

ENTERPRISE FOR ALL

THE RELEVANCE OF ENTERPRISE IN EDUCATION

Lord Young, June 2014

THE THIRD PART OF THE REPORT ON ENTERPRISE AND SMALL FIRMS



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

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ENTERPRISE FOR ALL

Prime Minister,

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

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

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

be a powerful driver for raising standards throughout the sector.

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

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

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

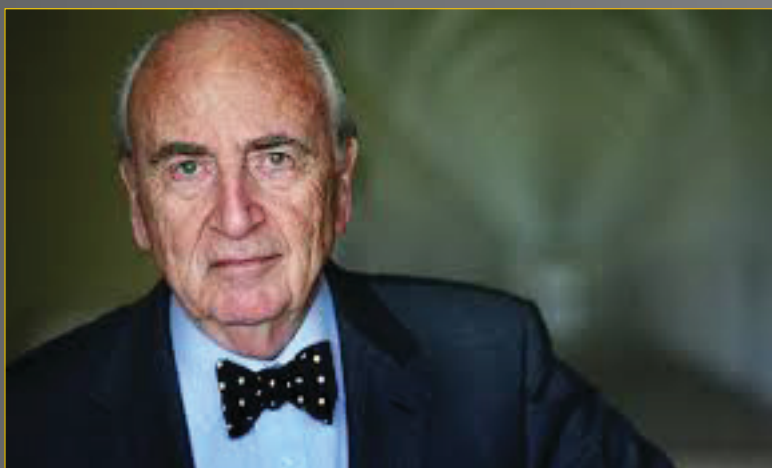
Teachers will have a key role to play if we are to support the learning of young people with the right mix of enterprise and employability skills. I have met many talented teachers up and down the country who are already demonstrating imaginative and enterprising approaches to teaching and learning,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

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

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

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

David Young



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

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

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

EXECUTIVE SUMMARY

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

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

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

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

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

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

Schools

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

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

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

Further Education

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

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

Higher Education

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

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

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

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

1. EDUCATION AND EMPLOYABILITY

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

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

jobs created in our economy over the last year.

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

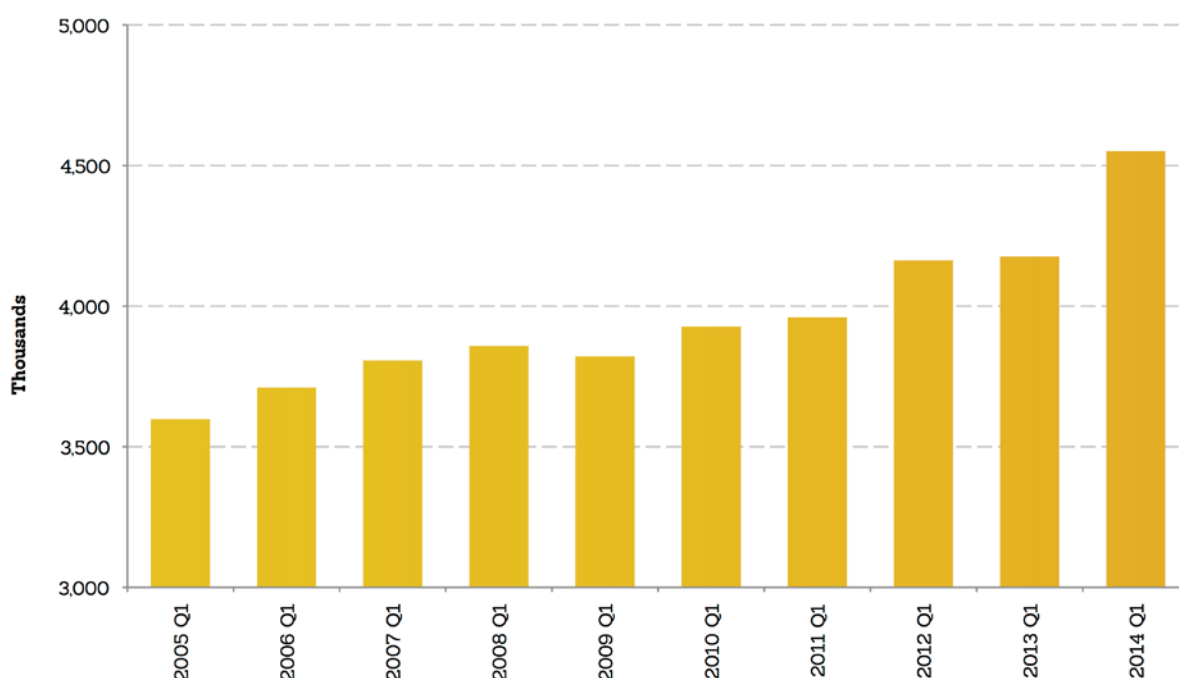
“... the growth in self-employment is as much to do with structural changes in our economy and society as with short-term economic fluctuations.”

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

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

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

SELF-EMPLOYMENT NUMBERS, 2005–2014



Source: BIS ED analysis of ONS Labour Force Survey, seasonally adjusted.

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

Future Earnings and Employment Record

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

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

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

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

What FEER would do

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

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

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

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

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

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

“ Publish and index future employment and earnings. ”

2. ENTERPRISE PASSPORT

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

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

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

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

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

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

The Range of Passport Activities

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

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

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

2. Personal development:

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

3. Careers education:

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

A Digitally-Enabled Passport

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

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

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

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

would authenticate the schemes to be included on the Passport.

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

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

CASE STUDY

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

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

Why is the Premier League Enterprise Challenge so successful?

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

How does the scheme help young people?

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

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

How do you engage with the local community and schools?

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

What next?

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



3. ENTERPRISE IN SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

www.fiverchallenge.org.uk



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

CASE STUDY

READY UNLIMITED | Catherine Brentnall, Founder

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

How does Ready Unlimited work?

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

What does this mean in practice?

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

What are the benefits to the school?

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

enterprising
education
was
improving

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

What do children think of it?

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

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

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

www.readyunlimited.com



Secondary School: Adopting Enterprising Attitudes

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

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

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

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

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

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



Photograph: Young people from Community Links come into N.10 to share their ideas about promoting enterprise in education.

CASE STUDY

SUPA TUCK | *Bejay Mulenga, Founder*

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

Where did the idea for Supa Tuck come from?

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

How does Supa Tuck help students?

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

www.supatuck.com

The logo for Supa Tuck, featuring the words "Supa" and "Tuck" in a bold, white, sans-serif font, stacked vertically on a dark grey rectangular background with a torn-edge effect on the top left corner.

Enterprise Advisers

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

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

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

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

The role of the Enterprise Adviser

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

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

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

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

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

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

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

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

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

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

The role of the Local Enterprise Partnerships

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

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

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

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

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

Next steps

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



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

CASE STUDY

THE JOB JUNCTION | Lesley Burrows, Founder

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

Why did you create The Job Junction model?

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

How is The Job Junction different?

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

How do you build relationships between businesses and schools?

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

experience the application process, including an interview,

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

How do you know The Job Junction is working?

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

What next for The Job Junction?

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

www.thejobjunction.co.uk



Teachers

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

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

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

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

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

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

Relevance for all types of schools

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

There are over 3,400 Academies in

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

In particular I would highlight the work of University Technical Colleges and Studio

Schools as places where enterprising pupils have many opportunities:

- **University Technical Colleges** specialise in subjects like engineering and construction – and teach these subjects along with business skills and using IT. Pupils study academic subjects as well as practical subjects, leading to technical qualifications. The curriculum is designed by the university and employers, who also provide work experience for students. University technical colleges are sponsored by

universities, employers or further education colleges.

- **Studio Schools** are small schools – usually with around 300 pupils – delivering mainstream qualifications through project-based learning. This means working in realistic situations as well as learning academic subjects. Students work with local employers and a personal coach, and follow a curriculum designed to give them the skills and qualifications they need in work or to take up further education.

Education in the Real World

My final proposal for schools is not a change to the curriculum but a change to how it is taught. Young people engage in learning more readily when the subject matter has a practical or recognisable nature and I would ask teachers to look to the growing set of teaching resources that put the curriculum in real-world context. I have seen in primary schools an excellent example of how this is being done in children's reading through Clever Tykes books, which provide examples of setting up an enterprise for children.

We are also becoming increasingly aware of how engaged children are with technology, including online games and apps. This provides an opportunity to apply this technology for the purpose of engaging young people about enterprise and I have asked the Technology Strategy Board to fund the development of an interactive Start Your Own Business App, offering business challenges and exercises for different age groups and abilities. This will be made available individually or by teams and class groups.

I hope that in time this approach to teaching and learning will feed through to

examination questions. A greater emphasis on real life will engage those who do not respond to the abstract challenges of, for example, mathematics. I have seen how quickly young people will respond to learning when they know a job depends on that learning – I would like this realisation to be made in the classroom, not in the Job Centre.

“ I would like this realisation to be made in the classroom not in the Job Centre.”



Photograph: Business mentors involved with Ready Unlimited enterprise learning programmes support young people with their ventures.

CASE STUDY

CLEVER TYKES | JODIE COOK (NÉE COLE)

The success of Jodie Cook's first business, JC Social Media, led to her being asked to be a Start-Up Loans young ambassador. This experience provided the inspiration for her second business, Clever Tykes, which produces books for children that introduce them to enterprise.

Why is introducing children to enterprise so important to you?

For many years we have seen entrepreneurs reflected as villains within children's films, programmes and books. I wanted to change this negative attitude and show you don't need to be an unpleasant person to run your own business, while making self-employment seem much less of a big step.

How did you realise there was a gap for this with children?

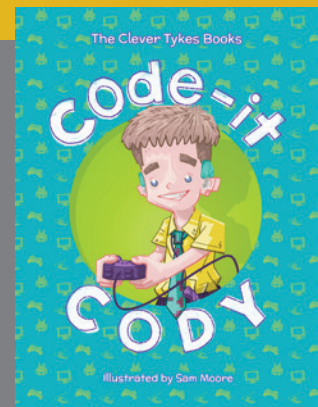
When I was an ambassador for Start-Up Loans, James Caan asked a group of us whether any of our parents had started their own business and all but one hand shot up. Seeing my mum running her business made me realise it was something I could do. I want my books to give all children that inspiration and ambition, even if they do not know anyone who is self-employed.

Why books?

Books are part of everyday school life and children love stories. They can imagine being that character and so can relate to what is being written, while at the same time the story itself is planting the seed of enterprise. Books are a fun way to support and complement the essential basics of education, the three Rs.

Why did you choose such different characters?

We knew we had to provide a range of role models for children, to demonstrate that a range of personality and character types can succeed in business and to increase the chance of children relating strongly to at least one character. Providing a range of business models was also crucial to aid children's understanding of what an enterprise or venture entails.



Why should schools use your books?

The books have been designed for seamless integration with the PSHE curriculum and therefore carry messages far beyond enterprise. Where the books are in use we've had fantastic feedback from teachers, parents and children. Parents have commented at the almost instant change in the way their children view opportunities, as well as their business awareness. Teachers have indicated how important they believe enterprise education is at a primary level and both parents and teachers believe the Clever Tykes books provide the perfect introduction.

How do schools obtain the books?

Schools can purchase the books directly from www.clevertykes.com/print or sign up to our sponsor's waiting list on the site and we will match them up with a sponsor in due course. Any businesses wishing to sponsor these books for their local school can also register on our website.

www.clevertykes.com

Accountability

I have discussed these matters with Sir Michael Wilshaw, Chief Inspector of Schools in England, and I am grateful to him for his support and the support of Ofsted. In the fullness of time, their inspectors will look at all of these factors in inspections, especially in support of the Careers Statutory Guidance which has been recently published and I extract below.

- 21. Schools should offer pupils the opportunity to develop entrepreneurial skills for self-employment – and make it clear to them that working for themselves is a viable option (in fact it will be necessary for many). Pupils should receive the advice and support necessary to build and develop their own jobs, and have a clear understanding of potential barriers – whether real or perceived.*
- 25. Schools should create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills. Schools should have high expectations of all pupils. Facilitating access to a range of inspirational role models can instil resilience, goal setting, hard work and social confidence in pupils, encouraging them to overcome barriers to success. This approach can particularly benefit pupils from disadvantaged backgrounds who may get less support from family and social networks. Work experience plays an important role for post-16 pupils.*

I believe that the adoption of these measures will make a very real difference to the futures of many in the school system.



Photograph: Business Students running their own shop via the Supa Tuck year programme.

4. FURTHER EDUCATION

Further education is becoming an increasingly popular destination for school leavers and those returning to education; more young people go into further education than sixth forms. Further education can encompass a diversity of learning through colleges, independent training providers, traineeships and apprenticeships, and these can cover academic and vocational courses and qualifications including entry level through to higher level skills and higher education qualifications¹⁰.

My concern is how further education colleges best enhance the skills and qualifications they teach to enable young people to develop a trade or profession and to progress in the world of work. This makes colleges vital places in local economies and valuable contributors to our economic growth but I think we can go further by not only teaching their students the skills of a trade but also how to run and manage a business in that trade.

Modules for Working for Yourself

I am convinced that those who are being trained in a trade should be taught how to operate that trade as a business. Hundreds of thousands of students are taught vocational trades, for example a hairdresser, a plumber or a painter, but not how to work for themselves, which many are likely to do at some point in their careers.¹¹

“ Those being trained in a trade should be taught how to trade.”

I see a growing need for this sector to include a core business module in all vocational qualifications at level 3. I am delighted that through discussions with the Awarding Organisation, Pearson, moves will be made to include a business start-up module in appropriate level 3 qualifications within the next two years. I hope the other

Awarding Organisations will follow suit.

I also welcome the approach taken by City and Guilds to embed the necessary entrepreneurial business skills across all vocational qualifications. I would like these to include essential learning and understanding for students about what is required in areas like business planning, cash flow and marketing, and to encourage these students to train and use their skills as self-employed professionals or to start a business.

This is an opportunity for further education to use what's on offer from these Awarding Organisations, to deliver attractive and practical enterprise propositions to students, using successful business mentors and entrepreneurs, and I believe they should be based on real experience and not knowledge driven. I would also not like to confine this opportunity only to students of further education, but to make it available to a wider group, perhaps in the evenings.

This will challenge many colleges to approach their teaching and course delivery in new ways, but for some it will only complement an existing range of excellent activities. These include the Gazelle Colleges, which have developed an enterprising ethos throughout everything they do, including how the college is run. This was so apparent at Barking & Dagenham College that I visited earlier in the year – it puts “Enterprise, Innovation and Creativity” at the heart of every course and everything it does.

The lead taken by the Gazelles is welcome but they remain small in number compared to the wider population of colleges. It is up to all colleges to decide if membership of the Gazelle Group is right for them but I would like to see the essence of what they do permeate the sector.

Photograph: Lord Young visiting a leading Gazelle, Barking & Dagenham College.

**The Gazelle
Colleges Group**



The Gazelle Vision is: *“To build a recognisable cluster of Entrepreneurial Colleges where the ethos, values and culture of learning are distinctively geared towards the task of business formation and growth, wealth creation and employment outcomes.”*

This begins with recognition that students are more likely to value and embrace enterprise and business start-up in a college which is itself investing in being entrepreneurial and is behaving entrepreneurially in the way it teaches, in the way it develops business and in the way it celebrates enterprise.

Gazelle Colleges design and participate in enterprise and social enterprise competitions that demonstrably involve students in building businesses, launching products and pitching for success.

The Gazelle Colleges also develop companies within colleges which don't just employ students but encourage them to lead and manage these enterprises. Examples include a fitness company and a garage at New College Nottingham, a beauty and spa salon at Warwickshire College and a fashion retailing outlet at City College Norwich.

www.gazellecolleges.com



CASE STUDY

BARKING & DAGENHAM COLLEGE | Cathy Walsh, Principal and CEO

Enterprise, innovation and creativity are at the heart of Barking & Dagenham College (BDC)'s Strategic Plan; they are passionate about instilling a culture of enterprise and entrepreneurship.

As one of only 23 Gazelle Colleges in the UK, BDC focuses on developing new commercial learning models, innovative partnerships with business and equipping students with the skills they will need to create their own work opportunities.

How easy do BDC staff find it to make enterprise part of their teaching?

The majority of our tutors come from the relevant sector, and are often still running their own businesses, bringing with them passion and knowledge. This means they naturally instil in students an understanding of how business works and the motivation to enter the labour market or to progress to higher education.

What enterprising activities are students able to take part in?

The college has a number of commercial and training opportunities including in a garage, beauty and hair salons, a fitness centre, and the Chef's Hat restaurant. Here, students studying those vocations develop the specific business skills they will need whilst gaining valuable experience of working with customers.

Our Entrepreneurs' Academy works with local businesses to create opportunities for students to undertake a project for a real business – this also supports the local economy by offering business a cost-effective solution. The Academy has delivered hundreds of commissions to date, from website design to the refurbishment

of a local day care centre.

How do you support students looking to start their own business?

Our POD area (Pitch On Demand) is a free business incubation zone for use by student entrepreneurs and local micro businesses to help them get their ideas off the ground.

We also have retail units at the front of our main campus – we call it Start-up High Street. Student teams pitch their ideas to a "Dragon's Den" comprising local business leaders and College staff. The winners receive a one-year tenancy and seed funding to get their business off the ground. Current tenants include 2 Fix Solutions, offering IT products and support, and Blooming Delicious florists.

How has this benefitted students?

For students that participate in the entrepreneurial programme, progression into higher level study or work is 10% higher than for those students who participate in the same course but do not engage so actively.

Steven Upton, studying for a BTEC Subsidiary Diploma in Business Level 3 said: "The type of enterprise education I've had at Barking & Dagenham College means that I'll leave not only with a qualification but also with life skills; skills that will help me in the workplace. The College has given me the confidence to make mistakes knowing that I can learn from them and move on."

www.barkingdagenhamcollege.ac.uk



Enterprise Societies

Enterprise societies are a major part of my proposals for the higher education sector but play a vital role in further education too. To date, NACUE, working with colleges, have created and supported 110 enterprise societies in colleges, but we need many more. All colleges would benefit from developing a more enterprising college culture for their students and in particular would improve the offer for their students by giving them the opportunity to develop enterprise societies.

Students come into colleges with different expectations and attitudes and colleges operate in a different way to universities – but the goals of building up an enterprising culture and of developing enterprise skills in students remain key for both. Enterprise societies thrive in colleges. There are tried and tested models which show how they can be introduced and embedded into the institution. Enterprise societies operate across all subjects, drawing students from different disciplines together through a grassroots approach. This peer-led introduction to enterprise stimulates and engages them through a collaborative, learning-by-doing approach, which ultimately complements their mainstream learning and the institution's enterprise offer.

Moreover we have seen that a national network of college enterprise societies provides students with opportunities to engage with likeminded individuals. I consider that this peer-to-peer engagement works to further open up opportunities for our students in colleges to develop new skills and have a go at enterprise, whichever career pathway they may be on.

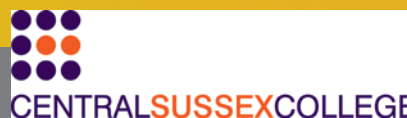
One approach to building enterprise societies in colleges is through providing a flexible framework for learning by doing enterprise activity. This is built into weekly college enrichment study time over 36 weeks. It incorporates numerous real-life enterprise challenges such as a market fair, but critically this structured programme recognises that the student-led enterprise society model can adapt to the varying needs of the institution and indeed its students. NACUE led this programme with 50 Maths and English students at Basingstoke College, where students engaged with the concept of enterprise, developed tangible business skills, and gained critical confidence and team working skills in their allotted enrichment time.

The Going for Gold Enterprise Programme – Basingstoke College of Technology and NACUE

Basingstoke College of Technology in Hampshire has over 6,000 students and caters to ages 14 plus. With the introduction of the Study Programme in September 2013, the college decided to work with NACUE to create a 36-week enterprise curriculum to empower their learners and expose them to enterprise. The resulting “Going for Gold” Enterprise Programme encourages students to gain practical experience in building their own enterprise projects alongside their college courses. This year, approximately 50 students participated in the scheme for three hours a week.

CASE STUDY

CENTRAL SUSSEX COLLEGE | *Anahita Henry – Programme Area
Manager for Enterprise Education*



At Central Sussex College, students who study a wide range of subjects at Levels 1-4, including Media, IT, Public Services, Business, Construction and Performing Arts, study a 'Start Your Own Business', or 'Working as a Freelancer' module as a core part of their course.

Why did you decide to make these enterprise modules core in a number of qualifications?

We wanted to encourage all students to develop enterprising skills, and decided that delivering these two modules as part of the course would mean we reached a much wider group of students than simply relying on extracurricular activities. It allows students to learn about what it means to work for yourself or as a freelancer in the context of their vocational study, and often brings to life a number of the other topics such as Health and Safety, or financial planning.

How have the subject-specific lecturers met the challenge?

As I have responsibility for enterprise, I took a lead role to provide support to lecturers and to facilitate links with local employers. I also selected faculty champions; receptive and confident staff who are willing to deliver and mentor others in the process. The teaching body have risen to the challenge and have devised exciting and creative delivery methods, in some cases linking with local employers and institutions for assessment. For example, we worked with five Credit Managers from Lombard (a local employer) to deliver business plan 'speed mentoring' for students ahead of a Dragon's Den-style event judged by Lombard, RBS, KPMG and Inspiration Enterprise's senior

staff. The results of this

contributed to the students' assessment in this module.

What do students think of having to study the module?

Students enjoy these modules because they feel as if they are in control of the subject of study – it is different to other subjects as it is all about them and their ideas. Some students who do not study business can be initially intimidated by the financial part, but this is easily overcome with good teaching methods that use concrete examples and help them see the relevance of their learning.

What skills have your students developed as a result?

Among those who take these modules, we have identified increased attendance rates, progression, and a deep connection to the college. Students see us as a useful partner in achieving their life ambitions. They adopt a more professional demeanour and gain confidence, as well as developing planning and leadership skills.

How easy would it be for other colleges to bring these modules in to their vocational courses?

Very easy – it is a timetabled class and the teaching and learning standards already exist. It does require the right staff mind-set, and having a dedicated person with responsibility for enterprise is necessary to bring all the learning together and support lecturers. My top tips would be to allow time for curriculum planning and have a central area where resources and contacts can be shared between staff.

www.centralsussex.ac.uk

5. HIGHER EDUCATION

There was a time when universities considered themselves divorced from outside life. Research was pure rather than applied and education was there for its own sake. That has completely changed and when I go to universities today I find many looking for a commercial application for their research. Similarly, in the general body of students, there are those who wish to combine their time at university with making active preparation for when they leave and work on a business idea. You only have to look at the rise of enterprise societies, now flourishing amongst the students in a majority of universities, to appreciate the change in attitudes.

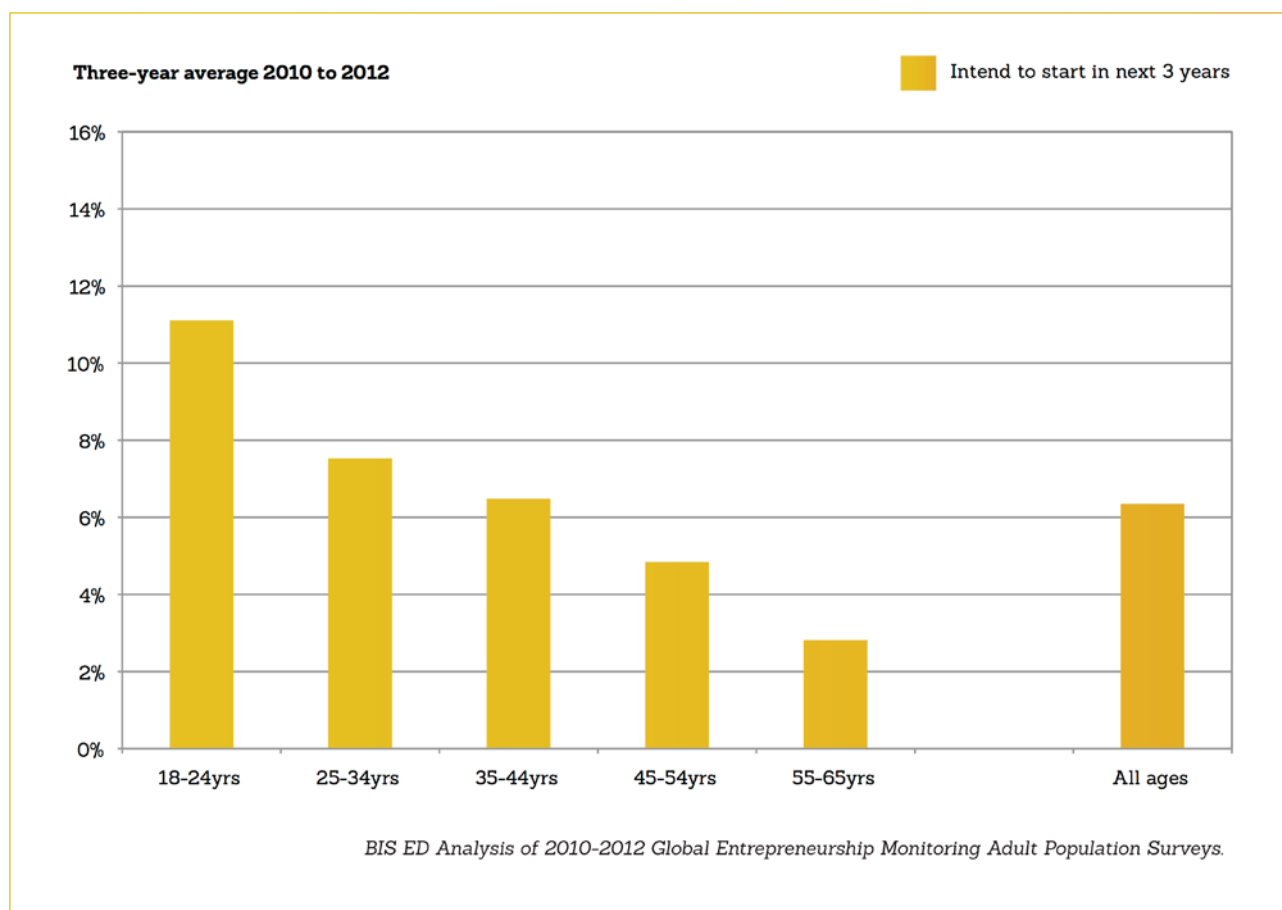
Schools that offer inspiration and practical experience about enterprise will provide young people with the motivation to succeed in their academic qualifications, as well as skills and confidence that they can usefully apply in further education or to find work. For those that go on to higher education, I see enormous potential for students to harness these newly-acquired skills and knowledge and seize opportunities as undergraduates and post-graduates to develop entrepreneurial ideas and start a business venture.

“ Young people have the strongest ambition to work for themselves. ”

Today, the belief amongst many students at university is that starting a business is a viable career choice and one of the most exciting and challenging things you can do. Young people aged 18-24 are nearly twice as likely as other age groups to aspire to start a business. This aspiration amongst young people has been increasing over time and has virtually doubled between 2002 and 2012.¹²

Universities are perfectly placed to respond to this growing interest in entrepreneurship amongst their students. They have a wealth of expertise through their professors and staff, often drawn from distinguished industrial backgrounds. Our universities today boast world-class facilities and resources, cutting-edge research and development, knowledge transfer partnerships and close relationships with business and technology networks. Many have access to sources of seed funding for early-stage businesses.

STAGE OF ENTREPRENEURSHIP BY AGE BAND



We know the majority of overall business start-ups are low cost and low or no-tech enterprises. In my experience the majority of start-ups emerging from universities to-date have been science based and from within the research facilities. The challenge now for universities is to respond to a rapidly increasing cohort of students with strong aspirations to do

something entrepreneurial in all types of business, including social enterprise ventures. This requires all parts of the university to collaborate on their enterprise outputs and this should include stronger partnerships with small businesses and the wider business community. This chapter proposes several ways in which we can do this.

CASE STUDY

UNIVERSITY OF LEEDS | *Professor Nigel Lockett, Director of the Leeds Enterprise Centre*



The University of Leeds promotes its distinctive Enterprise at Leeds message to all students, to encourage them to engage with its wide range of enterprise activities and courses including elective modules and programmes, the latest being Biotechnology with Enterprise, and Music with Enterprise. It also offers a Masters in Enterprise.

What made the university realise that it was important to embrace enterprise?

Offering a rich and varied student experience and a strong research agenda is no longer enough; enterprise is fast becoming the differentiator. Students are more aware of the likelihood of a portfolio career and know that they will need to understand how to work for themselves as well as be more employable.

How do the 'with Enterprises' courses work?

By spending at least 25% of their time learning about business and enterprise, alongside their core subject, students gain comprehensive knowledge and understanding of a specialist subject along with a foundation in how businesses work in their chosen sector.

Tell us about how your alumni contribute to the 'Enterprise at Leeds' offer.

Alumni play a significant part in the enterprise offering by giving time and their generosity has enabled us to offer Enterprise Scholarships (which includes a £5,000 support package for starting a business), and an integrated Year in Enterprise with office space, stipend and business advice. We also have an

Enterprise **UNIVERSITY OF LEEDS**
Incubation

Programme with office space in the university's Innovation Centre and Spark business advisers offering free support to graduates.

How have you embedded enterprise across the university?

It is very important that enterprise is not seen as a separate structure but as part of the university itself. To demonstrate high-level engagement, we have set up an Enterprise Board that reports into the Vice Chancellor's Executive Group. Board members include external experts in social enterprise, business start-up and corporate venturing. Enterprise, by its very nature, should be student-centred not organisational-centred and all activities should reflect that.

How successful is 'Enterprise at Leeds'?

With a 30% growth year-on-year in the numbers of students engaging in enterprising activities, there is much to be proud of. Over 900 students engage with specialist modules, either elective or as part of their degree. Also 800 students have taken advantage of Spark, our business start-up service, or sought advice regarding developing enterprise skills.

More graduates are coming back to the university for business advice, with support and mentoring available for up to eight years after graduation. Forty businesses started during the last academic year and 80% of businesses started by graduates are still in operation three years later.

www.leeds.ac.uk/enterprise

Enterprise E-Star Award for Universities

The business school response to the Small Business Charter makes it clear to me how much universities respond to recognition about the work they do to encourage and support entrepreneurship. I welcome the leadership of the University of Leeds in this area and the approach they have adopted, to market and embed “enterprise” in the name and content of subject specific courses from Biotechnology to Fashion Design. They believe that this will be a key differentiator for applicants so they will choose the University of Leeds over others.

I think we can go even further to distinguish and incentivise universities in the way they approach enterprise and the impact it has on their students. I have asked the organisers of the National Business Awards (NBA) to add an Enterprise “E-Star” Award to its programme to celebrate the universities that are recognised for doing and delivering the most for entrepreneurship in the UK. I am delighted that the Duke of York has agreed to be patron of the Enterprise “E-star” Award and this will bring enormous prestige to what I hope will become a hugely sought-after accolade for universities.

The award will deliver a number of features aimed at inspiring and measuring university entrepreneurship:

- It will assess university commitment to entrepreneurship, based on the level and quality of their enterprise societies, use of alumni entrepreneurs, small business internships, as well as the extent to which the careers service offers small business and setting up your own business as career options. Most of all it will assess on the number of students and graduates choosing to start their own business.

- In shortlisting top performers and singling out a single university for outstanding achievement, it will place a strong onus on universities to continually improve or maintain their standard of excellence.
- Supported by corporate sponsorship, the award will attract media coverage as part of a year-long PR and marketing campaign culminating in the National Business Awards ceremony in November 2015. Top universities will also benefit from additional support and mentoring from the eco-system of judges, partners and alumni supporting the National Business Awards.

The NBA will launch the award competition in 2015 and it will be judged by a panel of investors, business representatives and the university sector. Over time I would like this award to develop into a ranking index, by using the spirit of competition amongst universities to drive continuous improvement in their commitment to student entrepreneurship and for them to be assessed against their peers annually. In addition, the Future Earnings and Employment Record, when it becomes available, can be used as part of the assessment for this award which will enable us to track the value of university enterprise initiatives and what impact these have on creating entrepreneurs.

Enterprise Modules for All Students

I would like to see students of all subjects, from Archaeology to Zoology, have access to elective enterprise modules, as part of or alongside their degree programme, for this is knowledge that will serve them well whatever they decide to do in life. All too often this activity is confined to the entrepreneurship programmes run by the university business school and confined to business students. This is wrong; those people who are innovative and enterprising come from diverse academic backgrounds and only think of working for themselves once they are engaged in their academic studies.

I have visited business schools across the country and am impressed by those that are making an elective enterprise module available to the wider student body. In Kent Business School, its enterprise module is the most over-subscribed elective across the university, while Durham University offers the incentive of an Enterprise Certificate for students who elect enterprise as a module in each year of their studies. These examples will reflect the ambition of students to apply their studies in a way that will prepare them for the world of work, including self-employment.

CASE STUDY

DURHAM UNIVERSITY | *Professor Ian Stone Director, Centre for Entrepreneurship, Durham University Business School*



Professor Stone has created an entrepreneurship programme that is available for students of all subjects to take as part of their degree.

What led you to create the entrepreneurship modules?

We understand that students wish to focus on a particular subject area at university, but strongly believe knowledge of entrepreneurship and new venture creation processes is relevant in any subject area. Providing all undergraduates with the chance to explore how they might commercialise ideas in their subject is a key part of our aim to develop an enterprise culture right across the university.

What do the modules offer students?

The three new modules (New Venture Creation, Entrepreneurship and Corporate Entrepreneurship, offered respectively in years 1, 2 and 3) individually and collectively offer students the chance to systematically develop their enterprise skills and enhance their employability. The modules also complement competitions and activities designed to allow students to explore their potential as entrepreneurs – and even to begin the process of starting up a business while at Durham.

www.dur.ac.uk/business/research/management/entrepreneurship

CASE STUDY

UNIVERSITY OF KENT | *David Williamson, Director of External Services,
Kent Business School*



Kent Business School has put enterprise at the heart of its mission – it aims to equip students with the knowledge, skills, confidence, inspiration and business connections to enable them to start their own business.

Why did you decide to make enterprise a priority?

We take our role in supporting the local economy very seriously, particularly small businesses, which are the majority of businesses in Kent. To grow the regional economy requires skilled graduates to work for those small businesses in helping them move to the next stage of growth. So linking our students with business during their time here is vital. Similarly, if we are to grow the future economy, we need to equip our students to be the next generation of business owners.

How do you embed enterprise?

The school runs two very successful elective modules – Enterprise and Business Start-up – which are available to all second and third-year university undergraduates; they have now become two of the most popular elective modules.

The Enterprise module combines lectures and seminars to introduce the concept of entrepreneurship via relevant case studies of successful businesses – those that start small and grow. The Business Start-Up module contains interactive programmes focusing on specific areas of business planning such as NPD, marketing and finance.

What do you offer outside of formal courses?

Our annual Enterprise Day, open to all university students, provides a range of

activities, including the opportunity to test out initial business ideas via our Ideas Hotbed sessions. This is often the spark for students to consider enterprise whilst still at university. To embed this, our 'Business Insider' sessions invite guest speakers from varying professions and industries to provide an overview of their sector and the 'Do's and 'Don'ts' in setting up your own enterprise. We also run a 'Pitch it!' scheme to introduce the concept of pitching ideas and solutions to potential customers.

How do you support new businesses?

The university has an incubation support team – The Hub – which provides flexible office space and, if required, laboratory accommodation. Companies also get access to university expertise, planning, mentoring and networking opportunities with the wider business community.

What tip would you give to other universities looking to embed enterprise?

There are two key areas. First, have modules in place that cover the range of enterprise learning, and within these set projects where students start planning and testing out their own enterprise ideas. Second, develop good links with external business to inspire students, to develop new connections and put in place projects that allow students to work on real-life business challenges set by your business partners.

www.kent.ac.uk

Enterprise Societies

The rise of university enterprise societies, student-led and voluntary in nature, have provided networks for bringing like-minded individuals across all disciplines together to share their ideas. NACUE and others have done very well to get over 80 of the societies off the ground, sometimes with limited buy-in and funding from university management.

I would like to see every university supporting an enterprise society by the end of 2015 and I also want to embed a stronger focus within the societies on direct help for student and graduate start-ups. I have come across some excellent examples of enterprise societies in universities like Exeter,

Plymouth and Newcastle, which attract many hundreds of enterprising students, but it strikes me how so few of their members convert their enterprising spirit into business ventures, despite a strong aspiration to do so. Furthermore, the reliance on student leadership alone, which changes year on year, can make enterprise societies fragile over time. That is why I have asked BIS to target its funding for NACUE on a specific set of objectives about supporting and measuring start-ups and entrepreneurship and on ensuring the long-term sustainability of enterprise societies in universities.

A Student Business Start-Up Programme

When I look further into a university's commitment towards enterprise, it puzzles me how there can often be little obvious link between the enterprise interest stimulated by the enterprise society and other societies; the university business school with its focus on business; and other sources of enterprise opportunity such as the Student Union and University Careers Service. A way to close that gap is to encourage the newly-formed group of Small Business Charter Business Schools to extend their reach across the entire body of the university.

The Small Business Charter for business schools already contains key elements about student-facing start-ups and entrepreneurial support. Business schools can offer much help to students across the university campus, for they often have incubators to house student start-ups, give business and early-stage advice and have the ability to bring together business students with students from different course disciplines to work together to create a new venture.

I have seen how this can work in Loughborough where the Glendonbrook Centre for Enterprise Education at the business school has a full-time officer embedded in the Loughborough Student Union with responsibility for enterprise; and at Nottingham Trent where the HIVE Centre for entrepreneurship and enterprise is deliberately positioned across the university campus so that students and graduates from all facilities can use it to help create a business.

There are many other universities doing similar things and many others supporting a diverse range of activity to develop a culture of entrepreneurship on campus. UCL is an example of a university that does not have a business school but has a strong commitment to student enterprise, through a package of entrepreneurship training for all its students, as well as student business advisers, investment funds, incubation space and support for social enterprise.

I want to see models like these replicated in all universities across the UK, with a clear focus on practical help for students that want to develop a business idea or work for themselves but don't know how. I am proposing a Student Business Start-Up Programme, initially in those universities holding Small Business Charter Awards, funded by a joint bid to the Higher Education Funding Council for England (HEFCE) from the business schools and NACUE. This programme would focus on capability and practical support to start a business and act as a key source of referral into sources of finance such as Start-Up Loans (www.startuploans.co.uk).

The programme could sit within the enterprise societies which can often be strong magnets for attracting budding entrepreneurs.

This should not undermine the status of enterprise societies as a student-led body, but a more formal footing with business schools would impart continuity and structure in the way they offer start-up help, in particular for enterprise societies and during the periods of flux when their presidents step down. Most of all, it will provide professionalism and efficacy in the way enterprise societies deliver start-up help to students, in key areas such as finance, mentoring, business skills and the experience of working in small business. In time I would like to see this spread to all universities, at long last following long-accepted US practice. Indeed I would go further and suggest that Student Unions should consider creating a hot desk area in their premises in those universities where there is no student business start-up programme.

“ A Student Business Start-Up Program would target practical help for students that want to develop a business idea or work for themselves but don't know how. ”

Social Enterprise

I also want to reflect on the rising movement toward social entrepreneurship among students and graduates, alongside the growth of social enterprise across the general business population. This is an area that is becoming increasingly prevalent in how universities approach enterprise. Not long ago I visited the Social Enterprise University Enterprise Network, led by Plymouth University, and I am seeing many more examples of this activity where undergraduates are combining an ambition to succeed in business with a strong desire to deliver positive social and environmental benefit.

Unltd are at the forefront of this activity and are working with HEFCE to support

over 59 HE institutions to embed social entrepreneurship programmes within the general mix of student enterprise, and this is supported by over 50 social enterprise societies as part of the UK Enactus programme. These are delivering positive results to strengthen and broaden support for social entrepreneurship and social enterprise in universities and I want this to continue and increase with a stronger emphasis on incubation and investment for students looking to develop and fund a social enterprise. I would expect the NACUE bid for BIS funding and the bid to HEFCE for a Student Business Start-Up Programme to be fully inclusive of support for social enterprise.

UnLtd's Social Entrepreneurship Education programme is working with 59 universities to help mainstream and embed social entrepreneurship support within the HE sector. The aim is to build knowledge, expertise, capacity and resources to enable a self-sustaining, university-led ecosystem of support for social entrepreneurs.

The latest phase of this programme delivers a strategic national awards programme with social leadership development, systems development and knowledge exchange at its core, including cross-sector 'Innovation Partnerships' and 'Growth Support' for High Potential Social Entrepreneurs.

unltd.org.uk/seechange

CASE STUDY

THE UNIVERSITY OF HUDDERSFIELD | *Dr Kelly Smith, Head of Enterprise*

Students at the University of Huddersfield engage with enterprise and entrepreneurship in subject areas across the whole university.

How do you bring enterprise in to academic studies?

For enterprise to work, we carefully tailor content to each course. For example, journalism students are assigned the challenge of creating a business plan for an online magazine, including design, marketing and costs. For their assessment, they pitch this to a panel of industry professionals.

What about those students who want to go further?

Any student can start a business during their undergraduate studies with help from the Enterprise Team, who provide a safe environment in which to plan and launch a business. One way is through an Enterprise

Placement Year, which

gives 20 students the chance to take a year out from their studies to focus on starting a business. The businesses created so far have been very diverse, from providing animations to demonstrate industrial products, through to breeding queen bees!

How has enterprise at Huddersfield been recognised?

We have a long standing reputation in this area. Our Vice Chancellor and senior team have been incredibly supportive and our success in winning the Times Higher Education Entrepreneurial University of the Year in 2012, and simply University of the Year in 2013, has helped show all colleagues and students the benefits of engaging with enterprise.

www.hud.ac.uk



CASE STUDY

LOUGHBOROUGH UNIVERSITY | Julie Holland, Glendonbrook Centre for Enterprise Education



The Glendonbrook Centre, housed in the university's School of Business & Economics, works with the Students' Union to make enterprise activities available and attractive to all students at the university.

How does working with the Students' Union improve student engagement?

For many first year students, the Students' Union is their first port of call in university life – they are introduced to the extra-curricular enterprise options before they even set foot in a lecture theatre.

Since 2010, we have had a Student Enterprise Officer in the Students' Union, who is normally a Loughborough student on a year-long placement or a recent graduate. Working with the University's Student Enterprise Manager, Marina Pickles, their role is to organise and promote a programme of events and enterprise support to help students build entrepreneurial skills needed for future employment and self-employment.

What options do interested students have to learn about enterprise?

Like many other universities, we have followed the familiar route of offering a mixture of formal and informal enterprise education. Many student societies are registered in the Students' Union and there are a number that encourage enterprising skills. These include Enactus, the Finance Society and the Consulting Society. We also have a number of formal taught enterprise modules that are open to business and non-business students from across the university.

What about students who already know they want to set up a business?

They are supported through a series of events, workshops, competitions and personal mentoring. A number of our formal modules also enable students with real business ideas to research and produce a business plan. Through our Startup Point meet-ups, like minded students can network and draw on the expertise of our Entrepreneurs in Residence. Mentoring support is also provided for students who wish to run their own businesses as a placement option.

The Studio, managed by our Enterprise Office, provides a start-up facility for graduate entrepreneurs.

Why would you encourage other universities to adopt your approach to promoting enterprise?

The demand for enterprise is increasing – it is about developing skills that can increase a student's employability, whatever their career aspirations. Our joined-up approach to student enterprise has ensured that more students than ever are engaged in this important activity – in particular a presence in the Loughborough Students' Union means that enterprise is not just seen as something for students studying business.

www.lboro.ac.uk/departments/sbe/enterprise

ACKNOWLEDGEMENTS

I would like to acknowledge the enthusiastic help that I received from the many people and organisations listed in this report; and the even greater help and advice from those with whom I worked and whom convention dictates that I cannot name. Needless to say the mistakes are mine alone and although I would like to take personal credit for any good idea contained in the report it is a collective effort of many contributors.

Lord Young's Executive Group

To ensure that his review represented strong interest and input from the grass roots and delivery of enterprise education activity, Lord Young appointed a strong sector-led Executive Group.

The Executive Group operated as a steering board and also organised as sub groups to develop analysis and ideas in each of the review's designated work streams. Lord Young regularly consulted the Department for Business, Innovation and Skills' 'Enterprise in Education Expert Groups'.

The Executive Group was comprised of:

Ali Golds, Operation Enterprise

Gary Durbin, Enterprise in Schools Network

Catherine Brentnall, Ready Unlimited

Sandra Donnelly, Economics, Business and Enterprise Association

Dick Palmer, Transforming Education in Norfolk

Teresa Frith, Association of Colleges

Dawn Whitely, National Enterprise Network

Cathy Walsh, Barking & Dagenham College

Richard Beresford, Centre for Creativity and Enterprise Development
Dave Jarman, Bristol University and Enterprise Educators UK
Dr Sarah Underwood, University of Leeds
Nigel Culkin, University of Hertfordshire
Emily Thomas, University Alliance
Ed Hughes, Higher Education Funding Council for England
Will Evans, Find Invest Grow
William Akerman, MyKindaCrowd
Paul Beesley, Prince's Trust
Doug Richard, School for Startups
Anthony Mann, Education and Employers Taskforce
Malcolm Hoare, Centre for Education and Industry, University of Warwick
Benedict Dellot, The RSA
Karl Belizaire, Unltd
Officials from the Department of Business, Innovation and Skills and No.10

Meetings and Engagements

HRH The Duke of York
Rt Hon Michael Gove MP, Secretary of State for Education, and Education Ministers
BIS and Cabinet Office Ministers
The Rt Hon The Lord Heseltine CH
The Rt Hon The Lord Baker of Dorking CH
All Party Parliamentary Group on Micro Businesses
Representatives of the LEP network and 39 LEPs

Activate Learning – www.ocvc.ac.uk
The Aldridge Foundation – www.aldridgefoundation.com
AQA – www.aqa.org.uk
Ark – www.arkonline.org
Association of Business Schools – www.associationofbusinessschools.org
Association of Colleges – www.aoc.co.uk
Association of School and College Leaders – www.ascl.org.uk
Aylesham High School – www.aylshamhigh.com/about-ahs/business-and-enterprise-specialism

Barclays Bank – www.barclayslifeskills.com

Barking & Dagenham College – www.barkingdagenhamcollege.ac.uk

Business in the Community – www.bitc.org.uk

Career Academies UK – www.careeracademies.org.uk

Centre for Entrepreneurs – www.centreforentrepreneurs.org

Clever Tykes – www.clevertykes.com

City and Guilds – www.cityandguilds.com

City College Norwich – www.ccn.ac.uk

Coca-Cola Enterprises – www.cokecce.co.uk

Confederation of British Industry – www.cbi.org.uk

Cumbria County Council – www.cumbria.gov.uk

Deloitte UK – www.deloitte.co.uk

Durham University – www.dur.ac.uk

E2Exchange – www.e2exchange.com

Education and Training Foundation – www.et-foundation.co.uk

Education and Employers Taskforce – www.educationandemployers.org

Entrepreneurs and Education Programme – www.schoolforstartups.co.uk/eep

Enterprise Education Trust – www.enterprise-education.org.uk

Enterprise Foundation – www.enterprisefoundation.net

Enterprise Nation – www.enterprisenation.com

Federation of Small Businesses – www.fsb.org.uk

Goldman Sachs – www.goldmansachs.com/citizenship/10000-small-businesses/UK

Harris Academies – www.harrisfederation.org.uk

HE Academy – www.heacademy.ac.uk

Herringthorpe School – www.herringthorpejuniors.com

Higher Education Funding Council for England (HEFCE) – www.hefce.ac.uk

HTI Academies – www.htiacademies.com

Independent Academies Association – www.iaa.uk.net

InspirEngage International – www.inspireengage.com

Institute for Learning (IfL) – www.ifl.ac.uk

Institute of Directors – www.iod.com

Job Junction – www.thejobjunction.co.uk

Kent Business School, University of Kent – www.kent.ac.uk/kbs

Learndirect – www.learndirect.com

Loughborough University – www.lboro.ac.uk/enterprise

National Association of College and University Entrepreneurs (NACUE) – www.nacue.com

National Careers Council – www.gov.uk/the-national-careers-council

National Careers Service – www.direct.gov.uk/NationalCareersService

National Centre for Entrepreneurship in Education (NCEE) – www.ncee.org.uk

National Centre for Universities & Business – www.ncub.co.uk

National College for Teaching and Leadership – www.nationalcollege.org.uk

National Enterprise Network – www.nationalenterprisenetwork.org

National Governors Association – www.nga.org.uk

OCR – www.ocr.org.uk

Office of Qualifications and Examinations Regulation – www.ofqual.gov.uk

Ofsted – www.ofsted.gov.uk

Ovens & Co – www.ovensandco.com

Peace Child International – www.peacechild.org

Pearson – www.pearsoned.co.uk

Peter Jones Enterprise Academy incl. Tycoons in Schools – www.peterjonesfoundation.org/about-us/our-work/tycoon-schools

Premier League Enterprise Academy – www.premierleague.com/page/EnterpriseAcademy

Ready Unlimited – www.readyunlimited.com

Real Ideas Organisation – www.realideas.org

Seven Hills – www.wearesevenhills.com

SimVenture – www.simventure.co.uk

Skills Funding Agency – www.gov.uk/government/organisations/skills-funding-agency

Small Business Charter – www.smallbusinesscharter.org

Social Enterprise University Enterprise Network – www1.plymouth.ac.uk/enterprisesolutions/Solutions/EBSU-solutions/Pages/Social-Enterprise-University-Enterprise-Network.aspx

Studio Schools Trust – www.studioschoolstrust.org

Supa Tuck – www.supatuck.com

TeachFirst – www.teachfirst.org.uk

Technology in Enterprise – www.technologyinenterprise.com

Technology Strategy Board – www.innovateuk.org

University College London – www.ucl.ac.uk/enterprise

University of Huddersfield – www.hud.ac.uk/enterpriseandentrepreneurship

University of Leeds – www.leeds.ac.uk/homepage/409/enterprise

University of Ulster – www.ulster.ac.uk

Unltd – www.unltd.org.uk

Vitae – www.vitae.ac.uk

Young Chamber UK – www.youngchamber.com

Young Enterprise – www.young-enterprise.org.uk

As well as the above organisations, Lord Young met with MPs, Peers, executive agencies and policy officials across Government departments.

NOTES

1. www.gov.uk/government/publications/careers-guidance-for-young-people-in-schools
2. The Small Business Charter recognises business schools with exceptional levels of engagement with small firms. To qualify, business schools must demonstrate that they: actively support the growth of small firms; actively engage with other stakeholders in the growth agenda; and provide their students with relevant start-up support. www.smallbusinesscharter.org
3. BIS Business Population Estimates for the UK and Regions, 2013.
4. BIS ED Analysis of ONS Labour Force Survey, seasonally adjusted.
5. BIS Business Population Estimates for the UK and Regions, 2000–2013.
6. *Salvation in a start-up? The origins and nature of the self-employment boom*, RSA, May 2014. www.thersa.org/publications
7. Populus (2013) *RBS Youth Enterprise Tracker Q3*, www.inspiringenterprise.rbs.com/sites/default/files/resources/populusrbsenterprisetracker3rdquarter2013report-final.pdf
8. Cabinet Office (2013) *internal analysis of Understanding Society Wave 2: 2009 to 2011* unpublished.
9. www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/economics-business-and-enterprise
10. Further Education now delivers 8% of Higher Education qualifications.
11. Looking at Pearson's Level 3 vocational qualifications, there are around 37 Level 3 qualifications available. Of them, only 5 or 6 had either a Working for Yourself and/or Working As A Freelancer module. Of those, only one was core – Beauty Therapy.
12. BIS ED Analysis of 2010-2012 Global Entrepreneurship Monitoring Adult Population Surveys.

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Community Links: Mark Bourdillon

Herringthorpe Infant School/Ready Unlimited: Shaun Flannery, Shaun Flannery Photography Ltd ©

The Job Junction

Premier League Enterprise

Seven Hills and Gazelle Group 'Coder's Corner' at SUMMIT: Seven Hills

Supa Tuck: Jordan Huggins ©

