, Co-founder and Managing Director, FreshMinds

Taking destiny by the hand

Lee Williams, Founder and Managing Director,
Universal Service Solutions

Preparing school pupils for “peoplism”

Professor Alec Reed CBE, Chairman, Academy of Enterprise

A daunting future

We are living in times fundamentally different from any that have gone before in the history of the world. And they are fast times. Today, more transactions are completed globally in a day than were made during a whole year in the 1940s. The active labour force of China has now grown to three times that of all of Europe combined. It is predicted that the world's total stock of scientific knowledge owned by humans will double within the next 36 years. The future is certainly daunting.

Individuals are realising that there is no longer a tried and tested formula for success, as traditional precedents for profit-making continue to evaporate. We are in the emergent stages of a new economy resting on the growth of new industries and new products, using new technologies to ensure profitability. It is reasonable to expect therefore that the demand will increase for a new education system responsible for developing a new type of person. This person will need to anticipate change in their environment and adapt to new methods of working at very short notice. They will need to be creative, self-confident and intuitive. In short, they will need to learn to be enterprising.

Peoplism and the new economy

In the next five years China will raise its national production to levels the western world can only dream of. Once-powerful industries in the West such as farming, steel and shipbuilding were obliterated during the course of the 20th century, largely as a result of a steep decline in the trading power of suppliers in the face of intense global competition. Yet, while the UK's hold on the old industries continues to loosen, its guardianship of the profitable service industries grows at a similar rate. If we are to maintain a healthy gross national product alongside respectable levels of growth we must realise that the British economy of today – and, increasingly so, of the future – is largely dependent not on materials, capital or land, but on people. And not just on any people, but on talented, enterprising people – and this is the crucial point. I call this state peoplism.

Although peoplism attributes economic growth to the importance of people over goods or land, it would be wrong to think that peoplism is any kinder or warmer than capitalism. In a peoplist state such as ours, talented, creative and highly skilled workers are able to demand a premium salary (more than enough to buy a huge house, send the kids to public school and have a bottle of champagne before most meals) while the rest are

swallowed up in the crowd, sentenced to a life of drudgery:¹

At the same time as it is empowering many people, the rising premium of human talent is therefore excluding others: those whose skills are outdated, those who have been let down by inadequate education services, those whose neighbourhoods are locked in a self-reinforcing cycle of deprivation, or those who do not have the nous needed to navigate through an increasingly structureless labour market.²

Peoplism is driven more by market pressures than any altruistic wish for collective well-being.

So peoplism is upon us whether we like it or not. It is a creative age where individuals must take charge of the most important factor of production – their own ability. By starting them young, however, and empowering schoolchildren to become enterprising in a safe environment, we are preparing them for success in the peoplist state. But we need to do a lot more.

Enterprise learning and schools

There has been much rhetoric of late from well-meaning people on the subject of enterprise learning. Business networks, quangos and government departments seem to spring up every day to look at the subject from many different angles. Enterprise education is in vogue in these early years of 21st century. The Davies review of 2002 concluded:

The government should commit to providing resources so that all young people have the opportunity to experience enterprise activity at some time during their school career, with funding sufficient to support an average of five days per pupil.³

This five-day entitlement is set to start from September 2005.

It should be established in the first instance what is meant by enterprise in an educational context. It is a word that has several different yet connected meanings, and we must be clear whether we are talking about one particular definition or several possible definitions.

¹ To illustrate: at the time of writing, the average basic yearly salary of a FTSE100 chief executive was £580,000 a year (excluding bonuses or share options). Hypothetically speaking, it would take a minimum-wage earner, working a 40-hour week, more than 62 years to earn the equivalent.

² M Horne quoted in *Enterprise Learning* (Demos and the Academy of Enterprise, 2000) p9.

³ *Enterprise & the Economy in Education*.

There are four broad areas of teaching that could be classified as enterprise education in schools: conventional business education, where provision focuses mainly on the competencies required to set up and/or run a business; vocational education, which provides individuals with competencies relating to a particular vocation or enterprise, such as catering or plumbing; enterprise learning, which combines the generic enterprise process; and lastly the independent learning environment of the first two models with the theoretical knowledge of the traditional curriculum:

[Enterprise learning] can be applied with equal success to electrical engineering, entrepreneurship, music or chemistry. By adopting this way of learning every pupil will have the opportunity to develop generic skills which the new enterprise culture demands.⁴

Business studies and vocational learning programmes already have their well-entrenched place in the education system, but it is the enterprise learning approach that I favour, mainly because it is open to all subject areas.

So, since the report was published two years ago, what has the government, and the Department for Education & Skills in particular, done for enterprise education – aside from throwing millions of pounds at schools? Some initiatives come to mind:

- **Enterprise pathfinders.** At the close of 2003, more than 150 schools in the UK had been designated as enterprise learning pathfinder schools, with about £75 million of government money pledged to the project. Schools will use this money to fund initiatives to encourage enterprise learning and launch small-scale enterprises of their own. One enterprise pathfinder school in Stockton harvests bees in its apiary enterprise, and then sells the honey and wax.
- **Enterprise advisers.** A new initiative, the Enterprise Adviser Service, will see more than 100 enterprise advisers working with head teachers to forge and strengthen ties between schools and businesses. They will aim to ensure that young people gain “work-based experience that will improve their enterprise and employability skills.”⁵ A full-time enterprise adviser will be expected to work on a caseload of about 10 schools.
- **Business and enterprise specialist status colleges.** These are schools that have been awarded specialist status by the DfES in the field of business and enterprise.⁶ At the

⁴ M Horne quoted in *Enterprise Learning* p19.

⁵ Learning and skills council press releases, 27 November 2003.

⁶ The specialist schools programme is discussed elsewhere in this pamphlet. Some 54% of UK secondary schools have been awarded specialist status in one of the following subject areas: business and enterprise; sports; humanities; engineering; arts; science; maths and computing; languages; music.

start of the school year in September 2003, there were 81 business and enterprise colleges in England.

It is clear that the hearts of Charles Clarke and his colleagues at the DfES are in the right place and all such initiatives are to be welcomed. There are deep-rooted ambiguities, however, concerning both the schemes detailed above and the government's general outlook on enterprise learning:

- It seems that the main agenda for enterprise pathfinder schools is to forge links with local businesses and arrange more Young Enterprise-style commercial activities. There is less interest in developing enterprise learning materials and focusing on personal skills development, which should be a primary concern of any enterprise programme.
- The enterprise adviser scheme is too much of a rigid and top-down process to add value across the board. Schools cannot apply for an enterprise adviser, but instead have one allocated to them from “on high” after a closed selection process. The 1,000 schools that have been allocated enterprise advisers were (or will be) selected on the criterion of having a high population of pupils who claim free school meals, with the schools typically situated in the most deprived 15% of wards in England and Wales. Granted, these schools are where aspirations are generally lowest in pupils, but I disagree that this is the best way to manage the selection process. Those in control of the scheme should allocate advisers in those schools whose applications show a real need for one to assist in raising levels of attainment and developing enterprise learning in the school.
- Insufficient time and resources are allocated by schools and local education authorities to “teach the teacher” in this field. Ultimately, it will be teachers who hold responsibility for facilitating enterprise learning among their pupils, but how can they do this if they are not shown how to tap into their own enterprise skills and use them effectively in their classrooms? The Academy of Enterprise's Leadership, Innovation and Enterprise Skills course – typically student-facing – was recently adapted to teach teachers at the West London Academy and head teachers from Reed-sponsored colleges of enterprise. It was found to be a useful way of gaining understanding among teaching staff, and of encouraging them to be enterprising.
- As with the enterprise pathfinder project, the specialist schools programme seems to consider the words “business” and “enterprise” as synonymous and inseparable. This standpoint is reflected by the bids of potential business and enterprise specialist schools, which typically contain many in-depth proposals for business links and enhanced information and communications technology facilities, but notably less

to do with helping their pupils become personally enterprising. In fact, I lobbied the DfES to extricate enterprise from business and elevate it to its own specialism. I wrote to the department in November 2003, "Enterprise skills – if learned with conviction – should provide at least 10% added value to the earning power of the individual, whoever they are and whatever they do." The response from the DfES was cordial and informative, but essentially a rebuttal, explaining that the reason enterprise is not offered as a specialism in its own right is that it sees it as an approach that should be embedded in the curriculum as a whole, rather than a subject on its own that can be separated from its context. But if enterprise is to be embedded across the curriculum, why link it to business in the first place?

This is not to negate the importance of businesses supporting schools in joint initiatives to complement their educational objectives. The feedback on a particular mentoring scheme, for example – where adults from industry and the business community coach schoolchildren in areas including personal issues, exam stress and future career options – has been hugely positive.

The entrepreneurs-in-residence programme, a fledgling scheme founded by Enterprise Insight, whereby entrepreneurs and business people attach themselves to a local school and make recommendations for service improvement, has resulted in mutual commitment and sometimes emotional attachment between the schools and the entrepreneurs.

To my mind, this is the right level of involvement, but programmes and structures outside the commercial context should counterbalance further influence of British business in schools. Following Gordon Brown's enterprise summit at the beginning of 2004, Digby Jones, Director General of the Confederation of British Industry, had the following to say:

Enterprise ... is not just the preserve of those at work; there are thousands of people who are improving their skills, gaining confidence and planning to create a better future for themselves, contributing to and taking advantage of enterprise. Teachers have such a pivotal role in this ... as they need to develop in their pupils an informed understanding of risk and reward.⁷

⁷ Quoted from *The Guardian*, "Debate: 2004 must be the year of enterprise" 26 January 2004.

Entrepreneurship versus enterprise

How many young people will become entrepreneurs? Just a small percentage, based on current trends, and a far smaller percentage will emerge as *successful* entrepreneurs. The idea that you can teach someone to become the next Richard Branson or James Dyson seems ludicrous – a formula for the success of these people cannot simply be learned and replicated in the classroom. The idea reminds me of those advertisements in newspapers, hawking such questionable tomes as *Self-made Millionaire Shares Secrets of Wealth* or *Work for Yourself: Become a Wealthy Entrepreneur in a Year with No Personal Outlay*.

I am not disputing the significance of making young people aware of becoming self-employed or running a small venture – this is a rewarding career route for many. One I chose myself. However, this type of knowledge should be included in a business studies class, rather than packaged as enterprise learning.

Looking at case studies of successful entrepreneurs is useful, though in a different context, in helping us understand what being enterprising actually means. I would suggest that there were many factors that made Virgin, and allowed it to expand into a hugely successful and recognisable group of companies – factors such as market demand and opportunistic selling, for example. There is just one thing that "made" Richard Branson, and that is Richard Branson himself. It takes the power of the self, the individual, a belief in one's ability to succeed and sometimes to take enormous risks to ensure success. And to succeed he needed the often underestimated personal qualities of confidence, creativity and enthusiasm.

To be enterprising means to possess these qualities and to know how to use them for personal advantage. It is these qualities, and many more such as intuitive intelligence and lateral thinking, that should be introduced into the curriculum as enterprise learning.⁸ Entrepreneurship then becomes but one option from virtually any career/life path that a person chooses to shape for themselves in the future.

A recent enterprise survey by Scottish-based personal development consultant Mindscreen highlights personal qualities in schoolchildren, which can be developed by enterprise learning:

⁸ In the Reed LIES course we teach the importance of the "seven Cs" in the enterprising individual: confidence; communication; charm; cheerfulness; creativity; compassion; courage.

Students who possess the same features as a Branson or a Hunter [former sports equipment tycoon] tend to be more extroverted, are stimulated by activity-based learning and like quick results. They want a practical return from learning. Teachers tend to be more reserved, introverted, methodical, routine-oriented and people-focused. They like accumulating knowledge and helping others.⁹

Therefore enterprise learning is essential, not to create an army of entrepreneurs, but to ensure that the UK economy and society as a whole (encompassing all commercial, public sector and voluntary organisations) has the skills and vitality to continue to compete effectively in the world market. The findings also reiterate the necessity to “teach the teacher” in transferring enterprise skills to their classrooms.

Conventional and enterprising approaches to teaching¹⁰

Conventional approach	Enterprising approach
Major focus on content	Major focus on process delivery
Led and dominated by teacher	Ownership of learning
Expert hands down knowledge	Teacher as fellow learner/facilitator
Emphasis on “know-what”	Emphasis on “know-how” and “know-who”
Participants passively receiving knowledge	Participants generating knowledge
Sessions heavily programmed	Sessions flexible and responsive to needs
Learning objectives imposed	Learning objectives negotiated
Mistakes looked down upon	Mistakes to be learned from
Emphasis on theory	Emphasis on practice
Subject/functional focus	Problem/multidisciplinary focus

We must develop a measurable framework for the delivery of enterprise education within the national curriculum. We need to move beyond the myriad promises and optional enterprise initiatives and think instead about how the implementation of these initiatives can be monitored, and their value measured. We need to teach teachers themselves to understand the value of enterprise, and then support them in their delivery of programmes that do not become immobilised in red tape. Returning to the Mindscreen study:

⁹ Quoted from the *Times Educational Supplement*, “Exam failures can succeed big time” 2 January 2004.
¹⁰ D Kirby quoted in *Entrepreneurship* (McGraw-Hill, 2003) – originally taken from *Gibb* 1996.

Most of the cynics – across all schools and grades of staff – said time was the biggest constraint of enterprise, with the timetable and curriculum tightly prescribed ... Linked with this was the need for school staff to meet targets for attainment for all pupils – the league tables are God.¹¹

Therein lies the problem. It is unfair to ask teachers to develop an enterprise culture in their schools when they are already hard pushed to meet rigid attainment targets set for them by management, and beyond management the government. The integration of enterprise learning into the curriculum needs to be attributed the same importance as the other targets, assessed in the same or similar ways, and sufficient support must be given to teaching staff so the targets in this area can be achieved without unreasonable exertion.

In October 2003 the Reed Educational Trust pledged financial resources and its knowledge of enterprise to supporting more than 20 secondary schools in their bids for specialist status and to work with them to develop enterprise learning programmes. At a recent conference I discussed with many teaching staff from our Reed Colleges of Enterprise the issues mentioned above, such as the bureaucracy and inflexibility of the present system, to which several potential solutions were tabled:

- ring-fence a minimum of five days per pupil per year for enterprise learning at key stages three and four, applicable to subjects across the curriculum;
- adapt the delivery of citizenship and personal development lessons to incorporate and promote enterprise learning, focusing on the individual;
- dedicate in-service training (teacher training) days to enterprise learning and delivery;
- develop an online enterprise learning community: a mix of creative enterprise games and idea-sharing initiatives;
- develop a GCSE in enterprise for delivery as part of the national curriculum;
- entrench the concept of Me Personal Learning Curriculum in every pupil (a method of teaching that focuses on developing the individual strengths of a pupil and also highlighting weaknesses, thus engaging the person in their own development and limiting disillusionment with a learning environment that seems otherwise unsympathetic to their needs);

¹¹ *Times Educational Supplement*, “Exam failures can succeed big time” 2 January 2004.

- replace the existing personal record of achievements with personalised web portfolios. Tying in with the Me PLC concept, such an electronic record – tailored to individual preferences – will allow pupils to express their previous and current achievements in non-paper-based forms, such as visual and audio media.

It is a central aim of this research, undertaken by the Smith Institute in association with the Academy of Enterprise, to reconcile existing enterprise learning initiatives for young people with the needs of business and the future economy as a whole, and to make recommendations for policy change in both secondary and higher education.

The significance of enterprise

George Cox, Director General, Institute of Directors

Enterprise is about creating and building. It is about trying out new ideas, exploring new ways of doing things, taking risks, and accepting the possibility of failure in order to achieve something worthwhile.

It is at the very heart of business: no commercial venture succeeds without some degree of risk, and in today's world more and more ventures involve a high degree of innovation.

When it is described in such terms, few could argue against wanting to see the spirit of enterprise embraced more widely. But it has a far wider significance than might generally be recognised. For the UK, it is not simply something that "it would be nice to see", it is something that is essential to our economic future.

The world has changed enormously in recent years. Globalisation of markets, more efficient transportation, the progressive elimination of trade barriers, rising standards of capability in what hitherto we have called the developing countries, and incredible advances in technology, particularly in communication, have transformed the world. Competition for goods, services, investment and jobs can come from anywhere. This applies not just to the low-skilled fields of activity where labour costs might be the main determinant of competition; it applies equally to the high-skilled areas. Past successes or reputations are no guarantee of future position.

This is as true for services as it is for manufacturing. There is no competition-free backwater – anywhere – in which to take shelter.

Although such a world is full of threats, it is equally abundant in opportunity: the 21st century will see enormous advances in wealth creation and living standards. New companies will be formed: some in entirely new industries and others in existing industries where they will displace established companies that fail to adapt quickly enough. There will be many more Vodafones, Virgin's, easyJet's and Carphone Warehouses. There will even be the occasional Microsoft. But not all the successes will be giants. Many, many more, smaller companies will be formed – or transformed – by seizing opportunities. Indeed, they will be the backbone of economic success.

It will take many factors for the UK to flourish and maintain its position in such a world.

One of them is the creation of an enterprise culture.

Bringing about an enterprise culture

An enterprise culture is essential to the future economic health of the UK. And that economic health will dictate both the opportunities available to its citizens and the quality of life generally.

The big issue is, how do you bring such a culture about? How do you change attitudes and behaviour, particularly when these have been established over years?

The answer has to be to start with the young: first, because their attitudes are more open to change and, second, because they are the future.

To tackle this hugely challenging task, we have to understand what shapes the attitudes of young people. Influences include schools, teachers, parents, friends and the media.

Moreover, it is easiest – and tempting – simply to go after the easy targets: those young people from backgrounds where enterprise is already most prized. But to bring about a genuine enterprise culture you also have to reach those to whom the concept is alien or to whom it seems to have no relevance.

We are not expecting every young person to rush off and start his or her own business. Some will, but many more will start businesses at a later stage in their lives. Many successful entrepreneurs started their own venture having seen an opportunity while working for someone else and having been frustrated in their attempts to pursue it. Still more young people will not start their own businesses but will simply go to work with a more enterprising attitude, thereby contributing to making their employers, in whatever field, much more dynamic.

In a survey carried out last year on behalf of Business in the Community, the most important quality sought by employers in young applicants was a can-do mentality.

If the purpose of education is regarded as preparing people for life – equipping them with the understanding, knowledge and skills for a career and a positive role in society – then, clearly, enterprise must have an essential place in modern-day education.

This was recognised by the Davies review in February 2002:

The ultimate objective is a more dynamic economy, with a more rapid rate of job and business creation. That in turn requires a more enterprising workforce, with the skills and attitudes necessary to manage more flexible careers and to understand and manage risk. Enterprise learning in schools can develop those skills and attitudes.

However, enterprise is very different from much of what is covered in the normal school curriculum. It cannot be taught the same way. It is concerned less with imparting knowledge, facts and skills, and more with changing perceptions, providing insights and raising awareness. It needs to be approached differently. And business itself has to play a key role in the process.

Much is already being done, as is described in what follows. The problem is one of scale. As the Davies review said:

While some schools have implemented imaginative programmes, usually with business support, those experiences are available to relatively few students nationally – fewer than 30% of young people take part at any point in their school careers. It is also clear that few schoolchildren are exposed to basic concepts about finance and the economy, which form part of the essential toolkit of the effective entrepreneur.

Engaging business with schools

Whatever the positive arguments for getting more engagement between businesses and schools – of which helping to create an enterprise culture is only one – there are many obstacles. First, as any teacher will tell you, there is very little spare time in the school day, given the pressures of delivering the curriculum. Second, some teachers and head teachers are reluctant to welcome business into schools, either not seeing the value in doing so or being wary of what business is actually trying to achieve. Third, not all businesses, or business people, are either inclined or equipped to play the necessary role. And fourth, a brokerage system is needed to bring individual schools and businesses together.

The good news is that a tremendous amount is already being done. Engagement between business and schools is becoming more and more widespread, and the outcome is almost universally perceived as positive.

We do not need to invent a lot of new ideas, we simply need to share experience and spread best practice. And the lessons are there to be seen.

Many businesses, large and small, are already engaged with schools. Moreover, when it comes to conveying the nature of enterprise to young people – and in many cases, providing practical support for their subsequent endeavours – there are bodies that have been doing so highly effectively for years. Young Enterprise, Business in the Community, businessdynamics, the Prince's Trust and Shell LiveWIRE have all had a remarkable impact. The National Education Business Partnership Network has played an increasing role in bringing business and schools together, as has the National Federation of Enterprise Agencies.

More recently, the major business bodies – the Confederation of British Industry, the Institute of Directors, the British Chambers of Commerce and the Federation of Small Businesses – have thrown their collective weight behind these organisations in a joint initiative. Called Enterprise Insight, it is a unique example of these bodies working together, and it illustrates the shared importance they attach to the issue.

It is important to understand the messages that need to be put across. The task is not some sort of public relations exercise to promote a better image of business, nor yet a recruiting or marketing campaign for local companies: although all of these might be secondary outcomes.

At one level the aim is to create a better understanding of how business actually operates, to understand the role it plays in society and to see what it takes to succeed in business. However, it goes beyond that: the aim also has to be to get young people to aspire to recognise their potential, to see that this is not just an interesting insight into another world, but that this could be – and for many will be – their world.

In other words, the aim is not simply to inform, it is to inspire. And this means that a straightforward talk on the world of business, punctuated by "... when I was your age ...", is hardly likely to fit the bill. The last thing you want is to encourage every business and every business person to contact the local school and "spread the word". Although the aim is to inspire, that alone is not sufficient. Indeed, on its own it could be dangerous. Young people (just as with anyone going into business) need to know what is required for success. They need to understand the importance of financial literacy. They need to know where the pitfalls lie and where to turn for help.

We need to engage business on a much wider scale than at present – that is a prerequisite for solving the problem – but it has to be done systematically and with guidance.

Moreover, it needs to be a sustained campaign. We are not going to change a generation's attitude overnight, and nor is it a matter of just tackling a single generation. It is a challenge for both today and tomorrow.

That is why it is so encouraging to see the organisations mentioned above, the charitable delivery bodies and the business representatives working together with the support of the major government departments and local bodies to deliver this agenda.

Indeed, it is only by co-ordinated and sustained action on a broad scale that the necessary change can be brought about.

The different forms of engagement

Business engagement can take many forms. It can include providing materials and case studies, websites, role models, tutors, mentors for projects, workshops, mentors for teachers or head teachers, company visits, work experience and much more. All have been piloted and many have been extensively developed.

It is not simply about business going into schools; it is also about people getting out of schools to experience business. And that applies to both pupils and teachers.

Moreover, it is a two-way process with benefits on both sides: the companies and employees involved invariably find the engagement highly stimulating and rewarding. For example, the head teacher mentoring programme, run by Business in the Community, has had a significant impact on the business leaders involved, of whom 98% stated that they valued the scheme and 94% said they would recommend it to a colleague. In the same survey, 83% of the executives identified personal benefits from the scheme. These included dealing with people and problems outside their normal experience.

Benefits to the companies included enhancing the company image and demonstrating commitment to corporate social responsibility. A significant number of business leaders also mentioned the value of receiving a different perspective on issues such as team motivation and use of resources, which were both areas where head teachers have interesting complementary experience.

For BITC, the need to invest in the education sector and to build links with schools has been a priority for its member companies since it was formed 21 years ago. The work of building links between education and business has been led by a succession of prominent chief executives.

This work has included the introduction of the business-education compacts and the education-business partnership networks. Today nearly all secondary schools and most primary schools have some form of business link programme.

This programme is now operated through the National Education Business Partnership Network and provides the starting point for many teachers in the building of links with the local business community.

In 1996, BITC took this work a stage further by initiating the Partners in Leadership programme. This linked head teachers to senior business managers. It recognised the critical role of the head teacher in leading school improvement and in setting the learning environment for young people. It has focused on building a partnership between the leaders of schools and local businesses, believing this to be the relationship that can leverage greatest benefit for young people, schools and the business community.

It has already brokered nearly 6,000 partnerships between head teachers and business leaders, with national companies such as Deutsche Bank, Lloyds TSB, AXA, Barclays, HSBC, Cap Gemini and Ernst & Young playing leading roles, and large numbers of local small and medium-sized businesses also being involved.

Among the most creative – and successful – programmes promoting enterprise to young people are those run by the appropriately named Young Enterprise. Formed in 1963, the organisation's mission is "to inspire and equip young people to learn and succeed through enterprise".

Young Enterprise programmes are all based on the principle of learning by doing, and they bring volunteers from business into the classroom to work with the teacher and students.

Some Young Enterprise programmes offer students direct experience of enterprise through working together to run their own real company. Other programmes are structured around seminars and classes, using games, activities and role play to help students understand and develop skills and capabilities for enterprise, business and the world of work.

In the primary programme, volunteers from business and the local community open a window on the world of work and life in their community.

The programme:

- has six modules, one for each year of primary education;
- has five fun and interactive lessons in each module;
- directly supports the citizenship curriculum;
- increases understanding of how the world works;
- fosters attitudes for success; and
- promotes lifelong learning and skills development.

As one student put it: "We learned about the community and about what jobs people do. We acted out having different jobs and paying taxes and we voted on what is most needed in our community."

Perhaps Young Enterprise's most exciting programme is Enterprise in Action. In this, business volunteers challenge students to identify and develop attitudes and capabilities for entrepreneurship by creating a prototype product.

Seven sessions are run either as a two-day intensive programme or over seven weeks. The students think up, design, plan, build and promote a model for their prototype product. An interactive simulated business context is created over the internet, and underpinning business concepts are communicated using games and activities.

As one pupil put it:

A lot of what the students are doing is exactly what they would be doing if they were running their own business. The problem solving, working in teams, sourcing materials, finding out that you can't always get what you want and having to change your plans, looking at pricing – all the sort of things they've covered are the sort of things that they would encounter in running their own business.

The programme conveys not just the processes of running a company, but the excitement.

Local enterprise agencies are increasingly playing a role both in extending such programmes and in encouraging other activities. An example is Watford and south Hertfordshire, where the local enterprise agency, WENTA, is actively involved with schools through the delivery and support of existing national programmes such as Young Enterprise and businessdynamics, and also through a programme it has devised itself

called YOYO – You're On Your Own. YOYO targets teams of about 12 and 13 sixth-form students and covers 24 of the 32 schools in south and west Hertfordshire, with more than 700 students going through the programme. The objective is to raise their awareness of entrepreneurship, and to guide them on where to seek practical help if that is the course they decide on.

The programme has three parts:

- A pre-seminar session is run by a WENTA education adviser involving students in skills self-analysis, a small business observation exercise, a pre-programme exercise and a web-based game.
- A business start-up game is held in the WENTA business centre for half a day. The game is competitive, with students in small teams answering 13 challenges within very tight deadlines. There are individual presentations and prizes for the winning team. Site visits to businesses are an integral part of the day.
- A questionnaire is used to evaluate the impact.

The programme is run by business people rather than teachers, but it delivers a broad range of key skill outcomes in the national curriculum.

Evaluation shows that following the programme 84% of pupils have a better understanding of what is involved in starting a business, and 96% have a better awareness of the skills required to start a business. The numbers of those likely or very likely to start their own business rose from 25% to 40%.

businessdynamics was formed 25 years ago by 3i – the latter being way ahead of its time in recognising the importance of educating young people about business. Its mission is to “bring business to life” and the simplest and easiest way to do that is to get people from business to teach about business in schools and colleges up and down the country.

businessdynamics has also developed Blue Skies, a touring road show, which plays at cinemas and theatres up and down the country. There are two shows each day, and each is a mix of live interviews with young entrepreneurs, video, music and quizzes. All of it is designed to appeal to the target audience, and is aimed at encouraging more young people to think seriously about running their own business.

Some imaginative ideas have also been explored by Shell LiveWIRE.

In September 2003 it launched a web site/virtual learning environment aimed at those working with young people aged between 14 and 16 in Tyne and Wear, including teachers, careers advisers, Connexions staff, youth workers and job centre staff. The web site contains free downloads of practical materials for use in teaching and learning situations, without users having to digest or develop resources themselves. It can be viewed on www.makeyourownjob.com.

LiveWIRE also contributed to Young Enterprise's entrepreneurship masterclasses by developing Motormouth!, a business game using LiveWIRE entrepreneurs as case studies.

The organisation has also been active on the Curriculum 2000 steering committee, looking at ways of incorporating enterprise into the national curriculum.

However, it is in Northern Ireland that its work has probably contributed the most to embedding the subject into the education structure. The nationally recognised CCEA key skills certificate, introduced in September 2000, acknowledges achievement in communication, numeracy and information technology. Within this programme, LiveWIRE designed and delivered the enterprise skills activities. Working with the Council for the Curriculum, Examinations & Assessment, it went on to design and develop the first GCSE in enterprise in Northern Ireland, which was piloted in 2002 and rolled out in 2003.

An example of how young people can be given a taste of – and for – business is the Year in Industry – a programme founded by the Royal Academy of Engineering in 1986. This takes young people between school and higher education and places them with an employer, giving them a chance to experience what industry is really like.

The placements can be with any company, large or small, to which students are matched on the basis of their chosen study subjects, usually engineering, science, computing or business studies. It is an impressive scheme whereby students are paid a real, if low, salary while gaining valuable industrial experience. The key is that they are set a specific project or task, and not just used as cheap labour.

The annual awards for the scheme, sponsored by the Engineering Employers Federation, are given for the most outstanding contribution that any individual has made to the company concerned. They illustrate just what can be achieved.

Last year this ranged from the young man who had completely transformed the IT systems for a small business, to the individual who had designed and installed a laser-based device for detecting improperly closed cases on the production line of a major brewery: a system now being installed throughout the group. It seems that the greater the challenge, the higher the achievement.

Participants are also each asked what they have learned, and the answers are what you might expect: the nature of teamwork, the importance of communication and so on. However, perhaps the most significant answer came from the young woman who had worked for a company producing brackets, which urgently needed to get the London Underground back into operation after the Central Line accident. She had organised and run the production schedule, clearly working under intense pressure. Her reply was that the main thing she had learned was how exciting industry was.

Of course, not all young people are so fortunate. The Prince's Trust focuses on young people who struggle at school or get off to a bad start. The trust's efforts, through training, mentoring and financial support, enabled more than 4,000 young people last year actually to start their own business.

These are just examples of what is going on. They vary in both their focus and their approach. However, there are common lessons that can be drawn from their shared experience:

- it is essential to have business delivery to achieve credibility ...
- ... but it must have the active and enthusiastic support of the schools involved;
- alignment with the national curriculum is vital;
- the approach needs to be imaginative and participatory; and
- there is no substitute for seeing real business in action.

The scale of what is already being achieved

Anyone not directly involved would probably be surprised at what is already being done.

Something of the scale of the activities can be seen in the fact that Young Enterprise now runs six core programmes each year for more than 163,000 young people. These involve the support of over 2,000 businesses and 11,500 volunteers.

A recent audit of the National Education Business Partnership Network showed that last year more than 300,000 young people had been placed on a two-week block of work experience; more than 20,000 teachers had been placed in industry to develop curriculum knowledge or leadership and managerial skills; more than 15,000 young people were given an individual business mentor; and a range of other programmes had engaged over a million young people across key stages one to four.

Another of Enterprise Insight's partners, businessdynamics, has just celebrated its 25th anniversary. Last year it grew 129%, to reach just under 75,000 young people aged 10-14 across the UK.

Business in the Community's teacher placement service, which was started in the 1990s and provides teachers with business experience, placed more than 150,000 teachers in business over the first five years of its operation.

To these efforts one must now add the significant support being added by the government.

The Davies review recommended that the government spend in the region of £60 million a year to fund five days of enterprise experience for every child during the course of his or her school career. The government accepted this proposal, starting at £5 million in year one, increasing to £10 million in year two, and rolling out the arrangement across the country with the full £60 million in the third year.

In addition, the government is implementing a programme of deploying enterprise advisers in the more economically deprived areas of the country, to advise schools on the development of enterprise education. That is important because money is being channelled directly through schools, with many being inexperienced in how to use it most effectively in terms of enterprise education.

This is being implemented in "enterprise pathfinder" schools in the first year, involving about 400 schools in 151 projects.

There are, however, concerns. For example, the timetable for evaluation of the first wave of schools is not likely to allow full assessment of the lessons learned before the second year's work starts. The work is also limited in that it is focused on year 10. None the less, it is an encouraging start.

Conclusion

Creating a spirit of enterprise in young people is important from a number of aspects. First, in a dynamic and unpredictable world it is a key to their employability; skills may change over a lifetime but an enterprising attitude endures. Second, it is essential if we are to address social cohesion. It is a means of drawing in the disadvantaged who initially may lack other skills, or, more importantly, lack the incentive to develop them. The message has to be that anyone can be an achiever, no matter where you start out. And finally, it is a crucial ingredient if the UK is to become a genuine enterprise culture, and, as explained at the start of this essay, that is something that will dictate the economic health of the nation in the 21st century.

It is wrong to assume that simply creating an enterprise culture will make the UK a success in tomorrow's highly competitive world. Many other things are required. It is not sufficient, but it is a prerequisite. Equally, it is wrong to assume that simply giving young people both an understanding and a spirit of enterprise will of itself bring that culture about. Again, it may not be sufficient, but it is essential.

The task is enormous. Recent research by NOP World for businessdynamics shows that two-thirds of young people (66%) believe their knowledge of business is pretty vague. Almost half (47%) are not attracted to a career in business. The main problem is the sheer scale of reaching all those who need to be engaged. On the positive side, when you see what is already happening, the task still looks challenging – but far from impossible.

Entrepreneurs can be bred as well as born

Caroline Plumb, Co-founder and Managing Director, FreshMinds

When you think about it, teenagers and entrepreneurs have a lot in common: both like seizing new opportunities and taking risks; they are happy to rewrite the rule book if it will be to their advantage; and they think they are always right.

But when I was a teenager I did not realise I would be able to build a career from these characteristics, even if I had them at the time. Although my school participated in, and heavily promoted, schemes such as Young Enterprise and gave plenty of careers advice, I never thought about becoming an entrepreneur. It was not anything my school failed to do; I was just not interested in business, let alone in starting a business.

However, just four years after leaving school, and a matter of months after leaving university, I started the research and recruitment business FreshMinds. So what changed in the intervening four years?

Changing perceptions

Well, certainly my perception of enterprise changed, and also my perception of myself. By my final year at university the combination of summer work, careers advice and seeing my friends venture out and get work, had provided me with the momentum to apply for jobs, and be lucky enough to receive some job offers. Like many Oxford graduates, the lure of a so-called “high-flying” and well-paid City role was tempting and I planned to join a strategy consulting firm in London.

At least, that was the plan until I met a friend from my course – Charlie Osmond. Although the dotcom boom was past its peak by spring 2000, its energy and enthusiasm were still fresh in my mind. Charlie was keen to start a business and between us we thought we had come up with a good idea. So I was faced with a difficult choice: to take the secure job I had worked hard to get, or to start a business with Charlie with no certain prospects, no certainty of success and significant student debts.

It might not seem that the second option would be particularly attractive, but it definitely appealed to the teenager in me. The excitement of creating something new was a tremendous pull. I have always been very independent so the freedom to manage my own life at my own pace was incredibly attractive. Finally, we were convinced we were right – we believed we had a great idea and that we would be able to make it happen somehow.

It did not matter that we did not know how things were “supposed to be done”.

Nevertheless, despite the many positives of enterprise, there are also some perceived negatives, which translate into fears that prevent people from taking enterprising choices. Fear of the unknown, fear of failure, fear of missing out – these can all act as barriers.

The first fear I felt stemmed from a lack of confidence. We were simply not sure whether we could go it alone, and we were definitely afraid of failing. Second, I worried that we lacked the necessary skills and resources, and, finally, I had a perception that somehow this was just not for me.

Facing fears to achieve focus

Looking back, I had to face each of these fears so that I could focus on my belief and build the business. My first fear was a lack of confidence, and I was very reliant on my friends and family for getting over this one. There is a concept called “the golden seed” – the germ of confidence that someone you respect gives you, and then nourishes until you have self-belief. I was lucky that this came from the people close to me, but it could be from a line manager in business, a teacher at school, a mentor or an adviser. The seed is planted by someone who says, “You can” and “It is okay to fail.” The golden seed gave me the confidence to try and also made me realise that to fail would not be so bad and that, whatever happened, I would be learning and developing skills. I also believed that the employers who had offered me jobs this year would look favourably on the “more experienced me” if I had to reapply.

The second fear was about a lack of skills, information and resources; and this is not all about money (we started the business with only £250 each). Thankfully, we received an excellent piece of advice early on: know what you do not know. So we were never afraid to ask for help, and were always prepared to listen.

The final barrier, I felt, was my perception that somehow this was just not for me. It was something I felt quite acutely, and was really in two parts. The first was that I was not the right type of person. The media highlights seemingly natural entrepreneurs like Richard Branson, or even Charlie, who had started his business career by selling conkers in the playground, aged seven. But that was not really me; I was not that kind of person – I was risk averse and had never been interested in business.

But, actually, people are not necessarily born entrepreneurs. Some just start earlier than others. No one is enterprising until they start doing it, so you do not know you can do it until you try. Just being around enterprising people can make people more enterprising. Second, people in my situation just did not become entrepreneurs – graduate careers advice is to go and work in a blue-chip company, or the City, or a profession. You do not take the remainder of your student loan and try to start a business by sitting in a back room in Kent with a telephone and a computer that you put together yourself.

Enterprise as a viable career choice

To overcome this final barrier, enterprise must be accessible and mainstream. It needs to be seen as a viable career choice – from its portrayal in the media, to the messages from careers advisers and educators, to the people who value the credentials when screening curricula vitae to join firms. Not everyone will be as successful as Charles Dunstone or Richard Branson, but finding the right role model is important and this might mean celebrating the everyday entrepreneur as well as established business leaders.

The creation of an enterprise culture for all, even schoolchildren, is crucial to help people focus on the many positives and opportunities by breaking down the barriers that prevent people from making enterprising choices.

When people think about entrepreneurship, and to some extent enterprise, it is very often represented as a single pioneering individual. But to talk about setting up on your own is the antithesis of what needs to happen. Enterprise is not about going it alone but about creating a network of customers, employees, advisers and cheerleaders. For young people in particular, though, this network can be the stumbling block – most people get help from the business and personal networks they already have, and if you are not in the labour market when you try to start a business, it is difficult to know where to begin.

Charlie and I started the research and recruitment company FreshMinds in September 2000. The many positives of starting a business eventually helped us to overcome our worries and we firmly believed in our concept. Our initial idea built on our knowledge that there was an untapped but very talented resource – undergraduates, graduates and MBA graduates – and we could use this network to deliver high-quality people to business while allowing them to gain valuable work experience and an important source of income. We now employ 30 full-time staff and have a network of more than 500 talented young people that we match to business. It is still early days for FreshMinds but we believe we are an enterprising business and try to foster a culture of innovation, creativity and openness.

Although I was never involved in enterprise at school, it was the characteristics I had as a teenager coupled with direct exposure to an entrepreneur and my brief experience of working in a small, entrepreneurial company that persuaded me to make the choice I did. Education, mentoring, exposure to entrepreneurs, positive role models and work experience all play their part in creating an enterprise culture, starting from school age. As someone who never dreamed of starting her own business, and now finds herself in charge of one, I firmly believe that in the right environment entrepreneurs, and enterprising people, can be bred as well as born.

Taking destiny by the hand

Lee Williams, Founder and Managing Director,
Universal Service Solutions

I was inspired to set up my own business after realising that my chances of promotion to the top of my profession at a well-known local engineering company were limited. It became apparent that the likelihood of becoming the head of my department was very small. I had been with the company for 11 years and numerous promotions had passed me by, so I decided to take my destiny into my own hands.

A change of career to sales in the early 1990s seemed the ideal way of gaining exposure to the world of business. It was at this point that a client asked me to recommend a reliable commercial cleaning company.

I investigated the sector and the results of my research prompted me to found my own company in 1994 – Universal Service Solutions, a commercial cleaning, building-care and support service company based in inner-city Birmingham, which now employs more than 100 people.

I had decided to resign from my post as an area sales manager, which was extremely well paid, and delivered my first contract with my wife Pat, using her mother's old vacuum cleaner. However, I was aware that there were no black role models for me to look up to. Sure, there were a few footballers and entertainers, but there were no well-known black businessmen, so I realised quite early on that I was going to have to set the standard for those who came after me.

What inspired me?

I have always been an extremely focused individual and draw my inspiration from individuals such as Dr Martin Luther King and former US Ambassador to the United Nations Andrew Young, both of whom overcame great prejudice in their lives and helped to change the world. I was also greatly inspired by my mother and grandfather, who made enormous sacrifices to give me an education, and instilled in me a work ethic that I still have today.

My first day as a self-employed person was daunting, but I knew that I had to make the business work, and this fuelled my determination to succeed. A dynamic and entrepreneurial approach to business, combined with a commitment to the local community, has resulted in the company experiencing a substantial increase in business and receiving both local and national business awards.

Prior to launching the business I sought advice from traditional business support agencies and found the advice on offer to be poor. I decided that the only way to develop the business was just to do it and learn from my mistakes. I wrote a business plan and took this to my bank, but I sensed reluctance from my bank manager to support the venture. I later found out that financial institutions at that time were hesitant to finance black businesses owing to their poor track record.

I needed a £5,000 overdraft but was offered only £500, which did not take me far. I am pleased to say that banks are now more receptive to black businesses and I would like to think that the success of Universal and other black businesses has helped to change the perceptions of the financial institutions.

Like a growing number of inner-city entrepreneurs, I feel a sense of social obligation towards the area I grew up in and where my business is located. My own single-parent childhood motivated me to volunteer for a US-inspired mentoring project, in which successful members of Birmingham's black business and professional communities provide positive male role models to Afro-Caribbean boys. The group is developing an entrepreneurship academy to give young black people an introduction to enterprise.

Looking back, I attribute my entrepreneurial flair to an early enterprise project I took part in while at secondary school. At the age of 16 I led a team from my Birmingham comprehensive in a Young Executive of the Year competition in which pupils helped local businesses solve real-life problems.

We were the only comprehensive up against grammar schools and we emerged as the Midlands winners. The exposure to enterprise at this early age stayed with me, and it is no surprise that I eventually chose enterprise as a career. It is also my view that young people ought to be exposed to enterprise at an early stage of their schooling. I would even suggest that this be introduced in the curriculum before year seven, in the form of enterprise projects. Organisations such as Young Enterprise and businessdynamics are extremely important, and play a vital role in introducing enterprise into schools.

I think that much more could be achieved if enterprise were taught as a curriculum subject to stimulate young people's entrepreneurial inclinations. Also, exposing young people to successful entrepreneurs from their local communities is extremely important. We need to create more entrepreneurs from within our neighbourhoods so that young people can aspire to emulate them.

Section 3

Enterprise learning and education

Opening doors with more routes to success

Susan Trigger, Head Teacher, Bitterne Park School

Business and education for the benefit of all

Gill Metcalfe, Head Teacher

Michael Holgate, Enterprise Manager,

Freeston Business & Enterprise College

More than business

Sue John, Head Teacher, Lampton School

Enterprising schools: a resource for the whole community

Kevin Moloney, Head Teacher, South Leys School

Enterprise and higher education

Jennifer Pescod, Enterprise Manager, Academy of Enterprise

Opening doors with more routes to success

Susan Trigger, Head Teacher, Bitterne Park School

Creating an enterprise culture in a school is not a simple exercise and cannot be bolted on or created overnight. A fundamental shift in attitude, expectation and aspiration will be required, with all structures and systems geared towards maximising student success.

A huge amount of creativity and flexibility is needed to adapt to the varying needs of the young people we are responsible for in school. We can influence their futures enormously by generating can-do attitudes and creating positive experiences they can build on. There may be a few high-profile entrepreneurs who take great pride in having achieved against the odds or despite failure at school. However, the vast majority of people who create enterprise opportunities build on some or all of the following: skills, training, opportunities, and academic success rather than failure. Schools must focus and work even harder to make these positives more readily available, instead of the negatives that close doors rather than open them.

The 14-19 pathways and a much more encouraging approach for schools to be imaginative at key stage four have allowed the design of the curriculum to create more routes to success. A one-size-fits-all 10 or 11 GCSEs route has still (on 2003 national results) produced "success" only for just over 50% of 16-year-olds who achieve the benchmark of five A*-C grades. Without a more varied and applied curriculum approach, many of the remaining 47% may feel that they have failed and their post-16 prospects can be limited.

The imbalance in reaching the recognised benchmark becomes even more noticeable when looking at disadvantaged communities, which produce students who often achieve well below national averages. The notion of failure establishes a can't-do attitude that will rarely lead to independence, enterprise and entrepreneurial thinking.

It is the responsibility of schools to challenge and raise the aspirations of all students when they walk in through our doors, whatever their backgrounds. In areas of perceived disadvantage, magic wands will not be able to change the family, social or environmental influences these young people experience, but when they are in school they are ours to influence. It is worth noting that "in school" means just that. There is more than enough data that tracks failure at school through to social exclusion and, as statistics will show, often into juvenile offending. Failure may often be linked to a mainstream, traditional approach not working. When a different and more flexible curriculum approach is tried, the same young people can often find success.

Meeting individual needs

A vision and a menu that will help to create enterprising young people start from day one at Bitterne Park School. We are not afraid to use data and an individual profile to identify the needs and aspirations of each student. A minimum academic expectation is made clear, which means that whatever a student's ability level, a challenge particular to him or her will be outlined and planned for. By following this model, students with a basic skills requirement will be catered for in our integrated studies band, while able children are also identified and registered in order to aim high. Hearing a student tell me, "No one told me I could achieve ..." is now a thing of the past.

Enterprise and entrepreneurial thinking have permeated our curriculum in both formal and informal ways. It would be far too simplistic to believe that a compulsory business studies course would suddenly create lots of dynamic business people, inventors or risk takers.

These qualities are generated through learning that achieves the basics to a very high standard, but with enough curriculum space to develop individual routes to guarantee success. We have to cater for the range from 11 A* grades to one A*-G grade. One A*-G grade is better than exclusion, and nothing can of course reflect real achievement and even value added for many students.

Our curriculum pathways have grown from a traditional GCSE model in 2000, to two routes in 2001, to six available in 2004. Even these are being further fine-tuned to offer more scope for success. The introduction of vocational learning, GNVQ (now VGCSE) options, work-related learning, extended work placements as well as a traditional two-week work experience, NVQ and level-one skills courses, flexible timetables, fast-track timetables, basic skills timetables, 14-16 college links and links to charities and organisations such as Fairbridge and Connexions, lead to a positive experience for everyone, in accordance with their needs and targets. This menu also presents a range of options when disaffection might strike.

Direct contact with the world of business and enterprise is also vital in raising aspirations and putting things into perspective. Jobs that seem attractive can often lose their shine when the reality of a daily grind is experienced. Only then will some students think, "I can do better than this."

Our links with major local employers such as IBM, Southampton International Airport and

Southampton Football Club have made vocational courses more relevant, and have also targeted provision for able children or encouraged girls to enter information and communications technology. Work experience that may be low level and repetitive can in fact be useful in making students target something more challenging. There is a need for more imaginative and challenging work experiences, however, and schools need businesses to support this.

Education and business brokers such as Solent Skills Quest also provide extremely useful support and contacts for schools to identify locations, training and relevant experiences.

Reading the needs of the local region is also important in adapting some provision to match supply with demand. Local government office statistics reveal interesting trends for schools to be aware of, and they will often be able to access funding sources to support developments to meet a local need.

An enterprise culture must also be generated through a range of extracurricular opportunities. It is not just about coming to school for lessons. Experiences that challenge young people, that create competitive situations, that reward and celebrate excellence, and that create events for all to participate in are vital to school life. A school must run activities ranging from a breakfast club to out-of-school-hours learning to maximise opportunities for students (both of these ventures at Bitterne Park were successful in bidding for funding).

Students can find or develop their own interests through a mass of activity: junk orchestra (an orchestra of instruments made from junk), Young Enterprise, the school council, dance competitions, film production, newspaper production, whole school plays, concerts, performance, *Pop Idol*, the chess tournament, the garden club, the prefect system, inter-tutor team tournaments, youth parliament elections and a range of sports, to name just a few. Charity fundraising and self-help teach students the value of making an effort on behalf of others or themselves, but they are also amazed at how successful they are in generating money!

Year-team fundraising has reached £30,000 in six years. This has also been matched by the whole-school focus in fundraising for our successful specialist schools bid. Impressive sponsors raised £30,000, and £20,000 was raised by the staff and students through a range of hilarious and innovative events and activities. This was about ideas and initiative; students queued up to get the go-ahead for their own plans.

It is also vital that young people have their horizons broadened and that they see and feel what it is like out there. Bitterne Park students venture further afield now than during any other period in the school's history. Visits to Barcelona, France, Germany, Disneyland Resort Paris and New York; trekking in Morocco; army assault courses; gallery and museum visits; university master classes and workshops; skiing; area sports tournaments; surfing in Cornwall; a walk in a country park; all are invaluable in making an "experience" possible.

Proof that flexibility works

The evidence of a 20% improvement in five A*-C grades to 58%, and 99% of students achieving one A*-G grade (95% five A*-G grades), is proof indeed that this flexibility is working. Bitterne Park's 1% of students with no passes compares incredibly well with a city average of 7% with no GCSE passes, and a national average of 5%. Intervention works when it is imaginative.

Further evidence is also found in the 78% of students who move on to further training or education (city average 66%), and almost all the rest into employment. By avoiding a one-size-fits-all model we are preparing young people for what is next and are creating successful experiences that lead them on to the next phase. The noticeable increase in vocational training is also significant in filling niche gaps and creating the small-business people of the future. Our pathways are also planning and enabling a move to 70% A*-C grades in the next two years.

Enterprise and entrepreneurial activity can be generated only through a particular way of thinking. The doing is what follows. Young people must have opportunities to shine, thrive and see what they can do rather than what they can't do. Only then will the confidence and appetite to be successful, on whatever scale, be nurtured and built upon. This can and should start with their education in school.

Business and education for the benefit of all

Gill Metcalfe, Head Teacher
Michael Holgate, Enterprise Manager,
Freeston Business & Enterprise College

Freeston Business & Enterprise College is situated in the town of Normanton, near Wakefield. For generations, collieries and railways provided the major sources of employment in this area, so historically many young people had little incentive to stay on at school or seek qualifications.

However, although the area traditionally supported more than seven collieries within three miles of our college, now there are none. With the closure of the mines, this part of West Yorkshire turned to its geographical situation and the confluence of its excellent communications network to provide employment, and it has now become the base for distribution companies offering low-paid and low-skilled work. Most of our students tend to leave school and enter local, low-skilled/low-paid employment in the town, and only a few show any inclination to venture outside their immediate vicinity for employment.

Aiming higher

Our first aim on becoming a business and enterprise college was, therefore, to raise aspirations, to convince our students that they were capable of higher achievement and to elevate the college image and profile in the community.

The skills strategy white paper *21st Century Skills – Realising our Potential: Individuals, Employers, Nation* outlines concerns about the formation of skills and capabilities in the UK labour force. It is widely anticipated that there will be an expansion of smaller businesses and an increase in self-employment in the future. In addition, British firms have criticised the lack of time given to teaching school pupils the skills needed for the workplace. Business leaders in our area have voiced understandable concerns about students leaving school with an impressive portfolio of qualifications, but with little knowledge of what is expected of them in the workplace.¹²

To redress this situation we have involved local business and commerce leaders. They have been encouraged to have a direct input into education, visiting the college on a regular basis, forming lasting partnerships, and working with students to demonstrate the skills

¹² Source: First, development agency for the Wakefield district.

and attitudes expected of them in the fast-changing workplace. This second task has complemented our work in raising aspirations and has given our students new and exciting perspectives on life outside school.

Since becoming a business and enterprise college, one of the most frequent questions has been: How can you define enterprising ability? At Freeston we believe that enterprise ability is present in everyone. All students exhibit enterprise skills and abilities in different ways; while they are in education it is important that these abilities are encouraged and that students are made aware of how important enterprising attitudes will be in the future.

In attempting to achieve all these aims, we have changed our entire educational ethos to focus on introducing enterprise activities across the curriculum to encourage staff, students and members of the community to realise their personal enterprising potential and, in showing this potential, to achieve success. By inviting representatives from industry to come into school and participate in enterprise projects our students are made aware of the relevance each curriculum subject has in business and commerce. They are encouraged to question and challenge accepted business practice, and to consider risk taking and not be put off by making mistakes, but rather to evaluate and learn from their experiences.

As expected in a business and enterprise college we have expanded our business studies and information and communications technology departments, but have also incorporated a wide range of enterprise activities across the rest of the curriculum to ensure that all students are exposed to this ethos. We have been successful in recruiting business partners to support these programmes and, by acting as role models, they have demonstrated that enterprise and entrepreneurial skills are within everyone's capabilities, and that money, status and background do not necessarily help or hinder entrepreneurial success.

Benefits all round

Linking business and education has been of great benefit to all concerned. Through work placements, our staff can now discover how business operates and are fostering a greater appreciation of the diverse needs of industry. Our students are learning how business and commerce works, what is expected of them in the workplace, and, by becoming involved in enterprise at an early age, are developing broader citizenship skills to prepare them for the future. Partners from business and commerce are also deriving great benefit as they discover the vast potential in today's students and the immense importance of their input into educating and properly preparing their future workforce.

From the school's perspective, our transition to business and enterprise status has made us aware of the long-term needs of industry and the vital importance of students being fully prepared for the workplace before they leave school. However, the transition to specialist school status cannot be achieved overnight and should not be viewed as an easy route to take. For instance, the process of recruiting competent staff, who can demonstrate the ability to bridge the gap between education and working in the private sector, should not be underestimated.

Furthermore, our direct involvement with business and commerce has made us realise that if we want business people to become involved in the school, we must first of all explain how the education system operates and then ourselves become more business-like. Gone are the days of the education begging-bowl. Nowadays, if schools need sponsorship from industry, they must give back something in return – advertising, image, community involvement or promises of a better future workforce, which are all essential to cement the invaluable partnership between business and education to ensure a sound and successful economic future for the entire country.

More than business

Sue John, Head Teacher, Lampton School

The white sails of a new initiative have just appeared over the educational horizon. They belong to the good ship *Enterprise* and, already, the cargo it carries promises to provide a rich harvest for those prepared to wade into the surf and take advantage. Nautical references aside, a culture of enterprise is beginning to be explored in the staff rooms of the land.

We need to develop articulate, confident and flexible young people, capable of becoming multiskilled adults who are well prepared for the knowledge economy, and are able to operate successfully in global markets.

Enterprise education is more than business, more than proficiency in information and communications technology, and more than literacy and numeracy. It is about developing skills in young people so that they become critical and creative thinkers and problem solvers who ask the right questions and are able to make informed decisions. We need to continue to develop a school culture that encourages pupils to enquire, think, hypothesise and actively participate in their own learning. Our pupils need to be able to apply knowledge to a whole range of situations in a rapidly changing world. They are going to be the knowledge creators, with portfolio careers, and they need to be able to sell themselves in a competitive market. Those of us charged with the education of our young people must be prepared to engage with these new ideas with boldness, energy and vision.

An awareness of enterprise

In some parts of our society, enterprise in education is far from a new idea. The middle classes have always known and understood the importance of education and have placed a premium on selecting and supporting their offspring's schools, and playing a prominent role in their education. Enterprise here means knowing the system and how to use it to your advantage.

My school is a multiethnic, mixed, comprehensive school in the London borough of Hounslow and the school population is academically and socially diverse.

In the Asian community, particularly for those who come from an urban heritage, enterprise, in business as well as education, has been part of life for years. Within the individual Asian family and also, and perhaps more importantly, within the tightly knit

Asian “network”, there is a strong culture of enterprise.

More recently we have begun to see the Somali community coming to recognise and embrace the fact that enterprise in education is a way to achieve in a society that is sometimes unfair and unequal. There is a growing understanding that education is linked to personal achievement. The change is often dramatic.

Worryingly, perhaps, there are in my own school a significant minority for whom education seems still to present, at best, a sometimes interesting way of spending a day. At worst, they become completely disaffected and disengaged from school. This tends to be the white, working-class group, where low aspirations and subsequent underachievement have been only partly addressed by a plethora of initiatives, from trying to raise the achievement of boys to developing literacy across the curriculum. Challenging this “estate culture” is one of our biggest tasks.

Breaking the cycle of disengagement

To break this cycle of disengagement, schools need to be boldly enterprising in what they do and adopt a can-do philosophy. As a school, we have chased every new initiative offered, especially if it will provide more financial resources for our pupils. Along the way, we have all learned new skills: how to write successful bids, and how to negotiate with companies specialising in information and communications technology. We have also encouraged our pupils, whatever their ethnic or social background, to compete at a national level with pupils from private-sector education.

The development of an enterprise culture in schools over the past six years has been dramatic. For example, our school has been designated as a beacon school, a training school, one of the first humanities specialist schools, an enterprise learning school under the Pathfinder initiative, and a networked learning community school.

I believe that young people who attend schools where an enterprise culture is embedded in the institution are more likely to succeed in developing their own enterprise skills. This also involves creating a classroom climate with a positive attitude to error; as Jung said, “If you avoid error, you do not live.”

Raising aspirations

If we are to raise standards for all of our children and young people, we need to be bold in developing further initiatives. Adult and peer mentoring schemes have proved to be

highly effective in raising the aspirations of certain groups of young people. Schools now have sophisticated databases to monitor progress and achievement. Alternative curriculum models are being developed and group work aimed at raising self-esteem is beginning to challenge the low-aspiration, working-class, estate culture.

The teaching developed to enhance the opportunities of gifted and talented pupils, through the Excellence in Cities initiative, could be adopted as a model in further developing an enterprise culture in schools and raising the achievement of pupils of middle to lower ability as well as of those pupils of higher ability.

Teaching of gifted and talented pupils has included enriching the curriculum through debates, philosophical discussion and visits to Tate Modern and the theatre, all of which have widened the horizons of our pupils. Targeting and close monitoring of gifted and talented pupils and developing their confidence and skills have certainly enhanced the educational opportunities and aspirations of many pupils who might otherwise have languished in academic mediocrity.

If this can be developed and made available to a wider group of pupils, then more of them could also begin to achieve above their perceived potential. In addition to enterprise days, there should be a focus on thinking skills and enterprise that permeates the curriculum as an entitlement for all.

We are not alone

Enterprise education cannot fully succeed if it is attempted in isolation. Links with local businesses, professional bodies and voluntary groups are vital if we are to prepare pupils to take their place in a competitive adult world.

In Hounslow there is a well-established education business partnership and an excellent school industry partnership network and infrastructure. Our pupils are able to learn about technology with the assistance of Thames Water in the Reservoir to Tap competition. Groups of pupils will work with the Sheraton Heathrow Hotel in the *Master Chef* competition and alongside GlaxoSmithKline when the company is developing new products.

Building our own electric car and competing in the Green Power competition was particularly rewarding when we beat Eton in the finals at Goodwood. Last year, four 15-year-old pupils entered the Experience Pakistan competition, sponsored by Akhtar Computers, and as winners visited Pakistan for 10 days and enjoyed an audience with

President Musharaf. The skills they gained in building their tourism website were extensive, as they were working with industry-standard software packages.

There are many more examples of pupil involvement in the world of work, and we actively encourage our pupils to enter competitions, from the Magistrate's Mock Trial Competition to the Ogden Trust Business Challenge. We aim to find as many ways as possible to create a sense of success among the pupils, and taking part in school industry projects and competitions has a far greater significance for all pupils than simply the achievements of the participants.

We need to educate our staff and to create capacity in our schools to drive the agenda forward. More cross-school collaboration and a sharing of good practice are needed so that we avoid the worst-case scenario of a polarisation of schools both in terms of enterprise and success.

Collaboration is already happening through the beacon school and specialist school networks, the leadership incentive grant, the London Challenge and the development of collegiates. The government is, clearly, investing heavily to support cross-school collaboration and we must not waste this opportunity.

The new emphasis on enterprise in schools must follow suit. Not only because it is good practice to do so, but also because enterprise is likely to fail if it is attempted in isolation. No two schools are the same: different personal dynamics, resources, history and culture mean that what works for one will not necessarily work for another. However, sharing good practice and enterprising ideas can succeed if pitfalls, successes, pains and triumphs can be honestly shared and discussed.

Most importantly, schools must be enterprising for the young people they serve. If we are not, we risk the alienation of large numbers of our young people.

Enterprising schools: a resource for the whole community

Kevin Moloney, Head Teacher, South Leys School

South Leys School promotes an enterprise culture committed to producing confident, flexible and independent learners who are able to meet the demands of a rapidly changing society and a competitive employment market. This ethos is supported by a visionary leadership team, a staff of experienced, motivated teachers, a committed support staff, a high-quality, well-resourced learning environment and a proactive governing body.

We consider each person in our community to be a valued individual with the potential for growth and personal fulfilment. Our school's principal role is to empower each of our unique individuals to fulfil their true potential. We aim to ensure that they embark on their lifelong journey with ambition, conviction and the confidence in their own abilities to set realistic and achievable life goals in relation to education, training, job opportunities and career progression.

Technology and achievement

Our pupils' future in the 21st century will be one in which modern technology is the norm. Pupils' personal development and control over their lives will be enhanced by harnessing technology to positive ends. We aim to develop a culture that raises aspirations through an exciting and creative climate for learning, that values the achievements of all pupils and that recognises the importance of a business and enterprise culture in today's society. We will attempt to achieve this pledge by promoting an enterprise culture alongside our school theme of "raising achievement" and by playing to and building on our existing strengths.

The community our school serves is a tight-knit one, with distinctive socioeconomic difficulties, and we are developing a school ethos that focuses on raising aspirations and developing entrepreneurship for both pupils and parents. We intend to make South Leys School a focal point for the community and local businesses, enabling them to access lifelong learning opportunities and employment training opportunities in a stimulating and high-tech environment.

We recognise that by raising aspirations and providing access to quality educational opportunities for the whole community and engaging in cohesive links with local businesses, we will begin to address issues such as social inclusion and inequality of

opportunity in the employment market. This vision and our strategy to extend the school, which includes the building of a neighbourhood nursery and a proposed all-weather sports area on the school campus, financed by the New Opportunities Fund, is manifest in our bid for specialist school status in business and enterprise, which we have submitted for assessment for a September 2004 designation.

Scunthorpe has a history as a steel town, but as the need for a semiskilled workforce in heavy manufacturing industries wanes, our school is looking to develop an educational base that will prepare our pupils for a world moving quickly towards the business opportunities to be found in the new technologies. We need to provide opportunities for re-employment and personal fulfilment through initiatives that will raise expectations beyond the confines of the area.

We have strong business studies and information and communications technology departments and are developing these curriculum areas as part of our core curriculum for all pupils. We have invested in information and communications technology facilities and whiteboard technology across the school to support teaching and learning strategies and styles in key stages three and four. By the application of information and communications technology we aim to promote the development of independent learning and study skills for all our pupils and to equip them with appropriate technological skills to be able to access both higher education and future employment opportunities after the age of 16.

As part of our commitment to promoting an entrepreneurial outlook for all our pupils, we have recently achieved young enterprise centre status, and we are a member of the Humberside Chamber of Commerce. Both these areas of development, in conjunction with our work experience programme and local business industry days, have assisted in reinforcing the enterprise culture that we are promoting.

In September 2003 we were designated an excellent cluster school by the Department for Education & Skills. Within the Scunthorpe excellence cluster, which is a partnership between the local education authority, five secondary schools and 16 primary schools, we are the lead school for business and enterprise. In this context our school plays a key role in the excellence cluster and in the local education authority's 14-19 Pathfinder strategy, by providing a focal point for the development of vocational business-related courses and qualifications across the LEA area.

As part of this key role, our curriculum co-ordinator of business studies is the lead member of a working party established using funding from Pathfinder and the Learning & Skills Development Agency to promote the development of the business and enterprise curriculum in the cluster schools. We have also engaged the Humber Education Business Link Organisation and the South Humber Business Advice Centre to support this initiative. Their role is to establish partnership links with local businesses and the cluster schools to develop key stage four curriculum resources, pupil visits and staff placements to enrich each school's enterprise culture.

Into the future

Our school's future lies in the acquisition of specialist school status for business and enterprise, which is our goal for September 2004. This status will reinforce our established business and enterprise ethos and provide our school with a framework for future development.

Our school is one of 14 secondary schools within North Lincolnshire LEA area to have achieved beacon status for raising attainment and transition. The LEA has a mature specialist school strategy, which links eight local specialist schools in a coherent plan within which South Leys, on designation as a business and enterprise specialist college, will be the lead provider of business and enterprise expertise. On designation as a specialist college, we will lead community partnerships with the cluster of our primary schools and take a leading collaborative role in promoting business and enterprise as a vehicle to raise standards in the cohort of secondary schools within the LEA area.

We are fully committed to ensuring the quality of our pupils' education across the whole spectrum of school life and believe that specific expertise in business and enterprise will dramatically improve their potential attainment and employment opportunities and enhance their life chances, enabling them to achieve fulfilment in their adult life.

Enterprise and higher education

Jennifer Pescod, Enterprise Manager, Academy of Enterprise

Advice on starting a business can be invaluable to students who are about to leave higher education, and support services and awareness-raising activities help to raise the profile of entrepreneurship while supporting those wanting to start their own business. However, what is needed first at higher-education level is the development of a culture where enterprise skills are taught and valued, not just as a route to entrepreneurship, but as a method of allowing students to realise and develop their potential, whatever their chosen future.

Demands for reform in higher education are increasingly heard from both employers and students. A survey released recently by the Association of Graduate Recruiters found that, when asked to consider the statement "Universities are developing graduates with the right skills for employment in the 21st century", 62% of employers either disagreed or were not sure. No one strongly agreed.¹³ This suggests a lack of understanding regarding the relevance of degree courses and the skills they develop for a postgraduate working life.

A Mercia Institute/Academy of Enterprise survey carried out in August 2003 found that 56% of graduates questioned thought their degree course was irrelevant to their present occupation.¹⁴ The most recent graduate prospects survey similarly found that, with the exception of maths, computing, engineering and technology graduates, traditional academic skills such as research and critical analysis are used least by graduates in employment.¹⁵

An antidote to this problem has appeared in the form of enterprise learning. Research released by the White Rose Centre for Enterprise showed almost 90% of students expressed an interest in learning more about enterprise and innovation in their degree course, with the sample spread across all disciplines, not just business studies.¹⁶ Similarly, the Mercia Institute/Academy of Enterprise survey in 2003 found that 85% of respondents were interested in receiving training to develop their enterprise skills.¹⁷

¹³ www.agr.org.uk/news/news_view.asp?news%5Fid=308

¹⁴ C McLardy and T Runacre, quoted in *Enterprise Learning: A Background Study to the Development of the BA in Enterprise Degree Course and the Mercia Certificate of Enterprise* (2003).

¹⁵ www.prospects.ac.uk/cms/ShowPage/Home_page/What_do_graduates_do__2004/plekippe

¹⁶ *Enterprise Learning: An Analysis of Questionnaires Distributed to Students of the Three White Rose Universities During the 1999-2000 Session*. www.wrce.org.uk/audit.doc

¹⁷ C McLardy and T Runacre, quoted in *Enterprise Learning: A Background Study to the Development of the BA in Enterprise Degree Course and the Mercia Certificate of Enterprise* (2003).

Enterprise initiatives within the higher-education curriculum have previously tended to focus on science, technology and engineering specialisms. In terms of immediate wealth and business creation, these areas certainly benefit from extra support and dedicated business and entrepreneurship courses. However, the scope of such initiatives needs to be broadened to encompass all subject areas. This will mean looking beyond wealth creation and business start-ups, and bringing out enterprise in all sectors, whether public or private, profit or non-profit.

Research has shown that the percentage of self-employment is lowest among those aged 20-24 (discounting the 16-19 age group), while it is highest in the 45-64 age group.¹⁸ This reflects a need to gain experience, and to develop support networks, both of which are recognised as factors encouraging entrepreneurship. Trends show that students who express an interest in entrepreneurship while at university tend to have parents who are entrepreneurs, self-employed, or employed in the creative industries. Expecting massive growth in new graduate entrepreneurship without radical change in educational culture is therefore ambitious.

However, all industries will benefit from individuals who are able to act as agents of change. If more effort were put into facilitating individuals to be more enterprising, then the likely result would be new businesses, products, processes and services. Another likely result is more innovation within existing companies, fuelled by increasingly dynamic employees; some people will never be entrepreneurs, but that is not to say that they cannot be enterprising.

¹⁸ Francis J Greene quoted in *An Investigation into Enterprise Support for Young People, 1975-2000* (International Small Business Journal, 2002).

Warwick University and the Mercia Institute

The Mercia Institute of Enterprise is the largest science enterprise challenge centre in England. It comprises a partnership of all 12 West Midlands higher-education institutions, led by the University of Warwick. Its mission is to promote enterprise and entrepreneurship across these nine universities and as such it has two distinct branches to its remit: the enterprise group focuses on technology transfer and spin-out companies, and the education group on the development of innovative enterprise curricula at undergraduate and post-graduate level.

This means provision of modules for engineering and science students on how to start businesses, through the Centre for Small & Medium-sized Enterprises. These courses are designed to raise awareness of entrepreneurship and of employment in the small and medium-sized enterprise sector as options for science graduates.

The Mercia Institute is looking to broaden the scope of enterprise so that it is applicable to all disciplines. An initiative across all of Warwick University, the skills certificate, includes three enterprise modules but, according to the Mercia Institute's director, Professor Stephen Hagen, enterprise needs are best threaded through existing curricula, rather than being a voluntary elective. However, a standalone enterprise certificate is being developed by the institute and piloted by Reed Training. This could benefit both graduates starting work and, especially, small/medium-sized firms recruiting from the universities.

The Mercia Institute also runs initiatives including competitions and festivals, such as Enterprisefest and Bizcom, designed to raise awareness in, and the profile of, enterprise and entrepreneurship in higher education.

The objectives of Enterprisefest, an annual enterprise festival and exhibition organised by the Mercia Institute, are to:

- change the culture of higher education;
- generate more interest in business creation from staff and students in higher education;
- promote the value and importance of the small business sector to the regional economy;
- provide continuous professional development workshops for university staff on key aspects of enterprise teaching, spin-out formation, licensing and patenting.

Bizcom first aims to encourage students to simulate the establishment of their own business by developing and testing a business idea and second, to promote and develop a positive climate for small business in the West Midlands.

www2.warwick.ac.uk/mercia/bios/hagen
www.enterprisefest.com
www.bizcompetition.com

In line with this, students need to be able to recognise the skills they will need in the future. The government's target of 50% enrolment in further education will result in an increasing number of graduates seeking employment. This will have two consequences: first, the majority of graduates will have to look beyond "brand-name" graduate recruiters, and towards the small and medium-sized enterprise sector; and second, they will need to learn to market themselves in an environment where a degree-level qualification is the bare minimum requirement.

In the small and medium-sized enterprise sector, which is often perceived as hostile to graduate recruitment, and where margins are usually tighter, the onus will increasingly rest on graduates to prove their worth. Students need to develop different skills to prepare for this. Enterprise skills will become important here; these include so-called life skills, individual skills and transferable skills, but also initiative, self-determination and the ability to adapt to a constantly changing environment. It is no longer enough simply to have a degree; employers are more interested in the competencies of graduates. Many courses are beginning to strengthen and encourage links between the jobs that students often take to support themselves while at university and the skills and knowledge that they acquire through study. This is the rationale behind foundation degrees.

London Metropolitan University and the BA Enterprise

Since 1998, London Metropolitan University has been running a one-year programme in business enterprise. Its primary aim is to aid “the development of students with the knowledge, understanding and skills to generate creative ideas for products, processes and services, manage these ideas innovatively, and then put these ideas to work in order to create new value in our business enterprises”. It was designed as a one-year top-up course to convert a higher national diploma into a bachelor’s degree, but has also been popular with students recently graduated from other degrees.

A key strength of this course is that many students are actively encouraged to relate their learning to their prior workplace or to any part-time work that they are combining with their studies. In considering case studies, students come up with real ideas for new products, processes or services, and these are then presented to the course. Some students have been invited to present at company annual general meetings.

The BA Business Enterprise is being extended into a full three-year undergraduate honours degree, BA Enterprise, which will be offered from September 2004.

To summarise, enterprise skills in higher education are necessary for entrepreneurs and more business start-ups, for intrapreneurs and more competitive employees, and for a more enterprising graduate workforce.

However, enterprise has tended to be treated as an add-on, with optional enterprise components often offered as a sidekick to business studies. But enterprise should not just be a course that students choose to study – it is an approach that should be integral to all higher-education courses. This will require a radical re-evaluation of all courses to integrate subject-specific material. However, an enterprising culture cannot be instilled without holistically reconfiguring higher-education courses across the board.

In addition, the overall profile of enterprise needs to be raised in higher education, and prejudicial attitudes addressed. For many undergraduates, “enterprise” seems at best an ambiguous term and at worst it runs the risk of becoming the modern equivalent of the emperor’s new clothes: all show and no substance. At higher-education level, students will be convinced of its importance if assured of the personal and transferable skills they can gain, and such skills can perhaps be better articulated using concepts easier to grasp than

enterprise, such as the abilities to take initiative, be creative, or thrive on uncertainty.

Rachel Orange, enterprise programme manager for Durham Business School, comments:

The enterprise education process may serve students better if it separates enterprise and entrepreneurship out, offering an opportunity to learn and understand a definition of enterprise and its various contexts as well as develop and understand entrepreneurial skills, behaviours, know-how and know-who and the contexts in which they may be used. [Students] are also demanding and expecting their curriculum/degree learning experience to incorporate activities such as group work and presentations that will enable them to demonstrate their learning while at the same time develop and enhance the skills that they recognise they will need to demonstrate in the world of work.

Initiatives such as Warwick University’s Enterprisetfest will make the concept more familiar and be conducive to the creation of a culture that is supportive and encouraging of enterprising individuals. The simplicity of potential enterprise should also be emphasised: to be enterprising is not necessarily to be the next Stelios Haji-Ioannou. Extracurricular activities should be seen as adding real value to the individual; not simply as a curriculum vitae-enhancing necessity, but as vocational experience that individuals may one day exploit to their advantage.

This is a process that needs to begin before the age of 18. It is a question of starting them young. Enterprise learning in higher and further education should build on the already secure foundations given by schooling and should provide a coherent progression into continued development in adult life.

Section 4

Enterprise learning and brokerage

The value of the facilitator in changing attitudes
David Millar, Chief Executive Officer, businessdynamics

Inspiring enterprise
Peter Westgarth, Chief Executive, Young Enterprise UK

The value of the facilitator in changing attitudes

David Millar, Chief Executive Officer, businessdynamics

I want every young person to hear about business and enterprise in school; every college student to be made aware of the opportunities in business, even to start a business; and every teacher to be able to communicate the virtues of business and enterprise.

Gordon Brown, Chancellor of the Exchequer

Although there has been a great deal of progress in changing attitudes to enterprise in recent years, a great deal more has to be done if we are to remain competitive and meet the new global economic challenges.

Changing young people's attitudes has to be the first priority and, given the rapidly changing nature of the economy, everyone agrees that the earlier you start, the better.

One of the real challenges is to bridge the gap between the hermetically sealed worlds of education and business. This point was perceived as long ago as 1977 when a senior director from our founding company, 3i, discussed the differences between the worlds of education and business with his sister – a headmistress – over Sunday lunch. Together they recognised the advantages of a broker organisation to bridge the gap between education and business, and this led to the creation of businessdynamics (formerly Understanding Industry, until 2001).

NOP World has just completed a major piece of research for businessdynamics into young people's attitudes to business. The NOP World research shows that two-thirds (66%) believe that their knowledge of business is pretty vague. For just under half (42%), the world of work seems scary, and almost half (47%) of those aged 14-19 surveyed are not attracted by a career in business.

None of this should be surprising in the light of another NOP World finding: that almost a third (30%) of those in the 14-19 age group surveyed had not received any careers guidance from their school or college. Those who had received careers guidance from their school tended to be satisfied with it, but said it was more like a careers information service.

Experience creates confidence

NOP World found that young people with some form of experience of work – whether it is school work-experience, paid or unpaid work – have more confidence in, and

understanding of, the world of work. Similarly, if a young person has some form of experience of a business-education initiative, this positively affects their perception of business.

For example, students who have experienced a businessdynamics event found that the experience opened their eyes to a wider range of careers (72% agreed) and was even enjoyable (88% agreed).

The research found that young people tended to base some of their impressions about business on stereotypes. These impressions were often formed from the media, in particular film and television. These stereotypes failed to convey an accurate and complete picture of the realities of modern business. David Brent in *The Office* has a lot to answer for!

So, who better to explain about business, than business? This is the basic premise of businessdynamics in our mission "to bring business to life". The easiest way to do this is to have volunteers from business go into school to teach about business. To be effective, it has to be structured and coherent. Business people are not teachers, so they need support and resources from broker organisations to maximise the impact of their contribution.

For example, we at businessdynamics train all our business volunteers and provide resources including print, online and film materials to support them in the classroom. We have produced a series of short films called *The Business*, including interviews with Martha Lane Fox and Alvin Hall, which focus on different areas of business and business functions. For our media awareness programmes we have a workbook magazine, which is sponsored by United Business Media. Also, every student who attends our Blue Skies entrepreneurial road show takes home the *Little Book of Big Ideas*, which contains the information they need to start their own business.

With brokers providing this support and resource, it is easier for businesses to get involved. IBM, Coca Cola Enterprises, Deutsche Bank, PricewaterhouseCoopers and Standard Life are just some of the many businesses that find brokers such as businessdynamics a more cost-effective way of reaching a large number of students in their local community than running programmes in-house.

Outsourcing administration

Businesses that use a broker to run their corporate social responsibility programmes are in effect outsourcing the organisational and administrative elements. A business involved in

a successful CSR programme with the hassle taken away by working through a broker organisation is much more likely to continue with its support on an ongoing basis.

This also applies to the schools, which can fulfil their five days of enterprise activity through a reliable programme, which complements the curriculum. businessdynamics' programme managers build strong relationships with teachers so they can have clear expectations of our programmes and know their objectives will be fulfilled.

In any given school day or timetable, teachers are usually short of time, but they value businessdynamics programmes as an easy and trusted way for a variety of business volunteers from different industries to engage with their students.

Brokers therefore need to be trusted by their stakeholders: parents, students, companies and teachers alike. Which is precisely why we need organisations like businessdynamics and Young Enterprise, with decades of experience of delivering high-quality programmes, to bridge the gap between school and business, and to provide the support and resources that both schools and businesses need.

The past year, the 25th anniversary of our foundation by 3i, saw a massive 129% increase in the number of students taking part in a businessdynamics programme, reaching just under 75,000. This demand is set to increase significantly in the years ahead as more and more schools expand their provision in order to meet the government's objective for all young people to experience enterprise as part of their education.

Inevitably, this means more demand on business to support these activities. Clearly, there is a strong business case for supporting business education initiatives, and it is in the long-term interest of business. However, it is also an excellent way for businesses to develop their people and raise their profile with their local community, customers and recruits.

However, the process does have to be managed, and the easiest and most cost-effective way of managing the process is through organisations like businessdynamics.

Inspiring enterprise

Peter Westgarth, Chief Executive, Young Enterprise UK

Most of us have had special people in our lives, people who have had an inspirational impact. For many of us it will have been parents, perhaps a special teacher, or a manager or colleague, whom we saw as a role model or who encouraged us to take action, grasp an opportunity or take a risk to fulfil our potential. There were also experiences, key to forming our view of ourselves and what we would like to achieve in our lives. Young Enterprise provides young people across the UK with inspirational experiences and the opportunity to work with business people who are eager to encourage their success.

Young Enterprise has been built on the premise that "learning by doing" – gaining hands-on experience – has a great impact on an individual's learning. Our experience of young people participating in the Young Enterprise company programme shows that the opportunity to take responsibility for running a company for real is motivational and brings their classroom learning to life by providing real experience of work, enterprise and managing relationships. The leadership of a Young Enterprise business volunteer working with students provides a strong link to business, credible advice and inspiration to succeed. Coupled with the engagement of a teacher keen to facilitate the experience, this has proved to be a magical combination.

Young Enterprise has taken this approach further to create a sequence of activity-based enterprise programmes for young people aged four to 24, helping them build an understanding of basic economics and business, and a motivation to succeed.

As the government launches its drive towards creating an enterprise culture in the UK, the challenge for Young Enterprise is to meet the growing demand for its "learning by doing" programmes. There is no reluctance on the part of young people to want to take part in enterprise programmes. They are curious about the working life ahead of them, and keen to understand and experience how wealth is created. Some 167,000 young people participate in Young Enterprise programmes annually and our ambition is to engage 1 million students each year – reaching all the young people in a generation.

This requires not only the financial resources to manage growth but, most importantly, the engagement of businesses to encourage and facilitate their people to volunteer to work with young people. It is vital that business people engage in this to ensure that the context for enterprise education remains up to date and that the young people meet

motivated role models. Do not underestimate the impact you can have as a volunteer; a fresh face in school, real experiences to call on, and showing that you are interested in each and every person in the class is priceless.

As pupils in a London primary school said to us, "We thought we were only children but he made us feel big in ourselves. He made us feel proud of ourselves ... he was a real experienced businessman. If our teachers would ever teach us about business they would only be guessing."

The government has committed significant funds to schools to support them in the introduction of enterprise education. This, coupled with the encouragement of Ofsted inspection of enterprise education, should ensure that all schools create the opportunity for their pupils. However, it would be a mistake for business to consider the job done.

It is our view – a view shared by many of the young people who have benefited from Young Enterprise programmes – that enterprise education cannot be delivered effectively without the direct involvement of business people. If you agree that we need to become a more enterprising nation, then you have to play your part in investing in the generation that will be responsible for achieving your vision. They are at school now – join them.

Section 5

Enterprise learning – case studies and conclusion

Cathy Koester, Editor, Smith Institute

Interviewees

3i
Patrick Dunne, Group Communications Director

Bitterne Park School
Susan Trigger, Head Teacher
Gordon Smith, Deputy Head Teacher
Andrew Sheridan, Head of Business Studies
David Nicholson, Head of Year Nine

Bhs, Leeds
Tricia Flynn, Store Manager

businessdynamics
Helen Molden, Director of Business Development

Deloitte & Touche
Richard Stone, Director of Community Investment

East Ayrshire Council
John Mulgrew OBE, Director, Education & Social Services Department

Education Bradford
Bob Jones, Education Business Partnership Manager

Freeston Business & Enterprise College
Gill Metcalfe, Head Teacher
Michael Holgate, Enterprise Manager
Keith Batty, Director of School Improvement

KPMG
Justine Bentham, UK Volunteering Manager
Katie Cherry, Programme Co-ordinator

IBM UK
Mark Wakefield, Corporate Community Relations Manager

Lampton School
Sue John, Head Teacher

Les Carswell, Deputy Head Teacher
Lynne Mahmoud, Enterprise Learning Pathfinder Project
Lucy Newman, Enterprise Learning Pathfinder Project
Paul Derlacki, Vocational Development

Longford Community School
Reetka Nagra, Teacher
Mike Morley, Teacher
Matt Butler, Teacher Trainee

Rochdale Road Junior School
Stuart Dear, Head Teacher
Marie Ramm, Deputy Head Teacher
Kate Moloney, Personal, Health, Social and Citizenship Education Lead Teacher

Scottish Executive
Lynn Hendry, Transitions to Work

South Leys School
Kevin Moloney, Head Teacher
Tony Wood, Director of Finance and Business Development
Jean Riley, Director of Business and Enterprise

Stagecoach Group plc
Derek Scott, Company Secretary

Swanlea School
Linda Austin, Head Teacher
Grahame Price, Deputy Head Teacher
Suresh Singh, Head of Business and Enterprise Studies

West London Academy
Alastair Falk, Head Teacher

Whalley Range High School
Jane Delfino, Director, Business & Enterprise College

Introduction

These case studies set out to discover what schools and businesses are doing to bring on the next generation of entrepreneurs. They examine both the attitudes and practices of the people directly involved in preparing young people for the modern economy.

The people who took part in these case studies – and their counterparts in schools and businesses right across the country – will determine whether Britain competes at the top end of the global economy in the future.

What they do, or do not do, is therefore crucial.

The case studies are divided into four main themes:

- overall attitudes towards the enterprise agenda;
- overcoming disadvantage and ensuring enterprise opportunities for all;
- current practices – what works;
- thoughts and implications for the future.

Interviewees were asked a series of questions around each theme. Their answers are quoted directly, but individual comments are not attributed.

Theme 1: Overall attitudes towards the enterprise agenda

This section asks whether businesses and schools share the government's assessment of the economy, and accept that they have a responsibility to prepare the next generation for that economy. It tries to gauge the extent to which schools are buying into the need to establish a culture of enterprise, and asks how schools are using the money allocated for that purpose.

The modern economy

Head teacher: We are in the knowledge economy now. It is a rapidly changing and different world. These kids are going to have a portfolio of careers in many respects. We have to skill them up and make them enterprising citizens for the future. It is a big agenda for education.

Head teacher: If you want to get the message across that "what you do in school is important because the economy needs it", it is usually read by teachers as, "Ugh, they're not interested in education." If you want a teacher in a classroom to be thinking that what they are doing is part of that big picture, forget it. The first thing they will say is "business, government, blah, blah, blah; I'm here to educate people". Of course, that's not a bad response. We are interested in education for its own sake. But the gap between the lesson you teach and the bigger picture is so huge, you have to try to cross it in some way.

Civil servant: Young people now will be in the workforce in 20 years' time, but we don't know what that workforce will look like. So a lot of it is how we skill young people up for employment opportunities when we don't have a sense of what these opportunities are.

Role and responsibility

Head teacher: For me the starting point is, "What is really sensible, useful, and realistic to prepare them for the global economy, given the kind of remarkably localised lives these kids lead?"

Head teacher: We chose business and enterprise because it's real. Because we can be a physical education college, we can be a performing arts college. But we have got unemployment immediately visible around us. Business, enterprise, information and communications technology and maths – they're all key areas for the future. If we can engage the kids on this estate and offer them an opportunity, then it's a winner, isn't it? I'm not decrying modern languages or performing arts or physical education, but it's the needs of the pupils that matter.

Business and enterprise teacher: To me, enterprise is not just small business. It's not just business studies. That's almost the least of it. It's looking at aspirations; educating kids to be free thinkers, risk takers, aware of the world out there.

Business executive: It's very simple really – at the top end of the recruitment market there is very, very strong competition for high-performing, high-achieving, very task-oriented people who can deliver at a high level. There are not enough of them to go round. We need more of that sort of people. The overall pool from which we can select and recruit should increase.

Corporate manager: The better educated the community, the more prosperous and more at peace they are likely to be. That, in turn, creates better trading conditions for us as a company. We can't survive unless our environments are thriving. It's an enlightened self-interest.

Corporate manager: In the past, corporate giving was much more philanthropic; it was about writing cheques. Now we are looking at exploiting markets that we can't get to without having a diverse workforce and a diverse mindset. No doubt that mindset comes through working with people you wouldn't normally work with in a volunteering capacity. I think that is what most corporates are actually committed to at the moment.

Corporate manager: A lot of people assume that the reason companies get involved with schools is public relations. It's not, in fact, because publicity is very difficult to get. The primary reason is that there is a real feeling here that there is a need to put something back. It is a genuine attempt to put something back into society. It is as simple as that.

Pupils speak: Qualifications and skills you need to be successful in business

"To be a good businessman, you need to be good at English, you need to make lots of deals, and you need to talk to people, so you need to use really posh words."

"You need to be more practical than emotional. In business you just do your work and you hire and fire people. It's all about getting profit. You need to have a hard personality."

"Information and communications technology skills are very important – we are in the computer age."

"You need to be focused, determined, have what you have in mind so you strive for it."

"You need business sense – if you can't tell a duff deal when you see one, you're in trouble."

"I don't think you need any specific qualifications. It depends what business you're going into. If you're producing records or something, having a business GCSE probably won't be as useful to you as having experience with the music industry, so you do need experience as well."

"I think you need experience. Go to work in a company in a high position and find out what goes on, so you have an idea, instead of just going straight into it without knowing."

"Everybody needs someone to support them, so if it starts going bad, there's someone behind you."

Enterprise education: added value or an add-on?

Business volunteer: Schools will try to use money as much as possible to fulfil something else, something statutory. I know – I'm a school governor. If there's something we really need or a position is going to get cut, we would think, how can we use the money for that?

Head teacher: How is [the five days of enterprise experience] going to be understood in schools? People are going to say "Oh, just another bloody initiative." It's like citizenship – you know, you go away and do it and put it on the timetable because we need to show we do it.

Local education authority manager: It's pointless taking it forward if we haven't got the teachers with us and if they don't see the benefit of working with businesses.

Business and enterprise teacher: What the [specialist school status] money has enabled us to do is exciting things outside of school. Lack of money for transportation has stopped so many people from doing interesting things.

Pupil: I just think that there are more opportunities with the school now it's a business and enterprise college. I think [my parents] are pretty happy because now we're getting more people coming in and out of the door, linking us with business.

Head teacher: [Specialist status] helps to up the ante and make business and enterprise more visible across the school. It is now seen as a project that has got the "ooh" and the "wow" factor in the staff room. Therefore we've got the "keenies" – the six, eight, 10 staff who are involved in it. That then spreads to other people who also want to opt in, so it gets the critical mass.

Case study: Whalley Range High School, a business and enterprise college and enterprise pathfinder school; 11-18 girls school with 1,800 pupils

Jane Delfino, Director, Business & Enterprise College

The joy of financial literacy

We have a full working radio station, so I put in a bid to be able to kit out a full media suite, and designed five strands for learning business, enterprise and citizenship, using the media suite.

A business called the Phone Book Company do workshops with mobile phones using digital technology. They can create jingles and short films, just using the phone. The Phone Book Company is now coming in to do workshops to cover the five strands.

One strand is financial literacy, which doesn't fill the heart with joy, but needs to be done. Using the media suite, the pupils are making a video in the style of the *Kilroy show*. So they do case studies of families, talking about financial issues like university grants, getting a flat, and debt. We also have a panel of experts in for the video from banks and other financial institutions. It is working fantastically, and the girls feel a real enthusiasm for it.

Case study: West London Academy, a city academy with a specialism in enterprise and sport

Alastair Falk, Head Teacher

The enterprise zone

The school will provide a working space called an enterprise zone. Groups of up to 10 students will use the zone for residential weeks to learn about and have practical experience of enterprise as well as providing a training zone for teachers, businesses and other partners.

It will house the latest literature on current practices on enterprise thinking, for instance, by providing various national and international case studies from the private, public and voluntary sectors on business, financial and economic practices. The resources will be available to all partners involved in the project.

The programme will target the needs and interests of students, and they will develop enterprise skills, visit businesses and provide opportunities to set up mini-businesses and complete problem-solving tasks. It will run initially for two years and will target students moving from year nine into year 10, supporting the transition process into post-14 education. Excerpt taken from bid to become an enterprise pathfinder.

The central idea of the project is to create an urban study centre – a space in central London where students can experience London. It is about London as a city with a range of issues and social enterprises and how people respond to them. It uses the model of a geography field trip, but is done in an urban setting. Pupils will go out and visit businesses and meet different people involved in different types of work, talk to them and find out what they do.

I think one of the best experiences of enterprise that we want to give is about saying, "How can I as an individual acquire the skills and knowledge that I need for myself and what opportunities am I going to have to use those skills and knowledge for the benefit of other people?"

Will enterprise learning foster enterprising people?

Corporate manager: I believe entrepreneurs are largely born rather than made.

Business volunteer: One of the distinguishing features of entrepreneurs, and senior business people generally, is they tend to have not gone to university – they just "got on".

Head teacher: We talk about everybody having skills like showing initiative, self-sufficiency, independence. But then you put kids in institutions, tell them to wear uniforms, line up and do what they're told. All these entrepreneurs say, "I wasn't very good at school." I'm not sure that the educational culture we have really prepares you.

Corporate manager: We haven't traditionally provided the frameworks to encourage entrepreneurial activity – people tend to succeed in spite of the system. We are not providing support to people at an early enough stage and we are not giving adequate recognition and equality of recognition to people who demonstrate that sort of ability.

Local education authority manager: How many careers teachers in schools actually promote self-employment as a vehicle for kids? You've a target of 50% of kids to go to university, so most of the staff are going to be persuading as many kids as they can to do the GCSEs and A-levels and go on to university, but I don't know a careers teacher that pushes self-employment.

Business volunteer: I find there's a lot you can do to inspire people to keep going and keep trying. If I'm in a minority because I seem to be an entrepreneur, I can feel a bit like there's something wrong with me. You go and hear some of these people speaking about their experiences, and that can be inspirational.

Business teacher: The more you create opportunities for young people to be entrepreneurial and look outside the box, the more confident and more likely they will be to go on to do that in life.

Pupil: Before I came in, I wouldn't have dreamed of going into a business, but now it's sort of growing on me. I don't know whether to do it or not.

Corporate manager: You need to be able to take risks. You need to have some imagination, some flair. You need to be able to spot gaps. I'm sure that there are things one can do to stimulate some of those attributes. I choose the word stimulate rather than teach deliberately.

Pupils speak: Feelings about risk

"If I made a mistake, and it had an effect on all of those people, I wouldn't want to be the person behind it. I know what problems can happen. I wouldn't want to be the person who messed up."

"I'm not good at confrontation. To friends, maybe, but not to complete strangers. I wouldn't want to have to fire them."

"It all relies on you. If you start your own business, and if you fail, it's your fault."

"Taking risks is part of business. If you don't take risks then you aren't going to know – you'd always be thinking, 'What if I had done that?' You learn from mistakes."

"Should people be given another chance if their business fails? Yes, I think they should. It depends on how it all happened, really. Maybe with different ideas on how to run things. Yes, I would try again."

Theme 2: Overcoming disadvantage – enterprise opportunities for all

This section focuses on disadvantage. People from economically disadvantaged backgrounds are less likely to start their own business, less likely to work in high-tech knowledge industries, and more vulnerable to economic uncertainty. Fewer women and people from some ethnic minorities start up and run their own companies. What are schools and businesses doing to redress the inequality?

Opportunity and exposure

Business executive: The capacity to have good ideas is not confined to any particular social or economic group. But, certainly, young people from areas of significant disadvantage have fewer opportunities in general. Even if they have good ideas, they may not be able to put them into practice as effectively because they don't know how to approach a bank.

Head teacher: Most of the kids on the estate are very parochial. Most play for the local sports team, they go to local pubs, they stick together. They get on the bus once a week to go and sign on. To go out beyond and find something different is quite hard. Lots of cities and towns all over the country are like that. Somebody needs to grasp that nationally.

Head teacher: You can't have kids thinking the bigger picture unless you show them what it looks like. So we take every opportunity for kids to go and do things that they haven't done before. That gets us beyond the traditional trades and professions. The kids went to Bradford to enter their film in a competition and it got shown on a big screen. They also spent three days producing at the BBC. That will give them far more confidence to think "I could get a job here" than just talking about something in a classroom.

Head teacher: You cannot change where they live, or who talks to them at home. But you can change what happens when they walk in through the door at school. Because if we don't make it happen, neither will their mums and dads. It's got to be down to us, really.

Primary school teacher: It is all about what they're exposed to, both on the television and in real life. My cousin's daughter is a classic example – she's a bright girl, and she's only just come out of the phase of thinking that she might work in the shop around the corner. Because, if they have not seen it, they don't know that those possibilities are out there.

Opportunity and aspiration

Head teacher: The big thing that hit me when I came here was the low aspirations of the students. Words like “criminal” and “tragic” come to mind, because I had worked in two other authorities where students were coming out with equivalent examination results, and yet their aspirations were a lot higher.

Head teacher: Our kids are pushed to present a lot. We put them into debating competitions with the top public schools. It says to them, “Yes, you’re going to be competing against St Paul’s School, but these kids are no different from you.” When they come out, they’re confident. We came second in the country. You push your kids in there; it doesn’t matter in terms of free school meals.

Head teacher: One area where it is more difficult to raise aspirations is finding work placements. We have a very basic menu, which is stereotypical and lacks equal opportunities because it reinforces opportunities depending on gender and aspirations. So I think there needs to be a push from the government.

Business and enterprise teacher: If they say they want to be a hairdresser, we say, “If you do want to be a hairdresser, surely you’ll own your own shop?” “Have you thought about plumbing, metalwork, or being a silversmith?” We try to get as many craftswomen as possible in the school.

Head teacher: You make your kids feel valued. You do that explicitly, with the ratio of computers to kids. We’ve got computer-linked whiteboards now. We also tell kids how much the equipment costs. We say to the kids, “We are investing in your future”; we show them that they are worth the investment.

Head teacher: Many disadvantaged kids, when you speak to them, will actually tell you they just want to make easy money. That’s the real problem.

Targeting disadvantage

Head teacher: It’s quite interesting – I was told that the schools that are most advanced with citizenship and involving kids in business and enterprise are the ones that were most in crisis, because they had to do something.

Corporate manager: In terms of the real difference that we can make between failure and success, I think it is even more appealing to our people to work with the sort of young

people I have described, because they can see the dramatic results that can be achieved simply by giving some time and attention to those young people.

Business volunteer: The schools I enjoy most are in some of the most deprived parts of Glasgow, where the kids are very committed to what we’re doing. They find it interesting. They’ve got a cheekiness about them which I like. They ask me questions like, “Are you on a skive, sir?” which I understand means dodging work.

Broker: Last year we ran most of the programmes for girls only, and that was actually at the company’s request because they have identified that they have a gender bias in information technology. It does seem to work.

Corporate manager: We are targeting schools that have a catchment in a deprived area, and we invite these schools to send kids to us. In fact, one of the schools came from Eltham and some pupils had never been on a train. Can you believe that? So these could well be kids that don’t go on to further education and won’t end up working for us. But what we are trying to do is raise their expectations a little.

Corporate manager: I think if you are talking about underachievers, it is unlikely that they are going to go on and flourish and become university graduates that would typically be recruited. There have been cases of young people who have done exceptionally well, however, and we are very keen, as part of our recruitment strategy, to recruit from more diverse communities.

Case study: Deloitte & Touche, London

Richard Stone, Director of Community Investment

e-skills4industry

e-skills4industry is a business-led employability initiative designed for those aged 16 to 18 from disadvantaged communities who show above-average aptitude for employment, but who are underachieving and at risk of dropping out of post-16 education.

We worked with SHL Group on the sorts of test that we could run to identify above-average aptitude in young people at risk of dropping out of education. Then we piloted a programme working with a group of 16 to 18-year-olds in Tower Hamlets.

We selected 36 pupils, and in partnership with Lewisham College of Further Education designed a programme that combined technical training in information technology skills with another key ingredient – employability skills, the softer skills that are needed to help these young people succeed in the workplace. The programme included extended placements with sponsoring employers and mentoring.

At the end of the programme, 14 of the trainees were employed by the sponsoring companies, and the others all returned to further education or training. This was a very positive outcome for the pilot, which was looking at helping young people who were at risk of dropping out of post-16 learning.

Information technology courses are now running in nine UK locations, and a retail course (skills4industry-retail) is also being piloted in three London colleges.

www.e-skills4industry.org

Theme 3: Current practices – what works?

This section focuses on some of the many activities that are already taking place in schools and businesses across the country.

Brokerage

Head teacher: Brokers are totally essential. Without them, schools would have to identify someone to do it for themselves. But I don't think we'd be as effective as the middle person who can actually see both ways, because people have very traditional views of what business is like, and industry has a very particular view of what schools are like, and sometimes things can get lost in the middle.

Head teacher: You need people who can target things without running around making 50 phone calls hoping that someone will say yes at the other end of the phone. The broker will probably already know who will say yes, because they've already made the 50 phone calls. It saves time, energy and money, and it stops industry being pestered.

Local education authority manager: That is a role for the local authority. Rather than have all schools knock on the door of a national company in an area, we have to help facilitate that.

Broker: We were founded by 3i, so our roots are in the private sector. That is where we see our skill – as actually being able to broker the relationship between the education world and the business world, and trying to somehow bring those two cultures together, because they are so different.

Corporate manager: I have to say, individual school requests don't really get very far with us at all. We get quite a large number of them. We have a set national brokerage network. If we need another school, we'd go to the education business partnership and say, "What school is most in need? What school has not had any volunteers?" We would then explicitly ask for them.

Local education authority manager: Over the past few years, the role of education business partnerships has come a lot closer to supporting the curriculum than ever before. We have found that it is very useful to have our education business partnership in very close proximity to our local education authority. In fact, it's almost seamless.

Learning by doing

Head teacher: Straightforward talk and chalk don't make it happen.

Business and enterprise teacher: Our whole ethos is linking enterprise to real acts. You give opportunities to students to do something that is relevant and fits into the real world. It suddenly brings reality to their doorstep, and by actually doing things, rather than reading about them in a book, they learn the boring stuff in the Davies report.

Pupil: We did start up our own business. It was fun, but if you had to do it and your income was reliant on it, it wouldn't be fun.

Business and enterprise teacher: If you're doing a presentation on business communications, and the business you are studying is Cadbury's, and you have people coming in from Cadbury's to listen to the presentation, it sheds a whole new light on it. So it is not just a business person coming in and giving a talk. A talk – so what? If business people come in and provide real-life scenarios, giving an evaluation and a critique, then I think the kids get loads out of it.

Head teacher: It is bringing the reality out there to young people, and that can either be bringing people into school or pupils going out of school. I think back to when I was at school – you never had that. Our students get so much out of being in touch with reality. You can tell them until you're blue in the face, but they have to do it themselves because, otherwise, this whole area is so insular they'll never step out of their comfort zone, and the comfort zone here is a tiny, tiny area.

Pupil: When [other pupils] get to know what we're doing – meeting with big football academies – they start to become jealous.

Business and enterprise teacher: Instead of lecturing on health and safety in the workplace, I'll say to pupils, "Okay, produce a leaflet for Sainsbury's on health and safety", and I'll get the duty manager from Sainsbury's to come and look at the leaflet they created. It's a better way of learning than just saying, "Oh, let's have a look at the Health & Safety Act 1974." Ugh.

Case study: IBM UK

Mark Wakefield, Corporate Community Relations Manager

Enterprise in action

We designed an enterprise programme for schoolchildren in partnership with businessdynamics. The programme centres on bluetooth, one of our newer technologies, and, from there, we bring in all other aspects involved with business enterprise.

We go to schools about two weeks before a class comes to visit us at our premises. We talk to them about bluetooth, explain what the technology is, its potential, and some of the applications it has been used for already. Then teachers split their classes into groups and they will think about their own application for bluetooth products.

About two weeks later, they then come to one of our offices, and they have a whole day working in small teams. They're asked to put together a very simple business plan for development, sale and distribution of their product. These students are typically aged 14, 15 and 16. They're usually drawn from students who are doing business studies, typically at GCSE, so they have some knowledge about some of the issues that businesses have to face.

During that day, they get a series of inputs from IBM staff – people from human resources, finance, sales, marketing and distribution.

They also get to have a teleconference with our bluetooth guru in the USA. Just the simple thing of having a teleconference for 15 minutes with this guy in the States is a novel and exciting experience for them. So they get a series of short inputs.

During the rest of the time, they're putting together a business plan about how they're going to manufacture this product, what the costs are, how they're going to distribute it, and who their target market is. At the end of the day, they're asked to present their business plan to the rest of their class group and to a panel of judges.

Initially we were a bit worried about the accessibility of this for young people – whether this was something they would go for, whether they were going to be sitting about at three o'clock, looking at their watches, saying, "Okay, so we've been here now; it's time to go." Our experience has actually been very positive. They come in, they're enthusiastic, and

they work until five quite happily without any problem, pretty much without exception. They really engage with the process and get a great sense of achievement.

The other thing they get from it is that they actually do see a business in operation. We could run this programme in schools, and we have done it. But it's not nearly as effective as bringing them into somewhere like the South Bank or one of our other offices so they get to see what the working environment is like, because for many of them it is an eye-opener. It's not necessarily what they expect. They get to see adults behaving, and they're treated as adults. They get to understand a bit more about the range of job opportunities that might be available to them.

Case study: Stagecoach Group plc

Derek Scott, Company Secretary

Buses mean business

We hit on an idea, based on a suggestion from businessdynamics, about a cake-making business. Now, we know nothing about making cakes, but we plagiarised it and turned it into a bus game – Buses Mean Business.

Pupils basically run a bus company for the seven days of the week, while we manipulate consequences based on the decisions that they make. They have to decide what types of buses to buy, how much to tender to the local education authority for school services, and what fare to charge. The bottom line is they actually have to record a daily profit and loss, and the company that makes the most profit wins a prize at the end of the week. We also have a secondary prize for the company with the best marketing idea, so it's not exclusively a financial game.

It seems to go down well because it is participatory, and involves working in small teams. Finance is very much a sideline part of it and they seem to enjoy it. The feedback that businessdynamics gets is that at the end of it the pupils have a more positive attitude towards business. They didn't think people were so passionate about what they do, or realise that businesses have so many dimensions to them, and it challenges some of those stereotypes.

Business mentors

Business and enterprise teacher: An entrepreneur came to the school, and you could see the kids spark as he came in, dressed in his ordinary jumper. The guy is a millionaire; he's 28 years old. The way he spoke to them, one of them actually said, "I could do that job." That would never have happened before.

Pupil: There are a lot of Asian entrepreneurs. A lot of Asian people are breaking into business now. When you see that, you feel like you can do it, and that always helps.

Corporate manager: I think a lot of young people find that having another adult who is interested in them personally, and in what they're doing, following their progress, motivating and encouraging them, and listening to their feedback, can be very empowering. Especially for some of the young people from these communities, who have never had much access to that sort of adult – even from within their own families, in some cases.

Pupil: You can talk to them normally as well because you can call them by their first name, so you're not looking up to them – they treat you like an adult.

Pupil: It's also good because it's purely confidential. If you talk to your mates, they just spread it around the school. When you talk to your mentor, it's confidential – because they don't know you in person; they're not from around here.

Corporate manager: Many young people simply don't know of anybody who works for a large organisation like this or, if they are based in London, someone who works in the City. Coming into our offices and understanding how a major organisation works can really open their eyes and broaden their horizons, so they begin to realise it is something they could actually attain themselves.

Pupil: My mentor found some courses for me to do at college that I didn't know about. I just told her what I liked to do and she just found a load of courses for me to do, and told me where to find things. She gave me a load of files and suggested websites to look at.

Corporate manager: Mentoring is excellent when it's done correctly, when it has brokerage around it, the training, support, guidance, the through-care, and after-care; otherwise it can be disastrous.

Head teacher: There are lousy role models and good role models. Do you want David Brent to be a role model, just because the guy runs a business? Business is full of people, so there are good people and there are bad people.

Pupil: Everybody wants someone to worship, someone to stick posters of on the wall. They give us something to aspire to, like, "Wow, I wish I could be that." Pop stars make people happy.

Business volunteer: Role models are very important to young people. Young people's attitudes and behaviours are greatly determined by role models within their own families and in their immediate communities. So, it is not so much the larger-than-life, inspirational characters that the media celebrates, like the Richard Bransons of this world – role models need to be within the immediate communities much more.

Work experience

Corporate manager: If it's not done well, it can be as much of a danger as an opportunity. We're sitting in smart offices in the middle of London; this is one of our flagship offices. But in Sunderland there aren't that many big businesses, and not that many people who are trained to support all that stuff. It would be interesting to think about how that could be delivered successfully.

Pupil: I worked in a stationery shop for a bit, and every day I saw my boss losing hair. He was balding when I first started working for him, but you could just see him getting more and more ill, like someone had grabbed him and pinched all his skin like that. He didn't look very good. He was in constant competition with the Woolworth's across the street.

Deputy head: We have been increasingly able to offer very high-quality work experience placements. Youngsters are going to places like the Bank of England, whereas previously they may have just gone to a local supermarket, which offers some scope for students to develop their staying powers, but perhaps doesn't challenge them.

Business executive: If the only exposure a young person has to the workplace is a work experience where nobody took the time to organise a programme of learning for them, and all they did was photocopy and make the coffee – which is the story we hear all too often – that could be very counterproductive.

Corporate manager: We are able to do it very effectively because our premises tend to be of a very high standard. They are quite impressive buildings. Taking a young person into

an engineering factory in the Midlands would be a very different experience, and might confirm their prejudices, because they're not sexy or glamorous at all.

Self-help

Local education authority manager: We had a meeting with the Inland Revenue and the Paymaster General. I just happened to mention that it would be fantastic for the Inland Revenue to get involved with developing financial literacy within schools. Now the Revenue is coming back to me saying, "That's a good idea; we want to pilot something – what do you think it would look like?" Now I'm looking at using that in schools that are going for specialist status in business and enterprise, or some area of maths that they want to develop. So there are ways in which you can create something.

Business and enterprise teacher: Our school sent every member of the staff – teaching staff, administration, catering, even reprographics – on a work placement. We all had a very specific brief: to go somewhere that would help us make links with the real world that would be helpful in the future. Two members of staff went to the Manchester Evening News and they came back full of ideas. They met a guy who has come into the school and worked with their class. All sorts of links came out of it.

Case study: Swanlea School, a business and enterprise college in Tower Hamlets, London; enterprise pathfinder; mixed 11-16 comprehensive with 1,050 pupils

Grahame Price, Deputy Head Teacher

Suresh Singh, Head of Business and Enterprise Studies

For the business and enterprise bid, we did a telephone questionnaire with businesses about what our offer might be. One of the things that came through strongly from businesses was that if we were to become a business enterprise college, they wanted us to run an MBA programme.

We did a questionnaire with the parents as well. Some of our parents are concerned that they have no real knowledge of how the computer works at home, and they can feel quite excluded from that, and they're worried about how their children might be using the computer. So we've been able to run a workshop looking at what the computer can and can't do, and how you can make the computer safe at home. We've some quite exciting schemes running on the development of parent literacy skills, and also parent information and communications technology skills.

We also have our own local projects. We've had youngsters designing boards outside building sites. They've done art for the boards around Spitalfields market, showing the history. They're now working on boards that will surround an area of St Katherine's Dock. They met with the businesses involved and talked about what their requirements might be. It's going towards their art GCSE, but they have also shown a lot of enterprise and initiative doing it.

We've been commended by school inspectors on how we have celebrated enterprise skills across the whole range of subjects. A working group, made up of teachers from different faculties, meets every half term. We look at how enterprise skills can be celebrated in each area. On the surface, it can seem like business and enterprise is nothing to do with English or maths. But the minute you start to go into it, you realise that these enterprise skills are key skills.

So, for example, in English, we would examine persuasive language; in science, risk taking; in French, shopping with the euro and work on different types of currencies; in sport, we would think about sports businesses – it's a big, big industry.

So, rather than business studies being something that suddenly happens to them at the end of year nine if they've opted for it, they've already got a sense of what it is to study business through the work that they've done in maths or in humanities subjects and so on.

Theme 4: Thoughts and implications for the future

This section asks what needs to happen to support a big expansion of enterprise teaching in schools and colleges and suggests areas for further consideration.

Rolling it out

Corporate manager: The government has to be a lot clearer over what it expects from business in this respect. We would like very focused plans on why schools need business, and for what. It needs to be very clear and transparent as to what part we will be helping with, and what they actually need from us.

Head teacher: Ultimately, there has to be someone in the school dedicated to developing business and enterprise as part of their job. Some schools won't do that. It doesn't happen overnight and it wouldn't happen as a natural progression in a school, either. You need to give it that priority.

Business and enterprise teacher: If there was some money going somewhere, I would put it into getting better business partnerships and links. If every school in the country is going to do this, it is going to be very difficult.

Corporate manager: Increasingly, we and the other leading organisations involved in the community are being asked to support every new initiative that comes forward. It's physically impossible for us to do that, because of the limited resources that we have available; not just people, but also in terms of managing those relationships.

Broker: What will turn companies off is the sheer number of approaches. If you get every single school approaching a company, then the company isn't going to have time to deal with that.

Business executive: I would be very much asking what is the content of the five days [of enterprise experience]? Because if they just went to work with their dad for a week or visited a few workplaces, what are they actually getting out of it? How is it affecting them academically? That's how little direction there is.

Case study: East Ayrshire Council

John Mulgrew OBE, Director, Education & Social Services Department

The role of the local education authority in taking forward initiatives in education

I strongly support the view that funding should be directed to the local authorities and, through them, to their schools. The local authority has the task of bridging the operational gulf between policy formulation at the centre, and delivery in individual establishments. It is a central and significant role.

When Gordon Brown announced money for education and enterprise, I was very keen to ensure that local authorities in Scotland had a key role to play in driving this agenda forward, in partnership with their schools. In addition, education authorities exist to ensure that there is effective service delivery and that lines of accountability are clearly established. It is important to allocate money to individual local authorities. In turn, authorities can monitor performance, supporting those who request it, sharing good practice, and arranging opportunities for continuing professional development.

This authority was allocated a sum of money over three years for Determined to Succeed [Scotland's agenda for enterprise learning in schools]. The Scottish executive asked for an implementation plan. We formed an implementation plan, in discussion with head teachers and young people themselves, and we are now setting out to implement that plan. Individual establishment plans reflect the authority-wide plan and its key focus.

So, what we have is a very effective channel of communication, with the Scottish executive in the centre. In turn, we have our plan and complementary individual establishment plans. We have clear lines of communication, we know what's expected and we can target funding to what is being implemented in the field. It's neat, tidy and focused in terms of accountability, and still gives head teachers room to manoeuvre.

I believe in reducing bureaucracy at the centre. Don't have people sitting in the centre who think they know better than the schools. Give to those who can deliver, and that's the local authority and their schools.

Starting them younger

Business volunteer: I must admit, until relatively recently I was sceptical about how you could teach enterprise learning earlier in the course. My own children are quite young and at primary school just now. I tended to think that enterprise education clutters things up at those ages. However, I think the danger with concentrating on the mid-teen market only is that it may be too late in many cases.

Primary school teacher: Even year three have an idea of what they want to be. So it's important to give them more ideas and aspirations.

Primary school teacher: It would be nice to think that all children would at least have that taste at primary school. So when it comes back again in secondary school, they'll think, "Oh yeah, we did play that game; I remember that." It just gives them something to build on later.

Head teacher: Sometimes 16 is too little, too late. We're talking about them having these enterprising behaviours a lot younger, so when they do leave our school at 16, they've everything at their fingertips to be able to fly, not just to jump along the runway a bit. That's the difference in starting younger – when they do leave, they've had this real breadth of experience, so they don't spend a year twiddling about in the cold, thinking they'll go on some low-level course until they decide what they want to do.

Local education authority manager: Five days of enterprise? It's got to be an ongoing process, and it can't start at key stage four, it's got to start at key stage one. In fact, we've coined the phrase "enterprise as a second language", because unless you do your basic literacy, numeracy and then enterprise as your third priority, it will just not happen. Once it's down the bottom of the list, after all the curriculum areas and everything else, then forget it. You are talking about changing the culture, not giving them a one-off experience.

Schools and business: friends or foes?

Business executive: Our experience of working with the education sector has shown that their culture and values and priorities are very different from those of the business world.

Business volunteer: Some teachers' attitudes towards business are that their work is more important than mine. I'm sorry, but that kind of attitude ...

Teacher: We are interested in and concerned with education, not business.

Business volunteer: Schools have to learn to work with businesses. Schools are very difficult places to get into. They're just not used to visitors. I think schools forget sometimes what people are doing – they're giving up time to come and see you. Schools are in their own little world.

Head teacher: You have to molycoddle the businesses, you have to keep in touch with them and really lay it on to get this permanent relationship built. Otherwise it will just be a one-off. They'll come to two or three sessions and think, "I've done my bit for the community."

Business and enterprise teacher: If we could send all our staff over a 12-month period to shadow someone in business, and they could come back and shadow our staff, I think that would make a heck of a difference to making the relationship more permanent.

Head teacher: I don't think everyone in business is cut-throat and out to make profit and not talk socially. There's a certain degree of moral purpose in what they're doing.

Business volunteer: Being a senior manager, it's the first opportunity I've had to work with the community. I've been in business for 20 years and I've worked with people in similar organisations, but I've never done a long-term project in schools. Part of my nervousness was that I'm used to pitching workshops at management of all different levels, but it's a long time since I spoke to a group of 15-year-olds.

Deputy head: Traditionally, education has always gone around with a begging bowl to businesses saying, "We want your money." We now have to change our attitude, to give businesses something back so we go up in their estimation. There is a great divide between the private and the public sector, and business and schools have never seen eye to eye.

Head teacher: Why not just make teachers non-executive directors of businesses? Put them on the board, and see what they would bring. There was all this research about head teachers actually having far greater skills than the average managing director.

Corporate manager: You have business saying that schools are not coming out with the right skills, and schools saying, "Well, we're trying." How business inputs into education decisions is quite slack anyway. Maybe it needs to be on a much wider, pan-education basis.

Case study: National Enterprise Network, Education Bradford

Bob Jones, Education Business Partnership Manager

Education Bradford, in partnership with Yorkshire Forward regional development agency, ran a successful primary enterprise project in local primary schools. It decided to find a way to build on the valuable relationships formed from that project, and the result was the National Enterprise Network.

The National Enterprise Network

The National Enterprise Network was a vehicle that we used to disseminate the good work we had done on the primary enterprise project, sponsored by our partner in that project – Yorkshire Forward.

One of the things I've always said about enterprise, and this can go right to government level, was that the key to it is teachers in schools.

As soon as kids leave school at 16 or 18 there is no national body in which you can find all these people to push these messages through, so schools have got to be the key, and within schools, teachers are the key. If teachers don't promote it, it does not happen.

So, the National Enterprise Network was an enterprise in its own right. We have offered membership to schools at £35 a year, for which they get advice and support, case studies and industry days, and other sorts of things, at a fairly low cost.

Very shortly, the National Enterprise Network will be free-standing. It will give us an income so we can continue the work going on in Bradford and other areas, promoting enterprise. It is about teacher training, really, by working with kids.

Measuring what we do

Corporate manager: We do not have a framework for measuring success in acquiring enterprising skills. There is no examination system. Maybe the challenge is to identify how you test the potential of someone who has entrepreneurial flair.

Head teacher: We want to work with the specialist school trust on accrediting enterprising behaviour and skills, and we put forward a few ideas as to how that could be done, so at least they could walk away with something that says, "I've reached this particular level." Students need some sort of currency, so when they go out into the outside world they can say to a future employer or training provider, "Look, this is what we did."

Pupils speak: Images of a business person or entrepreneur

- Suit.
- Briefcase.
- Money.
- Shiny shoes.
- Computer.
- Selling things.
- Sat in an office.
- Meetings.
- Working in a little cubicle in an office, typing away.
- Man with a briefcase walking along, and his laptop in his other hand.
- Long coat.
- Someone who's outgoing and brainy and innovative.
- Someone who takes a risk to do something, like in a business deal.
- Good ideas.
- Perseverance.
- Mainly done under the law.
- Someone who starts up a new business, and explores something that has never been done before; something that's new to society.
- People who have a wide vision of what's going to happen and want to grasp that opportunity.
- Not people who lay about.
- Fortunately, they make money.
- They are in control, they know what they want and work really hard.
- Entrepreneurs are interesting people.
- They're down to earth. They have good personalities. They're good business people.

Some conclusions

Overall, these case studies suggest a strong enthusiasm for building a culture of enterprise in Britain by starting them young.

Schools are eager to take advantage of new routes to achievement, particularly with the revitalisation of vocational learning, and are looking beyond their classrooms for new opportunities for their pupils.

Businesses, too, are reforming the way they fulfil their corporate social responsibilities. Several interviewees said that the days of business simply handing over a cheque to a worthy cause are gone for good – they want to see returns.

For most of the businesses in these case studies, education was the top priority when it came to giving something back to their communities. They see investment in young people as an investment in their own long-term self-interest.

All this bodes well for the future. The case studies uncovered example after example of creative partnerships between schools and businesses. Teachers often commented that their school was providing opportunities that they would never have dreamed of when they were at school. The question is how to spread these successes further and wider.

Some help is already on hand in the form of intermediaries who can broker a relationship between businesses and schools, such as the National Education Business Partnership Network, Young Enterprise, or businessdynamics.

Schools and businesses that had used brokers valued their service. They spoke highly of programmes that came ready-made, designed to fit into the curriculum.

Some local authorities, too, were taking a strong lead in helping their schools implement enterprise programmes. But that experience is not uniform. One interviewee said the local education authority had enough on its plate helping poorly performing schools to improve, and did not have the resources to go out and proactively offer that kind of help to schools already doing well.

Overall, there seems to be a lack of knowledge of who is out there and what help is available. This is an area that is likely to demand more attention from the government as the recommendations on enterprise learning are implemented across the country.

The biggest barrier for business seems to be capacity. Large corporations are already complaining about the volume of demands they get on their community investment budget.

One businessman suggested that small and medium-sized enterprises should be targeted to a much greater extent, particularly as they tend to show a stronger commitment to schools once they have become involved.

However, fears about capacity did not stop both teachers and business people from saying that children need to experience enterprise from the very outset of their education, not just in their final years. Indeed, several said that efforts at secondary school may well be wasted – “too little, too late”. They urged the government to start them even younger.

Almost everyone in the case studies worried about quality. While they felt that their own organisations were able to offer high-quality enterprise experiences, these had been set up only after much effort and, in some cases, much difficulty. They feared that other schools and businesses might struggle, particularly if they were less on board with the enterprise learning agenda.

To maintain quality, businesses called for greater clarity. They wanted to know exactly what is expected of them, and specifically what they can do to help schools. Schools, however, liked the open-endedness when it came to providing enterprise experiences. But both looked to the government for help in setting up an infrastructure for enterprise learning, and assuring quality.

There was also a plea for a means of accrediting enterprising aptitudes in pupils. Both teachers and business people spoke of the need for a credible mechanism that pupils can point to when moving on into further education or employment.

Interestingly, enterprise learning in its broadest sense was seen as a particularly effective means of raising aspirations, of engaging with young people who otherwise might become disaffected, and of creating new routes of opportunity for young people from disadvantaged backgrounds.

Both educators and business people want to use enterprise learning as a specific tool to extend opportunities and raise horizons for young people whose prospects are poorest. The question is whether that goodwill can translate into real opportunity.

The government is explicit that schoolchildren should get direct exposure to the world of business. Whatever additional methods are used to teach about business and enterprise, there is no substitute for the real thing.

Many schools in the case studies had established close ties with business. In the schools with the most well-developed enterprise programmes, teachers very deliberately pointed out the enterprise opportunities in all subjects. Pupils had frequent contact with outsiders from all professions, across the curriculum, applying textbook knowledge to real-life applications.

But not all went as far. Although all schools spoke of their willingness to involve business in their schools, some put less emphasis on ensuring that all pupils had direct contact with the real world of business and enterprise. They spoke instead about being able to offer a range of enterprising activities in the school. Offering pupils the chance to work directly with business people was seen as only one option among many, and likely to be taken up only by pupils on specific business courses.

Among the pupils interviewed in these case studies, those who had direct experience of running their own mini-enterprise, and who had developed relationships with real business people, seemed miles ahead in terms of their confidence, maturity and business sense.

Despite the common perception of differing interests between schools and businesses, there did not seem to be much evidence of conflict. Both readily acknowledged a culture divide between their two sectors which needed to be bridged, but only two interviewees could recount specific experiences that left a bad taste in their mouth.

Most schools taking part in these case studies chose to become business and enterprise colleges. They are leading the way. The test is whether non-specialist schools, and schools concentrating on other specialist areas, will be able to follow suit.

The experiences of the leaders suggest that it will take a national effort to replicate the quality of experience across the country, but that the pay-off in terms of the economic prospects of young people – and the entire country – could be truly transformative.

As one teacher said, “If I had had those same opportunities when I was at school, I would not be sitting here now – I would be a millionaire.”

Section 6

Glossary and contacts

Glossary and contacts

Business in the Community

Business in the Community is a UK movement comprising 700 member companies, with a further 1,600 participating in its programmes and campaigns. It operates through a network of 98 local business-led partnerships, as well as working with 45 global partners. Its purpose is to inspire, challenge, engage and support business in continually improving its positive impact on society.

Contact: Business in the Community, 137 Shepherdess Walk, London N1 7RQ

Tel: 0870 600 2482 or

email: information@bitc.org.uk

website: www.bitc.org.uk

businessdynamics

businessdynamics is a business education and enterprise charity that aims to bring business to life for young people. Volunteers from companies introduce students aged 14-19 years to the opportunities and challenges of business, as well as improving their key skills in preparation for the world of work, through a variety of programmes.

Contact: businessdynamics, Enterprise House, 59-65 Upper Ground, London, SE1 9PQ

Tel: 020 7620 0735 or

email: info@businessdynamics.org.uk

website: www.businessdynamics.org.uk

Enterprise Insight

Enterprise Insight aims to foster an entrepreneurial spirit in the UK by stimulating and encouraging enterprising attitudes, culture and values in young people and those that influence them. Enterprise Insight is a coalition of 11 organisations, set up by the four leading UK business organisations – the British Chambers of Commerce, the Confederation of British Industry, the Federation of Small Businesses and the Institute of Directors. Its other members are seven of the UK's national enterprise delivery organisations – Business in the Community, businessdynamics, the National Education Business Partnership Network, the National Federation of Enterprise Agencies, the Prince's Trust, Shell LiveWIRE and Young Enterprise.

Contact: Enterprise Insight c/o CBI, Centre Point, 103 New Oxford Street, London WC1A 1DU

Tel: 020 7395 8078 or

email: info@enterpriseinsight.co.uk

website: www.enterpriseinsight.co.uk

Learning & Skills Council

The Learning & Skills Council is responsible for all post-16 education and training other than in universities. The council has brought together the skills of the training and enterprise councils and the Further Education Funding Council to work with partners, employers, learning providers, community groups and individuals to develop and implement strategies that meet the government's aims set out in the Learning to Succeed white paper. It works alongside the Employment Service, the Small Business Service, Connexions, the national training organisations, further-education and sixth-form colleges, and representatives of community groups, to understand, define and then meet training and education needs.

Contact: Learning & Skills Council National Office, Cheylesmore House, Quinton Road, Coventry CV1 2WT

Tel: 0870 900 6800 or

email: info@lsc.gov.uk

website: www.lsc.gov.uk

National Federation of Enterprise Agencies

The National Federation of Enterprise Agencies is the membership body for local enterprise agencies in England. It forms a network of independent, not-for-profit local agencies committed to responding to the needs of small and growing businesses by providing a comprehensive range of quality services. The NFEA is involved with the business volunteer mentor project, which provides free-of-charge mentoring from volunteers to assist and support pre-start, start-up and micro businesses, and the New Entrepreneur Scholarship programme, which aims to remove the barriers to starting up in business in the most disadvantaged areas of Britain.

Contact: National Federation of Enterprise Agencies, Trinity Gardens, 9-11 Bromham Road, Bedford, MK40 2UQ

Tel: 01234 354 055 or

email: enquiries@nfea.com

website: www.nfea.com

National Education Business Partnership Network

The National Education Business Partnership Network is the umbrella organisation and national voice for 138 education business partnerships working in the 11 regions. Its purpose is to advance the education of pupils and students at local school and colleges by promoting the efficiency of education and business partnerships so as to improve the educational preparation and training of young people to prepare for proper employment. It is a membership organisation with a growing number of associate and business members.

Contact: National Education Business Partnership Network, 188 Main Street, New Grennam Park, Thatcham, Berkshire RG19 6HW

Tel: 01635 279 914 or
email: office@nebpn.org
website: www.nebpn.org

EBP Scotland

Every area of Scotland has its own education business partnership, which helps schools and colleges to establish working relationships with local businesses through a variety of activities.

website: www.ebp.org.uk

Prince's Trust

The Prince's Trust is a UK charity that helps young people overcome barriers and get their lives working. Through practical support including training, mentoring and financial assistance, it helps people aged 14-30 to realise their potential and transform their lives, focusing its efforts on those who have struggled at school, have been in care, have been in trouble with the law, or are long-term unemployed.

Contact: The Prince's Trust, 18 Park Square East, London NW1 4LH

Tel: 0800 842 842 or
email: webinfops@princes-trust.org.uk
website: www.princes-trust.org.uk

Young Enterprise

Young Enterprise runs a range of business and enterprise education programmes for more than 150,000 young people each year through the support of more than 2,000 businesses and 11,500 volunteers. The Young Enterprise programme range offers students the opportunity to run a real company in either the company programme, team programme or graduate programme, and to learn about aspects of business from the first-hand experiences of volunteers in the primary programme, project business and entrepreneurship masterclass.

Contact: Young Enterprise UK, Peterley House, Peterley Road, Oxford OX4 2TZ

Tel: 01865 776 845 or
email: info@young-enterprise.org.uk
website: www.young-enterprise.org.uk

