

Embedding Enterprise in Education

Summary evaluation of the Yorkshire Forward Funded Programme in Yorkshire and Humber 2008 – 2011

Where successfully embedded within the curriculum, schools see enterprise education as having a positive impact on pupils' employability and enterprise skills, self-awareness and their own enterprise capabilities and their business and economic understanding.

Evaluation of Enterprise Education Summary, Dubit & YPEF for DCMS, July 2010

Introduction

Embedding Enterprise in Education in Yorkshire & Humber was a £2.5 million Yorkshire Forward funded programme, which ran from 1st May 2008 to 31st July 2011, and built upon previous investment in the Young People's Enterprise Forum (YPEF) – a group of business associations, education establishments and organisations with a direct interest or involvement in the promotion and development of enterprise education for young people. The Programme invested in the promotion of sustainable enterprise education activity including targeted support or interventions for specific demographic groups. The Programme was an integral part of the Regional Economic Strategy with the aim of further improving the enterprise culture of the region through a focus on enterprise in education and on the development of enterprise skills for young people and their teachers. YPEF Services Ltd (now YES - Youth Enterprise Services), a social enterprise, was created to serve as the administrative arm of YPEF and enter into contracts on YPEF's behalf. Due to the unique position of YPEF in the region, YPEF Services Ltd was appointed by Yorkshire Forward to manage the Programme.

This report gives an overview of the key outcomes and implications of six of the Programme strands managed by YES. This is set within the context of on-going policy reforms that present both opportunities and challenges for the future sustainability of the programme. Detailed individual programme evaluations can be found on the Enterprising Yorkshire website: www.enterprisingyorkshire.co.uk

Policy context

The Programme has taken place during unprecedented changes in the policy landscape. The Labour government encouraged enterprise education by providing funding which, although not ring-fenced, did encourage schools to provide 5 days of enterprise activity at Key Stage 4. This provided the Programme with an opportunity to lever in funding for Key Stage 3 activity using the Enterprise Enhancement Fund, providing progression and ensuring that the funding supported sustainability through CPD and the development of materials. The development of enterprise education in schools also created the right environment to encourage providers of teacher training to introduce enterprise into their provision, supported by the Initial Teacher Training programme strand. Although there was no statutory requirement for Further Education colleges to deliver enterprise education, evidence was presented to FE senior leadership that enterprise could promote engagement, retention and employability - all key concerns for the sector. Financial support for CPD in FE was made available via the Enterprising FE programme strand.

The change of government in May 2010 brought with it many challenges for the Programme. Not only was it announced that Yorkshire Forward would be abolished with the immediate effect of Programme funding reductions but the education world was faced with a raft of reviews that threatened the sustainability of the Programme. The National Curriculum Review, the Wolf Report into vocational qualifications, the Education Bill and the reduction in enrichment allocations in terms of time and funding all provided challenges for enterprise education.

In terms of economic policy, the recession and reductions in public spending have created a focus on youth unemployment. Research and consultation with employers reveals that many feel that young people today are leaving school and University without the skills and attitudes they need for work and life¹. The CBI EDI Education & Skills Survey of 566 employers carried out in 2011 indicated that 70% want to see the development of employability skills among young people made a top priority in education.²

The development of the Local Enterprise Partnerships and the current availability of ERDF funding provide opportunities for elements of the Programme to be sustained but needs a positive policy context which uses enterprise to create the necessary links between education, economic performance and social well-being.

Programme overview

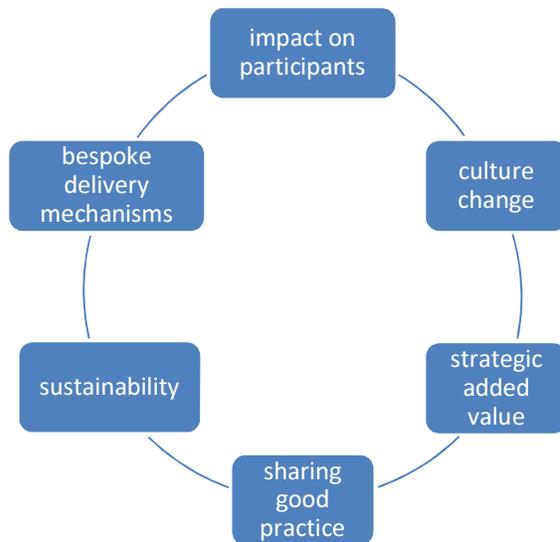
The Embedding Enterprise in Education programme strands were designed as strategic interventions to develop a sustainable enterprise culture in Yorkshire & Humber. This would enable teachers, schools and colleges to respond to the challenge of preparing children and young people to contribute to the future economic success of the region. The aims of individual programme strands covered by this report are detailed in table 1.

¹ *UK Commission for Employment and Skills, National Employer Skills Survey for England*, 2009
<https://ness.ukces.org.uk/Hidden%20Library/NESS09/FINAL%20NESS%20Main%20report%20for%20the%20web.pdf>

² *Building for Growth: Business Priorities for Education and Skills*, CBI 2011
<http://www.cbi.org.uk/pdf/20110509-building-for-growth.pdf>

Table 1 Programme	Aim	Total Beneficiaries
Rotherham Ready roll out	To embed a borough-wide approach to enterprise education in primary schools in Hull, North East Lincolnshire, Scarborough and Calderdale using the Rotherham Ready model.	5,573 5,323 students(KS1&2) <i>250 CPD</i>
Enterprise Enhancement Fund (EEF)	To stimulate innovative, sustainable enterprise activities in secondary schools, contributing to a whole school enterprise culture through a small grants fund.	15,961 <i>14,806 KS3&4,</i> <i>1,155 CPD</i>
Employer Engagement Projects	To engage employers to take an active role in the development, planning and management of enterprise challenges, ensuring that young people have the opportunity to develop the enterprise skills needed within the workplace.	10,016 <i>9,766 students</i> <i>250 CPD</i>
KC Enterprise Academy	To inspire and challenge Year 9 students to develop enterprise skills using sports clubs as real business examples that young people can relate to and understand.	1,309
Enterprising Further Education (FE)	To increase the number of FE students considering self-employment as a viable career path by building the capacity and capability of colleges to support enterprise education.	8,821 <i>7,907 students</i> <i>914 CPD</i>
Embedding Enterprise in Initial Teacher Training (ITT)	To embed enterprise in all ITT courses in the region. To improve the quality and consistency of training on enterprise education and enterprising learning during ITT. To enhance the employment prospects of NQTs from participating Higher Education Institutions (HEIs). To create stronger and more meaningful educational links between HEIs, colleges, schools, local businesses and third party agencies.	8 institutions 815 students

Key Factors



Each of the six Embedding Enterprise in Education Programme strands has successfully initiated, or developed an existing, culture of enterprise in individual and institutional participants. The six key factors contributing to the creation of an enterprising culture are noted in the diagram.

Culture Change

Evaluations of the individual Programme strands suggest that a shared and key feature has been the need to provide a catalyst for cultural change at both an individual and institutional level. The need to understand the wider definition of enterprise education and the need for it to be embedded rather than used as a stand alone activity is cited by a number of strategic partners. Examples of culture change include:

- senior level buy-in in primary schools, including demonstrable commitment to enterprise through increased achievement of the Warwick Award and number of teachers trained through the Rotherham Ready roll out,
- increased profile of enterprise in schools that have received Enterprise Enhancement Funding, with some receiving additional or new enterprise budget allocation, and a wider range of teachers engaging with employers,
- introduction of self-auditing of enterprise provision and enterprise strategies in FE colleges,
- cultural change in at least one ITT provider, changing the way elements of PGCE are delivered and sharing responsibility for embedding across a department.

Strategic Added Value

The role of the Young People's Enterprise Forum (YPEF) in the programme has been instrumental in ensuring strategic added value. The commissioning of interventions from partners to enable testing of locally-based provision such as Rotherham Ready in other locations and the production of evidence to inform government policy reviews has provided recognition for the Programme at a national level. YPEF, facilitated by Youth Enterprise Services (YES), is in a unique position to provide evidence of what works with the aim of influencing policy and practice going forward. Examples include:

- raising the profile of enterprise education and enterprise more generally in local areas, such as the quantity of positive media attention attracted by Hull Ready and the KC Enterprise Academy, and maximising the kudos attached to high profile organisations and individuals who can also act as role models,
- Hull Ready noted good relationship building with businesses, and high engagement of local SMEs in particular, giving a good indication of wider impacts at community level as employers take an active interest in developing a skilled local workforce for the future,
- the recognition of Rotherham and Hull as enterprising places in the national Enterprising Britain competition as a result of their work with young people,
- the continuing role of YES on behalf of YPEF as a consultee for the development of local, regional and national policy.

Sharing Good Practice

Sharing good practice has been a key feature of all Programme areas, in particular:

- the Rotherham Ready roll-out was based on transferring the good practice that has had a transformative effect in Rotherham to Hull. The roll-out in Hull was so successful that it was subsequently extended to primary schools in Calderdale, Scarborough and North Lincolnshire. Those involved in Hull Ready have been open and willing to share their learning with schools from the other LEAs, eg, teachers from Hull schools are cascading their enterprise training to colleagues in other areas.
- through the case studies produced as part of the Enterprise Enhancement Fund, schools have shared the best practice of the enterprise education programmes developed with the support of the Fund.
- the Enterprising FE Network was founded on the principles of sharing good practice and creating an environment of peer support and challenge, and has stimulated an appetite for more multi-college working.

Bespoke Delivery Mechanisms

YES recognised at an early stage of the Programme that “a one size fits all” approach to enterprise education does not work. YES worked with delivery and strategic partners at a local level to ensure that the Programme added to the development of enterprise at the local level, rather than replacing current provision.

In addition to their contractual outputs, YES gave organisations participating in the Programme guidance on desired outcomes and a reporting framework, but also the freedom and responsibility to develop operational solutions that suited their particular circumstances. This has encouraged project ownership and critical appraisal of success with reflective plans for development or improvement from participants across all Programme strands.

For example, the Enterprise Enhancement Fund gave schools the opportunity to look critically at their enterprise provision in order to access additional funding to enhance it. Many teachers who participated in the Programme stated that the process of applying for the funding itself gave them the opportunity to consider methods of evaluating the outcomes.

Impact on Participants

- acquisition of enterprise skills, exposure to a new range of career options and employer engagement for secondary students as well as greater motivation to learn and better behaviour in class - through the Enterprise Enhancement Fund,
- achievement of OCR qualification in Business and Enterprise for 63% of the Year 9 students of KC Enterprise Academy,
- teacher CPD was a crucial element of the Enterprise Enhancement Fund and FE Network strands. Teachers at schools participating in KC Enterprise Academy reported personal development even though this was not an objective,
- contribution towards increased aspiration, attainment, employer engagement, progression to HE and self-employment for FE students as a consequence of the FE Network programme strand,
- increased employability, improved knowledge and skills in enterprise teaching and learning and new perspectives on whole school approaches for student teachers on the ITT programme,

Sustainability

- primary schools that participated in the various Rotherham Ready roll-out programmes have embedded the Big 13 Enterprise Skills into their teaching and learning. The positive impact of the programme has been such that teachers are committed to continuing enterprise education, independent of funding. In schools where senior leadership team members participated enterprise is now embedded at a whole school level which militates against the potential loss of skills and knowledge caused by teachers leaving for new posts.
- The Enterprise Enhancement Fund has proven to be an effective method of achieving both strategic and financial buy-in from schools to develop their enterprise education provision. The development of bid writing skills, internal assessment criteria and financial planning has created a culture of ownership in schools that will enhance their ability to access future sources of funding and to find other creative ways of sustaining enterprise activity.
- KC Enterprise Academy is an example of the effective strategic integration of an enterprise initiative in a local area, having benefited from the pre-existing youth enterprise infrastructure in Hull.
- All participating FE colleges now have an enterprise strategy, and are part of a robust network of professionals – the Enterprising FE Network. A number of colleges have employed full-time Enterprise Coordinators. Colleges have realised that the current economic climate means that enterprise skills are vital to the future success of their students. The ERDF funded Net315 project is now supporting several of the region's colleges to further develop their enterprise provision.
- Despite the recent changes to government policy on ITT and the planned introduction of Teacher Training Schools, two of the ITT providers who participated in the Programme have now integrated enterprise into their ITT provision. YES are in discussion with one provider re developing an enterprise programme for the new Teacher Training Schools.
- The development of enterprise challenges with Northern Rail and Coca-Cola Enterprises Ltd has provided a model which can be used to engage employers with enterprise education. The model takes account of the needs of schools and employers and ensures that students' skills are developed in a meaningful way.

Conclusion

The Embedding Enterprise in Education Programme in Yorkshire & Humber has through its different strands achieved notable successes in a short period of time.

The outcomes achieved to date, particularly in interventions that are strategic, have senior level support, good buy-in at all levels, strong partnership development, and have engendered a culture of reflective practice, open to challenge and change. Overall the Programme has had a transformative effect and has good prospects for longevity.

The wider political context of education policy reform presents potential opportunities and challenges for enterprise education. The review of the National Curriculum, the expansion of Academies and the introduction of Free Schools, may mean that schools with a strong enterprise culture will build on it further. It may also mean that in schools where this is not the case, enterprise education will be devalued or ignored.

The Wolf Review of Vocational Education³ brings under scrutiny this vital area of education, laying down the gauntlet to Government, exam boards and schools to improve their provision. The evaluation of the Embedding Enterprise in Education Programme suggests that enterprise education has the potential to contribute to developing young people with the skills and attitudes needed to meet the demands of the 21st century. Ofsted is in no doubt as to the importance of enterprise education⁴, and has lent its weight to the debate over the reform of vocational education more widely, highlighting areas for improvement including improved teacher training and assessment. Participants in the Embedding Enterprise in Education Programme strands have echoed this.

The results of the Embedding Enterprise in Education Programme, even at this early stage, can leave us in no doubt as to the effect enterprise education can have on students, teachers, schools, colleges and employers. Where the right environment has been developed, these approaches will continue, but further investment and support is needed to extend these benefits beyond the early adopters whose experiences point clearly to the rapid and robust return on investment of enterprise education and its increased time and cost effectiveness once embedded.

³ **Review of Vocational Education – The Wolf Report**, Department for Education, May 2011
<http://www.education.gov.uk/16to19/qualificationsandlearning/a0074953/review-of-vocational-education-the-wolf-report>

⁴ **Economics, business and enterprise education**, Ofsted, June 2011
<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Economics-business-and-enterprise-education>