DETERMINED TO SUCCEED
A REVIEW OF ENTERPRISE IN EDUCATION
The members of the Review Group wish to acknowledge the support provided by a wide range of individuals and organisations in the collection of information and presentation of evidence.

We have been motivated by the high level of interest shown in our work by the business and education communities including large and small organisations, pupils, parents, teachers and local authorities.

We are grateful to those who hosted our Review Group meetings and the visits which took place in schools and businesses across Scotland. We also thank all those who took the time to submit their views to us during the consultation exercise. Without all this invaluable input, this Report would not have been possible.

This Recommendations Report is supported by an Evidence Report that summarises the range of evidence considered. It gives details of organisations and programmes mentioned in both Reports. It should be consulted for more detailed background.
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The Review of Education for Work and Enterprise was established in September 2001 under the chairmanship of Nicol Stephen, Deputy Minister for Education and Young People, with the remit:

“to assess the effectiveness of Education for Work and Enterprise in schools, in preparing young people for the world of work and encouraging an enterprising culture in later life; and to examine the scope to improve Education for Work and Enterprise in fully supporting Scotland’s priorities for education, and its economic success.”

The Review Group included individuals from business, education and support agencies.

During the period September 2001 and September 2002 the Review Group met on nine occasions. Additionally members of the Group took part in a substantial number of sub-group visits and evidence gathering sessions.

As members of the Review Group we were impressed by what we saw. We recognise that there is much to celebrate in this area of the work of schools. We considered examples of good practice across the length and breadth of Scotland from inner-city areas to rural communities, in primary, secondary and special schools. We all developed a common belief that if Scotland is to realise its potential, much more needs to be done. The views expressed in the public consultation were carefully considered. Representatives of business and education were listened to. Young people and parents contributed their views on the value and limitations of current provision, and how it might be improved. Through this process we identified challenges facing both business and education that must be met if we are to produce the significant culture change which we believe is necessary to secure Scotland’s future economic success. This Report is about responding to that challenge.

We present this Recommendations Report for the consideration of Scottish Ministers. As a Review Group we believe that the recommendations, when implemented by the key players working together, will enable young people to develop positive, enterprising attitudes, and so contribute to a more enterprising Scotland, achieving greater economic success locally and globally.
1. INTRODUCTION
A VISION FOR SCOTLAND

The Review Group’s vision is of a more successful and prosperous Scotland where young people are determined to succeed and where innovation, wealth creation and entrepreneurship are valued. This demands a change in Scotland’s culture. The ultimate goal of Enterprise in Education must be the creation of successful businesses, jobs and prosperity. Prosperity and wealth creation are vital to support essential services such as health and education.

Young people in Scotland must have the best possible experiences of Enterprise in Education so they can contribute to an enterprising, successful Scotland as employees, employers and entrepreneurs. But for this to happen there is a need for major expansion in the involvement of businesses in schools.

ENTERPRISE IN EDUCATION

The Review Group was established to review “Education for Work and Enterprise”. For some years the term “Education for Work” has been used to describe activities and programmes designed to support development of attitudes, skills and knowledge which together comprise “capability for work and enterprise”.

Having reviewed this aspect of school provision, the Review Group concluded the key element – that needs to be given fresh and clear emphasis – is the development of enterprise. So we decided to replace the term “Education for Work and Enterprise” with the term “Enterprise in Education”. This is not to set aside what was previously defined as “Education for Work”, but rather to encompass and improve it, while giving a higher profile to enterprise, and the role of business in delivering it.

We define Enterprise in Education broadly as the opportunity for young people to:

➔ develop enterprising attitudes and skills through learning and teaching across the whole curriculum

➔ experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment

➔ participate fully in enterprise activities, including those which are explicitly entrepreneurial in nature, and in which success is the result of “hands-on” participation and

➔ enjoy appropriately focused career education

Entrepreneurial activities are a specific type of enterprise activity. The term refers to activities that involve setting up and running a business for profit and require a business plan, raising money, financial management, risk taking and profit-sharing.

The diagram on page 7 illustrates key features of Enterprise in Education.
ASPECTS OF ENTERPRISE IN EDUCATION

THE NEW PARTNERSHIP APPROACH

Support Partners
- Business Organisations:
  - CBI Scotland
  - Scottish FSB
  - Scottish Chambers of Commerce
  - Entrepreneurial Exchange
- Businesses
- Other organisations such as trade unions, the public sector employers and voluntary sector
- Local authorities
- Careers Scotland
- Learning and Teaching Scotland
- Delivery partners e.g:
  - Sector Skills Councils
  - Young Enterprise Scotland
  - Achievers International
  - Business dynamics
  - Young Engineers
  - Scottish Executive

School
- Enterprise Activities
- Vocational Work-based Training
- Work Experience
- Core and other skills
- Relevant content and approaches in all subjects
- Personal and Social Development and Guidance
- Career Education

Key Contributors
- Parents and Carers
- Peers
- Media
- Part-time employment
- Voluntary work by young people

THE YOUNG PERSON

KEY BENEFITS FROM ENTERPRISE IN EDUCATION...

... FOR YOUNG PEOPLE

Attitudes
- Positive attitudes include:
  - Confidence, self-esteem, positive view of others (respect), self-motivation, willingness to take risks; determination to succeed, a sense of responsibility, self-reliance

Skills
- Core skills of communication, numeracy, problem-solving, using information and communications technology and working with others
- Other skills: self-management; individual and collaborative decision making; recognising need and opportunity; influencing and negotiating; using initiative; evaluating risk; creativity

Knowledge and Understanding
- ... of self: interests, strengths and weaknesses, opportunities
- ... of world of work: including types of careers/jobs available; business and wealth creation; principles of starting and running a business; health and safety; pay and taxation; customer services; rights and responsibilities; trade unionism

... FOR SCOTLAND'S FUTURE

Young people with
- Positive attitudes
- Well-developed core and enterprise skills
- An understanding of business and entrepreneurship
- Skills for lifelong learning

Leading to
- More business creation and growth
- Improved productivity
- Global competitiveness

In
- An, enterprising successful Scotland

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THE NEED FOR ACTION

There are significant reasons why we need action to promote a change in culture.

As set out in Smart, Successful Scotland (Scottish Executive 2001, 2002) there is a need for greater “entrepreneurial dynamism” in Scotland.

Comparing Scotland with other countries the authors of the Global Entrepreneurship Monitor, Scotland 2001 (Galloway and Levie 2002) grouped the 31 nations in the study into three bands according to their “total entrepreneurial activity” as shown in Table 1. Scotland was placed in the lowest of these bands.

Table 1: National Total Entrepreneurial Activity (TEA) Scores:

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<tr>
<th>TEA Band</th>
<th>NATION (in alphabetical order within categories)</th>
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<tr>
<td>High (15-20)</td>
<td>Australia, Brazil, Korea, Mexico, New Zealand</td>
</tr>
<tr>
<td>Medium (10-14)</td>
<td>Argentina, Canada, Finland, Hungary, India, Ireland, Italy, Poland, South Africa, United States</td>
</tr>
<tr>
<td>Low (5-9)</td>
<td>Belgium, Denmark, France, Germany, Israel, Japan, Netherlands, Norway, Portugal, Russia, SCOTLAND, Singapore, Spain, Sweden, United Kingdom, Wales.</td>
</tr>
</tbody>
</table>

Source: GEM2001 Population Survey

The GEM Scottish study argues that, compared to other small modern nations, the environment in Scotland is not so favourable to entrepreneurial activity. In particular, fewer people are likely to perceive opportunities to start a business, fewer people know someone who has started a business and more identify fear of failure as preventing them starting a business. While issues of infrastructure and prevailing economic conditions influence successful business start-up, the persistent diagnosis with respect to Scotland’s lower business birth-rate is in terms of cultural attitudes, which are considered to be negative towards entrepreneurship and risk taking (Galloway and Levie 2002).
Comparable statistics for new business start-ups show Scotland performs poorly against the rest of the UK (although similar to Wales and Northern Ireland). International comparisons are more difficult as systems differ in each nation. It is generally recognised, however, that the UK is mid-ranking in comparison with the rest of the EU and significantly behind the United States.

**Chart 1: Business start-ups per 10,000 resident adults**

Scotland needs to have many more people who have the desire to set up new businesses and make them grow. People need to have the confidence and self-belief which enable them to take risks. Failure needs to be seen as something to learn from, not to be feared. More young people need to have the opportunity to meet successful young entrepreneurs and see self-employment as a career option.

**LEADERSHIP AND PARTNERSHIP**

Strong and accountable leadership is key in taking forward this agenda. There is a need for a transformation in business involvement in education. The business community must take a lead at national and local levels. Local authorities must give appropriate leadership to their schools. Senior management must lead within schools and teachers must give appropriate leadership to their pupils – even if that means learning to hand over the reins and allowing them to be the leaders. Enterprise in Education requires effective partnerships at all levels – national, local authority and school.

We believe that the recommendations in this Report, when implemented by the key players working together, will go far in meeting the future needs of Scotland. They will enable young people to develop positive attitudes, which will contribute to a more enterprising culture in Scotland and greater economic success in local and global markets.
2. SUMMARY OF RECOMMENDATIONS
OPPORTUNITIES FOR YOUNG PEOPLE

1. Every pupil from P1 through to S6 must have an entitlement to enterprise activities on an annual basis and, in addition, pupils in S5 and S6 should have an entitlement to case studies based on local or Scottish businesses.

2. All pupils over the age of 14 must have an opportunity for work-based vocational learning linked to accompanying relevant qualifications. This will require a major commitment from Scotland’s employers, working closely with local authorities and secondary schools.

3. All local authorities must design and implement a communications strategy for raising the awareness and commitment of parents and carers to Enterprise in Education.

THE BUSINESS COMMUNITY’S COMMITMENT

4. The Federation of Small Businesses, the Scottish Chambers of Commerce, the Entrepreneurial Exchange, the CBI and other business organisations must each identify at least one individual champion for Enterprise in Education. These champions and their organisations must work together in partnership, with the Ministerial Strategic Forum (Recommendation 17), to improve the extent and the quality of business involvement in Enterprise in Education at national level.

5. Building on what already exists, the Scottish Executive with partnership funding from the business community, must provide financial resources for appropriate experiential entrepreneurial activities in all primary, secondary and special schools.

6. The Scottish Executive, with partnership funding and support from the business community and others, must provide financial resources for the appointment of an enterprise development officer in every school cluster in Scotland to develop and implement plans for Enterprise in Education.

7. Strategic partnerships, which take account of existing good practice, must be established between local authorities and Careers Scotland to engage with local businesses and organisations to improve the provision of Enterprise in Education and to ensure the business community is more fully involved.

8. There must be a major expansion in the involvement of businesses in our schools. All primary, secondary and special schools must develop partnership agreements with local businesses and other appropriate organisations. A target should be set that within every school cluster there must be no less than five such partnership agreements by 2006. This would represent a target of 2,000 such agreements across Scotland.

9. The Scottish Executive in association with business and other partners must sponsor an annual National Award scheme that recognises and promotes excellence in Enterprise in Education, and builds on current award schemes.
NATIONAL DEVELOPMENTS

10. Learning and Teaching Scotland must review and improve all existing national guidance and support materials on “Education for Work” in order to reflect more clearly the importance of Enterprise in Education, to include enterprise and entrepreneurship.

11. Learning and Teaching Scotland must review and improve existing guidance and support materials for work experience.

12. The Scottish Executive must commission research into part-time work undertaken by young people while still at school.

13. Careers Scotland and Learning and Teaching Scotland must work in partnership to develop resources and establish ways of promoting and sharing good practice in Enterprise in Education.

14. The Scottish Qualifications Authority, Learning and Teaching Scotland and business organisations, working in partnership, must review and improve the provision of Enterprise in Education within the framework of National Qualifications.

OPPORTUNITIES FOR TEACHERS

15. Enterprise in Education must be included in Initial Teacher Education programmes.

16. As part of their Continuing Professional Development (CPD), all teachers must have the opportunity to participate in training and development in Enterprise in Education, which must include enterprise experiences at least once every two years.

MONITORING AND EVALUATION

17. A Ministerially led Strategic Forum must be established and meet twice yearly to ensure the implementation of all the recommendations in this Report, with appropriate target dates.

18. The Scottish Executive must include, within the measures and indicators underpinning the National Priorities for education, appropriate indicators relating to the outcomes of Enterprise in Education.

19. All local authorities in their Education Improvement Plans and schools in their School Development Plans must make clear how they will implement the recommendations in this Report and develop Enterprise in Education in the context of the current National Priorities for education.

20. HMIE working with other key agencies must produce a set of Quality Indicators for Enterprise in Education for use in school inspections, taking close account of the National Priorities for education indicators referred to in Recommendation 18.
OPPORTUNITIES FOR YOUNG PEOPLE

All schools should improve and build on what young people already experience by way of learning about work and developing enterprise skills. Many schools have well planned programmes of career education and the majority have a commitment to providing work experience for all pupils. These must continue and be improved wherever possible. These recommendations address areas needing substantial development.

Every pupil from P1 through to S6 must have an entitlement to enterprise activities on an annual basis and, in addition, pupils in S5 and S6 should have an entitlement to case studies based on local or Scottish businesses.

The Review Group was impressed by the progress made to date by the Schools Enterprise Programme. Its aim of introducing three quality enterprise experiences to all young people within the 5 – 14 curriculum is to be commended.

However, despite the progress of the Schools Enterprise Programme and the excellent work of those who promote and deliver Enterprise in Education in secondary schools, too few young people have the opportunity to experience enterprise activities. Having seen clear evidence of the benefits of such activities and of the related involvement of business people as advisers and mentors, we are convinced that such experiences must be available to all young people throughout their school education on a regular basis.

While a major focus should be on young people’s experience of running their own business, the annual programme should include other school and classroom practices which encourage knowledge and understanding of enterprise and entrepreneurship and thereby help develop the desired attitudes, skills and knowledge. These could include case studies of young entrepreneurs, challenges and competitions, games and simulations, as well as involvement in the schools’ own enterprising activities. It is important that young people through pupil councils are involved in developing relevant programmes for their schools.

This will create an enterprise ethos in our schools and will give young people increased skills for employability and self-employment. It will encourage the development of a pro-enterprise culture, and, in the longer term, greater new business start-up and growth to ensure economic competitiveness.
ARRAN HIGH SCHOOL - STARTING UP IN BUSINESS

Pupils from Arran High School set up a Young Enterprise Company called Mouse Maps. Pupils have designed, produced and packaged an original product which is a Mouse Mat in the shape of the Isle of Arran overprinted with highlights of the local Community. Inserted in the pack is an information sheet for tourists.

Their business has caught the imagination of shops and hotels on the island, many of which are now selling the Mouse Maps. The original stock order was sold out within four weeks of production. The young people are, of course, also responsible for marketing and distribution and are in constant touch with all of their customers. This activity is now providing them with an income and has enabled the company to go beyond school as a viable business.

The concept and design was the work of the pupils using the techniques provided in the “Young Enterprise Scotland Small Business Programme – YES2ME.COM” and they are now looking at opportunities to extend their product range to include models of other islands in Scotland. This project clearly has the potential to develop into a full time business.
All pupils over the age of 14 must have an opportunity for work-based vocational learning linked to accompanying relevant qualifications. This will require a major commitment from Scotland’s employers, working closely with local authorities and secondary schools.

The Schools Corporate Vocational Training Programme in Glasgow was presented as an example of good practice. Glasgow Education Authority has used curricular flexibility to offer pupils in S3 and S4 the opportunity to study for a vocational qualification (for example, an SVQ in construction or hospitality) along with their other school subjects. Meanwhile, Dundee City Council, working with local employers, Dundee College and Scottish Enterprise, has developed a Construction Pre-Apprenticeship Programme for S3 and S4 pupils.

More opportunities like this will help the Scottish economy through developing a wide range of much needed new skills, including more skilled trades people, for example plumbers and electricians. This will help give a more flexible approach to non-academic qualifications and perhaps most importantly will provide a more varied school experience, focused on the needs and interests of each individual young person. Early feedback from the Glasgow programme suggests the benefits include improved attendance, motivation and achievement.

This will provide young people with increased opportunities to experience learning outside the classroom and to develop work-relevant practical skills. Furthermore it will allow young people to gain insight into skilled craft and technical professions which may be facing recruitment shortages thereby increasing employment in these areas.
Michelle Mone, Founder and Co-owner, MJM International Ltd
All local authorities must design and implement a communications strategy for raising the awareness and commitment of parents and carers to Enterprise in Education.

Young people are strongly influenced by those close to them. For young people fully to benefit from Enterprise in Education, parents and carers must understand the programmes, the employment opportunities available to their children and the routes to these.

Local authority education departments should help parents and carers to become involved in Enterprise in Education. This could be through offering work experience opportunities in their own workplaces or bringing into the classroom their experience as employees and employers.

This will raise parents’ and carers’ awareness of the priority, purposes and benefits of Enterprise in Education and increase their involvement. In turn this will lead to greater benefits to young people.
Cornton Primary School in Stirling has been developing a whole school approach to enterprise education for over 10 years. Links are made to the world of work at all levels. In P1 this includes talking to people who work in the school and role playing in a “mock” school office. P2 pupils have built strong links with a local market gardener who helps support the science curriculum. P3 have contacts with local supermarkets and Pizza Express to support their food project. Older pupils interview business people, visit local businesses and run their own successful companies.

There are usually 3 or 4 enterprise activities on the go at any time as a normal part of school life and the school believes they have contributed to a rise in pupil attainment. Trying and failing is viewed as an integral part of learning. The school believes that without acceptance of the risk of failure progress would be poorer.

Characteristics of success are: strong support from the school management team; a nominated teacher in charge of education business links; staff who co-operate with employers and have undertaken business placements; reporting back to parents and advertising success stories to the community; persistence – the programme has continued and been developed for more than a decade.
THE BUSINESS COMMUNITY’S COMMITMENT

The benefits of Enterprise in Education to young people can only be achieved where there is genuine and deep commitment from business partners to work with both schools and young people. The Review Group was impressed by the commitment of many in the business world and acknowledges in particular the contribution amongst others of large organisations such as BT Scotland, Royal Bank of Scotland, Standard Life, BP and ScottishPower to educational programmes and to the Review process. However, much more is needed. This set of recommendations addresses ways of dramatically increasing business involvement at national, local authority and schools levels, alongside the Scottish Executive and key support partners and agencies.

The Federation of Small Businesses, the Scottish Chambers of Commerce, the Entrepreneurial Exchange, the CBI and other business organisations must each identify at least one individual champion for Enterprise in Education. These champions and their organisations must work together in partnership, with the Ministerial Strategic Forum (Recommendation 17), to improve the extent and the quality of business involvement in Enterprise in Education at national level.

In making this Recommendation we were influenced by the work of the Confederation of Norwegian Business and Industry (NHO) which has been proactive in developing links between education and business. We were further impressed, in Boston, by the achievement of the Private Industry Council in encouraging the business community. Strong, high level business commitment to our new approach to Enterprise in Education is vital.

Scotland needs business people as champions to take forward the Enterprise in Education agenda. It is those who are already committed who will be best able to convince others of the value and benefits to both business and education.

This will give business leaders a clear role in promoting Enterprise in Education to the business community throughout Scotland and help to significantly increase business involvement in schools.
STANDARD LIFE - COMPANY COMMITMENT

Edinburgh-based insurance giant Standard Life’s cv2K programme helps 15-17 year olds in the transition from school to work. The project provides three one-hour workshops on CVs and application forms, going for interview and working life.

After three years, the programme has been attended by over 10,000 pupils from more than 100 schools. Workshops are led by more than 60 specially trained staff.

Standard Life finds that cv2K and other initiatives undertaken with schools benefit not only the pupils but the company itself. Recruitment strategies can be supported and staff who take part develop skills and competences that they bring back to the workplace.

Why does the company judge cv2K effective?

➔ It is supported at the highest level within Standard Life
➔ Workshops were designed in partnership with teachers and careers advisers
➔ Volunteer staff are of high quality and properly trained
➔ Improvements are based on feedback, listening to partners and responding to developments in enterprise education
➔ The workshops are fun.
Building on what already exists, the Scottish Executive with partnership funding from the business community, must provide financial resources for appropriate experiential entrepreneurial activities in all primary, secondary and special schools.

In Recommendation 1 we acknowledge the work of the Schools Enterprise Programme. This programme has been possible because of partnership funding from the private sector and the Scottish Executive, but is only funded until 2004. It is essential that the principles of this programme are developed. It provides a potential model for future management and funding of key aspects of Enterprise in Education. Therefore, the private sector should, in partnership with the Scottish Executive, continue to contribute financially to these developments. The Scottish Executive, working with all key partners, should agree an appropriate model of managing and distributing funding.

The money from this funding should be made available to schools to enable them to provide start-up funding for entrepreneurial activities.

This will make resources available to enable all young people to experience setting up and running a real business, the aim of which is to make profit and compete in the marketplace.
The Scottish Executive, with partnership funding and support from the business community and others, must provide financial resources for the appointment of an enterprise development officer in every school cluster in Scotland to develop and implement plans for Enterprise in Education.

In making this recommendation, we were again influenced by the NHO in Norway, through which 20 teachers are funded to deliver education business partnership programmes. Scottish businesses should make a contribution to Scottish Executive funding, and as with recommendation 5, the Scottish Executive should agree an appropriate model of managing and distributing these resources, taking account of personnel currently involved, for example in the Schools Enterprise Programme.

Additional staff are needed within each school cluster to expand Enterprise in Education programmes. Organisations representing different sizes and sectors, including trade unions, SCONTO (on behalf of the Sectors Skills Councils), and volunteer or not-for-profit organisations have told us of the willingness of their members to be more involved in schools. This is essential. But it needs to be facilitated. Careers Scotland could also play a vital role, particularly if more of its staff were linked to and located in schools.

This will provide additional staff in schools to plan enterprise programmes and to develop external links essential to the effective delivery of Enterprise in Education.
GLENCRYAN – LIFE SKILLS THROUGH ENTERPRISE

Glencryan School in North Lanarkshire has 175 pupils aged 3 to 18 years with moderate learning difficulties, emotional and behavioural problems, and/or specific syndromes. An extensive programme of education-business links, enterprise activities, work experience, careers education and supported employment has been carefully designed according to the age and needs of the pupils.

In the senior school a major focus is on a Life Skills Unit which concentrates on core skills developed through a core teacher who works with subject specialists. Skills and subjects such as English, maths, science, languages and expressive arts are delivered through an Enterprise in Education approach. Running a company and other enterprise activities allow students to be independent – by taking responsibility for decision-making and problem solving – and also to work with others.

Work experience in S4-S6 relies on matching opportunities from local employers to the specific skills, attributes and needs of the young people. Through varied experiences carers and job coaches can develop a comprehensive action plan for pupils.
Strategic partnerships, which take account of existing good practice, must be established between local authorities and Careers Scotland to engage with local businesses and organisations to improve the provision of Enterprise in Education and to ensure the business community is more fully involved.

Careers Scotland is now a key part of the Scottish Enterprise and Highlands and Islands Enterprise network. This means it should be able to work more effectively with the enterprise networks and Local Enterprise Companies in promoting involvement in Enterprise in Education to the business community, trade unions and others. This is particularly important in working with small and medium sized enterprises whose main network of contacts is likely to be at local rather than national level.

This will ensure that plans and programmes for Enterprise in Education are developed taking account of local circumstances and needs. As a consequence, each school can offer high quality and appropriate Enterprise in Education, strongly supported by organisations of all sizes from the local business community and other key players.
There must be a major expansion in the involvement of businesses in our schools. All primary, secondary and special schools must develop partnership agreements with local businesses and other appropriate organisations. A target should be set that within every school cluster there must be no less than five such partnership agreements by 2006. This would represent a target of 2,000 such agreements across Scotland.

The Review Group was impressed by the quality of - and the commitment to - learning agreements observed in Norway, where local businesses and schools entered into clear, signed agreements. The driving force behind these learning agreements was the NHO (Confederation of Norwegian Business and Industry). This private sector organisation initiated the programme, which is supported by the Ministry of Education. The approach of using partnership agreements is a challenging way of gaining a clear and substantial commitment from both businesses and schools to working together. These partnership agreements should be at school cluster level or with individual primary, secondary or special schools.

This will encourage commitment between schools and local businesses and other organisations to work together, with clearly stated, shared objectives and an understanding of the responsibilities of and benefits to each partner. This will encourage long term involvement of business and other organisations in the education of young people in every school in Scotland.
Simmers of Edinburgh, a medium sized company employing around 100 people, makes biscuits and oatcakes in the Craigmillar area of the city. It has developed a close partnership with Castlebrae Community High School, working through Business-Community Connections – a company with charitable status. Its role is to provide private sector resources and skills to the community.

In an annual Challenge Day, teams of S1 pupils develop a new biscuit from design and costing to production and marketing. Representatives from Simmers and other companies act as tutors. Scottish Enterprise has used the model for a Food and Drink Challenge for schools throughout the country.

Other Castlebrae events for which Simmers provides assistance include an S2 Job Skills Day in which pupils practise occupational skills through hands-on activities; an Introduction to Business for S3 pupils; and mock job selection for S4, including completion of an application form and an interview.

Simmers says that as well as the benefits to the young people involved, the school/industry links give the company:

- a sense of social responsibility through putting something back into the community
- an appreciation that community involvement makes sound commercial sense
- the opportunity to enhance the company’s reputation and so possibly attract school leavers
- excellent personal development opportunities for company staff.
The Scottish Executive in association with business and other partners must sponsor an annual National Award scheme that recognises and promotes excellence in Enterprise in Education, and builds on current award schemes.

There are several national and local award schemes offering recognition of Enterprise in Education programmes. These include the Young Enterprise Scotland National Competition, the Skene Awards, the Enterprise Insight “Braveheart Challenge” and the Motorola Award for Excellence for Education for Work and Enterprise. Such awards publicise and celebrate how schools are developing programmes and how employers are supporting education in the community.

IMPACT

The annual National Awards will recognise excellent practice in Enterprise in Education and promote its impact to parents and the wider community.
NFTE – SETTING UP IN BUSINESS

The National Foundation for Teaching Entrepreneurship (NFTE) was founded in 1988 and has a major role in enterprise education in the United States and other countries. Its main aim is to introduce young people to business and entrepreneurship by setting up and running their own business with a particular focus on teenagers in low income, disadvantaged communities. To make this possible, a small amount of capital is made available to each young person to start their enterprise. This allows them the opportunity to develop an interest or hobby into a money-making venture.

Evaluation by Brandeis University indicates that 65 per cent of NFTE “alumni” had at some point run their own business compared with 2 per cent of a control group. While 33 per cent were still in business and earning enough to pay themselves a salary, none from the control group fell into this category. High self-belief meant that 83 per cent regarded themselves as “entrepreneurs” even if they were employees or in further education.

During the visit to Boston, members of the Review Group saw this approach in practice at John D O’Bryant School of Mathematics and Science. The programme was based on a joint effort with the school, the Boston Private Industry Council and NFTE.
Chris Gorman, Executive Chairman, The Gadget Shop Ltd
Learning and Teaching Scotland must review and improve all existing national guidance and support materials on “Education for Work” in order to reflect more clearly the importance of Enterprise in Education, to include enterprise and entrepreneurship.

Learning and Teaching Scotland has developed an extensive range of guidance and support documents under the title “Education for Work”. The publication most frequently used by secondary schools is Education for Work: Education and Industry Links in Scotland – A National Framework (1999). It is now in need of revision to update the rationale for Enterprise in Education and specifically to provide an extended framework including enterprise activities. This revision needs to be carried out in close consultation with business interests and other appropriate organisations.

Learning and Teaching Scotland must work closely with the Scottish Centre for Financial Education to ensure that appropriate links are made between Enterprise in Education and financial education. Working together, they must build on the opportunities of linking with financial service organisations such as the Royal Bank of Scotland who is a major supporter of financial education.

Enterprise in Education will be more clearly focused on a developing young person’s ability to enter employment with the skills, experience and knowledge which meet the current and future needs of business and other organisations and also raising the potential for self-employment.
DB PROJECTS - FRESH IDEAS FOR BUSINESS

DB Projects is a small company in Grangemouth that undertakes process design for traditional heavy industries as well as the biotechnology and pharmaceutical sectors. It offers pupils a week’s work experience to see how a business can be started and expanded. Pupils usually undertake a small project under the supervision of a company member.

DB Projects also provides advisers to help young people run Young Enterprise companies and participate in Young Engineers clubs. It has sponsored web-based materials to develop the skills looked for in small businesses.

Company director Dugdale Bradley values the contacts made with schools and other business organisations: “We come back to our business refreshed, having met interesting people and with better ideas than if we had simply stayed within the remit of our own business sector. In the longer term our business is more successful and sustainable as a result of this influx of new ideas and relationships.”
Learning and Teaching Scotland must review and improve existing guidance and support materials for work experience.

Some organisational aspects of work experience give cause for concern. For example, the quality, duration and availability of work placements vary across Scotland. In addition, there is uncertainty over certain aspects of Health and Safety relating to work experience that need to be addressed.

Learning and Teaching Scotland, in conjunction with the Scottish Executive, the Association of Directors of Education in Scotland (ADES) and Careers Scotland should issue revised guidelines to education authorities, schools and employers covering work experience provision.

The purpose and quality of work experience will be improved and there will be clear advice and direction on matters of Health and Safety.
Chris van der Kuyl, Chief Executive, VIS Entertainment plc
The Scottish Executive must commission research into part-time work undertaken by young people while still at school.

Many young people, either through necessity or through choice, engage in part-time work while still at school. Approximately 40% of S4/S5 pupils are in paid work outside of school hours. Research is needed to determine the nature and implications of part-time work undertaken by school students of 16 and over and the potential for making more formal links to the school curriculum. Alternative models, which allow young people who are over the school leaving age to work or even run their own business on a part-time basis while continuing with school work also on a part-time basis, were identified in North America.

Additionally, opportunities for certification of appropriate part-time work as part of the National Qualifications framework must be investigated so that it is clearly recognised by employers.

Approaches will be developed in the Scottish context for older pupils which will allow school supported part-time working and take account of the fact that many already work part-time.
TRINITY ACADEMY - WORK EXPERIENCE FOR ALL

Trinity Academy has a wide and varied work experience programme.

In S3 they are piloting the Edinburgh Transition Programme through which young people who find it difficult to make the transition from school to the world of work are offered an intensive pre-vocational training programme. The programme focuses on “soft outcomes” such as lifeskills, transferable skills and attitude changes. To provide this the school has enlisted the help and expertise of a large number of agencies, for example – Careers Scotland, youth workers, classroom assistants, guidance staff, business and Edinburgh’s Telford College personnel. The aim is that these young people will take up a one-day-a-week work placement throughout the whole of S4 year in a job of their choice. It is then hoped that through this invaluable experience, they will be more confident when seeking permanent employment. Already it is noted that pupils have a renewed sense of responsibility, increased motivation and awareness of the working world.

Each October all S4 pupils spend one week on work placement. Prior to the placement, work is done in Social Education on CV preparation and interview techniques. In S5/6 approximately 50 students visit Sweden and Holland. They are involved in placements in medicine, the media, business, education and architecture as well as government offices and bicycle shops! This is reciprocated when European pupils visit Edinburgh to take up work placements here. These pupils follow a comprehensive programme encompassing basic language skills, career aspirations, and communication and negotiation techniques. Students have had work experience in a horse-riding centre for the disabled, special schools and nurseries. Disabled pupils have also visited Scotland and successfully completed work experience placement.
Careers Scotland and Learning and Teaching Scotland must work in partnership to develop resources and establish ways of promoting and sharing good practice in Enterprise in Education.

Much good practice already exists and some schools have made excellent progress in developing Enterprise in Education. Many of those schools indicate that they have used the existing guidance materials provided by Learning and Teaching Scotland, though evidence indicates that they could be used to a far greater extent. Greater effort is needed to ensure that schools are aware of and use the resources which are available, and also learn from the practice of others. A joint review of existing resources should take place. A partnership approach to the development of new materials is important.

IMPACT

This will ensure the efficient and effective use of modern updated resources to ensure that the key objectives of this Report are achieved as quickly as possible.
Opportunities for certification of work experience and enterprise activities do exist, but there is limited and declining take-up. Work experience is the activity most likely to be certificated. There are opportunities for assessment and certification of enterprise activity through National Qualifications Units, though these have attracted only a small number of entrants from schools.

The Scottish Qualifications Authority needs to revise and improve their units and courses that provide an opportunity for certification. Additionally, external exams in all subjects should be considered for appropriate opportunities to put questions into a real life context. It is also important that appropriate ways of recognising relevant attitudes, skills and knowledge within early years and 5-14 provision are developed and the Review Group asks the “Assessment is for Learning Programme” to take account of the recommendations in this Report.

**IMPACT**

Improved assessment and certification will increase the value and importance of work experience, enterprise and the recognition of core skills.
SCOTTISHPOWER LEARNING – WORK PREPARATION

ScottishPower Learning, an initiative between ScottishPower and its trades unions, has developed a range of programmes for more than 4,000 young people from socially deprived areas, developing their employability, helping them to become employed and improving their potential contribution to local communities and society as a whole.

One programme, “School to Work”, assesses and develops pupils’ employability skills from a business perspective as they prepare for the transition from school to work. Pupils targeted in fifth and sixth year have modest academic achievements, and the programme gives realistic feedback on current skill levels, as well as an individual training plan and training so that they can improve their employability skills in ScottishPower. Over 500 pupils have benefited so far.

ScottishPower Learning supports 12 innovative learning centres throughout the UK, some of which are school based. “PowerBase” – a new school centre for flexible learning with ICT support – has recently been opened in St Paul’s RC High School in Glasgow. The vision of this centre is to widen access to alternative learning media as well as offering a diverse range of subjects to support lifelong learning for all.
OPPORTUNITIES FOR TEACHERS

Enterprise in Education must be included in Initial Teacher Education programmes.

Initial Teacher Education programmes should include topics and themes which give student teachers opportunities to learn about Enterprise in Education as well as participating in enterprise activities. It is important, therefore, that the Standard for Initial Teacher Education is developed to reflect this objective as part of the ongoing Review of Initial Teacher Education.

In addition, Enterprise in Education must be included in the curriculum of the post-graduate qualification for Careers Guidance staff, who are employed as careers advisers within Careers Scotland.

The long-term benefits gained from teachers who have had quality training in Enterprise in Education will play an important part in transforming attitudes to enterprise and developing young people with an enterprising attitude to life.
As part of their Continuing Professional Development (CPD), all teachers must have the opportunity to participate in training and development in Enterprise in Education, which must include enterprise experiences at least once every two years.

In order for Enterprise in Education to become a priority in schools, teachers need to constantly update their skills and their experience of current business practices. This has to be tailored to suit individual needs and the part the individual teacher plays in the education system. Primary teachers will have different needs to those of secondary teachers and CPD opportunities must reflect these. The teachers’ pay and conditions agreement, A Teaching Profession for the 21st Century (2001) commits teachers to an additional contractual 35 hours per annum of Continuing Professional Development. There is scope within this additional time allocation to allow teaching staff an opportunity to develop their Enterprise in Education skills, knowledge and experience.

Local authorities must ensure that they provide appropriate CPD opportunities and line managers must also ensure that, through the professional development and review process, teachers are aware of the opportunities to support Enterprise in Education.

As part of the National Framework for CPD, the Leadership and Management Pathways framework outlines development for promoted teachers. Within this framework, the Scottish Qualification for Headship is specifically designed for those aspiring to headship. Existing headteachers are also vital in taking forward the aims of Enterprise in Education. Therefore, the CPD framework must allow all promoted teachers to develop knowledge of Enterprise in Education and how to develop and promote this effectively in their schools.

All teachers will have knowledge and experience of enterprise and the business community and the role which education plays in preparing young people for the current and future world of work. Headteachers and senior staff give key leadership to all aspects of school life. Their awareness of and commitment to developing an enterprise ethos will be crucial to achieving cultural change in schools.
SGOIL A’ BHAC - PLACEMENTS FOR SCHOOL STAFF

Sgoil A’ Bhac, or Back School, is a 5-14 school on the Isle of Lewis, with a roll of 189 pupils, including 62 in S1 and S2. Enterprise education is a major part of the school’s five-year development plan with clear stages for staff development and progressive introduction into the curriculum through all stages of the school. Key stages have been

➔ Staff development through placement in business and industry
➔ The appointment of staff with enterprise co-ordination roles
➔ Developing business and community links.

Staff placement in business and industry has been vital, and all staff, not just teachers, are included. The enthusiasm is infectious and in the past year 13 staff have undertaken placements varying from 4 to 10 days.

Teachers can be released because of funding and cover arrangements supported by the education authority. The placement programme has been an energising experience resulting in improved classroom practice and educational enrichment for pupils.
A Ministerially led Strategic Forum must be established and meet twice yearly to ensure the implementation of all the recommendations in this Report, with appropriate target dates.

To ensure both commitment and leadership from the business and education communities, leaders from business, education and government must work together.

The Ministerial Enterprise in Education Forum will offer a strategic vision for Enterprise in Education, ensuring that it features in the educational experience of all young people in Scotland. The education and business communities across Scotland will judge the credibility of the Strategic Forum by the quality of its leadership and its capacity to influence change. It is therefore essential that the most senior leaders in business and education are members of the Forum. The Enterprise in Education Forum should develop methods of monitoring Scotland’s progress in relation to Enterprise in Education.

The Strategic Forum will ensure the delivery of consistent, high quality Enterprise in Education across Scotland.
GRANGE ACADEMY – GOING ABROAD AND EUROPEAN ENTERPRISE

For all senior language pupils at Grange Academy, Kilmarnock, work experience has been available at Ktnzelsau in Germany for five years and at Joué-les-Tours in France for two years. The programme grew out of a desire to add a dimension to language learning and to place it within a real-life context. It now involves pupils and staff from neighbouring schools in East Ayrshire and is strongly supported by the local education authority.

Placements include industry, the civil service, and areas of education – nursery, primary and special schools. Pupils wanting to participate have an interview, conducted in both English and the foreign language.

Applicants who do not gain a place benefit from the experience of presenting themselves for a bilingual interview and preparing a CV in the target language.

Staff accompanying the pupils make placement visits to ensure there are no difficulties, and references are written on the “employees”. Pupils learn about working life abroad and cultural differences as well as acquiring language skills.

Additionally, Grange Academy has created a European Enterprise Education Centre. Pupils use the Centre when they are involved in “Achievers International” and “Get into Enterprise”. It is also available for training staff in the delivery of Enterprise in Education activities.
The Scottish Executive must include, within the measures and indicators underpinning the National Priorities for education, appropriate indicators relating to the outcomes of Enterprise in Education.

It is essential that appropriate indicators relating to Enterprise in Education outcomes are developed. This will give Enterprise in Education a more prominent place within the education agenda and allow progress to be measured. These measures and indicators currently form the basis of local authority education departments’ improvement planning process, and therefore, the basis of school development planning. Care must be taken to develop appropriate, key indicators to avoid unnecessary additional bureaucracy.

IMPACT
This will emphasise the importance of Enterprise in Education delivery in schools, particularly to headteachers and education authorities and will help measure progress at school, local authority and national levels.
All local authorities in their Education Improvement Plans and schools in their School Development Plans must make clear how they will implement the recommendations in this Report and develop Enterprise in Education in the context of the current National Priorities for education.

Education authorities have a significant role in delivering the recommendations of this Report. Our aims will not be achieved without their full commitment.

The development planning process provides a means of annually auditing Enterprise in Education activities in schools. Targets have to be set with clear success criteria outlined, to ensure that Enterprise in Education is fully developed. Local authorities and schools will base their planning on the National Priorities for Education performance measures and indicators developed by the Scottish Executive (see Recommendation 18).

Improvement Plans and Development Plans are key vehicles for local authorities and schools to take forward the Enterprise in Education agenda. This will result in Enterprise in Education being fully developed and implemented across all schools in Scotland.
BATHGATE ACADEMY - CROSSING SUBJECT BOUNDARIES

Bathgate Academy has developed a co-ordinated S1 to S6 programme that seeks to merge traditional subject boundaries and enable young people to develop problem solving, working with others, entrepreneurship, creativity, perseverance, flexibility and personal goal setting – hopefully raising their aspirations. The school recognises the importance of collaboration among teachers, employers and community organisations.

The Perfect Pizza Promotion brings together Asda and the school departments of art, business studies, computing, home economics and social and vocational skills to help 200 pupils cost, manufacture and market their own pizza. In S5 and S6 the ‘Earn and Learn’ programme links course work in maths and computer studies to pupils’ enterprise business projects. For example, weekly stocks and shares results are incorporated into learning about charts and graphs. Tasks such as tracking sales and orders, writing to local businesses, and advertising their products on the school website, provide the material for learning computer applications.

Bathgate Academy is now working with associated primary schools to start the enterprise programme in P4.
HMIE working with other key agencies must produce a set of Quality Indicators for Enterprise in Education for use in school inspections, taking close account of the National Priorities for education indicators referred to in Recommendation 18.

The self-evaluation performance indicators in the Learning and Teaching Scotland guidance How Good is Our School at Education Industry Links? are a well used resource but are now in need of revision.

The new Quality Indicators must state clearly what schools must do to deliver high quality Enterprise in Education programmes, taking account of the needs of individual pupils and curriculum flexibility. These should be included in the HMIE How Good is Our School document and must specifically mention attitudes.

Moreover, Enterprise in Education should improve young people's enterprise capabilities. To ensure this happens, HMIE should regularly monitor the quality and educational impact of Enterprise in Education activities (as part of every school inspection) and the impact, range and depth of business engagement.

HMIE will help to monitor and evaluate the progress made by schools in the implementation of Enterprise in Education recommendations and the quality of their provision. School inspections will raise the status of Enterprise in Education.
The effective implementation of these recommendations can help bring about the cultural change needed in schools – and throughout Scotland. Young people must develop a determination to succeed. Skills, confidence and flexibility are vital to our future. Scotland’s potential will only be achieved if we develop the entrepreneurial skills of our young people.

The impact of the recommendations over the next three to five years will be to:

➔ raise the profile and importance of Enterprise in Education in both business and education communities and increase active involvement
➔ increase resources to schools to deliver programmes in Enterprise in Education
➔ establish improved national and local partnerships in particular developing stronger partnerships between individual schools and local businesses
➔ increase relevant knowledge, understanding and skills at all levels of the teaching profession, creating a new enterprise ethos in our schools
➔ provide a revised, coherent national framework and guidance for both schools and businesses
➔ expand opportunities for young people to experience entrepreneurial activities and increase their knowledge and understanding of entrepreneurship
➔ improve work experience opportunities by revising current approaches, taking account of part-time working
➔ increase opportunities for vocational college and work-based leaning.

Our longer term objectives are:

➔ greater new business start-up, growth and employment
➔ the development of a pro-enterprise culture.

Our young people are crucial to Scotland’s success. We must invest in their future. Together, we are determined to succeed.
REFERENCES


Scottish Executive (2001) A Smart Successful Scotland: Ambitions for the Enterprise Networks


Note: Learning and Teaching Scotland resources for Education for Work are available on their website: http://www.ltscotland.com/educationforwork/index.asp


