

We're transforming skills and aspirations through enterprise...

'Are You Ready?'



are
you
ready?

Creating a culture of enterprise in education
Our Achievements and Impact

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Our Achievements and Impact



Championing enterprise culture in education:

- 799** teachers trained in Rotherham.
- 94** businesses involved in supporting enterprise education.
- 103** Warwick Awards for Excellence in Enterprise achieved by Rotherham schools and colleges.
- 692** trainee teachers trained at Sheffield Hallam University.
- 906** teachers trained across the U.K.

➔ Rotherham named 'Most Enterprising Place in Britain' in 2010 for developing an Enterprise Pathway for young people in the town.

Plus...

- ➔ 'Ready' programmes launched in Hull, Calderdale, North Lincolnshire, Scarborough and Derbyshire.
- ➔ National facing 'Are You Ready?' brand launched in June 2011.
- ➔ New 'Ready' programmes planned for Norwich and Lincolnshire.
- ➔ Teachers, business people and academics from Finland, Lithuania, Spain and Japan visit to learn about model.
- ➔ Rotherham chosen by NESTA as one of just six pioneering 'Creative Councils' for its approach to enterprise.

Introduction

Rapid globalisation and shifts in technology, the economy and employment mean that young people face increasingly complex and unpredictable working lives.

The transformation of the economy, from one based on manufacturing and industry to one based on knowledge, creativity and enterprise has significant economic implications. Now, much low and medium skilled work is being outsourced or automated and the competition for highly skilled work is on a global scale. The global economic crisis and recession have compounded these problems and, as unemployment has spread across the UK, young people have been disproportionately hit. There are twice as many young people unemployed as any other group.

Now, nationally, one in five 16-24 year olds is not in education, employment or training.

The vast majority of businesses in the UK's private sector employ less than 10 people and many of these are sole traders. This is highly likely to increase further in the future. In many areas the biggest employer is the public sector but austerity measures mean that jobs are currently being shed and there are likely to be far fewer job opportunities in this sector in the future.

The truth for most young people coming through education now is that if they want to have a job in the future they will either have to employ themselves, work in someone else's business, be really entrepreneurial in the third or public sector or compete globally for jobs and opportunities.

The problem is, that whilst the world and the economy has transformed beyond recognition, education has stayed the same.

'Are You Ready?' is on a mission to change that. We want to create a culture of enterprise in education; to make learning about,

At school they call me *Lord Sugar*.

I want to be an entrepreneur, start my own business, make money and provide a service for people.



Alan (above) is in his last year at Primary school, where he has had consistent enterprise learning over time.

Undertaking projects like *Make £5 Blossom* and experiencing an enterprising curriculum has helped him thrive. At school he is chair of the enterprise council which promotes and develops enterprise in school.

His family support his aspirations by helping him shop for his ventures, and supporting his ideas for his school enterprise projects.

(Below) Developing enterprise skills and attitudes builds confidence from an early age.



and through, enterprise and entrepreneurship a key part of learning for all young people from as soon as they start school aged four.

This document aims to capture our progress and impact so far and highlight key areas where our work is making a difference.

Inspiring an enterprise culture

Our blueprint for developing a culture of enterprise in education consists of three main strands:

1. Training teachers to develop enterprise through the curriculum,
2. Developing effective school/business engagement models, and
3. Supporting high quality enterprise learning through the *Warwick Award for Excellence in Enterprise*.

An independent evaluation¹ of the first four years of *Rotherham Ready* found how we were impacting on school culture and the curriculum. Using the Cabinet Office framework for 'culture change', evaluators found how we were successfully changing the behaviour of teachers and Head Teachers and **hailed the programme as more of a 'movement' than a project.**

The success of our approach is being demonstrated by the fact that some or all aspects of the project have been replicated in other areas. Hull Ready, North Lincolnshire Ready, Calderdale Ready, Scarborough Ready and Derbyshire Ready have all been launched, and more programmes are in development. **Year on year the programme has continued to grow, training more teachers and working in more areas to champion enterprise in education.**



In 2009, Rotherham Ready was also evaluated by Ofsted², who praised how we inspired teachers and school leaders to prioritise enterprise. They also recognised that our high quality training and resources enabled teachers to view enterprise as integral to school improvement.

Building confidence

In an unforgiving labour market young people need deep reserves of skills, knowledge and confidence to pursue their hopes and dreams.

Independent ethnographic research carried out by ESRO³ in 2012 into our work found how **young people involved in enterprise learning felt confident in tackling business situations and solving problems.** Furthermore, respondents highlighted that their enterprise experiences had been a key part of building their self esteem. Stories like Alan's (see top left), show the impact that

¹ MTL (2009), 'Rotherham Ready Evaluation.'

² Ofsted (2008), 'Ofsted Survey Inspection: Evaluation of Rotherham Ready Enterprise Initiative.'

³ ESRO (2012), 'Are They Ready?'

I've been involved in *Make £5 Blossom* and I've been a Young Entrepreneur's Club mentor.

As a business person I believe we should educate about self employment

and support the development of crucial workplace skills. These projects are brilliant at doing that. Young people show such energy and creativity and you see them grow in confidence.

Jacqui Saxon,
The Ultimate Balloon Company



Youngsters are inspired by real entrepreneurs in our *Make £5 Blossom* Project and Young Entrepreneurs Clubs.

an enterprising education has on young people – they are inspired and thriving.

Ofsted also recognised the impact our work was having on young people. They highlighted that good and outstanding enterprise learning in schools and colleges was leading to young people who were confident and enthused.

Backed by business

The value of our work is also recognised by the business community. A key element of our work has been to engage role models from the world of work and business through two programmes:

1. **Make £5 Blossom** - where a business loans £150 to children so they can start ventures in school.
2. **Young Entrepreneurs Clubs** - where a business mentor works with a smaller group of students over a longer period of time.

In Rotherham, 94 businesses have been involved, from global companies like Tata Steel and Gripple Ltd, to sole traders and young entrepreneurs.

Companies value being able to connect with the employees and customers of the future, as well as fulfilling their corporate social responsibilities by inspiring and upskilling the next generation of entrepreneurs and enterprising employees.

With the economic landscape jeopardising the sustainability of such programmes, we have started to work with NESTA (*The National Endowment of Science, Technology and Arts*), on its Creative Councils programme. Our aim is to explore new models for the financing and delivery of these programmes, to ensure young people and communities have access to these opportunities.

Crucial to us is the fact that ethnographic researchers looking at the impact of our work found that **engagement with 'real business', 'real money' and 'real' risk-taking had the most powerful effect on the imaginations of young people.** Young people were confident in using business language and deploying their skills.

Enterprise that works

The impact of providing enterprising and entrepreneurial learning is clearly demonstrated by the quality and success of the micro enterprises and businesses that young people are starting.

From the youngest children, who are successfully taking over the running of school events to teenagers incorporating social businesses at school, **the impact of enterprise culture is manifesting in a new appetite for 'starting something'.**

Children at Herringthorpe Infants School hold the record for the most made on a '*Make £5 Blossom*' project, **achieving £1,200 profit from the initial £150 loan** when they took over their summer fair. And children at Brinsworth Howarth Junior and Infant School **won an award for 'Best Business Idea'** after they made £879 in the national '*Tenner Tycoon*' competition developing Shakespeare themed events and activities that linked with the play they were studying, *Macbeth*.

Secondary pupils at Wingfield Business and Enterprise College secured a loan and have **incorporated a real business - Coffee at the Pod.** They have organised the design and manufacture of their own bespoke coffee unit and sell fair trade coffee and hot

Much has been achieved by the team in Rotherham

and much more could be achieved across the UK through the opportunity to explore new partnerships and alternative funding models.

It's important that our communities are enterprising and businesses should play an important role, supporting with expertise and developing a social bond to invest in this programme.

Gordon Macrae,
Special Projects Manager,
Gripple Ltd.

I used to want to leave school, sit on the settee and play on the computer.

Now, in five years time I want to run my own business in horticulture.

Billy, 18, was at high risk of being NEET (*Not in Education, Employment or Training*) until he got involved in RISE, our inter-schools markets programme.

Working with young people from other schools, Billy made and grew things to sell on a monthly stall. The experience transformed his thinking, leading him to apply to college to develop his horticultural and business skills.

drinks in school and at events.

Students are now exploring how they could franchise their brand.

One young entrepreneur who has recently set up a home furnishings and gift shop, called her business 'Bitter Sweet'. It was the name she created for a business plan competition she won at Rotherham College of Arts and Technology. **Her success spurred her on to start up her business and contribute to the regeneration of the town centre.**



Enterprise that's good for everyone

Developing a culture of enterprise that nurtures young people's enterprise skills, knowledge and attitudes has many added benefits.

By making learning relevant and engaging, and linking it directly to the real world, **teachers tell us that developing enterprise has improved motivation and behaviour, increased attendance, raised achievement and improved attainment.**

Teachers involved in our programmes have developed original Masters level research projects to evidence the benefits of enterprise, demonstrating how their enterprising approaches have raised standards in literacy and maths and improved other curriculum areas. The cause/effect aspect of this trend is borne out by research undertaken by Hoshin⁴ into the persistent educational underachievement in Yorkshire and the Humber. Researchers found that young people's perceptions of the labour market were a critical factor in educational underachievement – not knowing what's 'out there', and not being able to connect learning to economic success, is detrimental to young people's academic achievement.



School leaders also tell us how enterprise has been a powerful vehicle for engaging parents and the wider community. **Previously sparsely attended family learning events have been inundated when learning has had an enterprise twist,** and parents and carers have been involved in developing enterprise skills on programmes focused on adults.

By helping to create the next generation of entrepreneurs and enterprising employees, the programme will also contribute to the development of a dynamic and resilient economy. In Rotherham for example, there are 43,532 young people on roll in education. Those young people are a huge untapped resource and represent the future of the town. Research compiled by the Global Entrepreneurship Monitor⁵ (GEM) has found that **people who have started businesses are more likely to have experienced enterprise education or training.**



⁴ Yorkshire Futures and Hoshin (2007), 'Understanding and Addressing Key Stage 4 (GCSE) Educational Underachievement in Yorkshire and the Humber.'

⁵ Global Entrepreneurship Monitor (2010), 'A Global Perspective on Entrepreneurship Education and Training.'



Enterprising families

Ethnographic research revealed that our work in education was having an impact far beyond the school gates.

Children, young people and young entrepreneurs involved in enterprise were influencing their family's activities, aspirations and skills. From 22-year-old Debbie who had invested in a badge making machine with her mum, to 18-year-old Billy who's mum was helping him sell tomatoes he had grown, to 11-year-old Alan, whose parents were helping him find business sponsors for a school enterprise, the engagement of young people in enterprise was having a wider impact on families, their beliefs and their behaviours.

What we found in Rotherham was that enterprise has enabled the subjects we met to be really creative and that this has had an impact on what they do at school, after their education, in business, at home and with their families. And some of these people are not in the mainstream, they didn't achieve much in education and could have been at risk and would have needed support.

But they've been able to do something really positive through enterprise and it is transforming their lives.

Dr Robin Pharaoh, Director, ESRO, ethnographic researcher.

GEM estimated that in the UK only 18.4% of adults have had enterprise training. In Rotherham, 43% of young people have been involved in learning about enterprise and entrepreneurship, and that number is growing.

More recently, research by the Employers and Education Task Force⁶ found that young people who have experienced effective employer engagement have better labour market outcomes. **Young people who had had at least four experiences were statistically more likely to have jobs, more likely to have better jobs and more likely to have higher wages.** With enterprise learning and employer engagement, they concluded, 'more is more.'

Our aim is to create a culture of enterprise in education and motivate and equip teachers to embed enterprise, which will develop young people's skills, attitudes and aspirations. We are fully aware of the methodological issues in measuring our impact in these areas and are working hard to develop new tools and methods to do this more effectively.

Most recently we have been working with Warwick University, Lappeenranta University of Technology in Finland and former Ofsted business enterprise and enterprise lead, David Butler, to develop an effective impact evaluation framework that captures the impact of enterprise in education on Head Teachers, Teachers and pupils. Research and evaluation is also a strong element of our Creative Councils project, which will run over the next year.

As well as our work with schools and colleges, we want to contribute to the broader debate on education and provide evidence that demonstrates why enterprise in education should be a policy priority, and how it can be developed most effectively.

We welcome feedback and discussion. If you would like to know more or feel you could help contribute to our vision, please get in touch:

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www.areyouready.org.uk

⁶ Education and Employers Task Force (2012), 'It's Who You Meet.'

