

DETERMINED TO SUCCEED

A REVIEW OF ENTERPRISE IN EDUCATION

EVIDENCE REPORT



CONTENTS

RECOMMENDATIONS	4
SUMMARY AND LINKS TO RECOMMENDATIONS	6
NOTES ON ORGANISATIONS REFERRED TO IN REPORTS	15
1 INTRODUCTION TO EVIDENCE REPORT	23
Purpose of Report	23
Structure of Report	23
Note on Terms Used	24
2 WHY? THE CONTEXT AND IMPERATIVES FOR QUALITY EDUCATION FOR WORK AND ENTERPRISE	27
Economic priorities	27
<i>Entrepreneurial dynamism</i>	27
<i>Skills Supply and Lifelong Learning</i>	28
<i>Youth Participation in Education and Employment</i>	30
Educational Priorities	32
<i>National Priorities</i>	32
Other developments relevant to Review of EfWE	34
3 WHAT? THE CURRICULUM AND ITS OUTCOMES	37
The Model	37
Evidence of good practice and effectiveness	39
<i>Skills Development</i>	40
<i>Integration of EfWE into subjects</i>	41
<i>Career Education and Personal and Social Education</i>	42
<i>Enterprise Activities</i>	45
<i>Work Experience</i>	50
<i>Vocational and work-based training</i>	54
Assessment and Certification	55
Making sense of it all - the place of reflection	57
Young people 'at risk'	57
Other influences	59

4 HOW? STRATEGIES FOR DELIVERY	61
Leadership	61
<i>Education Authorities</i>	61
<i>Schools</i>	62
<i>Business</i>	63
Partnership	64
<i>National Level Partnerships</i>	64
<i>Local Level Partnerships</i>	65
<i>School level Partnerships</i>	66
<i>Parents as Partners</i>	67
Resources	67
<i>Time (and people)</i>	67
<i>Materials</i>	68
<i>Money</i>	69
Developing Expertise	70
<i>The Teaching Profession</i>	70
<i>Expertise of other professionals</i>	73
Monitoring and Evaluation	74
<i>Performance Measures and Indicators</i>	74
<i>Quality Indicators</i>	74
<i>Awards</i>	75
 ANNEXES	 76
Annexe 1: Review Group Membership	76
Annexe 2: Sources of Evidence	77
Annexe 3: Scotland and ‘entrepreneurial dynamism’	80
Annexe 4: Business and demographic trends; school leaver destinations and qualifications	83
Annexe 5: Participation of 15 to 19 year olds: OECD comparisons	88
Annexe 6: The Davies Review	89
Annexe 7: HMIS Education for Work and Enterprise Entitlement	90
Annexe 8: CBI Employability Template	92
 REFERENCES	 93

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Liz Seagraves
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RECOMMENDATIONS OF REVIEW OF ENTERPRISE IN EDUCATION (Education for Work and Enterprise)

This evidence report summarises the evidence presented to the Review Group, which led to the following recommendations. The change of name from *Education for Work and Enterprise* to *Enterprise in Education* should be noted.

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.

SUMMARY AND LINKS TO RECOMMENDATIONS

1. INTRODUCTION

This summary lists main points emerging from the evidence considered by the Review of Education for Work and Enterprise and cross-references them to the recommendations listed on pages 4 and 5 and presented in the separate Recommendations Report.

The Review Group chose the term *Enterprise in Education* to encompass all aspects of the enterprise and work-related curriculum. This Evidence Report has retained the term *Education for Work and Enterprise* (EfWE) as this is the term which was used in the consultation and evidence-taking process of the Review. Where the terms enterprise approaches or enterprise activities are used this refers to learner-centred approaches to teaching and learning, where learners are 'learning by doing', defining their own learning through problem-solving, collaborative working, and then reflecting on what they have learned. 'Enterprise' additionally assumes a market and wealth creation focus. The term 'entrepreneurial activity' is used to refer to approaches which involve running a business for profit and require preparing a business plan, raising money and financial management, risk taking and profit sharing.

The report is presented in three sections: economic and educational priorities, the curriculum and its outcomes, and strategies for delivery.

2. ECONOMIC AND EDUCATIONAL PRIORITIES

This section places the Review in the context set by its remit, to consider how EfWE contributes to both economic and educational priorities. Economic priorities considered relevant to this Review are 'entrepreneurial dynamism', skill supply and lifelong learning, and the 'best start for young people', especially reducing the numbers of those not in education, employment or training (NEET). The educational priorities are those defined in The National Priorities for Education under the headings of Achievement and Attainment, Framework for Learning, Inclusion and Equality, Values and Citizenship and Learning for Life.

Main points emerging in relation to economic priorities

- ➔ Enterprise approaches to teaching and learning are reported to develop desirable attitudes, skills and knowledge for enterprising employees and to lay the foundation for business ownership.
- ➔ Career Education and work experience of various kinds are valued as preparation for the world of work.
- ➔ Greater emphasis is being given to core skills development through their inclusion in the National Qualifications.
- ➔ Participation and attainment of young people at risk are increased through active approaches to teaching and learning with a relevant curriculum, including enterprise activities and work-related opportunities.
- ➔ However, very few young people get the opportunity to participate in enterprise activities; enterprise approaches are not currently embedded within the school curriculum.

- There is a lack of hard evidence of the outcomes in terms of the nature and extent of knowledge and skills developed by young people. Most of the research is based on self-reporting and perceptions of others.
- There is anecdotal evidence of young people who have gone on to run their own business after taking part in enterprise activities, but there is no substantive research in the UK into this relationship.

Main points emerging in relation to educational priorities

- *Achievement and Attainment:* As noted above in relation to economic priorities, there is evidence that a relevant, work-related curriculum enhances the attainment of young people who are disaffected or at risk of disaffection with a more traditional curriculum, sometimes as part of a package of other measures. There is also evidence that enterprise approaches help young people identify previously unrecognised strengths and abilities.
- *Framework for Learning:* Enterprise approaches and other curricular inserts related to EfWE are generally enjoyed by those who take part and therefore enhance the learning and teaching process. Contact with business advisers, mentors and other non-teaching helpers is found to be motivating; the EfWE curriculum offers non-school environments which are considered stimulating.
- *Inclusion and Equality:* The majority of EfWE activities are seen to be beneficial to pupils who get the opportunity to take part. There was evidence that there is inequality of opportunity not only between schools, but also within schools particularly at secondary level. This was on the basis of subject choice and of the voluntary nature of certain aspects of programmes.
- *Inclusion and Equality:* Teachers in special schools reported the value of enterprise activities and work experience for some of their young people, but there is lack of evidence as to the extent of provision in special schools.
- *Values and Citizenship:* The attitudes and dispositions desirable as outcomes of the EfWE curriculum overlap with those identified as outcomes of Education for Citizenship.
- *Learning for Life:* As noted above, enterprise approaches are reported to develop relevant skills and attitudes for working life, though the same caveats as to the limited nature of the evidence apply.

3. THE CURRICULUM AND ITS OUTCOMES

The elements of the curriculum which contribute to EfWE are outlined and evidence for effectiveness of these is reviewed. During the process of the Review the Group saw and heard of many examples of excellent practice, with all partners showing high levels of commitment to ensure success. This overview of issues acknowledges the many strengths but, of necessity, is required to emphasise the areas where we 'must do better'. The following main issues emerge.

Clarifying the curriculum

- Given the range of inputs, the inter-relatedness and overlap of aspects of the school curriculum and the array of frameworks and guidance material, there is strong support for a revised, clearly articulated, progressive curriculum framework, with definition of the essential components and their interrelationship. There is need in particular for a clear understanding of the relationship between Career Education, enterprise activity and other elements of education for work.
- A framework which is easily understood by the business community and which can inform, guide and be used for quality monitoring from the business perspective is desirable.
- The challenge to each individual school is to build a coherent programme incorporating all elements to ensure that all pupils receive a core entitlement, with other activities and learning experiences appropriate to their needs. Above all else, it is vitally important that it makes sense to the learner alongside all other curricular inputs and expected outcomes.

Recommendation 10 addresses the revision and enhancing of existing curriculum guidance.

Preparation for career choice and work

- The Scottish School Leavers Survey data show that 77% of those who completed S4 in 1998 agreed that "School taught me things that would be useful in a job". There has been a gradual increase in positive responses to this question over time since 1992. Focus group discussions indicated that many thought schools are doing as much as they can to prepare them for work, though there is some dissatisfaction.
- Research in relation to Career Education in particular suggests a very mixed picture with some young people benefiting more than others. It is suggested that those who have a clearer idea of what they want to do are more likely to benefit; guidance is more helpful for those who wish to stay on at school and progress to further and higher education, than for those seeking employment or work-based training routes.
- Self-employment is generally not considered or recommended as a careers option by teachers or career advisers.
- Research suggests that parental/carer and home influence in career choice and attitudes towards employment is generally greater than school influence.

With respect to Career Education, the impact of the establishment of Careers Scotland and the recent launch of the new Career Education Framework is still to be determined. The Review Group therefore does not wish to make any recommendations about Career Education other than what would be covered in relation to Recommendation 10.

Enterprise Activities

- ➔ Enterprise activities, where in place, are valued as an approach to teaching and learning. There is evidence of enthusiasm from young people who take part. Among the benefits reported are: developing of confidence, discovery of new abilities, strengthening communication and inter-personal skills, resolving conflict, taking responsibility, and learning about how business operates.
- ➔ There is evidence that taking part in such opportunities encourages positive attitudes towards business generally and towards entrepreneurship.
- ➔ However, less than half of primary schools audited by the Schools Enterprise Programme in December 2001 reported that they had plans in place to allow each child to have one enterprise experience, although 75% aspired to this; about one-fifth had a school policy for enterprise. About a third of secondary schools have more than one opportunity for young people to opt in to enterprise projects, though only a small number have in place programmes which allow all young people to take part. Enterprise projects are to be found only in a limited number of subject areas or on an optional basis at senior levels. It is estimated that around only 10% of secondary pupils are likely to experience an enterprise project.
- ➔ Major concerns were expressed over the amount of time required for some projects and the time available to pupils.
- ➔ Consideration was given to North American examples where young people, including those from disadvantaged backgrounds, are given capital to establish real businesses which they run on a part-time basis, while continuing their high school studies. There is evidence that more continue in business on leaving school compared to those who have not taken part in such projects.

Recommendations 1, 5, 10 and 19 address the issue of increasing opportunity to take part in enterprise activities.

Work Experience

- ➔ Work experience is the most frequently experienced EfWE activity, with most secondary schools aiming to arrange this for all pupils in S4 (or S3 in some schools). There is strong support for this and evidence of well-planned and satisfactory experiences. Pupils particularly appreciate being 'treated like adults' and being given responsibility.
- ➔ However, a number of criticisms emerged including unsuitable placements, insufficient opportunities, lack of readiness of pupils, failure to relate work experience to other aspects of the curriculum, health and safety issues, and difficulty for some small businesses to support work experience.
- ➔ It was seen to operate best where there is good briefing and debriefing, support from the school, and an employer who takes an interest in the young person. Young people in particular saw the benefit of having more than one opportunity for work experience and would prefer longer placements.
- ➔ Alternative models which allow part-time working supported by school alongside part-time school study were noted as valuable experience for some young people.
- ➔ There is potential for giving planned work experience an entrepreneurial focus giving young people the opportunity to explore the implications of setting up and running a business.

Recommendation 11 addresses issues about work experience.

Part-time working

- ➔ It is estimated that 4 out of 10 S4 pupils, half of S5 and possibly up to 8 out of 10 S6 pupils are already in paid employment outside of school hours. Both young people and employers identify learning gains from this experience; teachers are more likely to see the potential for hindering progress in school work, for example restricting time for out of school study.

Recommendation 12 addresses issues of part-time working.

Variability of access to opportunities

- ➔ There is evidence that there is variability in what young people experience in relation to other aspects of EfWE, for example participation in conferences, one day and half-day events, experience of interview skills. This is not only between, but also within schools, due to the fact that opportunity may depend on subject choice and on opting-in. It would be valuable if a clear entitlement to such activities were to be established and every school developed a coherent programme for all pupils.

Recommendations 1, 10 and 19 address the issue of clarifying and ensuring entitlements.

Vocational/Work-based training

- ➔ The success of making use of curriculum flexibility to allow pupils in S3 and S4 to take part in work based training and gain a relevant SVQ level 2 qualification in a specific occupational area was noted. Ways of increasing the value placed on vocational subjects is important both in terms of success for young people, and investing in the future skills of the workforce.

Recommendation 2 addresses this issue and recommendation 14 addresses the matter of relevant assessment.

Assessment and Certification

- Opportunities for assessment and certification of enterprise activity and work experience exist within the SQA framework, but there is limited and declining take-up, although in the consultation numerous respondents suggested that the value of EfWE would be increased through certification.
- Other organisations, including external providers and companies, provide opportunity for assessment and certification, but these do not articulate with the SQA framework.
- Vocational programmes which involve young people in work-place training should have relevant work-based certification.

Recommendation 14 addresses the issue of assessment.

Making connections, reflecting on experience, developing skills and self-assessment

- There is evidence that young people do not necessarily see the connections between the different elements of the curriculum which contribute to EfWE. In particular, they do not make the connection between skills as embedded within their school subjects and their relevance to the work place.
- Young people recognise the importance of skills for work and would value feedback on their progress in these skills.
- This suggests that young people's learning from experience and skills development would be improved through opportunity for reflection, self-assessment and non-judgmental feedback. Development of the pupil Progress File may assist.

Recommendation 10 addresses the issue of improved guidance which should include reflection on learning and recommendation 14 recommends new developments in assessment.

Motivating those at risk

- There is strong evidence that pupil-centred, active approaches to learning including enterprise and work-related elements are effective in assisting young people considered to be at risk or disaffected. In particular self-esteem and confidence are improved and their perceptions that they have potential to be successful. Depending on the degree of disaffection, this is likely to be part of a wider package of measures designed to help such young people.
- There is some evidence that as a result of such interventions, particularly in earlier stages of secondary schooling, young people are more likely to remain in the system and improve attainment in terms of exam success.
- For some, particularly older pupils, alternatives outwith school may be preferable.

Recommendations 1, 2, 5, 10, 14 and 19 will all contribute to providing an engaging curriculum.

4. STRATEGIES FOR DELIVERY

This section focuses on the infrastructure required to deliver quality EfWE to all young people. The section on the curriculum and its outcomes noted the strengths and limitations of this aspect of curriculum. Although there are examples of excellent practice, one of the main concerns is the limited and variable access to opportunities, which is related to delivery infrastructures.

Leadership

- A critical factor in effective delivery at all levels and in all sectors is clear leadership and support from senior management in organisations.
- Education authorities differ in approaches to appointing staff at authority level to lead and support EfWE in their schools. Some have dedicated support staff, others have this aspect combined with other roles, which may reflect the size of the authority as well as importance given to EfWE. Where there was clearly identified support this was valued by schools.
- The vision for the importance of EfWE in schools tends to lie with the headteacher (or an assistant headteacher) though operational responsibility usually lies with other members of staff. Schools with well planned programmes tend to have more than one person taking the lead in different aspects and they usually work as a team.
- Schools showing this level of commitment are more likely to have a statement outlining their planned programme.
- Where a programme or activity depends on the enthusiasm of one member of staff, without management support, its place in the school is likely to be precarious.
- Many large businesses are involved because of a management commitment to social responsibility, and commit staff and resources for this purpose.
- Smaller businesses are usually involved because of the vision of the owner and/or manager that “involvement in education is a good thing”.
- There is no clear national business leadership to promote the benefits of involvement in education-business links to the business community and it was perceived that business bodies could be more proactive in engaging the business community.

Recommendations 4, 17 and 19 address the issues of enhancing the role of leadership in delivering this aspect of the curriculum.

Partnership

- Schools cannot deliver the EfWE curriculum without the many partners involved, including commercial providers, business partners, other social partners and further education colleges.
- Leadership at a national level could be given through an effective national level partnership of representatives from the key communities - national and local government, education, and business.
- Although Education-Business Partnerships existed for many years their operation has been variable. Where the former EBPs worked effectively there was strong support for them especially from the business community. Careers Scotland is now responsible for developing and maintaining local partnerships.
- The landscape remains complex and there is room for improvement. There is a perceived need for a new focus on strong local partnerships at local area levels and at school level. The key outcome of this should be clarity for schools and businesses to enable them to design relevant programmes for the needs of young people. Clarity and commitment might be achieved through service-level agreements between key partners.
- Parents and carers are essential partners in young people's future plans and preparation for the world of work. It was suggested that the majority of parents are supportive of EfWE but are perhaps not sufficiently informed of what it involves.

Recommendations 3, 6, 7 and 8 address the issues of enhancing the role of partnerships.

Resources

- The most valuable resource for all partners is time. Dealing with time in the school curriculum can be addressed through subject integration, curricular flexibility and creative timetabling. To share the workload and free teacher time, the appointment of additional people resources especially to undertake liaison with other partners is supported.
- Integrating EfWE activities with subjects requires time to plan and training to implement.
- Teaching and guidance materials are also very important. Much material is available, but evidence suggests that it has not been widely used. Once schools had made EfWE a priority they were likely to make use of these resources.
- It was acknowledged that many schools have developed programmes and approaches that others could learn from and there is a need for better sharing and dissemination of good practice.
- Updating of existing materials is important. These should take greater account of increased emphasis on entrepreneurial activities and the changes in organisational structures following the establishment of Careers Scotland.
- Taking part in EfWE incurred additional costs, and this is a greater burden in rural communities.

Recommendations 5, 6, 10 and 13 address the issues of updating and increasing the availability and use of resources.

Expertise

- The expertise of teachers is crucial to effective delivery of all aspects of the curriculum which goes beyond teaching subjects to providing care and support for young people.
- With respect to EfWE they need to be equipped to adopt enterprise learning as an approach to teaching and learning, have an understanding of business and economic issues, and understand the importance of links with workplaces other than schools from the perspective of the young person.
- This is an issue to be addressed at all levels of professional development from initial education training through to headship development.
- The development of other professionals such as career guidance officers, education authority staff and business partners is important.

Recommendations 15 and 16 address issues of enhancing the expertise of professionals.

Monitoring and Evaluation

- Performance indicators which are used to monitor the success of schools should focus on a wider range of indicators than the current emphasis on examination success and progression to further and higher education. Indicators for Education for Work and Enterprise should be clearly identified within the indicators and benchmarks being established for the National Priorities in Education.
- Quality indicators as used in schools and education authorities require to be updated. These should take greater account of increased emphasis on entrepreneurial activities and the changes in organisational structures following the establishment of Careers Scotland.
- Quality indicators for business input would be welcomed by the business community.
- Awards are seen as a way of valuing and recognising both effort and achievement. Extending the current approach to awards to provide wider recognition of all key contributors would be valuable.

Recommendations 9, 17, 18, 19 and 20 address issues of enhancing approaches to monitoring, evaluating, and rewarding excellence.

NOTES ON ORGANISATIONS AND PROGRAMMES REFERRED TO IN ENTERPRISE IN EDUCATION REPORTS

Achievers International (www.achieversinternational.org)

Achievers International is a recognised Scottish Charity, which operates an entrepreneurial import/export programme called 'Achievers International'. The programme links school and college students to similar foreign partner groups. Students then form companies and work with their partner group to trade locally sourced products. All the programme training materials are on-line. Achievers International has member schools and colleges in 21 countries, covering all five continents.

Assessment is for Learning Programme (www.ltscotland.com/assess/index.asp)

The "Assessment is for Learning Programme" was established in November 2001 and is overseen by the Assessment Action Group which comprises representatives from education authorities, schools, university faculties of education, parent groups, professional associations, the Scottish Qualifications Authority, Learning and Teaching Scotland and the Scottish Executive Education Department. The emphasis is on the importance of assessment as a means of improving learning and achievement; it aims to build on existing good practice and existing early years and 5-14 guidance; a key factor is the need to develop a single, unified system of recording and reporting assessment information which is clear and easy to understand.

Association of Directors of Education in Scotland (ADES)

ADES is the professional body open to membership for all senior officers who manage the education service in Scotland's education authorities. Members of the association formulate views on key educational issues, share good practice and form liaison arrangements with an extensive list of partners involved in developing, supporting and promoting education in Scotland and beyond.

Boston PIC (www.bostonpic.org)

The Boston Private Industry Council is a non-profit intermediary that builds connections between employers, the work force, schools, training providers, and public agencies. It receives public funding and seeks additional funding and resources from private industry. The Mayor of Boston is active in encouraging business involvement in support of the belief that a well-trained workforce will encourage business to invest and locate in the Boston area.

Business Community-Connections

Business Community-Connections is a company limited by guarantee with charitable status operating in South Edinburgh. The Board of Directors is mainly comprised of individuals from local and major businesses with a commitment to local regeneration. B-CC is the recognised link organisation between business and the community in Craigmillar and South Edinburgh. Its role is to channel private sector resources and skills to the community, contributing to the economic development of the area and linking schools to the world of work.

Businessdynamics (www.u-i.org.uk/about/index.htm)

A major provider of information about business to schools is Businessdynamics (formerly Understanding Industry). The aim is to “bring business to life for students ... to tell them how business is fascinating, creative and fulfilling”. They organise events at which seminars are delivered by managers from companies and deal with topics such as marketing, design and development, production, management, finance, or what it is like to run a small business.

Careers Scotland (www.careers-scotland.org.uk)

Careers Scotland was established in April 2002. Its central role is to provide a strategic focus to, and support for, the delivery of education for work and enterprise, all age career guidance and the development of positive relationships with employers across Scotland.

CBI and CBI Scotland (www.cbi.org.uk)

The CBI, founded in 1965, is a leading UK independent business organisation. Its objective is to help create and sustain the conditions in which business in the UK can compete and prosper. It exists to ensure that the government of the day, the European Commission and the wider community understand both the needs of British business and the contribution it makes to the well being of UK society. Within the UK there are 12 geographical regions and CBI Scotland represents Scottish business and Scottish issues.

CITB (Construction Industry Training Board) (www.citb.org.uk)

The CITB delivers products and programmes through a national network of staff based in regional offices, working in partnership with local agencies, schools and colleges. It employs specialist staff to provide careers advice for all levels of employment within the construction industry including craft, technician and graduate roles. It runs events for schools, offering simulations and competitions, which develop skills and give insight into the industry, for example the ‘Bridge-building Challenge’.

Centre for Entrepreneurship Education and Development, Nova Scotia (www.ceed.ednet.ns.ca)

The Centre for Entrepreneurship Education and Development (CEED) is a division of the Nova Scotia Department of Education and Culture with a broad mandate covering many areas of entrepreneurship. CEED’s mission is to nurture entrepreneurship in young people by

undertaking, creating, co-ordinating and acting as a catalyst in the areas of entrepreneurship education, research and programme design, professional development and community entrepreneurship. It offers a range of education and support programmes designed to suit all sectors of the community including school pupils and teachers, university students, ex-offenders, those in need of literacy support, anyone with a business idea, professionals in private and public sector organisations wanting to develop entrepreneurial approaches, and business owners.

Conference Board of Canada (www.conferenceboard.ca)

The Conference Board of Canada is an independent, not-for-profit research organisation with affiliates in the United States and Europe. The mission of CBC is to help members anticipate and respond to the changing global economy. The mission of its National Business and Education Centre is to help business and education leaders work collaboratively to promote the development of a learning society that will prepare Canada's young people for a changing world. The Centre conducts research on issues of strategic concern to business and education; facilitates dialogue among business, education, government, labour and community leaders.

Connexions (www.connexions.gov.uk)

Connexions is a new support service for all young people aged 13 - 19 in England. The service aims to provide integrated advice, guidance and access to personal development opportunities for this age group and to help them make a smooth transition to adulthood and working life. Connexions joins up the work of six government Departments and their agencies and organisations on the ground, together with private and voluntary sector groups and youth and careers services. It brings together all the services and support young people need during their teenage years. A key feature is access to a personal adviser for all young people.

Enterprise Insight (www.enterpriseinsight-scotland.com/ei-home.html)

An important initiative to raise the profile of enterprise is 'Enterprise Insight'. It was launched, UK wide, by the Department of Trade and Industry in May 2000 and led by CBI, Institute of Directors and the Chambers of Commerce. The Scottish Campaign was launched in June 2001. The campaign is focusing on targeting 5 to 30 year olds with the following aims:

- ➔ encouraging more positive attitudes towards enterprise
- ➔ developing more enterprising behaviours, skills and capabilities
- ➔ increasing awareness, knowledge and understanding of entrepreneurship
- ➔ promoting self-employment as a positive career option

The main focus of the campaign in 2001/02 was a series of Youth Enterprise Showcases held in every area of Scotland. These events drew together schools, business representatives and business support communities. Activities focused on personal awareness of talents, abilities and potential, and meeting business people (Enterprise Insight 2001).

Entrepreneurial Exchange (www.entex.co.uk)

The Entrepreneurial Exchange was formed in 1995 and was created “for entrepreneurs, by entrepreneurs”. It has over 400 members representing 55,000 employees. Its mission is to “lead the drive to make Scotland a more entrepreneurial and confident society for the benefit of all”. Its aim is to provide a network of support for entrepreneurs to help grow and strengthen their businesses.

Federation of Small Businesses (www.fsb.org.uk)

The Federation of Small Businesses (FSB) is a non-party political, not for profit, membership organisation promoting and protecting the interests of the self-employed and owners of small firms. It has over 170,000 members in the UK across 33 regions. It represents approximately 16,000 small businesses in Scotland. On the member benefits side, it offers assistance and support 24 hours a day, while its lobbying arm represents the interests of the small business sector at all levels of government and puts the FSB viewpoint over to the media.

“Get into Enterprise” (GiE) (www.getintoenterprise.com)

GiE, delivered by Careers Scotland is a series of 12 modules designed to take people through the process of starting a business. It can be used flexibly, for example as stand alone, or integrated into other subjects. It is used in schools, colleges and with social inclusion partnership groups.

Global Entrepreneurship Monitor (GEM) (www.gemconsortium.org)

The Global Entrepreneurship Monitor (GEM) research program, directed by academics from Babson College and London Business School, is an annual assessment of the national level of entrepreneurial activity. Initiated in 1999 with 10 countries, expanded to 21 in the year 2000, it included 31 countries in 2001. The research program, based on a harmonized assessment of the level of national entrepreneurial activity for all participating countries, involves exploration of the role of entrepreneurship in national economic growth. Entrepreneurship is measured by an index called “Total Entrepreneurial Activity” (TEA). TEA is calculated as the sum of the prevalence of nascent entrepreneurship (those planning to start a business) and new firm owner/managers of less than 42 months.

Her Majesty’s Inspectorate of Education (HMIE) (www.scotland.gov.uk/hmie)

HMIE is an Executive Agency of the Scottish Executive. HM Inspectors undertake first-hand, independent evaluations of the quality of educational provision. Each year they investigate and publish reports on key aspects of education. The collation, analysis and publication of the evidence and conclusions identify and promote best practice in improving standards and quality. HMIE draw on the results of evaluations, and their overall knowledge of the system, to provide independent professional advice to the Scottish Ministers, relevant departments of the Scottish Executive and others.

The IoD (Institute of Directors) (www.iod.com)

The IoD (Institute of Directors) is a worldwide, non-political independent organisation with over 55,000 members in the UK, including members from large public companies to directors of small firms. It provides a wide range of business services including information, advice and training. The IoD also represents the interests of its members to government and key opinion-formers.

Learning and Teaching Scotland (LTS) (www.LTScotland.com)

Learning and Teaching Scotland was formed in July 2000 with the merger of the Scottish Consultative Council on the Curriculum and the Scottish Council for Educational Technology. LTS is a national public body sponsored by the Scottish Executive Education Department, with a key role in advising Scottish Ministers. It undertakes the role of curriculum review and development through a process of wide consultation; it provides extensive support on the curriculum and assessment through publications and support materials, for the different stages of the school curriculum (pre-school, 5-14, 14-18); it provides support for subject specific aspects of the curriculum and generic and cross-stage issues. It is responsible for developing Information and Communications Technology for enhancing learning and the National Grid for Learning, providing staff development in these areas.

National Centre: Education for Work and Enterprise (www.natcentre.org.uk)

The National Centre was established in 1998, comprising the Centre for Enterprise Education and the Centre for Guidance, Careers and Personal and Social Development (both of Strathclyde University), the former Education Business Partnership Network and the Scottish Councils' Education Industry Network, with support from Scottish Enterprise, Highlands and Islands Enterprise and CBI Scotland. Its aim is to "raise awareness amongst educators of the vital role they play in providing young people with the skills and abilities they need and to encourage employers and entrepreneurs to involve themselves fully in education". It has provided in-service training for teachers in enterprise education, managed teacher placements in business and industry, facilitated discussion with business, managed the Motorola Award for Excellence in Education for Work and Enterprise, and undertaken evaluation and research.

NFTE (www.nfte.com and www.nfte.org.uk)

The National Foundation for Teaching Entrepreneurship (NFTE) was founded in New York in 1988. The main aim is to introduce teenagers in low income, disadvantaged communities to business and entrepreneurship by setting up and running their own business. This has strong links with Babson's University who run a summer academy for training teachers to use NFTE materials. NFTE UK offers a range of programmes including their Core Programme which covers small business start-up issues, awareness raising sessions, entrepreneurship training courses where the focus is on lifeskills, and online learning.

NHO

NHO is the Confederation of Norwegian Business and Industry with between 16,000 and 18,000 members. It has been proactive in developing links between education and business and employs 20 teachers who manage and deliver partnership programmes across Norway. The main objective of this programme is to improve young people's knowledge of local businesses and opportunities which exist in them.

Schools Enterprise Programme (www.schoolsenterprise.co.uk/content/publicmain.asp)

The Schools Enterprise Programme (SEP), launched in September 2001 with joint private and Scottish Executive funding, aims to ensure that each child in every primary school will have experience of at least two quality enterprise projects and one in S1/S2. The purpose of the programme is not to focus on the events but to encourage enterprise approaches to teaching and learning, thus embedding 'enterprise' into the curriculum. Enterprise Education Support Officers have been appointed in every area (Careers Scotland regions) to provide support, co-ordination and follow-up.

Scottish Chambers of Commerce (www.scottishchambers.org.uk)

The Scottish Chambers of Commerce is the umbrella organisation of all the local Chambers of Commerce in Scotland. The main function of the umbrella body is to promote and protect the interests of the local Chambers and their member companies to the UK Government, the Scottish Executive, opposition parties, senior civil servants, the Enterprise bodies, COSLA and other public bodies. Local Chambers of Commerce are located throughout the length and breadth of Scotland. The Chambers of Commerce in Scotland have around 10,000 members. Members range from the country's largest companies to the smallest retail and professional organisations.

Scottish Centre for Financial Education (itscotland.com/curriculum/financialeducation.asp)

The Scottish Centre for Financial Education was set up in January 2002 and is working to support developments in financial education in schools. Its role is to help teachers and education authorities to provide a high standard of financial education to meet the needs of all their learners. Over a period of three years it will plan teachers' continuing professional development and accreditation, establish a network of contacts across financial and education sectors and provide advice on resources and other information.

The Scottish Council of National Training Organisations (SCONTO)
(www.sconto.org.uk)

The Scottish Council of National Training Organisations (SCONTO), soon to be renamed the Sector Skills Alliance, provides leadership, guidance and practical support to Sector Skills Councils and organisations formerly recognised by Government as National Training Organisations in Scotland. It aims to assist in the development of a competitive Scotland through increasing the skills of the Scottish workforce by providing a focus for information exchange, development and promotional activities. The Sector Skills Councils are employer led, independent organisations which represent industry or business sectors which are economically or strategically significant. They are licensed by government to tackle skills and productivity needs in their sector.

The Prince's Scottish Youth Business Trust (PSYBT) (www.psybt.org.uk)

The PSYBT was launched in 1989. It is a charitable company limited by guarantee with a private sector led board. Its aim is to provide seedcorn finance, help, advice and ongoing support to 18 to 25 year olds in Scotland so they can set up and run their own businesses. It also offers loans for business development from its Growth Fund.

Scottish Qualifications Authority and Scottish Qualifications (www.sqa.org.uk)

The Scottish Qualifications Authority is the main accrediting and awarding body for qualifications in Scotland, including work-based Scottish Vocational Qualifications and school and college based awards. Following the Higher Still Review of Qualifications the 'new' National Qualifications were introduced. These have replaced the former National Certificate Modules and are replacing the Scottish Certificate in Education (SCE) qualifications of Highers and Sixth Year Studies. National Qualifications are offered at the following levels: Access, Intermediate 1, Intermediate 2, Higher and Advanced Higher.

Shell LiveWIRE (www.shell-livewire.org)

Shell LiveWIRE, launched in 1982, is a UK wide initiative supported by Shell UK to help young people aged 16 to 30 to see starting a business as a viable and desirable career option. Those interested in starting a business are given information, and the ongoing advice and support of a local business adviser. Shell LiveWIRE runs an annual Business Start-up Awards competition with cash prizes and 'help-in-kind' support. Competitions are organised as local, regional and national events.

Skene Young Entrepreneur's Award

Skene Young Entrepreneur's Award was introduced in 1986 by Aberdeen businessman, Charles Skene, to encourage enterprise in primary and secondary schools throughout Scotland and to introduce an element of competition and recognise success. Local judges select the most outstanding enterprise in both primary and secondary schools in each of five areas, the winners receive a cash prize and go forward to the National Awards. A separate panel of national judges selects from the area winners the most outstanding enterprise in primary and secondary schools in Scotland.

Small Business Gateway (www.sbgateway.com)

The Small Business Gateway is a service provided by the Scottish Enterprise Network and its local partners. It provides local single access points to a range of services for businesses including support for business start-up, high-growth business start-up, business growth and a wide-ranging information service for existing businesses.

***Women into Science and Engineering
(www.strath.ac.uk/Other/WISE/WISEhome/Introduction.html)***

The Women Into Science and Engineering (WISE) campaign was launched by the Engineering Council to change the attitudes of young people, parents, teachers and the general public to the value of science, engineering and technology (SET) and to demonstrate their suitability as career options for both men and women. It has been operating in Scotland since 1996. Its activities include events held at universities and colleges during which girls can get a taste of SET; events at which teachers can be appraised of the opportunities available in SET and events held in industry to allow girls to see SET in action

Young Engineers Clubs (www.scdi.org.uk)

The Scottish Council for Development and Industry has developed over 140 Young Engineers Clubs throughout Scotland. The aim of the Clubs is to involve young people in the challenges and fun of science, engineering and technology by encouraging them to exercise their creative and innovative skills appropriately supported by professional engineers. In this way, young engineers also develop their skills in problem-solving through working in a team environment. The Clubs stimulate an interest in science, engineering and technology and demonstrate the relevance of mathematics and physics in the formation of engineers.

Young Enterprise Scotland (www.yes.org.uk)

Young Enterprise Scotland is the Scottish licensee of Junior Achievement International. JAI is a prominent provider in the field of business awareness, providing training and materials for all stages of the school system in economic and business literacy. JAI was founded in 1920 and now operates in 112 countries. Young Enterprise was established in Scotland in 1975 and works through a network of over 1200 volunteers. The programmes always involve someone from the business community who may be a trainer, adviser or mentor. In Scotland, the most well known of their activities is the company programme. YES has recently successfully piloted a number of other JAI programmes in West Lothian and is introducing a business start-up/self-employment model, called YES2ME.COM.

1. INTRODUCTION TO EVIDENCE REPORT

PURPOSE OF REPORT

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 comprised representatives from education, business and support agencies (Annexe 1).

The process of review included a public consultation which ended in January 2002, visits to schools to observe best practice, taking evidence from key stakeholders including business, unions, parents, and pupils. A survey of current provision in secondary schools was completed, and information obtained from the Schools Enterprise Programme audit of enterprise activity in primary schools. Examples of good practice in other countries were sought out through two overseas visits and a desk-top study. Additionally a literature review was completed. (For details of visits and evidence see Annexe 2.)

This report summarises and synthesises the above evidence and provides the background for the recommendations made by the Review Group and reported in the Recommendations Report.

STRUCTURE OF REPORT

The evidence is presented in three main sections. Section 2 of the report explores why Education for Work and Enterprise (EfWE) is important in terms of economic and educational priorities and summarises evidence of how EfWE supports these priorities.

Section 3 of the report presents the model for EfWE as it exists in Scotland at the time of the Review, and made explicit in support documents. It then presents evidence of good practice, its effectiveness and limitations.

Section 4 of the report focuses on issues of delivery. A clearly articulated curriculum needs to be effectively delivered; the work and enterprise related curriculum is highly dependent on strong links between the education, business and other work communities. This section presents key issues identified by the Review Group in relation to leadership, partnerships, resources, expertise and evaluation.

NOTE ON TERMS USED

Education for Work and Enterprise

The Review Group considered that the term *Enterprise in Education* should be introduced rather than *Education for Work and Enterprise* as explained in the Recommendations Report.

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

This agreement came towards the end of deliberations. As evidence was sought and received under the title *Education for Work and Enterprise*, this Evidence Report retains that original term. The abbreviation EfWE is used throughout the report.

A note is given here explaining the term Enterprise Education or Learning and associated terms as found in the literature. When the phrase ‘enterprise approaches’ or some such similar phrase is used in this report, it should be understood that we are referring to experiences which are in line with the definition given below.

Enterprise Education

This resume explains that Enterprise Education or Learning is about developing skills, attitudes and attributes of enterprising people and is delivered through learner-centred approaches to teaching and learning, generally with a market focus. This forms the foundation which hopefully equips all people to contribute to work and society in an enterprising way, and on the basis of which some individuals may chose to become self-employed, or indeed become entrepreneurs. Entrepreneurship education is presented as a sub-set of Enterprise Education, or the ‘next-step’, and relates specifically to business start-up.

Being enterprising and being an entrepreneur

A helpful definition is provided in an early OECD document *Towards an ‘Enterprising’ Culture: A Challenge for Education and Training* (1989).

“Enterprise learning may be defined as a project- or task-centred process:

- which is entirely (from conception to completion) defined by the learner(s)
- which is centred on real (not simulated or second-hand) projects or tasks of a problem-solving, need-meeting, responsibility discharging or opportunity-seizing nature

- which is supported and facilitated by teachers/trainers/others and not organised or directed by them
- which produces outcomes additional to the gaining of academic and/or vocational knowledge and/or experience, for example, in the form of greater understanding of the values and benefits of being enterprising, for the individual and/or society more generally
- which if it is to address the changes (required in society), must pervade, over a long period, the whole culture of schooling and education and training more generally" (p40).

Enterprise learning encourages the development of skills in problem-solving, independent and collaborative decision making, evaluating risk and risk taking, using initiative, and working with others. It is seen as encouraging positive attitudes towards creativity, confidence, self-esteem, self-reliance and respect for others.

Entrepreneurship, on the other hand, is defined quite specifically as setting up and successfully running a business; entrepreneurship education deals with the mechanics and issues around that. Entrepreneurship education is considered to be a subset of, or the next stage in, the broader matter of being enterprising.

The skills and attitudes which underpin entrepreneurship are, not unexpectedly, similar to those required for being enterprising. There is greater emphasis given to calculated risk-taking combined with strong management skills. Such skills include sales and marketing know-how (persuading, influencing and negotiating), planning and goal setting, time and task management and financial management. The attributes and attitudes of entrepreneurs are again similar but tend to be qualified in ways which suggest a more driven approach, for example: commitment and determination; drive to excel; obsession with opportunity; strong desire to achieve; the ability to make quick decisions; the ability to cope with setbacks; and the ability to see themselves "in their customers' shoes" (Weaver 1999 p378; Wicksteed 1999).

Self-employment and entrepreneurship

The above implies that running your own business or self-employment and being an entrepreneur are the same thing. Some literature does equate self-employment and entrepreneurship (OECD 2001a p 23). However, other writers make a distinction between them, suggesting that entrepreneurship requires "combining and carrying out a new combination of business elements". Business start-up or self-employment may simply involve reproducing or acquiring an existing business (Brown 2000). A mark of entrepreneurship is innovation.

It is broadly held that it is innovation, be it new products, processes or delivery, which drives forward the economy. The issue becomes even more complex when we consider the importance of individuals who will 'grow' their businesses, as high growth business is seen as key in contributing to economic growth.

Such entrepreneurial spirit is of value, of course, not just to drive forward growing new business, but from the inside of larger businesses and indeed public sector organisations, to see the opportunity to create and take forward new ideas.

How do people become entrepreneurs

Studies into entrepreneurs have suggested that entrepreneurialism is mediated by an atmosphere that fosters innovation and change and provides appropriate mentors and role models. The information cues about what is the norm in a given culture are important sources of informal education. Therefore, if the dominant environment or culture in a person's life encourages risk, learning from mistakes, trying again, being different, and both rewards success and encourages independence, then there is greater potential for developing entrepreneurial attitudes. However, a culture or environment which eschews risk, and punishes/makes fun of failure, and encourages conformity is less likely to produce the entrepreneurial spirit (Faris 1999).

2. WHY? THE IMPERATIVES FOR QUALITY EDUCATION FOR WORK AND ENTERPRISE

All young people at some point will take on adult roles within society and the majority will work in some form or another for more years than they spend in school or in further and higher education. It is, therefore, vital that school contributes to laying the foundation in young people's lives that enables them to progress into effective adult roles and to view learning as a lifelong process.

Young people are the business people of the future; but they are also the sports people, artists, scientists, crafts people, teachers, doctors and politicians of the future. So schools are concerned with enabling young people to reach high levels of achievement in preparation for their future lives. There is understandable concern over those who at the end of compulsory education do not engage in work or further education with both social and economic implications. It is important to assist schools in tackling disaffection which may lead to non-participation.

The remit established for the Review Group was to consider how Education for Work and Enterprise contributes to **economic** and **educational** priorities. This section presents these priorities.

ECONOMIC PRIORITIES

Economic priorities are essentially about wealth creation. For a prosperous Scotland there is a need for a thriving, vibrant business economy which allows the support of strong, effective infrastructures. A *Smart, Successful Scotland* (Scottish Executive 2001a, 2002) identified key aspects of the economy and priorities for improvement. The above documents set out the Scottish Executive's strategy and priorities for the enterprise networks under the broad headings of Global Connections, Growing Businesses and Skills and Learning. Areas of challenge to Scotland include improving productivity, addressing weaknesses in entrepreneurship and having the right skills in the workforce (SE 2002 p 5).

The Review Group was asked to consider how EfWE might contribute to Scotland's economic success. Clearly schools cannot deliver on targets set for the enterprise networks, but they do lay the foundations in young people's lives for their future roles in society and success in working lives, including both employment and self-employment. For the purposes of setting the economic context for the Review three issues were considered important: 'entrepreneurial dynamism'; skills supply and lifelong learning; and 'the best start for young people' with participation in education or employment post-16 as a key indicator.

Entrepreneurial Dynamism

(refer to Annexe 3 for data and sources of issues presented here)

In world terms, it is recognised that the United Kingdom does not perform well in respect of entrepreneurial activity, although in European terms it performs above average on certain indicators for example in new business formation and propensity to self-employment, and is considered relatively dynamic along with Germany, Spain, Ireland, Portugal and Finland.

In Scotland, however, the rate at which new businesses are created and net business birth-rates (births less deaths) is lower than for UK as a whole.

Scotland's performance in development of high-growth companies needs to be improved. Generally, only a small number of business start-ups turn out to be fast-growth companies but these are considered to be the ones which drive the economy forward and create new jobs.

While there are issues of infrastructure and prevailing economic conditions, 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. Multiple agencies and methods are used to promote cultural change. Culture is complex and at a risk of oversimplifying it might be defined as a climate which emerges when there are enough people in agreement about a way of doing things; a shared mindset which makes certain behaviours the norm. Therefore, an entrepreneurial culture would be one where there are enough people who believe that it is a good thing to be self-employed, to run your own business and to make money. Evidence would be an increase in new and growing business.

In the context of the Review of Education for Work and Enterprise schools are being challenged to contribute to the promotion of cultural change which will make people more accepting of entrepreneurship generally and of business ownership as a career option. There is also the challenge of assisting young people to develop not only positive attitudes but also relevant knowledge and skills for self-employment, business-ownership and growth.

Skills Supply and Lifelong Learning

(Supporting data is in Annexe 4)

The availability and efficient deployment of people with relevant and well-developed skills is recognised as contributing to improved productivity and economic performance. This requires appropriate labour market information indicating which skills are required in respect of various occupations, and effective people development.

Employers continue to emphasise the importance of core skills and recent research reported that 82% of employers identified 'working with others' as essential to **ALL newly recruited staff**. Communication skills were required by 77%. Job specific skills were required by 51%; maths and numeracy by 42% and IT skills by only 23% (Scottish Executive 2001b).

The Scottish Executive Review of Vocational Education and Training (VET - see page 35) highlighted the importance of core skills and level 2 qualifications, as defined within the VET framework, for inclusion, employability and productivity. This is equated with level 5 on the Scottish Credit and Qualifications Framework (refer to Annexe 4 for further explanations). This is to be seen not as the end point, but the platform for further development, and indeed a *Smart Successful Scotland* target is that by 2007, 80% of young people at age 25 should attain qualifications at SVQ level 3 (level 6/7 on the SCQF).

We noted above the need for more people with the skills and attitudes to establish new business and promote business growth, and that is vitally important. This is particularly true of rural areas where new business contributes to the very survival of communities.

Notwithstanding that, the majority of people are currently employed either in public or private sector organisations and will continue to be so, though it is likely that fewer people will remain with the same organisation for their entire working lives due to rapid change and 'churn' in the business sector (see Annexe 4 for detail).

Scotland is facing a declining population and an ageing workforce which present numerous challenges.

- ➔ In relation to meeting the skills needs of the future, the majority of people who will be in the workforce in 20 years time, are already there. So, for the benefit of the economy much of the responsibility for skills development must lie with employers to invest in their existing workforce, and on individuals to be willing to invest in their own development.
- ➔ Schools may be held responsible for preparation of the young people who enter the workforce on leaving school rather than progressing into further and higher education where the preparation process, in terms of both entrepreneurial vision and employability, must continue. For productivity levels, it is important that those joining the labour market for the first time have adequate core skills.
- ➔ Employers who seek to employ school-leavers will be competing for a smaller number of young people, and therefore have an increased incentive to participate in school links to enhance the preparation of the future workforce.
- ➔ Young people need to understand the world which they will be entering, that their skills will be in demand and therefore they have a vested interest in pursuing the highest levels of attainment, while at the same time gaining knowledge of the world of work.

In preparation for their future careers, young people need to understand the changing nature of the business world, the rapid rise and fall of both small and large business. They need to be prepared for life in a turbulent economy where work is not guaranteed and have a mindset which sees loss of work and change as opportunity; they need to be prepared to deal "proactively with an unpredictable world" (Curriculum Corporation 2001). Underpinning this, they need a clear understanding of how to manage their personal finances, as well as understanding how money circulates in the national and global economy. They also need to be well informed about the opportunities that are available to them while being encouraged towards areas of shortage in the labour market. It is important that they develop core and other skills which enable them to be enterprising employees and able to manage their own careers.

In the context of the Review it is important to consider the extent to which schools and the EfWE curriculum make young people aware of different career options, assist them in their choices, and lay the foundation of knowledge, skills and attitudes required of enterprising and resourceful employees, and of self-reliant lifelong learners.

Youth Participation in Education and Employment

(Supporting data is in Annexe 5)

Reducing the number of young people who are not in education, employment or training (NEET) is an indicator for success in 'providing a better start for young people' in the targets of progressing towards a *Smart, Successful Scotland* (Scottish Executive 2002 p 43). The issue is a Milestone in the *Scottish Social Justice Report* (Scottish Executive 2000), with the target of reducing the figure by 25% by 2007 and 50% by 2012. It is also one of Careers Scotland's targets, specifically to achieve a reduction of 6,000 young people in this category by 2004.

Scotland, along with the UK as a whole, performs below other OECD nations in respect to this group of young people.

Being 'NEET' is not necessarily a negative experience, but evidence suggests that for the majority it is. This is an issue which has many underlying causes and is being addressed through a range of initiatives. Research undertaken by the University of Edinburgh identified, amongst other factors, that many young people who were 'NEET' had low S4 attainment and had truanted for lengthy periods.

In the context of the Review it is important to consider the role of schools and the EfWE curriculum in tackling disengagement amongst young people in compulsory education, through providing relevant and supportive learning opportunities, thus hopefully encouraging progress to further learning or work at post-compulsory stages.

Evidence suggests that EfWE contributes to economic priorities as follows.

- ➔ Enterprise approaches to teaching and learning are reported to develop skills and attitudes in young people considered relevant for enterprising employees and laying the foundation for potential business ownership. These include, for example, confidence and self-esteem, respect for and working with others, identifying and solving problems, collaborative and individual decision making, managing finances, the willingness to take risks and the determination to succeed. The knowledge reported as having been gained includes understanding of how businesses operate, marketing and financial management, though young people admit they find the latter more difficult.
- ➔ Enterprise approaches to teaching and learning are reported to encourage positive attitudes towards business in general, and entrepreneurship in particular.
- ➔ Young people report positive outcomes in terms of learning about work and workplaces in relation to their experiences of EfWE in school, though quality of experience varies. Quality of help with career/work-choice decision making also varies.

- ➔ Greater importance is being given to core skills development through their incorporation in the National Qualifications. There is currently no direct measure of core skills achievement by school leavers, but qualifications achieved are used as a proxy indicator. Examination results of school leavers in 2001 show that almost 70% of school leavers from publicly funded schools achieve success at level 2 qualifications (SCQF level 5) or higher.
- ➔ Young people at risk benefit from learner-centred, active approaches to teaching and learning including enterprise approaches and work-related elements. There is evidence of re-engagement in the education system and some evidence of attainment in terms of examination success. Alternative positive outcomes are reported in terms of progression to further education, training or work.

However ...

- ➔ Overall, very few young people get the opportunity to participate in enterprise activities; enterprise approaches are not currently embedded within the school curriculum.
- ➔ There is a lack of hard evidence of the outcomes in terms of the nature and extent of knowledge and skills developed. Most of the research on the benefits of enterprise approaches and other EfWE activities is based on pupil self-reporting and perceptions of others - albeit based on professional judgement. More rigorous research on the knowledge gained, levels and types of skills achieved and attitude change would be beneficial.
- ➔ There is anecdotal evidence of young people who have gone on to run their own business after taking part in enterprise activities, but there is no substantive research in the UK into this relationship.
- ➔ The ultimate goal of this activity is to create more businesses, jobs and prosperity. It is, however, not realistic to measure the outcomes of specific parts of education provision in those terms given the long term nature and complexity of determining those relationships. It is also complex to evaluate effectiveness of what might be considered medium-term objectives, for example, in terms of a person's choice to establish and run a business, as there are many other influences and life factors which contribute to such decisions.

The most appropriate measures by which to judge the effectiveness of EfWE in schools, is the extent to which young people have developed the attitudes, skills and knowledge which are identified as the positive attributes of effective, enterprising employees and potential entrepreneurs.

EDUCATIONAL PRIORITIES

A major reference point for the Review is the National Priorities for Education which were established following consultation and approved in December 2000 subsequent to the passing of Standards in Scotland's Schools etc Act (2000).

The National Priorities are defined as follows:

- *Achievement and Attainment*: To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.
- *Framework for Learning*: To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.
- *Inclusion and Equality*: To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.
- *Values and Citizenship*: To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.
- *Learning for Life*: To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

EfWE might easily be seen as contributing to the fifth priority, but it has potential to contribute to all five and so it was important for the Review to consider how EfWE

- enhances educational attainment
- enhances the teaching and learning process and environment
- is beneficial to all pupils
- contributes to the development of responsible, self-respecting citizens and
- supports the development of skills, attitudes and expectations which will allow them to prosper (and contribute to a prosperous society).

Evidence considered suggests that EfWE contributes to educational priorities in the following ways:

- ➔ As noted above in relation to economic priorities, there is evidence that a relevant, work-related curriculum enhances the attainment of young people who are disaffected or at risk of disaffection with the more traditional curriculum. However, no research was identified which establishes that enterprise and other education for work elements of the curriculum improves attainment in terms of exam success of other young people. There is, however, evidence that enterprise approaches help young people identify previously unrecognised strengths and abilities and provides opportunities for developing core skills.
- ➔ Enterprise approaches and other curricular inserts related to EfWE are generally enjoyed by those who take part and therefore enhance the learning and teaching process. Contact with business advisers, mentors and other non-teaching helpers is found to be motivating; the EfWE curriculum offers non-school environments which are considered stimulating.
- ➔ The majority of EfWE activities are seen to be beneficial to pupils who get the opportunity to take part. There was evidence that there is inequality of opportunity not only between schools, but also within schools particularly at secondary level. This was on the basis of subject choice and of the voluntary nature of certain aspects of programmes.
- ➔ Teachers in special schools reported the value of enterprise activities and work experience for some of their young people, but there is lack of evidence as to the extent of provision in special schools.
- ➔ The attitudes and dispositions desirable as outcomes of the EfWE curriculum overlap with those identified as outcomes of Education for Citizenship.
- ➔ As noted above, enterprise approaches are reported to develop relevant skills and attitudes for their working lives, though the same caveats as to the limited nature of the evidence apply.

OTHER DEVELOPMENTS RELEVANT TO THE REVIEW OF EfWE

Duffner Review: Establishing of Careers Scotland

A major change took place during the time period over which the Review of EfWE was taking place. Following the earlier Review of the Careers Service (Duffner Review) it was announced in April 2001 that one national body would be established to bring together Careers Service Companies, Education Business Partnerships, Adult Guidance Networks and Local Learning Partnerships. Careers Scotland was launched in April 2002. At national level it is aligned to Scottish Enterprise and Highlands and Islands Enterprise. It has a regional structure supported by Local Area Boards which mirror Local Enterprise Company boundaries. It aims to be the lead support organisation for all-age Guidance and for Education for Work and Enterprise. Its strategies will provide more consistent support across the country, building on best practice of the EBPs and Career Service Companies.

As the EfWE Review commenced in September 2001 and the public consultation closed mid-January 2002, responses were received from the above organisations under the 'old' system, namely as Career Companies and Education Business Partnerships. The uncertainty as to what the future landscape at local level would be like was an issue which was reflected in the responses. Where relevant the report will refer to EBPs when referring to past activity and Careers Scotland referring to future activity.

Review of Enterprise and the Economy in Education (Davies Review)

In England and Wales a parallel Review of Enterprise and the Economy in Education reported in February 2002, and the Scottish Review Group welcomed the opportunity to receive input from Sir Howard Davies, who chaired the Review, and his team. A summary of the outcomes of that Review are given in Annexe 6. It is noted here that the prime focus of the Review was 'building enterprise capability' and the recommendations focused on how to ensure each young person had at least a total of five days enterprise experience throughout their school life. The Scottish Review, while sharing the important priority of building enterprise capability and enhancing young people's opportunities to benefit from enterprise learning, also had a remit to address the broader work-related curriculum and consider the development and delivery of a coherent, progressive programme which supports knowledge and understanding of workplaces, careers, business and other enterprises, wealth creation and the economy, and the development of skills of enterprising people.

Curriculum flexibility

Greater flexibility in the curriculum, set out by the Scottish Executive Education Department in Circular 3/2001 (SEED 2001) has implications for education authorities and schools in developing Improvement and Development Plans. It offers the opportunity to meet the needs of individual pupils or groups of pupils. Among the suggestions for school-based arrangements are ones that "help disaffected pupils gain high quality work experience and college placements which could be used to continue their education outwith the school environment." Flexibility equally allows for extra time to be given to development of particular giftings, interests or subject preferences.

McCrone Agreement

A Teaching Profession for the 21st Century, the national agreement following the McCrone Report provides a framework for the career structure, conditions of service, pay, and development and support of the Scottish teaching profession. The agreement provides for more coherent programmes of staff development, which may offer the opportunity for teachers to gain greater expertise in EfWE and its integration into the wider curriculum. Changes in the staffing structure in schools, with implications for the discrete identity of subjects, and the creation of Chartered Teacher posts may also assist the development of cross-curricular activities, including EfWE. However, the specification of hours of work per week has in some places had consequences in limiting extra-curricular activities.

Scottish Enterprise Business Birth Rate Strategy and Review by Fraser of Allander Institute

The Scottish Enterprise Business Birthrate Strategy was launched in 1993 to encourage more people to start up in businesses and to make the business environment more supportive of entrepreneurs. A review was commissioned in 2000 to look at its effectiveness. Amongst areas of achievement it was noted that there had been a significant change in attitudes to entrepreneurship in education. This is important for the Review of Education for Work and Enterprise which would wish to promote further positive attitudes.

The Manufacturing Image Group

Following consultation on manufacturing in Scotland the Scottish Executive published the report *Created in Scotland - the Way Forward for Scottish Manufacturing in the 21st Century* in March 2000. One outcome was the establishment of the Manufacturing Image Group to oversee the development of a campaign to raise the image of manufacturing. This has led to the 'Make it in Scotland Programme' which aims to inform S2 pupils about and create interest in the manufacturing industry. This has been piloted and is being implemented across Scotland in 2002/03.

Beattie Report

The Beattie Committee was set up to review the range of needs among young people who require additional support to make the transition to post school education and training or employment. The range of needs included young people with few or no qualifications, low basic skills, poor attitude and motivation; and others who needed support because they have physical disabilities, learning difficulties or mental health problems. Its report *Implementing Inclusiveness: Realising Potential* was published in September 1999. Employability was seen as a key factor in inclusion and this has clear links to the Review of Education for Work and Enterprise.

National Debate on Education and Parliamentary Inquiry

The National Debate on Education was run by the Scottish Executive Education Department during 2002 and concurrent with the workings of the Review on Education for Work and Enterprise. The Debate aims to take a long term view on what the nation wants for its education system. Also concurrent with the Review was the "Inquiry into the Purposes of Scottish Education" by the Education, Culture and Sports Committee of the Scottish Parliament. The findings of the EfWE Review will contribute to the ongoing discussions following the Debate and the Inquiry.

Other Scottish Reviews

- ***The Review of Vocational Education and Training***

The VET Review was an internal review by the Enterprise and Lifelong Learning Department to supplement the work of the Review of EfWE and the Review of Higher Education and to contribute to the Parliamentary Review of Lifelong Learning in Scotland by the Enterprise and Lifelong Learning Committee. Its main aim was to consider adult vocational education and training issues. Issues which overlap in some degree with schools and are of relevance to the EfWE Review, are:

- ➔ The reduction of the proportion of the population without core skills for life and work, and
- ➔ Labour market transitions, for example, from compulsory to voluntary education and from compulsory education to the workplace.

- ***The Review of Higher Education***

The Review of Higher Education was a public review and in its various stages has reviewed the role of the Scottish Higher Education Funding Council, Institutional Governance and Management, Teaching and Lifelong Learning, Research and Knowledge Transfer.

Higher Education faces the challenges of preparing enterprising graduates equipped for the world of work and with a vision for entrepreneurship in a world of technological change, demographic and economic pressures, global developments and competition. There needs to be continuity and coherence between Education for Work and Enterprise in schools and similar programmes in both further and higher education.

- ***The Review of Initial Teacher Education***

Initial teacher education is under review and a second stage will follow the National Debate on Education. The place and extent of education and training for EfWE, along with many other issues, are items for the agenda.

3. WHAT? THE CURRICULUM AND ITS OUTCOMES

THE CURRICULUM MODEL

The clearest statements of what is to be understood by Education for Work and Enterprise are to be found in the support materials from Learning and Teaching Scotland and the HMI of Schools (HMIS)¹ Report on Education for Work in Schools (Scottish Executive 2000) and the related Implementation Pack. Details of these documents are given in the reference section at the end of the Report. The recommended inputs with some additions and anticipated outcomes are summarised in Diagram 3.1. This is based on the HMIS recommendation on ‘entitlements’ which are explained in greater detail in Annex 7. Other inputs are included in the diagram to take account of the fact that when young people are making sense of the world, it is not only school which contributes to this sense-making process. This is particularly relevant in respect to developing attitudes and values and making life choices.

In *Education for Work: Education-Industry Links - A National Framework* work is related to paid employment, self-employment and unpaid forms of work. Education for Work is presented as -

“... one of the key purposes of the curriculum, enabling and preparing young people to:

- ➔ face the challenges of life in a rapidly changing society
- ➔ live successful lives both now and in the future
- ➔ operate confidently and effectively in the changing world of work and the flexible labour markets of the future.

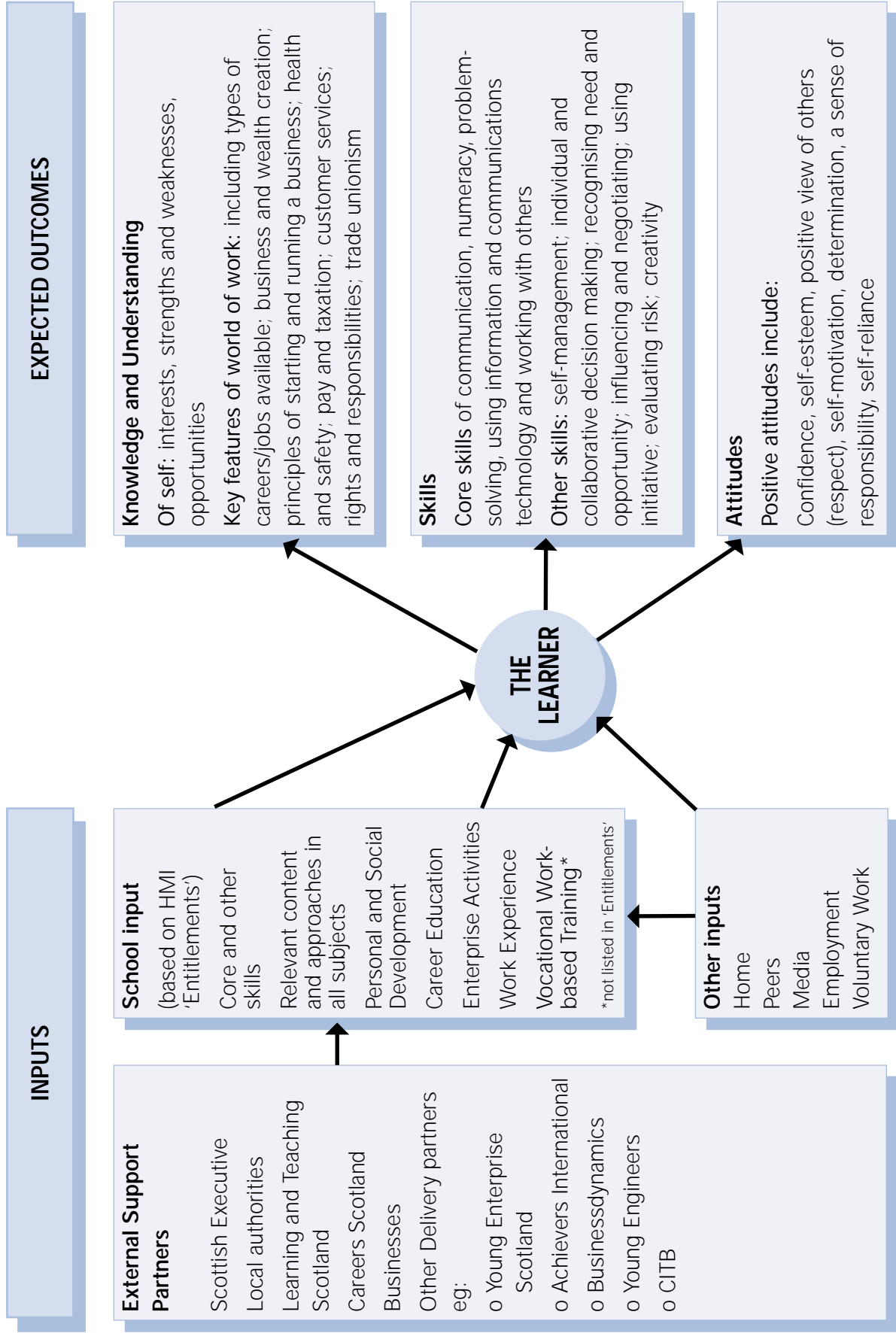
Education for Work is about much more than vocational preparation. It is also an essential part of lifelong learning for living” (SCCC 1999a p 2).

Inter-relationship of curricular priorities

The HMIS Report emphasises that Education for Work is one of the priorities or purposes of education which should be taught across all aspects of the curriculum, the others being Education for Personal and Social Development (PSD), Education for Citizenship and Core Skills. The overlap is seen particularly in reviewing the desired values, attitudes, dispositions and skills that are considered important in personal, social, community and working lives. A clear understanding of rights and responsibilities and effective use of personal and interpersonal skills is at the heart of Personal and Social Development, Education for Citizenship and Education for Work and Enterprise. A recently published document *Education for Citizenship in Scotland: a Paper for Discussion and Development* (LTS 2002) outlines approaches to providing combinations of learning experiences within the daily life of the school and in discrete areas of the curriculum, principles which apply equally to EfWE and PSD.

¹ Her Majesty’s Inspectorate of Schools (HMIS) became Her Majesty’s Inspectorate of Education (HMIE) with effect from 1 April 2001. They operate as an executive agency of the Scottish Executive.

DIAGRAM 3.1 ASPECTS OF EDUCATION FOR WORK AND ENTERPRISE PROGRAMMES



An increasing emphasis is being put on Financial Education as it applies in personal, social and business life. Initiatives are in place to promote Financial Education and clearly enterprise and entrepreneurial activities involving managing budgets and the necessity to remain solvent can contribute to financial understanding.

A danger of labelling parts of the curriculum is that they are dealt with separately and there is failure to make the necessary connections in the areas of overlap. We come back to this point below in the section 'Making sense of it all'.

Need for clarification

In both the written consultation exercise and in the survey of secondary schools, some respondents encompassed all aspects of the model while others tended to refer to parts rather than the whole. This to some extent reflects the respondents' experience and few schools deliver the model in its entirety. An aspect highlighted as needing clarification is the relationship between education for Personal and Social Development, Career Education and other Education for Work activities including enterprise. Personal and Social Education is listed as an entitlement which contributes to Education for Work but as noted above it is also a purpose of education which should be addressed across the curriculum. In practice in most secondary schools, there is a timetabled slot called Personal and Social Development or some similar title, and it is within that slot that Career Education takes its place, along with other personal development issues. The new *Career Education Framework* (LTS 2001) is designed to complement the *Education for Work: Education Industry Links – a National Framework*, but it is clear that they share outcomes in terms of skills and attitudes.

A recommendation to emerge from the consultation process, from across the full spectrum of respondents, was the need for a clearly articulated, progressive curriculum framework, with definition of the essential components and their interrelationship. There is need for a clear understanding for the relationship between Career Education, enterprise activity and other aspects of Education for Work.

In particular the business community was keen to have a framework which was expressed in terms they could understand and use to help them develop relationships with schools, contribute to the school curriculum and against which they could evaluate their contributions. CBI Scotland commented on the lack of use amongst business of the existing *Education for Work: Education Industry Links – a National Framework*, even though it had been intended for use both in schools and in businesses.

EVIDENCE OF GOOD PRACTICE AND EFFECTIVENESS

This section summarises evidence considered by the Review Group from visits, the written consultation, research and literature including practice in Scotland and elsewhere. This section can only highlight key points; it is not possible to provide much of the rich detail that is available in research and other documents. The main sources used are identified in the reference section. While some consideration will be given to each aspect identified as part of the EfWE curriculum,

by far the greatest emphasis given by consultees and providers of evidence was on enterprise approaches and on work experience. This is reflected on the space allocated to them in this report. The topics are dealt with in the order in which the entitlements are presented in the HMIS Report.

Skills Development

Core Skills development is identified as a key entitlement for all pupils which contributes to Education for Work and Enterprise, and EfWE activities are seen as an opportunity to contribute to the development of skills. The development of skills permeates the whole curriculum and should be achieved through all subjects and all other aspects of school life. In summary core skills are:

- ➔ communication skills (listening, speaking, reading, writing, visual and non-verbal)
- ➔ the ability to work confidently with numerical information
- ➔ Information and Communication Technology (ICT) skills
- ➔ the ability to work well with others
- ➔ problem solving skills, including the ability to frame one's own questions and problems rather than depending on others to define them.

The view that education has failed to prepare young people adequately for work and that young people do not have the skills and qualities required by employers has a long standing history. Literature from the 1920s reveals employer criticisms of school leavers' literacy and numeracy, character and attitudes; reports from the 1970s indicate that employers were "appalled" at "the quality of school leavers' technical skills, their basic numeracy and literacy, their work attitudes, social skills and appearance"; in reports from the 1980s complaints still related to literacy and numeracy as well of issues of reliability, discipline and character; in a study *Towards Employability* in 1996 school-leavers are characterised as "being deficient in initiative, motivation and communication skills" (Rikowski 2001). More recently the CBI's *In Search of Employability* (1998) and CBI Scotland's *Rethinking Scotland's Skill Agenda* (2000) highlight the concern, despite major initiatives both within schools and for young people who have left school, that young people still lack the skills and qualities required by employers.

CBI Scotland in their submission to the Review recommend the adoption of the CBI's Employability Template and the development of an Employability Scorecard, which can be used by both schools and employers to assist in recognising skills and encouraging ongoing development (see Annexe 8). Clarification of what employers are looking for and how that relates to the existing core skills framework, as developed by the SQA and used in schools and by other education providers, would clearly be beneficial.

Young people may be leaving the school system without a functional level in some skills, but part of the problem may be that they have not learned to transfer them to work contexts. The *Learning Gains* research undertaken by Strathclyde University (Semple et al 2002) noted that young people did not generally associate core skills development as a learning gain from their Education for Work experiences, with the exception perhaps of working with others. In focus

groups it was noted that for some “problem-solving is something you do in maths” and few associated it with practical problem-solving as part of teamwork. These findings are supported by a study of young people’s development in personal effectiveness (Unwin and Wellington 2001). This study found evidence that students did not distinguish between skills and knowledge and did not see transfer of skills from one subject to another.

The transfer of skills from one context to another can be assisted by teaching transfer that is, by making explicit what the skills are and assisting understanding of how they can be used in other contexts, giving practice in using them in familiar and unfamiliar contexts. When making the transition to the workplace giving work-specific training in the use of skills assists transfer (Brown 1999; Cornford 1999). Further development of the ‘Employability Template/Scorecard’ concept as proposed by CBI Scotland may be beneficial.

The development of an *Employability Skills Toolkit* by the Conference Board of Canada was noted as an example of interesting practice. This is a resource developed jointly by business and education; it outlines a range of personal skills and qualities and provides a framework for self-assessment, which gives suggestions as to what the skills ‘look like’ and how they might be demonstrated at home, at school, at work or in the community (CBC 2001).

Connexions West of England has developed a *Key Skills Log ... for learning and work* and the National Foundation for Educational Research carried out an evaluation of its use in schools. The study involved key stage 4 students, which is equivalent to S3 and S4 in Scottish schools. The findings are cautious due the wide range of factors which influence young people’s development at that stage, and the variable use of the Log in schools, but the evaluators suggest that the Key Skills Log and other similar resources (Work Experience Log and Progress File) assisted in the learning of skills. While students were more likely to have heard about key skills for the first time in the equivalent of Personal and Social Education/Career Education, after using the logs they were more likely to recognise that they developed them across a range of experiences including tutorial groups, work experience, Career Education, subject lessons and part-time work.

Integration of EfWE into subjects

It is considered important that work-related issues are not addressed in isolation but within the context of all subjects. Where work awareness is addressed in primary schools, it is by and large within the context of teaching other subjects (see below under heading ‘Career Education and Personal and Social Education’). An audit of primary schools undertaken by the Schools Enterprise Programme suggests that where primary schools run enterprise projects, only about 18% of projects are not either embedded in the curriculum or have a cross-curricular focus. The majority of enterprise activity in primary schools is related to the other subjects that are being taught.

Support materials from Learning and Teaching Scotland for secondary schools include subject guides with suggestions of how to make the subjects work-relevant, including career information, the work environment and links to business and wealth creation. In response to the

secondary schools survey some schools provided evidence of having audited the curriculum. However, the number was small with 16 schools (8% of sample) providing evidence of auditing and 22 schools (11% of sample) indicating they had used the guides.

Although the guides refer to entrepreneurial activities, this is in terms of mentioning career opportunities with no clear guidance to show staff how to make this link. No evidence was found of the use of enterprise projects within subject areas other than Home Economics, Business Studies and Social and Vocational Skills and more rarely Craft and Design and Technology Education. For example, there were no examples of enterprise activities being used to enhance the teaching and learning process in geography or science. At Bathgate Academy, the Review Group saw an enterprise project which was supported by cross-curricular teaching, in other words aspects of activity required to complete the project were undertaken in different classes by different teachers, for example, mathematics and computer studies.

There is clearly much development required in secondary schools for enterprise approaches to be introduced and embedded within the teaching of other subjects.

Career Education and Personal and Social Education

Career Education has tended to be seen as part of the secondary school curriculum and as such was not previously seen as an entitlement within Primary Schools. However, the new Career Education Framework (November 2001) covers all stages pre-5 to 18. Career Education should nurture the development in knowledge and understanding, skills and attitudes in respect to:

- awareness of self
- awareness of opportunity
- understanding career decision making
- understanding transitions.

● **Primary Schools**

In Primary schools the focus is primarily on learning about people and their jobs and what they do. At later stages it may include understanding the role of business and different types of business. Activities in which primary schools engage are often included as topics in environmental studies, such as 'around my school and town', 'people who help us', 'rivers and forests', 'fishermen', 'the airport' and 'transport'. Links are also made to social subjects, science and technology.

Examples provided via the consultation included a school which arranged visits to the school from, for example, a dance specialist, waiter, police and dental nurse who are questioned about their jobs and career choices, as well as relating this to other relevant learning such as road safety and health issues. Another Primary School reported that they link all environmental topics to the kinds of jobs involved and keep a list of parents' jobs so they can be invited to talk to pupils. Back School in Stornoway gave examples of inviting a journalist and paper editor to talk about their jobs when the young people were planning a newspaper.

The extent to which such activities occur across all primary schools in Scotland is unknown. Some indication is to be found in the HMIS Inspection Report on Education for Work in schools, which noted that “the primary schools inspected for the task displayed many strengths in their programme in education for work. In contrast, only about one primary school in six in the general inspection programme indicated that it offered clearly defined activities in education for work” (Scottish Executive 2000). It also noted that only a few schools made use of the careers service (now Careers Scotland).

- **Secondary Schools**

In secondary schools, Career Education is usually addressed within the broader heading of Personal and Social Education. Evidence from both the consultation process and the secondary schools survey indicates that Career Education is viewed as a major component of Education for Work and that all secondary schools have provision of varying kinds. The *Learning Gains* research indicates that after work experience, the most reported Education for Work activities were using the career library (88%), discussing future employment opportunities (68%) and having an interview with a careers adviser (66%) (Semple et al 2002).

In addition to these activities schools reported a range of events designed to enhance awareness, decision-making and preparation, for example careers fairs, visiting speakers from business and other organisations, industry awareness days, games and simulations and mock interviews. The most frequently mentioned external organisations were Businessdynamics, Construction Industry Training Board (CITB), Young Engineers and Women into Science and Engineering. Evidence was presented to the Review Group of large businesses who have developed specific programmes to enable young people to prepare for work and to be assessed in relation to work skills using assessment centres. These present schools in their area with additional valuable opportunities for young people.

A major focus for Career Education is making young people aware of opportunities for further study and links with colleges and universities were mentioned as important.

One of the key findings of *Learning Gains*, substantiated by evidence from the school survey, was that not only did provision of these opportunities vary between schools, it varied within schools, so that not all pupils had access to the same range of activities. Some activities tended to be linked to certain subjects; others only allowed a few selected pupils to take part; additionally attendance was often voluntary and so only the pro-active opted in.

Pupils' views as to how useful Career Education had been in helping them know about opportunities and making choices have been drawn from across a range of research, sources of which are noted in the references. In broad terms this varied from those who were disillusioned with school, not helped by careers and guidance provision, and put off by work experience, to those who found everything helpful, with combinations of positive and negative responses to the different elements of provision.

- ➔ Many young people thought they knew 'little' or 'nothing' about job opportunities, available training and running their own business.
- ➔ Those who had already developed ideas about what they want to do are more likely to have an interview with the Careers Service (now Careers Scotland) and benefit from it. This is thought to be because they were more proactive.
- ➔ Those who were most likely to find their interviews useful were high attainers, who had a positive opinion of their experience of Career Education, had a positive attitude to school, and had had discussions with parents.
- ➔ Some of the young people only had limited interest in careers while at school and some felt too young for careers advice. Even having left school, some did not know what they wanted to do, but would decide later having had more experience.
- ➔ Some views suggested that guidance teachers were less aware of training based opportunities than academic progression routes and were less interested in those who were not staying on at school.
- ➔ Some thought that guidance teachers did not have time to provide useful vocational information, as their role focused on concerns about attendance, pastoral care, discipline and subject choice.

This presents a mixed view of how effective Career Education is in helping young people know about work and help them to make choices. These choices are extremely complex and are influenced by many life factors outside of school. This is considered below in 'Other influences'.

In broader terms, the Scottish School Leavers Survey sought views on the extent to which "School taught me things that would be useful in a job". In 1992, 59% of school leavers agreed with this statement; in 1994 64% of leavers agreed. 74% of those who completed S4 in 1996 agreed with it (Courtney and Lynn 2000 p 26), and 77% of those who completed S4 in 1998 agreed. (There was a change in data collection in 1996 which may account for the larger increase between 1994 and 1996, but generally increasingly positive responses over time are evident.) This was supported by contributions of young people in focus groups many of whom thought that school was doing as much as it could to prepare them for work, though of course there was some dissatisfaction.

• *Special schools*

Where the degree of learning disadvantage did not preclude young people from work, special schools had in place extensive careers programme and preparing students for employability was of major importance. Some mentioned the vital role played by the careers service in this. Views from the special school sector suggested that better networking between schools for sharing best practice would be one of their main priorities for enhancing provision.

Enterprise Activities: Enterprise Ethos

Views were expressed in the consultation that some schools created an enterprise ethos through involving pupils and staff, together, in planning and decision making. In some of the schools visited it was clear that all teachers were encouraged to identify and seize opportunities for involving pupils to encourage their creativity and be enterprising, for example, a teacher's readiness to see events which were happening anyway as an opportunity for an enterprise project. Cornton Primary School was an example visited by the Review Group. It was considered that such schools were more likely to engage in specific enterprise approaches and activities, and that value would be placed on all kinds of achievement and success. The young people who were involved in focus group discussion for the Review noted the importance of this. They were asked about ways in which schools might encourage a culture of enterprise. They felt that schools could help by encouraging them to talk about their own strengths and achievements; they thought that teachers could focus more on their achievements and less on their failures and that there was a need for all pupils to have their achievements and progress recognised, not just the best in the class or year.

Enterprise Activities and Enterprise Learning

We have noted that enterprise learning represents particular approaches to teaching and learning, which are based on sound pedagogical principles. These include situated learning in authentic contexts, learner-centred methods, interaction, collaboration and reflection. In other words, it is 'learning by doing' and then 'reflection on practice'. These principles can be embedded in the teaching of all subjects.

In the written consultation, evidence gathering and in the literature *enterprise* is used to cover a wide range of activities. Generally anything to do with raising money for any purpose, either for the school or good causes, is defined as enterprise. That is appropriate as such activities encourage a sense of responsibility and provide meaningful, active experience for young people, contributing to the development of enterprising skills. Addressing community and charity needs are an important element of citizenship education and personal and social development. They develop the sense of community enterprise with social goals, where profits are for the benefit of others, not an end in themselves.

The Review Group has used the term *entrepreneurial* for activities which replicate the running of a business to distinguish this approach from more general enterprise activities and events. Therefore, entrepreneurial activities feature the development of a business plan, raising finance, financial management and risk-taking, with the clear purpose of making a profit. Such activities and programmes have a focus on market principles and how businesses operate within the wider economy.

This distinction is not always clear in the literature or people's responses, though 'mini-enterprise' and 'company model' are sometimes used to refer to the entrepreneurial approach. The summary of evidence presented here has not separated out different activities, though it does refer predominantly to entrepreneurial activities.

Effectiveness of Enterprise Activities

Enterprise activity has been a feature of Scottish schools for some 20 years in primary, secondary and special schools. The Review Group had the opportunity to see examples of good practice in each of these sectors and the evidence of benefits is compelling.

The evidence summarised here is from a range of sources, all of which are identified in the reference section of the report.

The following **benefits** are reported:

- ➔ Pupils gain confidence, learning to identify their own and others' strengths and weaknesses; they learn to take responsibility for their own decisions.
- ➔ Some pupils develop and display new skills like organising themselves and others, and relating to adults in a mature way; one consultee emphasised the "very real experience of dealing with complaints".
- ➔ Some pupils display previously unrecognised qualities and so gain personal satisfaction and peer group status.
- ➔ Pupils learn about business and the commercial world.
- ➔ Where the project is based on a product or service they become aware of the "absolute necessity to remain solvent", and at very least to break even. Where the project has an environmental or community focus they learn about controlling resources, including finance.

In relation to secondary school programmes, young people identified the following **gains**:

- ➔ The main learning gains both in terms of skills and knowledge were working with others/team work and communication skills; learning to deal with conflict was challenging and valuable; managing of time, tasks, and people was seen as important.
- ➔ Knowledge gains were related mainly to how businesses operate and marketing.
- ➔ The main attitude or personal gains were in relation to gaining confidence and discovering new abilities.
- ➔ Enjoyment of working with others was a dominant aspect of learners' evaluation of the exercise.

Overall, enterprise activities generated enthusiasm, motivation and commitment, borne out of the desire to succeed. Working with business advisers, and other non-teachers added to the interest and enthusiasm, providing alternative role models.

Some **limitations** were also noted:

- ➔ Teachers can find it difficult to stand back and allow pupils to take control; balance between providing appropriate advice and taking a realistic 'hands-off' approach is difficult.
- ➔ Some views were expressed in primary projects that parents and others "are obliged to purchase sub-standard goods" and this does not give children a realistic view of the value of products and customer care issues.

The following **limitations** were noted particularly in relation to secondary schools

- ➔ Understanding and managing finance was found to be difficult and, in discussion, some young people admitted that they had not had to face the full costs of running their company (eg cost of premises), nor fully address the issues of wages and sharing of profits.
- ➔ An issue of concern from viewpoint of all participants is the amount of time required and the amount of time available to run companies. The activities are often run in lunchtimes and after school. Preparation for examinations and other school work took priority.

- **Limited opportunity**

The major weakness however is the limited opportunities that young people have to participate in enterprise activities.

The audit carried out on behalf of the Schools Enterprise Programme gives some indication of levels of activity in primary schools in 2000/2001. It should be noted that not all parts of the country are included due to non-returns from certain areas and the data should be seen as a rough guide. There was a 28% response rate.

- ➔ During 2000/01 about one-quarter of classes in the responding schools had taken part in an enterprise activity, representing over 25,000 young people (between 20% and 25% of the school rolls).
- ➔ About one-fifth of schools had a policy for enterprise education.
- ➔ Almost three-quarters aspired to ensure that each child had at least one enterprise experience; less than half had plans to make sure that it happens.

In secondary schools there is variable provision in S1 to S4, with enterprise activities tending to be related to specific subjects, for example, home economics, business studies, and, less frequently, craft and design, and technology. Social and Vocational Skills is seen in some schools and education authorities as providing a suitable opportunity to complete an enterprise project. Many schools involve pupils in half to one-day challenges which introduce the idea of enterprise in a competitive environment, for example the 'Cookie Challenge'.

Participation in enterprise activity at senior school levels is likely to be on a voluntary basis. While around half of the schools who responded to the secondary school survey mentioned the Young Enterprise Scotland company programme many indicated that no more than 8 or 10 pupils were involved.

The survey results suggested that about one-third of schools were introducing enterprise activity at more than one stage in the school programme, though only a small number of these had programmes which allowed all pupils to take part in an enterprise activity. The review of enterprise activity in secondary schools completed by the National Centre: EfWE suggests that in a year group as few as 5% and as many as 25% can be involved. Of the total sample in the *Learning Gains* research (245 pupils in S4 to S6 from 5 schools) about 10% had had experience of enterprise activities. Overall, it is estimated that around 10% of pupils in secondary schools have the opportunity to take part in enterprise activities.

• **Main external providers and their contribution**

The external providers of entrepreneurial activities, mentioned in the secondary schools survey, were Young Enterprise Scotland (YES), 'Achievers International' and Careers Scotland (previously Scottish Enterprise) with 'Get into Enterprise' (GiE).

- ➔ YES indicates that they are operating in 70% of schools. In 2001/02 around 6,900 young people were involved, representing 9% of the S5-S6 year group. The most common activity is the company model, but a small business/business start-up approach has just been launched. YES offers the chance to sit an examination and is supported by annual awards. Financial support is primarily from the private sector and the programme is dependent on business involvement and support. They also provide information to encourage achievers to access The Princes' Scottish Youth Business Trust (PSYBT), Shell LiveWIRE and the Small Business Gateway service.
- ➔ Achievers International supports a programme which is based on importing and exporting. Groups of students form an import-export company and they are linked to a partner school in another country with which they exchange goods and sell them on behalf of their partner. The communications are carried out by email, fax and telephone. Success depends on the effective use, and the stability of the technology. It also depends on having an active trading partner. In 2001/02 50 schools in Scotland participated with some 1100 pupils. The programme is expanding to include primary schools.
- ➔ GiE can be used as a stand-alone activity, or it can be integrated into Business Studies or Social and Vocational Skills. This is designed as a series of 12 modules which can be used flexibly, and is now available online. It is also used in colleges as part of vocational courses, and with social inclusion partnership groups. Figures from Careers Scotland indicate that 219 schools are involved in GiE. During 2001/02 over 780 pupils were registered.
- ➔ All of these programmes require the participants to raise finance to establish their businesses. In some cases they may receive a grant or loan for pump priming purposes or have an agreement with banks to allow an overdraft on a special account. This money is made available on the basis of the production of a viable business plan. At the end of the project, once taxes, loans and shareholders have been paid, the young people can choose how they spend their profits.

During 2001-2002 'Enterprise Insight' ran a series of regional events which included enterprise challenges culminating in the national final, the 'Braveheart Challenge'. These events, however, include only selected pupils. During the year over 400 secondary pupils and over 5000 primary pupils took part or attended.

- ***A Note on Special Schools***

Only a small number of special schools responded to the consultation exercise and the schools survey. The focus of responses was the importance of providing a curriculum that was relevant to the needs of each individual young person. Enterprise education was valued in particular to encourage independence and helping young people take responsibility and make choices for themselves. Activities like running tuck-shops, cafes, active participation in the school fair and other events, for example a Puppet Show were mentioned. Making and selling cards and crafts were also mentioned. One school mentioned involvement in Achievers International, one mentioned using 'Get into Enterprise' and one mentioned participating in a YES programme along with pupils from a mainstream school. The Review Group visited Glencryan School where in the senior school young people learn in the Life Skills Unit where skills and subjects such as English, maths, science, languages and expressive arts are delivered through enterprise and education for work.

- ***Other Examples***

Of particular note from North America are examples where young people are encouraged to run their own real businesses alongside attending school. In other words, the businesses they start are not necessarily wound up by the school nor do they have a limited project lifespan. If successful, the young people run them as their own money-earning ventures. During the visit to Boston, members of the Review Group saw this in practice at John D O'Bryant School of Mathematics and Science. The programme was based on a joint effort with the school, the Private Industry Council and the National Foundation for Teaching Entrepreneurship. 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. Another US example is to be found in 'Enterprise High Schools' where programmes allow young people to combine their academic learning with running their own small businesses. Students spend 50% of their day on academic study and 50% on running their enterprise, with each day beginning and ending with a group or quality circle meeting (Shuttleworth 1997 p20).

The Centre for Entrepreneurship Education and Development in Nova Scotia provides numerous programmes to support entrepreneurship education in schools. One of note here is the 'Venturing through an Integrated Curriculum - Profit by Learning' which allows students to achieve high school credits while engaging in entrepreneurial activities.

In Norway, it was observed that young people on vocational programmes participated in Young Enterprise and set up companies which were related to their areas of study, for example pupils on an electronic industries placement were running an electronics repair business.

An interesting example for primary schools is the Primary Enterprise Programme (PrEP) in New Zealand, which is being piloted in Dumfries and Galloway. It links citizenship and enterprise through the formation of a mini-society in which pupils form a government, hold jobs and have market places for goods and services. It is designed to help them understand the basics of governance in democratic societies and the functioning of the market system.

Attitudes towards entrepreneurship

Taking part in enterprise and entrepreneurial activities appears to engender in young people positive attitudes towards business and entrepreneurship. Questions asked of young people at Enterprise events show positive views. At the Young Enterprise Scotland Annual Conference 2002, attended by over 500 young people, 60% indicated that having run a company through YES, they would consider starting their own business. 87% thought becoming an entrepreneur was a good thing. 77% of young people who took part in Enterprise Insight showcases during 2001/02 thought that one day they would like to own their own business (though it should be remembered that the majority of these were of primary age).

Turning this positive perception into reality is of course a quite different prospect. Anecdotal evidence suggests that some young people have changed their choice of subjects for further study to business on the basis of taking part in running a company while at school, and some 10% of young people at the Young Enterprise Scotland conference did suggest that their experiences had led to them to change their minds about their careers (though from what, to what is not known). However, in the evaluation of the Northern Ireland Young Enterprise Programme the experience appeared to have little influence on career/occupational choices as by the time they took part in an enterprise project many had already made decisions about their future. While it may have raised awareness of potential of starting a business and possibly aspirations, few had plans to actually start a business. In the Northern Ireland evaluation ex-Achievers who would be about 25 years old were contacted, and of the 74 who responded, two were self-employed.

Research into attitudes of young people for the Davies Review in England showed that there was little evidence of anti-enterprise or anti-entrepreneur attitudes. However, their own career aspirations did not align with becoming entrepreneurs themselves (Davies 2002 p 34).

Work Experience

Within schools work experience is often managed as part of Career Education. However, it is listed as a separate entitlement in the HMIS Report, and it is being allocated a separate section in this report, due to the emphasis given to it in the review process. It was an issue which was addressed by all parties involved - pupils, teachers, parents, education authorities and business representatives. It is the most frequently experienced education for work activity; it is valued by the majority of pupils, staff and employers who participate.

The majority of schools aim to make this a provision for all in S4 (or S3 in some schools), with additional opportunities in S5 and S6 for those pupils who want to pursue the opportunity, often

negotiated by the pupils themselves. It is usually for one week, though in S5 or S6 it may be for two or three weeks. Some schools build extensive learning programmes around work experience. A small number of schools are involved in European work placements, giving pupils studying foreign languages the opportunity to work in a European country, gaining both work experience and language practice. An example was seen by the Group at Grange Academy in East Ayrshire. Evidence was also presented of companies who have carefully planned programmes to support work experience, for example, Standard Life, and the hospitality industry in the Glasgow area. Some employers see this as an opportunity of giving young people a good impression of their industry, and hopefully attracting suitable young people as future employees.

Work experience may also include short visits to see some aspect of a businesses operation, possibly to link into taught aspects of a subject. Senior pupils may take part in job-shadowing, to gain insight into different types of job roles or be mentored by business people. These occur much less frequently than the one-week placement. For example in the schools survey one-fifth of schools mentioned job-shadowing for some pupils.

The most reported learning gains from work experience by young people were understanding real workplaces and working with other people. In particular, they liked being treated as adults and being given responsibility; receiving praise gave them confidence. However, they did not like uninteresting jobs or menial tasks. It was most effective where there was good briefing and debriefing, when there was more than one opportunity to take part, and where employers took an interest in and helped the learner.

Views expressed by the young people suggest that while work experience might act as a trigger to make them think about their future, it rarely influences their choice of career. In the *Learning Gains* research none of the pupils mentioned that work experience had given them more career ideas or extended their career possibilities. However, it was suggested that, for some, it helped them understand the importance of doing well at school (Semple et al 2002).

• ***Limitations identified by other key players (teachers, business people and parents):***

- ➔ Some placements are boring and do not give young people tasks which develop responsibility (eg shelf-stacking and photocopying).
- ➔ There is little evidence that young people relate learning from work experience to their school subjects, though teachers had hoped this would be an outcome.
- ➔ Some schools reported difficulty in finding enough suitable placements especially in rural areas.
- ➔ It was not possible to place young people in organisations which reflect their aspirations and interests and meet the realities of the local job market.
- ➔ The preceding two points incurred costs of travel and sometimes accommodation and disruption to normal life to enable suitable work experience.
- ➔ Pressure was experienced by making it an 'entitlement' for all as it promoted quantity over quality.

- Some schools reported that, following the McCrone agreement, some teachers were unwilling to work beyond 35 hours and this has meant that pupils are not visited on placement.
- The restrictions of health and safety requirements were mentioned frequently by both schools and business, though at least two education authorities took responsibility for ensuring that this aspect was dealt with.
- Some business people commented on the lack of readiness of young people when they come on work experience.
- Some small businesses found it difficult to support young people for a week due to lack of availability of supervisory staff, and the associated record keeping and reporting was considered to be excessive.

- ***What would improve work experience:***

Some suggestions have been made for improvement:

- Pupils and others thought it would be more useful if it could be for longer than one week or happen more than once.
- Issues of planning and support need to be carefully addressed.
- Activity undertaken while in business placement should relate to solving of real problems. Work experience should be built into a wider project on understanding, for example workplaces, business structures, the local labour market.
- Placement in small businesses could focus on the issues of self-employment and starting and running a business.
- Voluntary organisations and community enterprises give valuable experience to young people. Greater efforts should be made in extending work experience beyond commercial and industrial sectors.
- Young people preparing for further and higher education leading to professions, such as medicine, would benefit from opportunities related to their prospective careers and indeed were often required to do this by the higher education institutions prior to acceptance. A more structured approach with the support of the HEIs and professions would be valuable.
- In certain areas placements could be linked to industry/business sectors where there are skills shortages.
- The model of central co-ordination of placements by the education authority, or local Careers Scotland office (formerly the Education Business Partnership) to provide liaison between schools and businesses and to address the health and safety issue is supported by some.
- It is important that there is appropriate briefing and debriefing and opportunities for reflection and discussion to help young people articulate and so recognise the learning that has occurred. This is important to help them to link work-experience to other aspects of learning.

- **Special Schools**

Where special schools had young people who had the potential for work, suitable work experience was considered to be very important. In Glencryan School, visited by the Review Group, carefully planned work experience in S4, S5 and S6 is based on effective matching of appropriate opportunities provided by local employers to the specific skills, attributes and needs of the young people. However, there is an indication that for some schools, it is difficult to find sufficient employers who can make the kind of commitment which is necessary to provide work experience for young people with learning difficulties.

- **Part-time work**

Increasing numbers of young people combine staying on at school and working, with the main purpose of earning money. In the *Learning Gains* study 63% of the young people reported having part time work, 53% in S4, 63% in S5 and 88% in S6. The Scottish School Leavers Survey reported that 38% of S4 pupils had part-time work and 44% of S5 pupils (Courtney & Lynn 2000 pp 35, 47).

Learning from part-time work was similar to the points identified from work-experience. However, their part-time work gave young people the time to practise at becoming good at things, learning how to handle things, gaining confidence, dealing with more difficult tasks and problems (Semple et al, 2002).

Employers recognised the benefits of part-time work. Those surveyed in the *Learning Gains* research indicated that young people on work experience, who already had experience of part-time employment, were thought, amongst other things, to show more initiative, have greater insight into what was required, be better at dealing with the public and be more mature. This of itself suggests that real work is more effective in developing desirable skills and attitudes, than short term work-experience, and adds support to the argument that work-experience needs to have some other clearly defined purpose. Discussions with some employers who took young people on both work-experience and also employed them on a part-time basis suggested that there is a commitment to use these opportunities to provide training for young people and to provide them with support for their next stage of development whether that be further study or employment. While this presented the Review Group with admirable examples of good practice by some employers, we do not know how widespread such commitment is amongst the business community.

Teachers expressed the greatest reservations about pupils participating in part-time work. This emerged both in the *Learning Gains* research and in the consultation process. Views were expressed that it is “a distraction from educational goals, far removed from the experience of adult employment in economic terms”. There was a concern that it could damage exam performance.

Parents concerns largely reflected the extent to which some employers take advantage of and exploit this youth labour market.

Young people may wish to keep this totally separate from their school life; to 'educationalise' this experience might seem to them like an intrusion into their private, non-school world. However, it is worth exploring the potential of using these experiences in terms of vocational relevance and providing ways of helping young people to recognise and exploit the learning opportunities provided by their part time work. If it is seen to be valued by school, rather than opposed, it may help some to be less discontent with school experience.

- ***Other examples***

Evidence from Boston Public Schools provided examples of the 'Jobs Collaborative' programme, facilitated by the Boston Private Industry Council, where young people work on a part-time basis while still completing their school studies on a part-time basis. Young people have real jobs, are supported by school in the job, and are paid for it while completing school. Finding models which allow school supported part-time working, which maximises the fact that many do work part-time already, is a challenge to be faced.

Vocational and work-based training

During the consultation, the Review Group was presented with views on the need to enhance the value placed on vocational subjects so that careers in trade and craft industries are appealing to young people. It is important that vocational subjects are seen as valuable as more academic subjects. Two approaches to including vocational training were highlighted during the Review process: one in direct collaboration with employers using work-based training, and one in collaboration with Further Education Colleges.

The first is exemplified by the Schools Corporate Vocational Training Programme being offered in Glasgow Secondary Schools to pupils in S3 and S4, in collaboration initially with the construction and hospitality industries. The second phase (2002/2003) will extend opportunity to include horticulture, administration, care, health and fitness and sport and recreation. Glasgow Education Authority, in collaboration with other council departments and the hospitality industry in Glasgow, has used the opportunity of curricular flexibility to offer work-based training to young people, leading to SVQ certification at level 2. This activity replaces one standard grade in the normal S3/S4 programme.

It is reported to be successful with pupils and supported by parents. Though it is too early to obtain evidence from evaluation, feedback suggests that benefits include positive impact on attendance, motivation and achievement. 750 young people in S3 have enrolled for this opportunity for 2002/2003. Including this new enrolment and those who were part of the original pilot and now progressing to their second year, Glasgow Education Authority indicates that about 20% of S3 and S4 pupils will be participating.

Dundee City Council working in partnership with Dundee College, Scottish Enterprise and local employers is planning a similar programme in pre-apprenticeship construction, though on a smaller scale.

Other projects highlighted include Northfield Academy in Aberdeen setting up an in-school hair-dressing salon for S3 pupils and offering accreditation at SVQ level 2 in conjunction with Aberdeen College. Many other examples were provided by colleges of courses offered to S3 and S4 pupils, either as 'tasters' or leading to certification at SVQ level 1 in practical subjects and this was seen as "offering a taste of more ... 'grown up' educational opportunities". The majority of FE colleges provide such opportunities for S3 and S4 pupils alongside their school based studies. A survey of secondary schools in Scotland (with about one-third of schools responding) carried out by NFER found that 44% of the respondents used part-time college courses with S3 and S4 pupils and 48% of respondents with S5 and S6 pupils (Kendall et al, 2001, p 39). The limited evidence available suggests that there are mixed responses by school pupils to these opportunities.

The Review Group also took account of Norway's vocational upper secondary schools where the later years follow the apprenticeship model and lead to a Trade or Journeyman's qualification. Examples were visited in Boston where young people can opt into vocational programmes in high schools which allow them to work with employers while completing their academic studies.

ASSESSMENT AND CERTIFICATION

Work Experience

Work experience is the aspect of EfWE most likely to be certificated. There is opportunity to provide certification within standard grade Social and Vocational Skills and also specific National Qualifications Work Experience units.

One third of schools enter young people in S4 for Social and Vocational Skills. About 6% of the year group have been entered every year for a number of years. In 00/01 this represented 3,500 young people.

In 2000/2001 about 21,500 young people were entered for Work Experience Units at Access 3 and Intermediate level 1 representing about 36% of the year group. There has been a decline in the number of centres and entrants since 1997/98 when 57% of the year group were entered for Work Experience modules. (Note in 1997/98 these were 'old' National Certificate modules, with the 'new' National Qualifications being introduced in 1999.)

A further opportunity for assessment is through the Life and Work Units. In 2000/01 there were 1,678 entries for this unit from schools, representing 2.8% of the S4 year group. Entries for this unit have also declined in recent years from 8.8% of the year group in 1997/98.

Discussions with work experience co-ordinators suggests that some found the process of preparation for assessment and certification too time consuming for both staff and pupils and other issues and responsibilities took priority. However, views presented via the written consultation suggested that assessment and certification would increase the value and importance of work experience.

Enterprise

Opportunity for assessment and certification of enterprise activity also occurs within standard grade Social and Vocational Skills. Some pupils may opt for an enterprise activity as part of the Business Management National Qualification at Intermediate 1 and 2.

There are also National Qualifications units which provide the opportunity for certification. Several units exist within the National Qualifications catalogue which might be suitable: *Enterprise through Craft, Enterprise Activity, Considerations for Self-Employment, and Identifying Opportunities: Recognising Entrepreneurial Potential*. These are new units, and only the first two of these has so far attracted a small number of entrants from schools.

Organisations like Young Enterprise Scotland have their own exam and award scheme, but these are not linked to the SQA framework. YES is also undertaking development of an online library of core skills assessment material, generic to any enterprise activity.

Skills

Within the Higher Still Developments and National Qualifications, core skills are embedded in the subject. All subjects and levels have been audited showing where particular skills apply (see *Catalogue of Core Skills in National Qualifications 2001/2002*, SQA 2001). When a pupil passes in that subject he/she is automatically given credit for the core skills at the appropriate level (Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher) and this is noted on the certification.

While embedding skills in this way recognises the contextual nature of skills development, some problems have been noted:

- ➔ some pupils said they did not know they had been "put in for them"
- ➔ some objected because they only wanted subject passes recorded on the certificate
- ➔ some felt that the skills level was too low as they were credited with the skills at the level identified for the particular subject. Pupils felt they were capable of demonstrating higher levels in the skills than stated on the certificate.

Discrete core skill national units can be taken at certain levels - mainly Intermediate 1 and Intermediate 2. For example 'working with others' is difficult to get within the subject curricula so this may be dealt with as a discrete unit for certification, to 'top-up' embedded skills, but there was no evidence available of the extent to which schools were entering pupils for discrete core skills units. It is recognised that work experience and enterprise activities provide opportunities for developing core skills, though as indicated above (p41), greater assistance is needed in making skills development explicit.

SQA in their response to the Review consultation were keenly aware of avoiding increasing the assessment burden in schools. During focus groups young people suggested that they did not want to be formally assessed on skills, but would welcome feedback as to their progress. This suggests that self-assessment, as supported by something like the Conference Board of Canada *Employability Skills Toolkit*, might be appreciated.

MAKING SENSE OF IT ALL - THE PLACE OF REFLECTION

A distinguishing characteristic of enterprise learning is that it is about 'doing'; it is a hands-on approach to learning which involves identifying and dealing with real problems and issues. The value of work experience is that it is experience; real work is real experience. The *Learning Gains* research identified that young people thought Education for Work and Enterprise could be improved by ensuring they were taking part, not just watching, for example, in developing interview skills.

A key aspect of experiential learning models is that you do not just 'do'; you also reflect on the doing to identify what you have learned. The *Learning Gains* researchers felt that involvement in the research itself assisted school students to identify learning gains through listening to the experiences of others or through having the chance to reflect and comment on their own total experience.

The study reported in Unwin et al, uses the following analogy. "Whilst teachers and curriculum designers view the curriculum as a well-constructed, well-designed edifice with different categories of building material (skills, knowledge, attitudes and understanding) in a carefully manufactured structure ... their students see it as pile of rubble" (Unwin & Wellington 2001 p86).

It is important that young people are given the time to think about what they are learning and that there is support to help them draw all the elements together to make the whole experience meaningful. This is important in relation to making sense not only of ostensible Education for Work and Enterprise inputs, but of making links to topics raised in Education for Personal and Social Development, Education for Citizenship, and relevant input from all subject areas. Some respondents to the written consultation recommended making more use of the Progress File for this purpose. The Progress File is a tool which helps pupils to record and analyse their own achievements and set themselves goals for the future. The effectiveness of the Progress File is still being evaluated; however, one respondent commented that young people are "turned off by (its) repetitious nature". Developing alternative approaches to self-evaluation and reflection is important.

YOUNG PEOPLE 'AT RISK'

The importance of reducing the number of young people not in education, employment or training (NEET) was noted in section 2, where reference was made to the fact that those most likely to be NEET had poor attainment at S4 and were more likely to have truanted. If it is possible to minimise disaffection and truancy while still at school, then, hopefully, non-participation later can be reduced.

The evidence presented here is from research undertaken into approaches to tackling the issue of disaffection. The findings are from the following studies:

- ➔ The National Foundation for Educational Research's research on provision for the disengaged in Scotland (Kendall et al 2001), which, in relation to schools, considered interventions from S1 to S6.
- ➔ Department for Education and Skill's *Evaluation of New Approaches to Work-Related Learning* (SWA Consulting 2002), which focused on 14 to 16 year olds (Key stage 4), and involved both project and comparator groups.
- ➔ The ENTRANCE Project which was a European Framework IV funded project designed to consider enterprise and its transfer to combat social exclusion. (ENTRANCE 2001).

Firstly, it is noted that young people who withdraw from school often have many personal problems with which they need help, before they can give attention to school work. However, in respect to school work, a key point in dealing with disengagement is to change or adapt the parts of the curriculum which have influenced dislocation. This includes changing the context of learning, adapting the content, adapting the approaches to teaching and learning and ensuring continuity of staff contacts. In these projects, the main changes involved learning in smaller, less regulated contexts, providing new environments, focusing on the young people's interests and increasing individual support. The emphasis was very much on active teaching and learning, including enterprise projects, vocationally relevant subjects, and developing positive personal relationships with adults other than teachers (Kendall et al 2001 p iii/iv, 3, 28/29; SWA 2002, p viii).

Across all projects, the most reported gains for the young people were increased confidence and self-esteem. Most reported an increased awareness of potential either in terms of work or continuing at school or college. This was associated with recognition of skills not previously acknowledged and working with adults other than parents or teachers. More positive attitudes towards their own ability to take control of their own situations were reported.

Both the NFER and ENTRANCE Research report more positive attitudes towards school and/or further education with improved attendance, determination to succeed and gaining of both vocational and academic qualifications. The NFER research shows that for the younger groups increased involvement with the mainstream curriculum was reported. The DfES research suggested that while young people in the 14 to 16 age group became more positive about their new experiences and themselves, this did not extend to their view of school and there was a slight increase in students who felt that "schools is a waste of time for me". This may be because they saw the possibility of positive alternatives.

The NFER research reports improved attendance across a range of projects; the DfES evaluation did not identify improved attendance between project and comparator groups but did find that the project groups had fewer permanent exclusions, suggesting improved behaviour and more time in a learning environment.

It is also noted in the research that not all young people are prevented from dropping-out, but there is strong evidence that young people at risk can be helped through an alternative curriculum, which includes vocationally relevant opportunities and active, hands-on learning.

In the context of disadvantage, enterprise projects for those 'at risk' are valued because of the active approaches to teaching and learning and because of real life contexts. The specific business start-up focus of National Foundation for Teaching Entrepreneurship (NFTE) for disadvantaged groups is worthy of note. Evidence from Brandeis University research in USA suggests that, compared to non-NFTE control groups, 65% of the NFTE 'alumni' had at some point run a business compared with 2% of the control group, and 33% were still running a business at the time of the research, and earning enough to pay themselves a salary, while none of the control group did (NFTE p 10). The Nova Scotian Centre for Entrepreneurship Education and Development offers a programme called 'Second Chance - Starting over with Entrepreneurship' which is designed for youth "who have been in conflict with the law". It is based on the belief that "many young offenders possess misdirected entrepreneurial characteristics" and has the goal of assisting such young people to become self-sufficient, thereby reducing the possibility of unemployment and re-offending. In Scotland, Young Enterprise Scotland runs its programmes in young offenders institutions, and important customers for the Get into Enterprise programme are social inclusion partnership groups.

OTHER INFLUENCES

One of the most important influences which help young people gain an understanding of the world of work, namely part-time employment, has been discussed above in connection with work experience. However, other influences beyond school are also important in the attitudes young people develop towards both school and work and in the life choices which they make.

A finding highlighted in a literature review on young people's attitudes to education, employment and training was that "Young people's attitudes are subject to broad societal influences and parental and sibling attitudes, and reflect the noticeable time lags in changes in public attitudes" (Morris et al 1999 p 1).

Parents and guardians influence secondary school students in the following ways:

- "decisions about school/curriculum choices
- whether to stay on at school and aim for further/higher education
- the nature of working life and its expectations
- the gap between aspiration and expectations
- providing access to opportunities - local, national and international
- influencing motivation patterns - internal/external" (Murray 2001, p 11).

The Scottish School Leavers Survey asked respondents to think back to their time in fourth year when they were deciding what to do and to say who had influenced them and how helpful the advice had been. Parents were the most usual source of advice (93%) and their advice was most likely to be seen as helpful (88%). Next came the guidance teacher: 82% had received advice from this source, with 76% finding it helpful (Courtney & Lynn 2000 p 31). This is further confirmed by a study of school leavers in Fife which found that in all categories of post-16 destinations, young people had been influenced most strongly in their decision making by family, other relatives and friends (Canning and Mannion 2001).

Acknowledging the strength of parental, carer and other influences, both positive and negative in terms of educational outcomes, is important on two accounts. Firstly, in terms of directing young people towards specific careers or raising aspirations to consider self-employment, parents and carers themselves need to be informed of the importance of these options. Secondly, schools and teachers and indeed business partners, while they may inspire and direct many young people, are only part of the story.

CONCLUSION

The individual components which contribute to the purpose of Education for Work and Enterprise have value and assist young people in achieving the desired outcomes. There is potential for improvement in quality and in extent of delivery of all components. The challenge to each individual school is to build a coherent programme incorporating all elements to ensure that all pupils receive a core entitlement, with other activities and learning experiences appropriate to their needs. Above all else, it is vitally important that it makes sense to the learner alongside all other curricular inputs and expected outcomes.

4. HOW? STRATEGIES FOR DELIVERY: LEADERSHIP, PARTNERSHIP, RESOURCES, EXPERTISE AND EVALUATION

Section 3 outlined the content of Education for Work and Enterprise and made an assessment of strengths and weakness. There are many examples of good practice leading to the desired outcomes, but there is inconsistency in provision. There is need for a major shift in the priority given to EfWE and support to improve and expand provision across all schools, to all pupils. Major factors influencing effectiveness or lack of it, therefore, do not lie so much with the recommended curriculum, but with the structural issues surrounding the delivery of that curriculum. This section addresses these under the headings of leadership, partnership, resources, expertise and monitoring and evaluation. These reflect the views presented via the consultation process and observed by the Review Group while taking evidence at home and abroad.

LEADERSHIP

A critical factor in effective delivery, at all levels and in all sectors, was clear leadership and support from senior management. Across the range of consultees the view was that more effective delivery would be achieved by clear leadership from the Scottish Executive, local education authorities and school management teams. Within business it was evident that commitment at senior levels was what drove community involvement; in small businesses it was generally the vision of the business owner that “involvement with schools is a good thing” which inspired the commitment to school links. An indicator of commitment from senior management was the appointment of individuals whose main responsibility was to take forward the EfWE agenda.

Education Authorities

The approaches of education authorities to giving a lead, in terms of support and organisation, vary across the country. Some authorities have designated education-industry link/education for work officers; in others the responsibility is incorporated into a broader education officer role; in some authorities the responsibility is part of the careers and guidance adviser’s role, reflecting the Career Education aspect of EfWE. This variability may reflect the size of the authority, or the priority given to EfWE. The evidence from schools reflected that in some areas there were strong support structures in place from the local authority and in others this was not the case. There is not necessarily a strong link between lack of leadership from education authorities and what is happening in schools; in other words, some schools have developed strong EfWE programmes without strong local authority support. However, in speaking to school staff in different areas of the country, and from views given in the consultation, it is clear, that where the education authority provides clear leadership and support it is strongly valued.

Additional evidence in relation to views on education authority support came from the survey of secondary schools. Respondents were asked to rate the support and advice of education authorities. 65% of schools rated their education authorities positively and 35% negatively, though school responses within any one education authority span both negative and positive perceptions. There were six authorities which were given strong endorsements, rated unanimously positively by their schools. Responses suggest that there are 19 authorities

(including the six mentioned above) with a tendency towards positive perceptions by schools, four which are equally split, and four with a tendency towards negative perceptions. There were four authorities from which only one school in each responded and so they have not been included in the analysis.

Schools

Views were expressed that, as far as schools are concerned, limiting factors are rarely philosophical but are practical, mainly that other issues take priority. Responses from schools (and others) spoke of the overcrowded curriculum. In secondary schools, in recent times, implementation of Higher Still has taken precedence; the importance of success in examinations and pressure to improve results in attainment tests at all levels are cited as issues which limit other activities. That said, it is clear that where the headteacher and other senior management have seen EfWE as a priority, they find ways of incorporating it within existing time and resources.

In primary schools best practice was identified when enterprise and work awareness was part of the whole school ethos, with strong community links and all teachers involved. This was part of the vision of the headteachers. Where it was the enthusiasm of one member of staff it was less likely to be successful. A respondent from a primary school explained that she had been involved in an education authority working party and had been keen to introduce enterprise projects into her school, but had not found support from within the school. On the other hand, another example was cited of a school which had a very successful enterprise programme but this was driven by one teacher and when that teacher moved to another school, the original school lost its enterprise focus.

In secondary schools, where EfWE has a high profile, the vision of its importance tends to lie with the headteacher and or assistant head, though operational responsibility usually lies with another member of staff. Results from the school survey showed that the more extensive the programme in place, the greater was the likelihood that several staff would have responsibility, for example, principal/senior teacher for Careers and/or Guidance AND principal/senior teacher/co-ordinator for Education for Work. It was clear that in some schools these designated staff, along with others, worked as a team to ensure coherent provision across different elements of the curriculum. One school reported a team of ten volunteers.

Schools which display a high level of commitment are more likely to have a statement of a planned programme of what pupils might expect to do and learn throughout their school career in terms of EfWE. Sixteen respondents (8% of the sample) to the secondary survey provided examples of programmes. Another indicator of the level of priority given to EfWE activities is the number of schools who have sought and achieved the Motorola Award for Excellence in Education for Work and Enterprise. At June 2002, 34 (8.5%) of secondary schools have achieved this award, though it should be noted that this was only the second year of the Award and further schools are preparing submissions.

Appointment of staff with EfWE as their main responsibility was seen by many in the consultation exercise as a way of improving provision in schools.

Business

It was clear from business representation to the Review, that where companies were involved it was largely because they saw it as an important aspect of social responsibility, though a whole range of benefits to business and the contributions that they can make are articulated. Among these are

- creating a high profile for a company to promote it as a good corporate citizen and to increase support for its product and services
- enhancing a company's reputation as a good employer, so attracting potential employees
- improving young people's understanding of industry and commerce and influencing attitudes
- providing staff development for its own staff
- raising standards especially among potential recruits
- promoting better perceptions of the work environment
- letting young people see that learning is carried on in places other than school, including the workplace.

Evidence from the Davies Review survey of businesses in England already engaged in education-business links suggests that while businesses generally believe that there are benefits about being involved they are less likely to articulate specific benefits. Businesses may mention some of the benefits, but few would claim all of them (Davies, 2002).

Where large companies are involved it is usually part of company policy and dedicated staff are appointed with responsibility for developing links to schools and other education sectors and developing educational resources. In Scotland there are key business people who contribute to educational initiatives.

There is no national information on the extent of business involvement in education links. The CBI 2001 Employment Trends Survey for the whole of the UK (673 members responded) showed that 39% of respondents had contact with secondary schools and 15% with primary schools, although figures were higher for links with FE and HE. EBP Scotland estimated that in 2000 there were over 16,500 businesses involved in education links in Scotland. Given that there are approximately 290,000 businesses in Scotland, this represents about 5% of businesses with links to schools through the former EBP network. There are regional variations on this, with Western Isles reporting that one third of businesses (mainly small) in Lewis and Harris were involved in education-business links.

If every business decided to be involved in education links, the situation would be unmanageable and that quantity of involvement is not necessary. However, if every school is to be involved in links with business and EfWE provision expanded, more business involvement is essential. Engaging more of the business community in education links requires convincing business leadership (owners and managers) of the value of such links and this requires leadership from others in the business community, as well as other organisations.

Enterprise Insight, launched by the government in May 2000 and led by CBI, Institute of Directors and the Chambers of Commerce is an initiative designed to raise the profile of enterprise. The Scottish Campaign was launched in June 2001 and featured regional showcases. These aimed to involve young people and schools; they also aimed to attract members from the business community who had not previously been involved. Data shows that over 484 business people attended 12 showcases with 266 actively participating and 218 attending. Evaluation was based on 334 respondents, 92% of whom thought that the showcases would attract more business support. 85% indicated willingness to be involved in the future. Unfortunately the evaluation does not reveal how many of these business people were first-time contacts.

While leadership within individual companies and the work of Enterprise Insight as a special initiative are acknowledged, the issue of developing leadership at a national level, as part of 'the system', within the business community was considered to be less well addressed. The Review Group were challenged by the role taken by NHO, the Confederation of Norwegian Business and Industry. The NHO took the lead in proposing and financing approaches to developing employability and enterprise skills. They have taken a lead in promoting schools partnerships to the business community and in developing these partnerships; they employ 20 teachers to facilitate these partnerships. The Review Group were also challenged by the Boston Private Industry Council's role in taking the lead in that city to bring together both business and education and the strong commitment of business, led by the mayor, to the organisation.

PARTNERSHIP

EfWE can only be effective if business and other people are involved; it is the responsibility of education authorities and their schools to deliver the curriculum but they cannot do it without the other partners. The many events and activities outlined in section 2 would not happen at all without business input and sponsorship, or the support of organisations such as Young Enterprise Scotland, Businessdynamics, Careers Scotland and others. Links with further education colleges are important for delivering vocational subjects in alternative environments. There are many other bodies with interest in contributing to school learning in respect of the work-related curriculum, for example Sector Skills Councils, trade unions and voluntary organisations.

National level partnerships

In order to give status and coherence to EfWE there is the need for a strategic alliance of government, the education community, and business representatives to determine national strategy and to monitor progress. This was a view put forward by all key stakeholders.

Local level partnerships

Throughout the Review there was strong emphasis given to the importance of effective local partnerships. As indicated in the introduction to this report, the Review took place during the transition period between the announcement of Careers Scotland and its establishment, and during the period when Careers Scotland was a very new organisation. Therefore representations to the Review Group were influenced by the uncertainty over the future of Education Business Partnerships, who along with Careers Companies, Adult Guidance Networks and Local Learning Partnerships were being merged into Careers Scotland.

Links between education and business are an important area of collaboration and one which must continue to evolve and become more effective to improve and expand Education for Work in the curriculum. Space is not allocated in this report to charting the development of education-business links and their effectiveness, but relevant literature is listed in the references.

In respect to the current Review, EBPs received strong endorsement from all groups of respondents, but in particular from the business community who saw them as an effective way of contributing to and influencing programmes being offered in schools. However, a weakness of the EBP structure had been that strength, size and organisation of individual EBPs varied across Scotland. Being driven by an organisation with national recognition, namely Careers Scotland, was seen by some as an opportunity for ensuring quality of provision across the whole country.

Despite the improvements which it was claimed that EBPs had brought to the education-business links landscape over the past decade, evidence presented suggested that not only is the landscape still extremely complex, there is still potential for confusion.

The development of partnerships at local level is complex, and both schools and businesses see the importance of being able to develop in ways which they consider relevant to their local needs. Partnerships may be developed directly between schools and business; the initiator may be the school or it may be the business; links may be mediated through another agency.

- ➔ For example, some schools have built direct partnerships with several local companies to support work experience and other programmes. In the secondary school survey 60% of schools named specific companies with whom they were involved in order to deliver EfWE. Firrhill High School in Edinburgh which has developed a whole school programme with the support of 30 associate companies and a steering group which includes ten companies, was an example noted by the Review Group.
- ➔ Companies, with education support staff, may develop partnerships with several schools in their areas, or smaller businesses may develop a unique relationship with one school. Some large companies offer resources, such as learning and assessment centres, to schools, and encourage schools to become involved in their particular programme. Some provide learning and teaching support materials.
- ➔ Mediated links might be established through the former EBPs, or other providers such as Businessdynamics, Young Enterprise Scotland and Achievers International who link business people with schools in relation to their respective programmes.

Challenges in developing effective local links emerged and these included:

- Businesses may be approached by numerous agencies seeking their support or they are faced with requests to be involved in different initiatives and so it can be difficult to know where best to channel their energies.
- Some business respondents favour a 'one-stop shop' approach while others welcome the freedom to operate independently.
- Some small businesses are unclear what they can contribute if they are not able to offer one week's work-experience.
- Schools are faced with a wide range of initiatives, providers and materials and seek support in knowing which options to choose.
- Schools and businesses do not operate to the same time scales and there is room for improvement in working relationships between schools and businesses. (Examples of poor reception in schools by business people and examples of schools feeling let down by business people were cited.)

In the evidence taken, there was a consensus that education authorities and Careers Scotland together are best placed to facilitate local partnerships taking account of local contexts. Careers Scotland is seen as having potential to draw together the hitherto distinct operational aspects of the Careers Service and Education-Business Partnerships. Its alignment with Scottish Enterprise and Highlands and Islands Enterprise should facilitate improved engagement of the business community. It is the responsibility of education authorities and Careers Scotland to ensure fair representation from the full range of potential partners.

To enhance local level partnerships, a number of respondents to the consultation endorsed the approach of developing service level agreements between key partners as already existed in some areas. This was a feature in some areas of Careers Service Companies entering into agreements with schools about the level of service they would deliver. Views varied as to who would be the facilitating agency for this, some suggesting Careers Scotland, others suggesting the education authority, but the view was shared that it would clarify the role of each partner, set out clearly what each would contribute, and establish commitment.

School level partnerships

Whatever facilitating structures are in place, it is vital that there is clarity for schools who are the key deliverers. Each school needs to be clear on what and how they deliver and who their partners are. Businesses who are involved need to have a clear focus and purpose for their contribution.

In this respect, the Review Group were impressed by the quality of and the commitment to learning agreements observed in Norway, where schools and local businesses entered into clearly stated and signed agreements. These were primarily, though not exclusively, between vocational upper secondary schools and businesses involved in apprenticeship programmes. Although our secondary schools system does not have the vocational-academic divide of the Norwegian system, the principle of clearly articulated agreements is a challenging way of gaining commitment of schools and businesses to work together. The driving force behind the

development of these learning agreements was the NHO (Confederation of Norwegian Business and Industry), who initiated the programme, which is supported by the Ministry of Education. This might be seen as an extension of the service level agreements recommended above.

Parents as partners

Partnerships to deliver EfWE tend to focus on the education, business and other providers of programmes. Views expressed in the consultation suggested that on the whole parents do not need to be convinced of the benefits of EfWE and many take an interest, particularly in the work-experience components. A smaller group of parents feel that it distracts from academic pursuits and achievements. A further view was expressed that pupils whose parents have little experience of employment require extra to instil in them the expectation that they will be part of the job market and such parents need to be encouraged to assist their children to this aspiration.

It was noted earlier that the home environment is strongly influential on young people's attitudes to education generally and to their post-school choices and it is considered important that schools and parents work together to assist young people make the best choices and gain from the EfWE curriculum.

It was also recognised that parents, because of their experience as employees, employers, entrepreneurs and professionals, have a great deal to offer EfWE beyond their individual role as parents. Opportunities exist for such parents to participate actively through School Boards and Parent Teacher Associations and to be involved in consultations and discussions at parents' meetings. It was suggested that parent representatives be asked to join the new Careers Scotland Local Advisory Boards. Otherwise it was considered that existing events run by schools for parents could be used at times to pay special attention to the importance of EfWE.

RESOURCES

Time

A recurrent theme throughout the Review was the question of finding enough time. Primary schools in particular referred to the crowded curriculum, and comments like "tell us what to take out, so we can fit it in" were made in response to the consultation.

In secondary schools, the issue was less about finding time for Career Education and work experience as these are in place in most schools, though time pressure to organise, supervise and improve was of concern. These are also dealt with in greater depth and with more use of curricular inserts in some schools than others. The greatest challenge was finding opportunity to introduce enterprise activities and approaches.

- ***Subject integration***

In both primary and secondary school the issue is not necessarily taking things out to fit 'enterprise' in, but finding time to explore enterprise approaches and to adapt to delivering subject knowledge through different teaching and learning methods. This is an issue for training and development of staff which will be considered below.

- ***Curricular flexibility and timetabling***

Also in secondary schools in particular, curriculum flexibility provides opportunities to think creatively about providing opportunities relevant to individual needs. The use of this to open up opportunities for vocational training has been noted. There is potential to use flexible time to introduce enterprise projects. Further creative thinking over timetabling allowing longer timeslots and opportunities for cross-curricular working and even cross-year working would be valuable.

- ***Additional people resource***

Representations were made over how teacher time should be used and it was suggested that spending time organising events, links with business and workplaces was not a good use of teacher time. It was suggested that schools could increase and improve EfWE if additional resource was available to help liaison and co-ordination. Various suggestions were made from 'teaching assistant' type posts to 'retired business people'. An important role within the Schools Enterprise Programme is the Enterprise Education Support Officer. Their role includes development of approaches to teaching and learning which goes beyond co-ordination. The majority of those undertaking this role are teachers but some areas are piloting the use of non-teaching staff in this role. It is too early to make any judgement on effectiveness.

- ***Business perspective***

Time is an extremely valuable resource for business contributors. There was little sense that businesses expected to be recompensed for their contributions, but clear acknowledgement and recognition of the value of the time given would be welcomed.

Materials

- ***Resources available***

An extensive range of materials is available to support the development of EfWE. In primary schools there is a series of resources produced by the National Centre for Education for Work and Enterprise including *Enterprising Infants* and *Go for Enterprise* for Primary Schools. Learning and Teaching Scotland produced a series of support packs (see references for Section 2) and an Implementation Pack supported the recommendations of the HMIS Report on the Inspection of EfWE. Scottish Enterprise (Careers Scotland) supplies materials, both paper and on-line for the *Get into Enterprise* programme. Providers of programmes such as YES and Businessdynamics provide supporting materials to schools and business advisers.

- ***Extent of use of existing resources***

The SEP audit showed that 40% of primary schools respondents had teachers trained in using *Enterprising Infants* and about one-third in *Go for Enterprise*; they would therefore have these materials in the school, though they would not necessarily be using them.

The secondary school survey showed that the most commonly used support materials were

- *How Good is our School at Education Industry Links* (71% of respondents), and
- *Education for Work: Education Industry Links - a National Framework* (48% of respondents).

Only 16 schools (8% of sample) reported using the HMI Implementation Pack, though this had only been issued a few months prior to the survey.

The most commonly used of LTScotland's documents, after the National Framework, were

- *Making Connections: subject guides* (11%), and
- *Work Experience: a Guide to Promoting Quality* (10%).

However, the schools that had used these documents were the schools that had extensive EfWE programmes in place. Therefore, having prioritised EfWE for whole school development, schools used the resources available to them.

The existing frameworks do not give sufficient emphasis to enterprise and entrepreneurial activity and there is a need for updating and inclusion of this within the resource materials. The major challenge is not in producing relevant materials, but in establishing the priority for using them.

- ***Dissemination of good practice***

Better dissemination of good practice was seen as a way of encouraging greater participation and of helping those who wanted to do more, but were unsure of the best way to go about it. It was noted that some schools had developed approaches and programmes that other schools could learn from. Special Schools in particular suggested that regular links and sharing of good practice would be beneficial.

- ***Business Framework***

Education for Work: Education Industry Links – a National Framework was intended to be a resource for both schools and business. Although the Framework was widely disseminated in the business community, there is little evidence of use of it by business to help them contribute to the EfWE agenda. Suggestions came from the business community that a framework which is designed specifically for businesses would be helpful. As noted for schools, the challenge is not in producing relevant materials, but in establishing the priority for using them.

Money

In addition to core staffing costs, a small number of respondents to the consultation, from schools and education authorities, mentioned the additional costs of taking part in EfWE activities. This could include the costs of taking part in seminars and other events; travel to activities outside the school, such as competitions and showcase events could be costly and this limited the number of pupils who participated. This was an issue referred to more frequently in relation to rural communities where travel was more costly because of greater distances.

As indicated above, businesses rarely raised the issue of additional financial expenditure, though clear recognition for the value of their time contribution should be given. Frequently mentioned by all types of respondent was the suggestion that some financial incentives such as tax-breaks would be attractive to businesses and might encourage greater involvement.

DEVELOPING EXPERTISE

The Teaching Profession

The expertise of teachers is crucial in effective delivery of all aspects of the curriculum. Their preparation is designed to enable them to teach not just subjects but to provide a high level of care and support for the pupils they teach. In the consultation there was strong support for further training for teachers to deliver EfWE, including the view that it should be part of Initial Teacher Education. The key supporters of including it in ITE were business representatives and local education authorities.

To deliver EfWE there are several elements in which teachers need to have expertise.

- ➔ Firstly, there is the understanding and use of enterprise approaches to teaching and learning. These are grounded in sound pedagogical principles. Research in recent years on teaching and learning supports what is called constructivist and social constructivist approaches to learning. The main principle is that people learn best by constructing knowledge for themselves through interacting with information, interacting and collaborating with others, and through active experience followed by reflection on that experience. This enhances understanding and the ability to use knowledge effectively. An important part of this is allowing and encouraging learners to take responsibility for what is learned and determining what they need to know, identifying and solving their own problems. This is different from what might be called a transmission culture, where learners memorise and accumulate knowledge constructed and presented by others. For teachers this means that they have to be able to 'let go', and let the young people take over, while at the same time being able to judge when to give enough guidance to avoid 'disasters' or serious 'misconstruction' of knowledge. They also need to be skilled in assisting the learners to reflect and analyse their own learning.
- ➔ Secondly, for enterprise education, teachers need to have some understanding of the economy and how businesses operate. Enterprise activities carried out in school will often have the support of business partners but some understanding of economic principles is required by the teacher. This would include understanding of the importance of business and new business creation in relation to wealth creation, but also the importance and role of other types of organisation including social enterprises.
- ➔ Thirdly, teachers need to understand the role and importance of links between education and the world of work for which young people are being prepared. For this they need understanding of the world of work beyond schools, especially if they seek to introduce subject relevance to jobs and use work-relevant materials where appropriate in the teaching of their subjects. They also need to know how to support and work with business people and representatives of other organisations who share in the teaching and learning experience, for example, entrepreneurs, business managers, other professionals, members of the media - to name a few.

These issues can be addressed at all stages of teacher development, namely, in Initial Teacher Education, during probation, as part of continuing professional development and as preparation for and development in the role of headteacher.

- ***Initial Teacher Education***

In the early 1990s the Enterprise Awareness in Teacher Education programme was funded by the then DTI (via the Scottish Office Industry Department in Scotland) as part of the broader Enterprise and Education Initiative. For this programme the, then, Teacher Education Institutions (TEIs) developed modules or units to enhance industry awareness amongst trainee teachers. Although the programme only had limited effect as the units developed tended to be optional, and development did not continue once the funding ceased, some Faculties of Education still include units on some courses on, for example, school to work transitions, the world of work, and enterprise activities. Generally speaking, however, other curricular issues took priority.

The view was expressed that to ensure that enterprise education is understood and effectively delivered in all schools it is important that it is a core part of teacher education. It should at least be addressed at an introductory level for all students, allowing those who wish to explore its potential further to do so on an optional basis. Some representatives of Faculties of Education suggested that introducing work-related learning and enterprise into teacher education is manageable and deliverable if creative ways of integrating it with other aspects of the curriculum are found. It is important that it is not another topic added in. It needs to be clearly articulated with other elements of the programme for example their academic subjects and issues of professionalism and professional competences.

Placement in business and industry has been suggested for trainee teachers to develop their understanding of education-industry links and to experience non-school work environments. It is acknowledged that this is not possible on a one year course. In the past, they have featured as part of the 4 year B Ed degree, but they were not found by the Teacher Education providers in Scotland to be effective.

The training programmes for teachers are governed by the *Guidelines of Initial Teacher Education Courses in Scotland* (SOEID 1998) and the *Standard for Initial Teacher Education in Scotland* (2000). Within these existing guidelines it is possible to identify appropriate contexts for EfWE related input, for example in courses related to learning theories, understanding of links with the community, the role of specialists within the school, for example career and guidance teachers. Within Primary Training, it can be related to Environmental Studies. However, for impact, it is important that it be given a higher profile. Initial Teacher Education is currently under review, with a second stage scheduled to follow the National Debate, in which the content of ITE programmes will be reviewed.

Examples of relevant content and problem-based approaches to delivery in teacher education were identified in the United States developed by a project called 'Contextual Teaching and Learning', which was designed to contribute to reforms in teacher education. This provides a very detailed example of how the work-related curriculum might be included. Details are to be found in the reference section of this report.

- **Probation**

The requirements for the completion of probation are set out in the *Standard for Full Registration* (Scottish Executive/GTC 2002) and, as with the ITE standard, there are competences to be achieved and contexts in which EfWE related issues can and should be developed. The probationary period is seen as an opportunity to allow new teachers to further develop their understanding of EfWE. However, the extent and effectiveness of this will depend on the priority given to it in the school in which they are working.

- **Continuing Professional Development**

A Teaching Profession for the 21st Century requires teachers, contractually, to complete 35 hours per annum of continuing professional development. This should consist of an appropriate balance of personal professional development, attendance at nationally accredited courses, small scale school based activities or other CPD activity. This balance is to be based on an assessment of individual need which takes account of school, local and national priorities (Scottish Executive 2001). It is important that a range of opportunities related to EfWE should be available for the continuing professional development of qualified teachers.

Teacher Placement in Industry

Teacher placements in business and industry have been part of the education-business link agenda for a decade or more, known by a variety of names. Currently in Scotland they are known as 'Excellence in Education through Business Links' and continue to be seen as an important aspect of teacher continuing professional development. In 1999 the, then, Scottish Office Industry Department set ambitious targets of 1200 teachers taking part each year over three years. After two years fewer than 700 had taken part. During 2001/02 targets were set at local level, and in the period up to summer 2002 over 500 teachers had been on placements, which exceeded the targets set for that period. The most reported limiting factor is the availability of time and of staff cover to release teachers, followed by concerns over continuity of staff contact with pupils.

In the Western Isles, the Review Group took evidence from representatives of schools, the local education authority and businesses who were all very supportive of teacher placements. Back School in particular emphasised the vital role they had to play in developing their EfWE programme and included all staff, not just teachers.

Teacher placement in business and industry was strongly supported by responses to the consultation as an important way of allowing teachers to increase their knowledge and expertise and enhance schools' delivery of EfWE. The challenge is to find ways of increasing participation by ensuring release and class cover and avoiding disruption to pupils' experiences.

A review of the literature on teacher placement has recently been undertaken by NFER for those wishing a fuller view on this. Details are given in the reference section.

In-service development in Enterprise Education

Within Scotland the majority of in-service development has been done through the National Centre: Education for Work and Enterprise, with the main emphasis on primary education programmes. Currently this development is being undertaken under the auspices of the Schools Enterprise Programme now managed by Careers Scotland. Since 1998 over 1000 primary teachers have participated in in-service training for enterprise education.

There was the opportunity for Secondary schools to take part in National Centre events in relation to introducing and managing enterprise in the 12 to 14 curriculum or with the dissemination and implementation of the HMIS Report. One-third of schools responding to the schools survey indicated that some staff had participated in National Centre events during the previous three years, though no further details of what they actually participated in are known.

25 schools (13%) reported having made EfWE the focus of in-house in-service events.

Headteachers and promoted staff

The key role of the vision of leadership in implementing effective EfWE programmes in schools was noted. If enterprise learning is to become part of the ethos of schools, it is important that headteachers have both understanding and experience of enterprise approaches to teaching and learning. Aspiring headteachers who are undertaking the Scottish Qualification in Headship are currently required to complete a placement in another non-school organisation, focusing primarily on approaches to management.

Expertise of other professionals

● *Business partners*

Organisations such as YES and Businessdynamics provide materials for business partners to help them deliver programmes in schools. Large companies such as Standard Life vet and train staff who will be involved in school programmes.

The opportunity for non-teachers from other organisations to have a placement in a school has always been part of the education-industry links agenda, though one which has rarely been taken up. Issues which are important for business partners are understanding the needs of schools; working in the classroom and working as, and with, parents.

● *Other professionals*

Career guidance staff (formerly Careers Service, now Careers Scotland) are important in directing young people while they are still in school and after they leave. It is important that they have an understanding of what young people should have experienced in terms of EfWE and also the potential for directing young people towards setting up their own businesses. It would therefore be valuable to have this included as part of their qualification. Directors of Education and other relevant education authority staff would benefit from having EfWE as a focus of professional development.

MONITORING AND EVALUATION

Performance Measures and Indicators

The view was expressed that the focus of success of schools needs to be extended beyond examination results and the percentage of pupils who go into higher education. If EfWE is to be prioritised in schools, then it is one of the things on which schools should be measured. It is important therefore that much greater recognition be given to those who successfully progress to work and training. It is important that there are measures which take account of all kinds of success.

It was also emphasised by some, if the purpose of education (not just EfWE alone) is to produce the outcomes of certain valued skills and attitudes then performance indicators should include evidence of development of those skills and attitudes. We have already noted the increased emphasis on core skills and their assessment with National Qualifications, and teachers do report on attitudes. However, using the outcomes of education as performance indicators implies measuring and monitoring of skills and attitudes, in a way in which schools do not currently do. Various work-related skill and attitude testing and support from business and industry could be pursued.

Development of performance indicators and benchmarking is taking place in connection with the National Priorities in Education and clear work-, career- and enterprise-related indicators should be established in conjunction with that work.

Quality monitoring in schools and education authorities

It was noted above, in the responses to the secondary schools survey, that the most frequently used document was *How good is our school at education-industry links*, which served as the basis for self-evaluation, and preparation for inspection. In the consultation many suggestions were made that EfWE needs to be given a clearer focus of HMIE inspection, in both schools and education authorities.

It is suggested that the existing quality indicators need to be revised and updated in order to give enterprise activities and approaches greater prominence. These will then feature in both local authority and school self-evaluation and inspection.

Quality monitoring in business and other providers

Representatives from the business community suggested that it would be valuable to have a set of indicators against which they could monitor the value of their contribution, not just against their own internal standards, but in line with the performance of other businesses.

It was suggested that this would allow business delivered activities to be 'kitemarked'. A similar suggestion was made for all organisations who offered programmes and materials to schools.

Awards

One effective way of putting a value on effort and achievement is the recognition and lauding of success. A range of awards already exists. At a local level some former EBPs organised award schemes recognising the achievements of individual pupils, schools, partnerships and business partners. Competitions and awards are associated with Young Enterprise Scotland and the Schools Enterprise Programme. 'Enterprise Insight' organised its 'Braveheart Challenge', which is an enterprise challenge undertaken by teams of S5 and S6 pupils, with local heats and a national final. There is also a mini-Braveheart Challenge for Primary Schools. Also to be noted are the Skene Awards for successful enterprise projects in primary and secondary schools.

Schools can also apply to receive the Motorola Award for 'Excellence in Education for Work and Enterprise', which was piloted and first awarded in 2000. This is not awarded on a competitive basis, but is awarded as a quality mark for schools which meet set criteria considered to represent excellent achievement. It is awarded for a period of three years and can be extended up to five. Thereafter a new application is required. After 3 years, 46 schools hold this award: 34 secondary schools, 7 primary schools and 5 special schools.

The focus of all of the aforementioned awards tends to be on the young people and on schools. Greater emphasis on lauding the effort and contributions of business people would be valuable.

CONCLUSION

The evidence presented in this section represents views of practitioners from business, education, economic development agencies and the wider community. There is strong consensus that leadership at national and local levels is vital to ensure the EfWE is given the priority it needs. There is a shared belief, based on both negative and positive experiences of practitioners, that effective delivery by schools can only be achieved by strong partnerships, which have both the authority and the capacity to function well.

ANNEXE 1

MEMBERSHIP OF REVIEW GROUP

Nicol Stephen MSP (Chair) - Deputy Minister for Education and Young People

Per Arno - SATROSPHERE (Aberdeen Science Centre)

Alex Blackwood - Careers Scotland

David Ennis - OKI (UK) Ltd, and Scottish Enterprise Lanarkshire

Peter Galloway - Trinity Academy, Edinburgh

Lynn Hendry - Young Enterprise Scotland

Tom Hunter - Businessman and entrepreneur

Myra Macpherson - Balbardie Primary School, Bathgate

John Mulgrew - Association of Directors of Education in Scotland (ADES)/East Ayrshire Council

Charles Skene - Businessman - Sponsor Skene Awards

Denis Stewart - Learning and Teaching Scotland

Officials:

Kevin Doran, Enterprise and Lifelong Learning Department (ELLD)

Francesca Osowska, Education Department (ED)

David Seers, ELLD

Jim Braidwood, ED

Bill Geddes, Her Majesty's Inspectorate of Education (HMIE)

Ruth Thomson, ED

Frank Creamer, ED

Liz Seagraves, ELLD - Analytical Services Division

ANNEXE 2

SOURCES OF EVIDENCE

PROGRAMME OF VISITS

Bathgate Academy, West Lothian
 Cornton Primary School, Stirling
 Glencryan School, Cumbernauld
 Grange Academy, Ayrshire
 Kincorth Academy, Aberdeen
 Nairn Academy, Nairn
 Nicholson Institute, Stornoway
 Sgoil A' Bac (Back School), Stornoway
 Boston - USA: numerous groups representing business, schools and local authorities
 Norway - hosted by NHO (similar to CBI)
 Western Isles - various meetings representing education authority, schools and business
 Glasgow City Council: 'Learning for Living and Earning'
 National Centre: Education for Work and Enterprise: Teacher Education
 Satrosphere, Aberdeen: Science Education
 YES Conference

EVIDENCE SESSIONS PRESENTED BY

CBI Scotland
 Federation of Small Businesses in Scotland
 Highlands and Islands Enterprise
 Local Chambers of Commerce: Aberdeen and Fife
 National Centre: Education for Work and Enterprise "Gossip Group" (Business representatives)
 Professor Bill Bygrave, Babsons University: Enterprise Education
 SCEIN Meeting: Education Authorities EIL co-ordinators
 Scottish Enterprise
 Scottish Parent Teacher Council
 ScottishPower Learning
 Scottish Qualifications Authority
 Scottish Teacher Education Committee
 Scottish Trade Union Council
 Scottish Financial Enterprise
 Sir Howard Davies, Davies Review

PUBLIC CONSULTATION

174 responses were received in response to the public consultation from various interest groups.

Interest Group	Respondents	
	number	<i>percent</i>
Business Community	16	<i>9.2</i>
Economic and Educational Support Agencies	24	<i>13.8</i>
Local Authority Education Departments	23	<i>13.2</i>
Post-School Providers	17	<i>9.8</i>
Representative bodies	12	<i>6.9</i>
Wider Public Sector	4	<i>2.3</i>
Other Key Stakeholders	8	<i>4.6</i>
Schools	70	<i>40.2</i>
<i>Primary</i>	25	
<i>Secondary</i>	39	
<i>Independent</i>	4	
<i>Special</i>	2	
Total	174	<i>100</i>

All of the responses are posted on the internet at www.educationforwork.com/consultationresponses.htm.

The Report of the analysis of these responses is available on the website at www.educationforwork.com/publications.htm.

RESEARCH

Two pieces of research were completed: a survey of all secondary schools in November 2001, which resulted in a 53% response; and focus groups with pupils were undertaken in 4 schools in March 2002. (Copies of the reports are available on website at www.educationforwork.com/publications.htm.)

In addition to the visits to USA and Norway, examples of good practice from Canada, USA, New Zealand and Ireland were considered. These were researched through websites, receipt of documentation, email, phone and face to face discussion. (Copies available on the website.)

A literature review was undertaken covering the following themes: youth employment and the transition to work; meeting employers' needs; entrepreneurship, youth entrepreneurship and enterprise education; views on links between education and the economy; schools: culture, structures and approaches to teaching and learning; teacher preparation; business involvement; career education and work awareness in practice; enterprise education in practice; development of skills and attitudes

ANNEXE 3

SCOTLAND AND ENTREPRENEURIAL DYNAMISM

The authors of the Global Entrepreneurship Monitor place Scotland in the lowest of the three bands of entrepreneurship activity of the 31 nations included in their study, along with most other European countries (Galloway and Levie, 2002 p 8). The UK as a whole is also in this lowest group but ranks around the midpoint of European countries in the study (Reynolds et al, 2001 p7). A different study, the European Benchmarking analysis ranks the UK above average compared to other European nations on some indicators of entrepreneurship. It is considered relatively dynamic along with Germany, Spain, Ireland, Portugal and Finland (EC 2001 chapter 5).

International comparison on business start-up rates are difficult to obtain as countries have different practices and systems in relation to starting a business and recording statistics. However, the rate at which new businesses are created in Scotland and net business birth-rates (births less deaths) is lower than for the UK as a whole (see box for figures).

Business Birth Rate: How does Scotland compare with other parts of the country?

Source: *Small Business Service - Business start-ups and closures: VAT registrations and de-registrations in 2000*: Statistical Press Release - 6 September 2001.

The Small Business Service suggests that VAT registration figures are the best official guide to the pattern of business start-ups across the UK. As it is based on VAT registrations it, by definition, excludes all those with insufficient turnover to register, and so presumably a lot of business start-ups. There may be an underlying assumption that similar patterns of smaller businesses underpin the numbers which grow to qualify for VAT registration.

For UK as a whole, new registrations peaked around 1998 with that year showing 40 registrations per 10,000 resident adults and that year also showing the lowest number of deregistrations.

Figures given for 2000

UK as whole:	39 registrations per 10,000 adults
England:	41
Scotland:	28
Northern Ireland:	27
Wales:	26

Differences within England:

London	65
South East	45
East	43
South West	39

And so on declining until
North East 21

North East is only English region lower than Scotland, Wales and N Ireland.

However, deregistrations are on the same dimension as registrations and so London has high deregistrations as well as registrations. Concern is to have a net gain in new business start-up and survival with enough new start-ups to replace the losses.

From 1999 to 2000 there was a net gain of 1 registration per 10,000 adults for UK as whole.

In London the gain was	5
South East England	3
East of England	2
North East England	0
Scotland	0
Wales	-1
Northern Ireland	3

Not only is it considered important that there is an increase in the number of new businesses created, there needs to be an emphasis on innovation, new products and new ideas, and more high-growth businesses (Scottish Executive 2002 p 20). Only a small number of business start-ups turn out to be fast-growth companies but these are generally considered to be the ones which drive the economy forward and create new jobs. Not every small business owner will see the opportunity to expand or have the desire to expand but those who do and who seize the opportunities are those we generally recognise as 'successful entrepreneurs'. Such entrepreneurial spirit is of value not just to drive forward growing new business, but from the inside of larger businesses, to see the opportunity to create and take forward new business ideas.

While there are issues of infrastructure and prevailing economic conditions the persistent diagnosis with respect to Scotland's lower business birth rate is in terms of cultural attitudes. The Fraser of Allander Institute reported that "Scottish attitudes towards entrepreneurs were more negative than elsewhere: entrepreneurs were valued less highly, suggesting that the 'culture' in Scotland was less favourable to starting a new business" (2001, p 18).

The analysis in the GEM report likewise suggests that cultural attitudes and perceptions are problematic. The GEM analysis compares survey results from Scotland with the average results from six other small modern nations - Denmark, Finland, Ireland, Israel, Norway and New Zealand. (It should be noted that there is variation in results from these countries and due to issues of sampling the figures are approximate.) The following characteristics are highlighted:

Characteristic	Scotland	Average of others
Perceived opportunities to start business in next six months	24%	44%
Know someone who has started business in past two years	26%	45%
Fear of failure preventing starting a business	40%	34%
Informal investment in another person's business start-up	1%	4%

Thus it is suggested that fear of failure continues to be a major barrier to business start-up relative to other nations. Scottish people are less likely to perceive opportunities for starting up in business and are much less likely to know an entrepreneur. The lack of extended networks which bring people into contact with entrepreneurs is likely to hinder entrepreneurial activity as it limits perceptions of opportunity and access to informal investment (Galloway & Levie 2002, pp 7 to 12).

In offering suggestions for improvement, amongst other measures, the GEM analysis supports enhancing both general education and entrepreneurship (ie business start-up) specific education. It is reported that those with lower levels of education are less likely to engage in entrepreneurial activity and will have more limited ambitions (Reynolds et al, 2001 p 5). Figures suggest that those who survive longer having started a business are those with higher level qualifications. "As educational attainment increases fear of failure as a barrier decreases, perception of opportunity increases and self-perception of key relevant skills increases" (Galloway & Levie 2002, p 18).

ANNEXE 4

BUSINESS AND DEMOGRAPHIC TRENDS

SCHOOL LEAVERS AND THEIR QUALIFICATIONS

BUSINESSES AND THEIR SHARE OF EMPLOYMENT

Chart 1. Business enterprises and their share of employment by size of business (November 2000)

Private sector by business size 2000

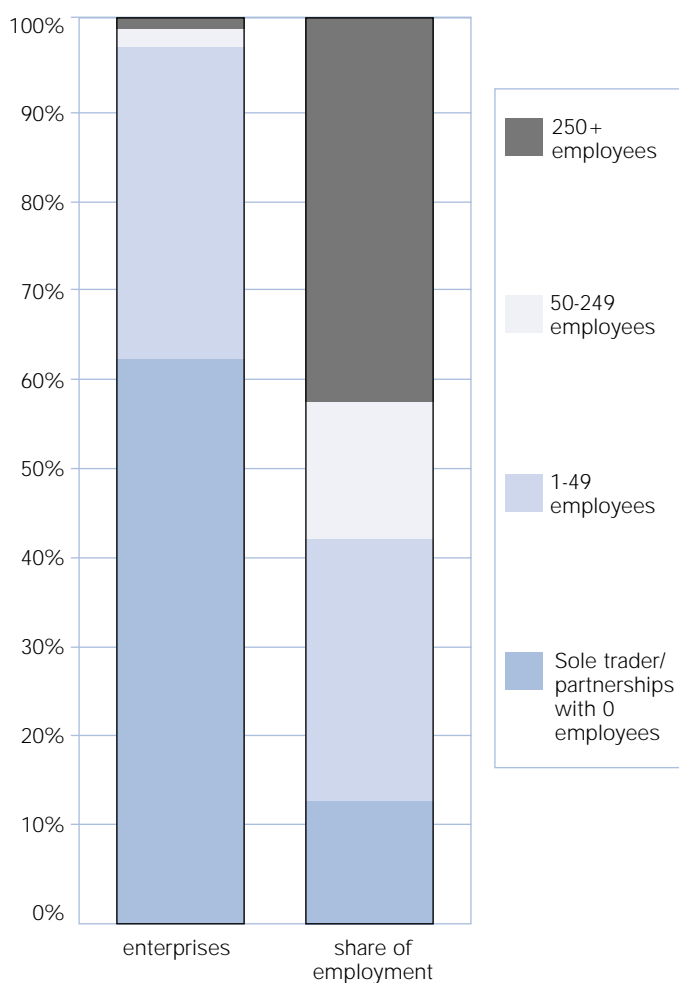
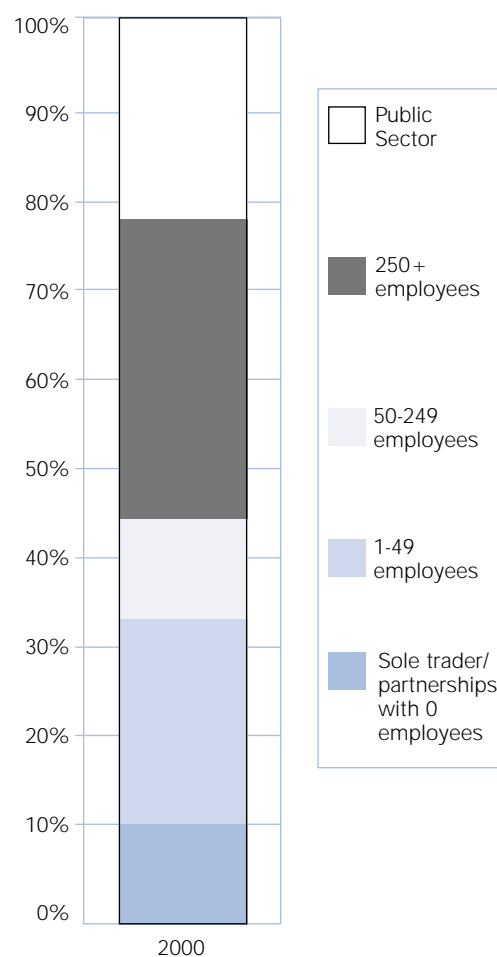


Chart 2: Share of employment including public sector (November 2000)

Share of employment including public sector 2000



Source: Scottish Economic Statistics
<http://www.scotland.gov.uk/stats/ses2002/>

BUSINESS TRENDS

Scottish Executive figures indicate a growth of 93,000 in the number of jobs in registered businesses between 1997 and 2000, with 435,000 created and 342,000 lost. New net job creation appeared to be in large businesses. (<http://www.scotland.gov.uk/stats/ses2002/>)

The European Observatory for SMEs Sixth report (2000) suggests that trends are for large firms to account for an increasing share of the economy and that this will be reinforced by the single currency and globalisation.

On the other hand, a Foresight Report suggests that SMEs will be the driving force of the 21st century economy with a predicted increase in the number of SMEs in the UK as a whole. However, by 2010 the majority of these will be new business and very few of today's SMEs will still be in existence (Foresight, April 2002).

This is not necessarily a contradiction as there is evidence that there is a growth in self-employment. There may be a greater number of SMEs, but they will be even smaller employing a smaller share of the workforce.

What is evident is that there is a great deal of fluctuation in the commercial and industrial sector. Businesses grow and recruit more staff, others reduce their workforce and change size-band, and others close altogether.

Global organizations do not necessarily have commitment to local workforces; locally grown businesses seek cheaper labour in other parts of the world. So, for the individual, a job in a large or medium company is no guarantee of a long term employment.

DEMOGRAPHIC TRENDS

Declining overall population

Scotland's population is projected to decline over the next 30 years. Other parts of the UK are still increasing, but will start to decline around the mid 2030s. In Scotland the population compared to the UK total is estimated as

	Scotland	UK
2001	5.1 million	59.9 million
2021	5.06 million	63.6 million
2031	4.9 million	64.8 million

Ageing population/workforce

Change in the composition of Scotland's population is estimated as follows

	1999 (%)	2019 (%)
Under 16 years	19.7	17.2
Working age	62.4	60.4
Pensionable (adjusted for changing retirement age of women 60/65)	18.0	22.5

This represents a decline of 13% in under 16s, of 4% in working age and a 25% increase in people of pensionable age.

In respect to those of working age it is estimated that 25-34 age group will decline by 20-25%, 35-44 age group will decline by 13-15% and 45-64 age group will increase by around 20%.

Source: Brown R, 2000

School leaver destinations

Young people leaving school in 2001 went to the following destinations:

Higher education	32%
Further education	20%
Training	6%
Employment	24%
Other known destinations	14%
No known destination	3%

This represents around 13,500 young people entering the labour market on leaving school in the year 2001. However, with some 52% (nearly 30,000) of school leavers continuing in further and higher education, preparation for further study remains an important priority for schools. If EfWE activities are to be valued by that group, recognition and acceptability of such activities in schools by HE and FE is important. FE and HE should, of course, build on Education for Work and Enterprise as part of their own agenda.

(Scottish Executive, 18 December 2001 at <http://www.scotland.gov.uk/stats/bulletins/00131-00.asp>)

Implications

Declining population; ageing workforce; fewer young people to enter workforce; young people entering workforce later. Employers need to invest in existing workforce; they have an interest in investing in the future workforce for which they will be in increasing competition. Young people too need to be aware of the volatility of the job market and the need for self-reliance.

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (EXTRACT)

SCQF level	SVQ	'New' NQ	'Old/current' school quals
7		Advanced Higher (A-C)	Cert in Sixth Year Studies
6	3	Higher (A-C)	Higher
5	2	Inter 2 (A-C)	Credit Standard Grade
4	1	Inter 1 (A-C)	General Standard Grade
3		Access 3	Foundation Standard Grade
2		Access 2	
1		Access 1	

The SCQF extends to level 12 at which Doctorate awards are positioned. Other post school awards and SVQs are placed progressively on higher points on the scale.

The position of SVQs gives a broad indication of their place in the Framework. Views vary as to where they could be placed, and awards may be made up of a mix of levels of units. Within vocational frameworks and in the context of the VET Review, qualifications levels and core skills levels are related to the SVQ levels. They are both embedded within other units and covered by discrete units. As they are not necessarily assessed separately the obtaining of other awards is usually taken as a proxy measure of skill.

In the National Qualifications, as with SVQs, core skills are both embedded in programmes and covered by separate units. Core skills are defined at 4 levels bearing the same name as the qualification, namely Access, Intermediate 1, Intermediate 2 and Higher. The core skills level is not always the same as the qualification, for example an Intermediate 2 award may have certain skills specified at Intermediate 1. Advanced Higher Awards are attributed with 'Higher' level skills. The Scottish Executive is currently analysing examination results with a view to obtaining a clearer analysis of core skills achievements.

Note: National Qualifications have replaced the former National Certificate Modules and are replacing the Scottish Certificate in Education (SCE) qualifications of Highers and Sixth Year Studies, but not Standard Grades.

SCOTTISH SCHOOL LEAVERS AND THEIR QUALIFICATIONS: 2000-2001

<http://www.scotland.gov.uk/stats/bulletins/00175-00.asp>

In terms of the Review of Vocational Education and Training SVQ level 2/SCQF level 5 qualifications, with achievement in associated core skills, were considered essential for social inclusion, employment and productivity. There is a target that 80% of people age 25 should have attained level 3 or SCQF 6/7 by 2007.

School qualifications

- 5.7% of young people from publicly funded schools left with qualifications at SCQF level 3 or below.
- 32% of young people from publicly funded schools left school with qualifications below SCQF level 5, that is, without the equivalent of a vocational qualification level 2. Some of these would continue with further education and training either in college or work-based training. However, as yet examination results cannot be linked to leaver destinations to show the progression routes of these young people.
- 68% of young people, therefore, leave school with at least SCQF level 5 equating to vocational qualification level 2.
 - 25% have SCQF level 5 qualifications, equating to vocational qualification level 2.
 - 43% have SCQF level 6 or 7 qualifications, equating to vocational qualification level 3.

Given the varying relationship between core skills and other awards, these figures must be used with caution as an estimate of core skill achievement.

ANNEXE 5

PARTICIPATION OF 16-19 YEAR OLDS: COMPARISON WITH OTHER OECD COUNTRIES

PARTICIPATION IN EDUCATION

Scottish and UK figures are lower than most other OECD countries in participation of young people in full or part time post-compulsory education. For 16-19 year olds in Scotland participation is about 68% (www.scotland.gov.uk/stats/bulletins/00096-00.asp).

The OECD figures include 15 to 19 year olds; for comparative purposes, for Scotland we would estimate 15-19 participation to be about 73%. The overall UK figure is given as 72.5%. Only 3 countries out of 28 listed in the OECD figures have lower participation than UK:

Italy	70.7%
Mexico	39.3%
Turkey	30.5%

Other examples are:

Belgium	90.6%	
Norway	86.1%	
Denmark	80.4%	
USA	78.1%.	(OECD, 2001b, p134)

NEET

Some young people not in education are in employment but the proportion of the age group in Scotland and UK not in education, employment or training (NEET) is also high. The Scottish Social Justice Report uses Labour Force Survey figures for 16-19 year olds. The estimated figure is 33,000 or between 13% and 14% of the age group. This is not a negative experience for all, but evidence suggests that for the majority it is (www.scotland.gov.uk/library3/social/sjm-13.asp).

OECD figures again include 15 year olds, so for comparative purposes we estimate that in Scotland 11% of the 15 to 19 age group are NEET. In OECD figures the UK as a whole is given as 10%. Only two countries have higher figures:

Italy	16.8%
Spain	13.9%

Other examples are:

Belgium	7%	
Denmark	3.4%	
USA	7.3%.	(OECD, 2001b, p287)

ANNEXE 6

DAVIES REVIEW: REVIEW OF ENTERPRISE AND THE ECONOMY IN EDUCATION

(Reports available at www.daviesreview.org)

SUMMARY OF RECOMMENDATIONS

In June 2001 the Chancellor of the Exchequer, Secretary of State for Education and Skills and Secretary of State for Trade and Industry asked Howard Davies, chairman of the Financial Services Authority, to conduct a review of enterprise and the economy in schools and further education in England, covering the ages five to 19.

Reporting in February 2002, the Davies Review called for a statement by the Government setting out a national agenda for building enterprise capability, economic and business understanding and financial literacy in all young people. A clear benchmark of young people's enterprise capability should be established and monitored through a regular nationally representative survey. Guidance to teachers and other professionals on what is meant by enterprise capability should be prepared by the DfES.

The review asked Government to provide annual funding of £54 million by 2005-2006 to promote a level of enterprise activity for all young people at some time during their school career, the funding being sufficient for an average of five days per pupil. As part of a partnership between business, schools and Government, the business sector should commit £30 million in time and resources annually by 2005-2006 - largely in the form of staff time in schools and supporting enterprise activities built round work experience programmes.

New teaching and learning materials should be developed for enterprise learning and personal finance education. When schemes of work produced for National Curriculum subjects are next revised, the Qualifications and Curriculum Authority should show clearly how and when enterprise learning can be introduced into the teaching of these subjects.

Programmes for serving and new headteachers should include enterprise learning and personal finance modules. Professional development placements for teachers should be refocused to help develop working relationships with local business, and optional enterprise modules should be built into the national strategy for CPD.

Via the Learning and Skills Council the Government should provide £2 million to brokers to help achieve more and better business engagement, particularly among small and medium-sized companies.

The school inspection framework should include an extra question: "How well does the school prepare young people for employability and work (including their enterprise capability)?"

The Government should support as programme of evaluation of principal programmes and activities promoting enterprise capability.

ANNEXE 7

ENTITLEMENTS IN EDUCATION FOR WORK AND ENTERPRISE

The report *Education for Work in Schools* (2000) followed the HMIS inspection of best practice and included entitlements of which all pupils should have experience as a minimum:

Primary schools

- Opportunities to develop the core skills of communication, numeracy, problem-solving, using information and communication technology and working with others, delivered through the relevant areas of the 5-14 curriculum
- Key aspects of environmental studies programme which develop pupils' knowledge and understanding, skills and attitudes, relevant to Education for Work
- Enterprise activities which develop the foundations of pupils' understanding of careers, how teams work, how businesses operate, and how human and other needs are met
- Opportunities for personal and social development, extending pupils' self-awareness, self-esteem, interdependence and independence, relevant to their future place in the world of work.

Secondary schools

- Core skills delivered across the curriculum, in appropriate contexts in all subjects and aspects
- Subject courses which include reference to the subject's relevance to possible appropriate career pathways identified for all subjects and activities which replicate or reflect practice in business
- Personal and social development which includes personal profiling; self-awareness of strengths and attributes, and aspects to improve; briefing and review for key Education for Work activities such as work experience, industry awareness days and career interviews; completing and using the Progress file, reviewing and action planning, including target-setting; reflecting and recording experiences in Education for Work
- Careers education and guidance which includes ICT to find information on the curriculum, or further education and training; individual careers advice and group sessions, information on the labour market and information on destinations of school leavers provided by the local careers service company
- Enterprise activities to provide insight into options for self-employment, awareness of different roles in a business organisation, and experience of working in a team
- Work experience which includes choosing a placement; working on employers' premises and reviewing and recording outcomes.

Special educational needs

The programmes in Education for Work inspected in special schools reflected the main features of primary and secondary, with substantially greater amounts of time in Education for Work, in particular from S3 to S6. The common elements of entitlement for special schools are

- Core skills
- Business and employment - related content in the areas and subjects of the curriculum
- Personal and social development
- Careers education and guidance
- Enterprise education
- Work experience.

ANNEXE 8

CBI SCOTLAND (Extract from submission to Review)

“The Employability Template

There are 250,000 businesses in Scotland. Each looks for something slightly different in its employees and hence from education. Differing lists of what employers seek are contained in documents by the Scottish Executive and other education bodies. *Education for Work: Education Industry Links in Scotland - A National Framework* is possibly the most quoted and best known of these documents. However, its penetration amongst employers is shallow, and it might benefit from some revision in the light of changes in the workplace and to the education-business partnership landscape.

It would be valuable to generate broad agreement around one set of employability characteristics. In 2000, the CBI produced a ‘template’ following a 12-month, UK-wide exercise to distil what employers see as the key qualities and competences which make up employability. In this context, employability means:

the possession by an individual of the qualities and competences required to meet the changing needs of employers and customers and thereby help to realise his or her aspirations in the world of work

The Employability Template

Core qualities and competences that make up employability:

- Positive attitudes compatible with work opportunities such as a desire to learn, to apply that learning, to improve and take advantage of change and to make a difference
- Values such as honesty and personal integrity
- The basic skills of literacy and basic numeracy
- The defined core skills of communication, numeracy, ICT, working with others and problem solving
- Customer service skills
- Relevant job specific skills and knowledge
- The ability to manage one’s own learning and career

In preparation of this paper, representatives of the other business organisations who work with CBI Scotland on the Enterprise Insight programme (Scottish Chambers and IOD Scotland) and a sample of CBI Scotland members were asked to comment on the relevance of the template today and how it may alter in the future. The overwhelming view was that the template was still seen as broadly valid, although some respondents suggested the possible addition of ‘flexibility’ to the existing list. In future, the template is expected to remain relevant, with increasing emphasis on some aspects such as customer service skills (where the customer is both external and internal to the business) and ICT skills.”

CBI Scotland, January 2002

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Brown R (2000) *Getting Old and Grey? The Implications of Demographic Change and Population Ageing for the Scottish Labour Market* Paper for the Labour Market Intelligence Unit, Glasgow: Scottish Enterprise

Curriculum Corporation (2001) at <http://www.curriculum.edu.au/enterprise/> (website developed with support of Australian Department of Education, Training and Youth Affairs through the Australian Government's Enterprise Education in Schools Programme.)

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EC (2001) *Pocketbook of country profiles on enterprise indicators*, Brussels: Commission of the European Communities at: http://www.europa.eu.int/comm/enterprise/enterprise_policy/competitiveness/doc/country-profiles.pdf

Foresight (2000) *Financing the Enterprise Society: financial services for SMEs in 2010* at <http://www.foresight.gov.uk/> [publications/previous round link]

Fraser of Allander Institute (2001) *Promoting Business Start-ups: A New Strategic Formula Stage 1: Progress Review: Final Report* Glasgow: University of Strathclyde

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Scottish Executive (2002) *Measuring Scotland's Progress towards a Smart, Successful Scotland* at <http://www.scotland.gov.uk/library3/education/JPTfinal.pdf>

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Wicksteed B (1999) 'What makes for an entrepreneurial culture?' *National Federation of Enterprise Agencies Conference*, September 1999 at <http://www.sqw.co.uk/publications>

3. What? The curriculum and its outcomes

The evidence presented in this section includes material drawn from the written consultation, evidence sessions, review research and a range of other literature. The main sources are listed here.

EfWE Review documents all available at: <http://educationforwork.com/publications>

Scottish Executive: SEED and ELLD (2002) *Review of Education for Work and Enterprise: Analysis of Responses to Written Consultation*

Scottish Executive: SEED and ELLD (2002) *Review of Education for Work and Enterprise: Focus Groups with Young People*

Scottish Executive: SEED and ELLD (2002) *Review of Education for Work and Enterprise: Survey of Provision in Scottish Secondary Schools - November 2001.*

Support and Guidance Documents (in order of publication date)

(The Scottish CCC was merged with the Scottish Council for Educational Technology to form Learning and Teaching Scotland in July 2000.)

Scottish CCC, SOEID, HMIS (1997) *How Good is our school at Education Industry Links: Self-evaluation using performance indicators* Dundee: Scottish CCC

Scottish CCC (1999) *Work Experience: a Guide to Promoting Quality* Dundee: SCCC

Scottish CCC (1999a) *Education for Work: Education Industry Links in Scotland - A National Framework* Dundee: Scottish CCC (available at <http://www.educationforwork.com/publications/>)

The framework outlines briefly the reasons for the importance of Education for Work for each stakeholder and the benefits to each stakeholder. The outcomes for young people are detailed. The heart of the framework is the outline of the progressive development which might be expected through school in young people's understanding and awareness of the world of work and suggestions as to what types of activities might assist in achieving this. It was intended that this would serve as a document to assist business as well as schools, and other agencies, in the development of a relevant curriculum for Education for Work.

Scottish CCC (1999b) *Education for Work - Guidance and Support for Schools: Introduction (first set)* Dundee: Scottish CCC

This set included: The above *National Framework*, an extract from *How good is our school at Education Industry Links*, seven case studies covering primary, secondary and special educational needs schools illustrating a variety of ways in which the Education for Work agenda might be covered, and a summary of the report of a consultation on *Work Experience in Scotland*

Scottish CCC (1999b) *Education for Work - Guidance and Support for Schools: second set* Dundee: Scottish CCC

This set included: *Managing for success in Education for Work - A Guide*; a further nine case studies; *Education for Work - A Guide for Primary Teachers* which mapped examples of activity from across the subject areas of the 5 - 14 curriculum against the proposed learning from the National Framework and provided a range of suggestions as to how this might be delivered in practice; and a summary of the national guidelines for Work Experience which had been published in August 1999

Learning and Teaching Scotland (2000) *Education for Work - Guidance and Support for Schools: third set* Dundee: LTScotland

This set included a short guide for managers in secondary schools, *Education for Work and the Secondary Curriculum - Making Connections*, and a set of subject guides covering 24 subject areas, with suggestions as to how Education for Work might be incorporated within the teaching of each subject.

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This study focused on perceptions of learning gains from career education, work experience and enterprise activities. It sought the views of pupils, school-leavers, teachers, career advisers and employers. It was based in five schools and involved 245 young people in S4 to S6.

Enterprise Learning

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SBRC and NIERC (2000) *Young Enterprise Northern Ireland: An Impact Evaluation* Kingston University and Queen's University, Belfast

This was carried out by the Small Business Research Centre at Kingston University and the Northern Ireland Economic Research Centre at Queen's University. It involved a survey of 174 participants in the company programme and a control group of 132 non-participants, with related link teachers and business advisers. A survey of young people who had undertaken the programme five years earlier was completed with 74 respondents.

Semple S, Paris M, McCartney P, Twiddle B (2002) *Learning Gains from Education for Work* Scottish Executive/University of Strathclyde <http://www.scotland.gov.uk/insight/edru/pub.asp>

Shuttleworth D (1997) *Enterprise learning in action: Education and Economic Renewal for the twenty-first century* London: Routledge

Turner E, Lloyd J, Stronach I, Waterhouse S (1993) *Plotting Partnership: Education Business Links in Scotland*. Report prepared for the Scottish Office Education Department Stirling: University of Stirling

Western Isles Enterprise (1999) *Evaluation of Young Enterprise in the Western Isles* WIE (unpublished report)

This involved telephone interviews with 20 ex-achievers and a small number of teachers and business advisers, plus a group of 7 employers who employed some of the ex achievers.

Work Experience

Courtney G & Lynn P (2000) *Scottish School Leavers Survey, 17 in 97* Scottish Executive

Scottish Executive ELLD (2001) *Careers Service Review - Focus Group Report* Scottish Executive (unpublished research report)

Semple S, Paris M, McCartney P, Twiddle B (2002) *Learning Gains* Scottish Executive/University of Strathclyde at <http://www.scotland.gov.uk/insight/edru/pub.asp>

Young People at Risk

ENTRANCE - European Dissemination Seminar, 23 November 2001; Institute of Education, Bedford Way, London.

The ENTRANCE project is a European Framework IV funded project designed to consider enterprise and its transfer to combat social exclusion. The partner countries were Hungary, Spain, Israel and England. Research was undertaken by the Centre for Education and Industry at Warwick University, using pre- and post-experience questionnaires, diaries and learning logs.

Kendall S, Cullen M, White R, Kinder K (2001) *The Delivery of the Curriculum to Disengaged Young People in Scotland* Slough: NFER

The National Foundation for Educational Research was commissioned to undertake research on provision for the disengaged in Scotland. The findings are based on investigations of existing provision in Scotland and highlight the features of effective practice with impacts on attendance, attainment, aspirations and attitudes to learning. The research encompassed schools, colleges and other providers. An audit by questionnaire and telephone survey was completed, followed by 16 in-depth case studies.

SWA Consulting (2002) *Evaluation of New Approaches to Work Related Learning* London: Department for Education and Skills

Evaluation carried out for the Department for Education and Skills of a number of projects which introduced different work-related approaches to 'at risk' groups in the 14 to 16 age cohort. The evaluation focused mainly on 21 action research projects with specific objectives of improving motivation, increasing skills and knowledge, improving attendance and behaviour, and raising attainment. The study involved over 400 young people in the project groups and 340 in a comparator group.

4. How? Strategies for Delivery

Education-Business Partnerships

Berkeley J (1998) 'Promoting lifelong learning through education partnership: part 1' *Education and Training* 40, 6/7 256-261

Miller A (1998) 'Making education our business: lessons and issues' *Education and Training* 40, 6/7, 314-320

Vinten G (1996) 'The education-business partnership: an evaluation' *International Journal of Educational Management* 10/2 27-38

Weller M & Dillon P (1999) 'Education and Business Partnerships in the United Kingdom: Initiatives in Search of a Rationale' *Bulletin of Science, Technology and Society* 19, 1, 60-67

Teacher Education

Bullock K, Goodfellow M, Scott W (1991) 'The Enterprise, Economic and Industrial Dimension to Initial Teacher Education in the UK' *British Journal of Education and Work* 4, 2, 5-10

Ireland E, Golden S, Spielhofer T (2002) *Professional Development - A Review of Teachers' Placements in Business and Industry* London: NFER at http://www.nfer.org.uk/research/down_pub.asp

Lynch R L & Harnish D (1998) *Preparing Pre-service Teacher Education Students to Use Work-based Strategies to Improve Instruction* Paper prepared to support 'Contextual Teaching and Learning' Project, US Department of Education Office of Vocational And Adult Education and National School-to-Work Office at <http://www.contextual.org/>

Pierce J W & Jones B F (1998) *Problem based learning: Learning and Teaching in the Context of Problems* Paper prepared to support 'Contextual Teaching and Learning' Project, US Department of Education Office of Vocational and Adult Education and National School-to-Work Office at <http://www.contextual.org/>

Scottish Executive (2001) *A Teaching Profession for the 21st Century: Agreement reached following recommendations made in the McCrone Report* at <http://www.scotland.gov.uk/library3/education/tp21a-00.asp>

Scottish Executive/QAA (2000) *The Standard for Initial Teacher Education in Scotland* at <http://www.gtcs.org.uk/publications>

Scottish Executive/GTC Scotland (2002) *Standard for Full Registration*

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