



**Young Enterprise Scotland**

**Enterprising Schools Project**

**Interim Evaluation February 2015**

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## **Enterprising Schools Project**

### **1. Introduction**

The interim evaluation was designed to provide a short, sharp, snapshot of where YES stands in preparation for the development of the Enterprising Schools Project. The following information has been brought together using desk research, discussions with YES staff and visits to the school who have piloted the new resources.

### **2. Background**

Young Enterprise Scotland (YES) has been a significant partner with Scottish schools since the early '80s. YES is a well-connected charity with more than 40 years of experience. YES continues to be at the forefront of enterprise engagement with young people aged 5 to 30 years old from all backgrounds and in all sectors of education across Scotland.

Schools throughout Scotland engage in enterprise activity. For some this can mean a one off event, for others enterprise is a way of life, it is the way in which the curriculum is delivered and the way young people learn. Recognising this disparity in delivery across Scotland YES has successfully gained funding from the Scottish Government to develop the Enterprising Schools Project (ESP).

The ESP, to be developed in partnership with Curriculo Solutions, Bad Idea, CETS, Social Enterprise Academy<sup>1</sup> and others, is being developed to:

- Recognise schools for their work in this area - providing accreditation at different stages on their journey to become an enterprising school.
- Encourage schools, from first level through and beyond senior phase, to develop a whole-school approach to enterprise and entrepreneurial thinking.
- Develop resources for teaching staff to support enterprise activity and encourage entrepreneurial thinking.

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<sup>1</sup> See appendices for details

The project is designed to reflect the 4 capacities of Curriculum for Excellence, be delivered through a variety of active learning approaches and across all stages, and will take into account the recommendations within the Wood Report<sup>2</sup>, specifically **Recommendation 15:**



**‘Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its associated primaries should be supported by at least one business in a long-term partnership’**

Building on each schools current experience and using a range of approaches, YES and the project partners will work with teachers, employers and volunteers to enable learners to be involved in enterprise and entrepreneurship throughout their time at school, college and university. Learners will develop both their understanding of enterprise in the context of learning, life and work and an entrepreneurial mind-set. Learners, through learning in an enterprising way and active involvement in entrepreneurial activities will develop self-esteem, confidence, creativity, adaptability, personal development and leadership.

## **2. Why is enterprise and entrepreneurial thinking important to our learners?**

Long understood to be beneficial to young people through engagement and motivation, there is now compelling evidence to suggest that what teachers suspected, is in fact true; enterprise education makes a positive difference to young people, organisations, the community and the economy. One of the most recent studies, “Entrepreneurship Education - The Road to Success” (2013)<sup>3</sup> conducted a mapping exercise of examples of research on the impact of Entrepreneurial Education across 91 studies from 23 countries.

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<sup>2</sup> Education Working For All! Commission for Developing Scotland's Young Workforce Final Report

<sup>3</sup> European Commission: Entrepreneurship Education: a road to success A compilation of evidence on the impact of entrepreneurship education strategies and measures

The prevailing impression that emerged from the evidence collected is that entrepreneurship education works. Briefly, (the full report can be read [here](#)) participants in entrepreneurship education in secondary schools 'change their career aspirations, ambitions for jobs and interest in taking up further education.' Evidence for greater confidence and higher ambitions was also found for pupils in primary education.

Curriculum for Excellence<sup>4</sup> endorses and fully supports an enterprising approach 'The contribution enterprise in education makes to the personal growth of children and young people can enhance their life chances and choices. It can help them to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work, with a clear understanding of their roles in the world'

Enterprise brings young people closer to the world of work ensuring that what they are learning is current and applicable to the world into which they will ultimately arrive, into a world where the future is unsure but where the skills embedded in enterprise and entrepreneurial thinking are vital for success both in the work place and as an effective contributor to our society.

### **3. What now?**

YES has been engaged in an analysis of their work in schools and, building on their current work, have developed a range of materials to provide schools with resources at every stage of Curriculum for Excellence. These additional resources with the much valued support of YES have now been piloted in a number of schools in Scotland. Further testing will include schools which cater for young people with Additional Support Needs. Appendix F provides the outline of how the resources are designed to be coherent with Curriculum for Excellence offering activities at every stage of the curriculum from level 1 to Further and Higher Education.

A manager has been appointed to develop the approach and content of the Enterprising Schools Project

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<sup>4</sup> What is Curriculum for Excellence  
<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatiscurriculumforexcellence>

#### **4. What next?**

Understanding the capacities inherent in an 'Enterprising School' demands a review and examination of all the components that have brought YES to this stage in their development. This includes:

- Feedback from the Enterprising Schools Project pilot when the new resources were tested in a number of schools
- The experience that YES has had over many years of delivery in Scottish schools and other organisations
- Initial discussions with delivery partners
- Current research into the impact of enterprising and entrepreneurial learning
- The requirements of Curriculum for Excellence
- The work of Determined to Succeed - the Scottish Government Strategy for Enterprise Education 2006 -2011

Drawing on all of the above, YES and their partners will take into consideration the following issues as they create a process for supporting and accrediting schools for the work they do in enterprise and entrepreneurship. These are listed below and explained more fully in the information that follows:

- a) The definition of enterprise and entrepreneurial learning.
- b) Developing a culture of enterprise in schools
- c) Resources to support the development of the Enterprising School
- d) Skills for Learning, Life and Work
- e) Working with employers
- f) Working with the community
- g) Seeking accreditation as an Enterprising School

##### **a. The definition of enterprise and entrepreneurial learning.**

While the staff across the pilot schools were clear about their meaning of enterprise and entrepreneurial thinking there was little consistency about this across the participants. For some respondents enterprise was about business development and for

others it is a way of learning which they embrace across their entire school. Education Scotland provides considerable information and support for enterprising and entrepreneurial teaching and learning. In addition the European Reference Framework for key competences for lifelong learning defines entrepreneurship as:

*“the ability to turn ideas into actions. It involves creativity, innovation and risk-taking, as well as the ability to plan and to manage projects in order to achieve objectives. The individual is aware of the context of her/his work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and the promotion of good governance.”*

It will be important for the project to have a clear and consistent message so that they avoid ambiguity and vagueness. This will begin with an easy to understand definition that can be used in all communications with stakeholders.

#### **b. Developing a culture of enterprise in schools**

Clearly from the definitions above there are two distinct but separate aspects that the project will embrace. Determined to Succeed endeavored over a period of some 7 years, to encourage understanding and development of both an enterprising approach and an entrepreneurial mindset i.e. method, the way it is taught and practice - hands-on practical learning. There should be much in Scottish schools to build upon and it would be important to acknowledge that investment.

The pilot of the Enterprising Schools Project also revealed much in the way of inspirational and exciting work. It also demonstrated the challenges of developing a culture of enterprise in a school when ‘enterprise’ is seen as the domain of a particular group e.g. the Business Studies department or a member of staff with a particular expertise in this area. Conversely, when the head teacher is an active proponent of enterprise the culture changes in that direction. Developing practice and a whole school approach will require enterprise to be featured on the school development plan so that time, resources and staff development are engaged in this pursuit. Developing convincing arguments for this to happen will be an important aspect of the emerging programme: things can change when the reasons are clear, unequivocal

and fit with the outcomes for which the school is already striving. Ultimately, Curriculum for Excellence offers the best vehicle for a culture of enterprise to be nurtured and is described thus by HMIE (Improving Enterprise in education 2008) "*if enterprise in education is to continue to fulfill its potential, schools need to capitalise fully on the contribution of enterprise to Curriculum for Excellence*".

### **c. How do the new resources support the development of the Enterprising School**

Schools involved in the pilot like the resources. They appreciate that there is some fine tuning to be done (already in YES plans) but on the whole they are making good use of them and integrating them into their current practice. The resources currently provide schools with activities from Level 1 until Further and Higher Education, offering learners practice in developing entrepreneurial skills and gaining knowledge about entrepreneurs and their experiences. YES and the teachers on the pilot appreciate that without enterprising teachers and learners who learn in an enterprising way, the impact of the activities will be lessened and could be seen as 'one off' events i.e. not an integral component of the curriculum.

Staff in the pilot were keen to see more resources available on the website including case studies and good practice examples. They would also welcome connection with other teachers in order to engage in professional dialogue around further development.

### **d. Skills for Learning, Life and Work**

How can the skills learners develop and practice in an Enterprising School be evidenced? This may be less difficult than it first appears. Enterprising and entrepreneurial teaching and learning do not exist in a vacuum: they exist within the context of the curriculum; they should be seen as methods and approaches rather than events or separate entities. Staff in the schools where the YES materials were piloted did not demonstrate particular approaches to recording or tracking skill development. They were however, for the most part, considering how they would support learners to reflect on the skills applied when working on an entrepreneurial activity or learning in an enterprising way. This reflection and subsequent feedback builds into the existing approach within the school to assessment and profiling. Through using



the resources it was clear that learners are provided with more opportunities to develop and practice a wide range of skills which can then be recorded into the existing procedures e.g. the transition 'jotter' from P7-S1 or the S3 profile. There is further guidance on this in Building the Curriculum 4: Skills for Learning, Life and Work and Building the Curriculum 5: a Framework for Assessment.

#### **e. Working with employers**

Enterprising schools 'provide a clear focus on core and employability skills, and the ability to transfer these to different contexts, in particular the world of work' (from Education Scotland - Taking an Enterprising Approach).

It would seem likely therefore that an "enterprising School" would be able to demonstrate sound links with employers

Partnerships with employers which bring a real context to learning are important and exciting. They help to ensure that information teachers hold is current and that the learning is brought to life by dealing with real life, real time events. However employer engagement is complex: it takes time, contacts, persistence, understanding of roles, and willingness on the part of both businesses and schools. It can easily break down through staff moving in both organisations and fractured communications and of course the lack of time in busy schedules. The pilot of the YES resources supported schools by bringing employers to the events. This was regarded as of considerable benefit and, as a service offer in the future of the project, would be welcomed. Case studies of school/employer partnerships are available on Education Scotland website and further case studies, developed during the project would be beneficial.

#### **f. Working with the community**

Engagement with the local community is an important aspect of Curriculum for Excellence and all schools in the pilot were easily able to demonstrate close links with parents through coffee mornings/cafe and other events as well as partnerships with a number of organisations e.g. care homes, garden centres, and nurseries. This type of engagement offers productive opportunities for learners to take ownership of the activities demonstrating skills associated with enterprise and entrepreneurship.

## **5. Seeking accreditation as an Enterprising School**

The schools involved in the pilot were asked about the process that might be involved in seeking accreditation as an Enterprising School, as well as how the assessment might manifest itself. Teachers had specific ideas concerning the assessment which is outlined below:

1. Procedures must be simple and straightforward.
2. The accreditation needs to be robust and have longevity: i.e. it must be fairly stringent to achieve the highest accolade. It was felt that previous systems which were operated by the local authority, where schools could rapidly move from bronze to platinum lacked credibility.
3. Evidencing must be convincing - the process should not be simply a 'tick box' exercise
4. Young people as well as teachers should be involved in the assessment
5. Schools must be able to demonstrate that enterprise and entrepreneurial thinking is embedded in their school and not a series of one-off events.
6. One participant suggested that it would be useful to consider the approach of the UN Convention on the Rights of the Child where the articles provide the standards to which people should be working.
7. Many respondents suggested that the model of the Eco-schools accreditation was also worth consideration.

## 8. Appendices

### a. Partners working with Young Enterprise Scotland.

**Curriculo Solutions:** <http://www.curriculosolutions.com>

**Bad Idea:** <http://www.badidea.org.uk>

**CETS:** <http://cets.coop>

**SEA:** <http://www.socialenterprise.academy/scot>

### b. List of Schools where research undertaken:

- Arkleston Primary School Renfrewshire
- Simpsons Primary School West Lothian
- Gleniffer High School Renfrewshire
- Kirkintilloch High School West Dumbarton
- Kirkwall Grammar School, Orkney
- Lochaber High School
- Notre Dame High School Glasgow

### f. Issues for discussions with participating staff

#### Initial engagement with the pilot

- a) Responsibility for delivery.
- b) Whole school involvement/awareness or in one area.
- c) Initial plans and ambitions.
- d) Initial impression about the new resources.
- e) The structure and process for delivery - integrated into current delivery
- f) Induction/training offered and if subsequently delivered

#### Support for delivery

- a) Support for teachers during delivery. On-line support? Peer support? Support from YES.

## **Fit with Curriculum for Excellence and skills for learning, life and work.**

- a) Fit with CfE. Is this explicit?
- b) How is skill development addressed?
- c) Employability skills evident and reflected upon.

## **Issues around delivery of the pilot**

- a) Support for all including learners with ASN
- b) Staffing Structures (timetabling especially in secondary) Processes. Time.
- c) What actual activities took place? Data around that.
- d) Partnership working realised. With employers and the community
- e) How are impact/outcomes measured? Reflection, feedback, resources for that?

## **Outcomes and impacts**

- a) What numbers have been involved?
- b) What value does this add to the current work of the school
- c) Can you see progression for individuals?
- d) How can all of this be recorded?
- e) How far has it impacted in schools beyond teacher responsible?
- f) SMT support more than tacit?
- g) Integrated into school practice?

## **What's been learnt during the pilot?**

- a) and....how do participating school feel about accreditation for their work in enterprise?

## **What are the Challenges?**

- a) What were the challenges? Barriers to delivery?

## **Future Plans**

- a) Concerns for the future development of enterprise.
- b) What would you expect to do next

## **g. Young people feedback**

Since the beginning of 2015 and the Young Enterprise Scotland daylong activities being delivered in earnest, over 200 young people have participated in a variety of challenge-based enterprise tasks.

Students from third and fourth level have worked in groups on learner-led projects over the course of a school day. At the beginning of the session YES trainers provide an outline of the day's activities and spend time throughout supporting the students to work collaboratively; use problem solving techniques; use literacy and numeracy skills; think creatively and independently; learn as part of a group; link and apply different kinds of learning in new situations; demonstrate an openness to new thinking and ideas; assess risk and make informed decisions; be respectful of others' ideas; communicate in different ways; take the initiative and lead; apply critical thinking in new contexts and demonstrate an enterprising attitude.

Young people are asked to feedback on :

- **What they learned.**

*"I learned that I enjoy working in groups and I learned some basic computing skills"*

*"Teamwork and working with new people"      "I have learned about budgets"*

*"I learned that to have a good presentation you need to do research"*

*"Fun , different, make you more confident. Get to go in a group with people you don't always see."*

*"I found it hard to try and think of ideas that didn't exist and I learned that eyeliner stencils are a thing"*

*"Creating a business how it seemed quite real."*

- **What they enjoyed.**

*"Enjoyed creating a new product"*

*"Enjoyed the groups"*

*"Doing the presentation"*

*"Enjoyed the whole day"*

*"Enjoyed coming up with everything on our own teachers help"*

*Working together without the*

*"Enjoyed the freedom and the creativity to come up with anything that we wanted to."*

- **What could be done better?**

"I don't think you can do anything better"

"Make it a competition"

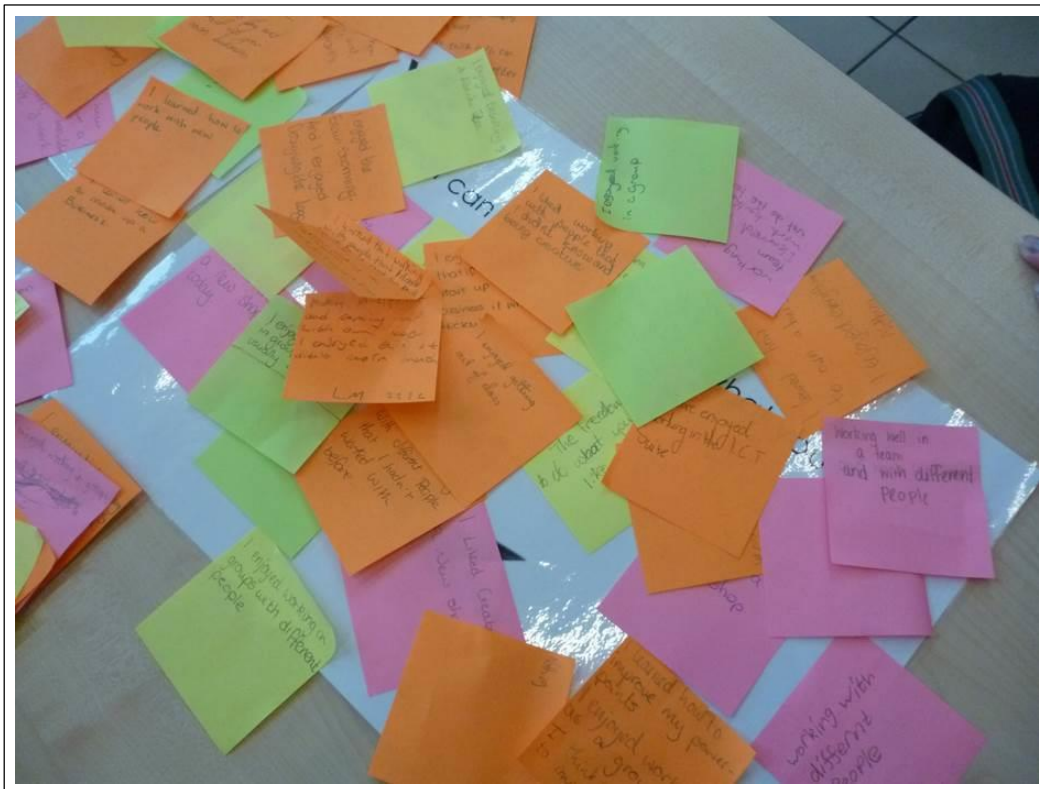
"I think we could have more time "

"I don't know how you could improve"

"I wouldn't change anything a very enjoyable experience"

"Should be a competition."

"There is nothing I didn't like or enjoy today"



#### **d. References**

1. European Commission (2013) *Entrepreneurship Education: A road to success. A compilation of evidence on the impact of entrepreneurship education strategies and measures*
2. Sir Ian Wood (2014) *Education Working For All Commission for Developing Scotland's Young Workforce Final Report.*
3. Scottish Government (2009) *Curriculum for Excellence: Building the Curriculum 4 Skills for Learning, Skills for Life and Skills for Work.*
4. Scottish Government (2011) *Curriculum for Excellence: Building the Curriculum 5: A Framework for Assessment*
5. Scottish Government (2008-2011) *Determined to Succeed Policy expectations for local authority delivery*
6. Scottish Government (2008) *Improving Enterprise in Education A report by HM Inspectorate of Education*

## e. YES ESP Activity



### Your Enterprise Journey – an active learning approach that reflects the 4 capacities of CfE

First Level P2-P4	Second Level P5-P7	Third/Fourth Level S1-S3	Senior Phase S4-S6
<p>Young learners will enter into enterprise through a flexible, teacher-led, YES supported programme of activities.</p> <p>Learners will be introduced to business and enterprise via a 'soft' approach focused on the natural needs and interests of young people.</p> <p><b>P2:</b> children will gain an insight into enterprise by focusing on 'make, tell and sell' activities. In small groups learners will make and decorate simple products, tell their peers about their experiences and, with support, price and sell their items.</p> <p><b>P3:</b> children will continue on their enterprise journey by focusing on a Community Enterprise theme. They will be supported to work collaboratively to organise a campaign that will benefit their local (school) community.</p> <p><b>P4:</b> children will make further progress on their enterprise journey by focusing on a social enterprise theme. Working collaboratively and with some support, they will take responsibility for setting up a social enterprise business or event with all monies raised going to support school enterprise activity.</p>	<p>Learners will be introduced to the original entrepreneurs, the great Scottish Inventors through a teacher-led project.</p> <p>In groups of (approximately) 6 in and across year groups learners will research a number of Scottish Inventors within 3 different categories. Working collaboratively, they will reach consensus on a single entrepreneur on which to base their project. The project will include a competition element with a highly creative focus as well as presentations to business people.</p>	<p>Learners across S1 and S2 will have the opportunity to engage in a range of 'building block' business and enterprise focussed lessons and challenges. Teacher-led with support from YES trainers and business volunteers, learners will experience the pressures of business decision-making and problem-solving.</p> <p>In S3, learners will bring together their experiences and knowledge as they compete in groups to pitch for the opportunity to take their business idea to the next level.</p>	<p>The programme for Senior Phase will be based on the setting up and running of a small enterprise.</p> <p>Teachers are free to support the young people to come up with any business idea but may want to consider topics such as:</p> <ul style="list-style-type: none"> <li>• Social Enterprise</li> <li>• Environment and Sustainability</li> <li>• Health and Wellbeing</li> <li>• Science and Technology</li> <li>• Social media</li> <li>• Local community</li> </ul>
<p><b>Added value activity:</b></p> <ul style="list-style-type: none"> <li>• Fiver</li> <li>• Tenner</li> <li>• Curriculo Solutions</li> </ul>	<p><b>Added Value Activity:</b></p> <ul style="list-style-type: none"> <li>• Fiver</li> <li>• Tenner</li> <li>• Curriculo Solutions</li> <li>• Inventor's Challenge</li> </ul>	<p><b>Added Value Activity:</b></p> <ul style="list-style-type: none"> <li>• Enterprise and Employability qualifications</li> <li>• Tenner</li> <li>• Your Enterprise Journey</li> <li>• Enterprise Light</li> <li>• Volunteer business-led instant challenges</li> <li>• Curriculo Solutions</li> </ul>	<p><b>Added Value Activity:</b></p> <ul style="list-style-type: none"> <li>• Enterprise and Employability qualifications</li> <li>• SEA</li> <li>• Your Enterprise Journey</li> <li>• Endeavour</li> <li>• So! Enterprise</li> </ul>

