



National Evaluation of Determined to Succeed – Phase 1

Early Implementation Processes across Scotland
September 2004-August 2005



determined to succeed



social
research

**NATIONAL EVALUATION OF DETERMINED TO
SUCCEED – PHASE 1**

Early Implementation Processes across Scotland
September 2004 to August 2005

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National Foundation for Educational Research



Scottish Executive Social Research
2006

The Department of Enterprise, Transport and Lifelong Learning

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EXECUTIVE SUMMARY

RESEARCH CONTEXT

1. Determined to Succeed is a £86 million Scottish Executive strategy (for the period 2003-2008), which aims to prepare young people for the world of work through enterprising and entrepreneurial learning, work-based vocational learning and appropriately focused career education. Following the recommendations of the Review of Education for Work and Enterprise set up in September 2001 the Scottish Executive set out its Determined to Succeed (DtS): Enterprise in Education (EinE) strategy. The results reported here are key findings from research carried out by the National Foundation for Educational Research (NFER) between September 2004 and August 2005 examining the views of key stakeholders on initial planning and early implementation of DtS/EinE in Scotland. This evaluation constitutes phase 1 of the national evaluation of DtS. The second phase focuses on the impact of the DtS strategy and is due to report during 2006.

2. The DtS strategy sets out the key changes that are considered to be needed to encourage a more enterprising culture – a “can do, will do” attitude – among all schoolchildren in Scotland. It enables all Local Authority (LA) Education Departments in Scotland to work together with schools, business organisations, businesses, and other parts of the community to design and implement their own delivery plans setting out their targets and time-tables for action. Within these plans, LAs are required to address the recommendations of the Review of Education for Work and Enterprise in the context of local needs

3. The overall aim of the phase 1 evaluation of DtS was to gather and analyse the views of key stakeholders on how the DtS strategy had developed the initial EinE infrastructure through learning and development, communication, curriculum design and revision, management, programme logistics and leadership. It also aimed to explore how successful inter-agency working had been in the early days of the strategy.

4. The evaluation was based around a qualitative methodology in order to enable the research team to monitor, map and evaluate key stakeholders’ views and experiences of the initial DtS implementation process. It consisted of four distinct, but interrelated, research methods. These included:

- **Strategic interviews:** face-to-face meetings with 12 key representatives of the Scottish Executive policy team, Her Majesty’s Inspectorate of Education (HMIe), Learning and Teaching Scotland (LTS), Careers Scotland (CS) and the Scottish Qualification Authority (SQA)
- **Interviews with all 32 LA co-ordinators:** telephone interviews were carried out with 26 LA co-ordinators; the remaining six LA co-ordinators were interviewed face-to-face as part of the case study visits
- **Case studies:** visits to one secondary, primary and special school in each of six LAs, involving interviews with 18 senior managers, 11 DtS/EinE co-ordinators, 26 members of teaching staff and six work related or Guidance teachers; in addition, interviews were conducted with six LA co-ordinators and ten Enterprise Development Officers across the six case-study areas

- **Desk study:** collection and review of all 32 LA delivery plans, research reports relevant to EinE across Scotland, and any other relevant recent publications from within the UK relating to good practice in the initial planning and implementation of enterprise learning.

RESEARCH FINDINGS

5. The key findings from the research are shown below:

Strategic and operational management of the strategy

- The evaluation found that almost all LAs had set up multi-agency steering groups, which were used to foster inter-agency working. Twenty-seven LAs had recruited at least one Enterprise Development Officer (EDO). There was evidence in some authorities that, where no EDO had been recruited, some schools or clusters made less progress than others.

Implementation models

- The analysis of LA delivery plans and interviews with all 32 authorities helped to develop a typology of implementation models. Five authorities were found to have followed a LA-led model, while a larger number (ten) were categorised as having adopted more of a Devolved approach. The remaining 17 authorities were thought to have adopted more of a hybrid model, combining elements of the previous two models
- Both the LA-led and the Devolved models were found to have their own strengths and weaknesses. While the LA-led model had helped to achieve more uniform progress across schools in their area, it was more costly and less likely to be sustainable in the long term. The strengths of the Devolved model were found to be that it allowed schools and clusters to adapt EinE to local needs and that it encouraged schools and clusters to take responsibility for the strategy. However, this model was found to lead to uneven provision across schools and clusters in some authorities. Some of the authorities who adopted a hybrid model tried to combine the strengths of these two models.

Embedding EinE into the curriculum

- One of the benefits of the DtS strategy is a more coherent and consistent approach to EinE across all LAs and schools. Interviews with LA co-ordinators, as well as visits to schools, showed that several primary schools and special schools had taken considerable steps towards embedding EinE into the curriculum. Secondary schools appeared to have made less progress. Interviewee responses suggested that this was due to a variety of factors, including the departmental structure of secondary schools and the focus on academic achievement.

Communication strategies

- All LAs had implemented communication strategies to inform schools and teachers of the aims and objectives of DtS. The most common method used by more than three-quarters was to contact head teachers, although, most authorities used a variety of methods. However, the evaluation suggested that there was evidence of lower awareness among

teachers other than senior managers and those acting as DtS co-ordinators in their schools.

Informing and engaging parents and carers

- The involvement and engagement of parents and carers is one area in which there appeared to have been little initial progress. The evaluation did identify some instances in which schools and LAs had implemented wide-ranging strategies aimed at increasing parental awareness and involvement, but these appeared not to be widespread. Several local authorities expressed the need for more support from the Scottish Executive and the sharing of good practice.

Engaging employers

- The evaluation found that about half of the LAs felt they had made good progress towards developing partnerships between schools and employers. However, others had made less progress. Problems in securing effective partnerships appeared to be linked with a variety of factors, including lack of:
 - Resources in small LAs to recruit EDOs
 - Access to sufficient numbers of large employers in some areas
 - Successful partnerships with Careers Scotland.

Initial impact of the strategy

- Most teachers were able to identify positive impacts of EinE activities on their schools, including an improved school ethos, increased motivation among teachers, and improved attitudes among pupils. However, a few interviewees stressed that it was still '*too early*' or that impacts were difficult to measure or quantify because of the multitude of different influencing factors.

CONCLUSIONS AND RECOMMENDATIONS

6. Overall, the phase 1 evaluation revealed that LAs and schools had made considerable efforts to implement the DtS strategy. In particular, almost all LAs had:

- Committed to the strategy and hoped it would increasingly become embedded into all types of schools
- Set up multi-agency steering groups
- Recruited EDOs to operationalise the strategy
- Developed links with other organisations, in particular colleges
- Implemented communication strategies to inform schools and teachers of the aims and objectives of DtS/EinE
- Increased opportunities for pupils to engage in enterprise activities.

7. Evidence from the case study visits to 18 schools across six authorities showed that:

- Most senior managers were very aware of the DtS strategy and were trying to disseminate information to other teachers in their schools

- Primary and special schools had made most progress towards embedding EinE into the curriculum
- All secondary schools had developed links with their local colleges in order to provide increased opportunities for vocational learning
- Most teachers had received training and development related to DtS and felt more confident to develop their practice as a result.

8. The evaluation identified 16 LAs which had not yet made much progress towards establishing strong partnerships with businesses. The Scottish Executive needs to consider ways in which they can support LAs and schools to help them make more progress in this area. This could include providing targeted help to authorities encountering specific problems and ensuring that good practice approaches implemented by some authorities are adopted more widely.

9. The research also found that primary schools had made more progress in embedding EinE into the curriculum than secondary schools. Both the Scottish Executive and LAs need to ensure that a greater focus is placed on encouraging and supporting secondary schools to take steps to embed EinE into the curriculum. In particular, LAs may need to dedicate specific resources to improve provision in this area. This could include:

- Setting specific targets for secondary schools to adopt more whole-school approaches and move away from just providing stand-alone EinE activities
- The development and provision of CPD specifically aimed at helping secondary teachers to adapt their teaching and learning methods
- The dissemination of specific guidance and examples of good practice tailored to the needs of different subject departments of how to integrate EinE into their curriculum areas.

CHAPTER ONE INTRODUCTION

BACKGROUND

1.1 Enterprise is high on the political and policy agendas in Scotland. The Joint Statement, *a partnership for a better Scotland*, (Scottish Labour Party & Scottish Liberal Democrats, 2004) sets out the vision for a Scotland “*where enterprise can flourish, where opportunity does exist for all and our people and our country have confidence to face the challenges of a global society*”. The Joint Statement declares that: “*We will direct our support for enterprise in a way that encompasses all of Scotland’s communities, both urban and rural*”.

1.2 Following the recommendations of the Review of Education for Work and Enterprise set up in September 2001 to “*enable young people to develop positive, enterprising attitudes*” (Scottish Executive, 2002), the Scottish Executive set out its Determined to Succeed (DtS): Enterprise in Education (EinE) strategy (Scottish Executive, 2004a) which aims to prepare young people for the world of work through enterprising and entrepreneurial learning, work-based vocational learning and appropriately focused career education.

1.3 The DtS strategy is a significant component of the National Priorities in Education: Learning for Life – National Priority 5, which aims “*to equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition*” (Scottish Executive, 2003). The National Priorities in Education Performance Report 2003 highlighted the Review Group’s conclusion that

“The development of enterprise was the key element which should be given fresh and clear emphasis ... too few young people have the opportunity to experience enterprise activities.”

1.4 Education and lifelong learning are considered to be pivotal to developing an enterprise culture. The former Minister for Enterprise and Lifelong Learning stated that:

“We need to have a creative and imaginative approach to enterprise in education. That way, young people will be enthused by the business world and have the chance to realise their potential – at work and in life” (Scottish Executive, 2004c).

The Joint Statement articulates several commitments to enhancing educational provision including the following:

“We will build on the Scottish Executive’s ‘Determined to Succeed’ strategy, to develop an enterprising attitude and understanding of the world of work ... We will encourage local authorities to give school pupils the opportunity for hands-on enterprise initiatives ... We will make sure that every pupil has the opportunity to learn entrepreneurial skills at school. We will expand the number of Scottish schools involved in Enterprise in Education from ten per cent to 100 per cent.”

1.5 The Minister for Education and Young People supported the aims of the EinE strategy, emphasising the need to help all young people to become more enterprising by teaching them how *“to take calculated risks, and to accept failure as something from which they learn”* (Scottish Executive, 2004b).

1.6 The DtS strategy sets out the key changes needed to encourage a more enterprising culture – a “can do, will do” attitude – among all school children in Scotland. It challenges all Local Authority (LA) Education Departments in Scotland to work together with schools, business organisations, businesses, and other parts of the community to design and implement their own delivery plans setting out their targets and time-tables for action. The plans can respond to local needs but are also required to address the national criteria of developing young people’s enterprising skills across four equal components: enterprise, entrepreneurship, work-based vocational learning, and careers advice, information and guidance. The Scottish Executive has made available a total of £86 million over a five year period (2003-2008) to fund the implementation of the DtS strategy.

1.7 The National Foundation for Educational Research (NFER) was commissioned by the Enterprise, Transport and Lifelong Learning Department at the Scottish Executive to carry out an evaluation of the implementation process of the DtS:EinE strategy, which constitutes phase 1 of the national evaluation of DtS. This took place between September 2004 and August 2005. This final report presents the findings of this evaluation.

AIMS AND OBJECTIVES OF THE EVALUATION

1.8 The overall aim of this evaluation of DtS was to gather and analyse the views of key stakeholders in order to understand how the DtS strategy had developed the EinE infrastructure through training and development, communication, curriculum design and revision, management, programme logistics and leadership. It also aimed to explore how successful inter-agency working had been.

1.9 More specifically, the key objectives of the study were:

- **To map** the types of interventions planned or organised by LAs and other key stakeholders in order to develop a typology of implementation models of the DtS strategy across authorities and/or participating schools
- **To monitor** the levels of actual activity relating to the DtS strategy across the 32 LAs, including numbers and types of schools and pupils targeted, level of business involvement, training and development activities, and inter-agency working
- **To evaluate** the extent to which LAs have made progress against their local delivery plans and the types of good practice that have been identified; in addition, it would assess the strengths and weaknesses of interventions and different implementation models from stakeholders’ perspectives.

METHODOLOGY

1.10 The evaluation of the implementation of the DtS strategy was based around a qualitative methodology in order to enable the research team to monitor, map and evaluate

key stakeholders' views and experiences of the DtS implementation process. It consisted of four distinct, but interrelated, research methods. These included:

- **Strategic interviews:** face-to-face meetings with 12 key representatives of the Scottish Executive policy team, HMIE, Learning and Teaching Scotland, Careers Scotland, and the SQA
- **Desk study:** collection and review of all 32 LA delivery plans, research reports relevant to EinE across Scotland, and any other relevant recent publications from within the UK relating to good practice in the initial planning and implementation of enterprise learning and other relevant initiatives
- **Interviews with all 32 LA co-ordinators:** telephone interviews were carried out with 26 LA co-ordinators; the remaining six LA co-ordinators were interviewed face-to-face as part of the case study visits
- **Case studies:** visits to one primary, secondary and special school in six LAs. In order to ensure a good cross-section of authorities, six were selected in consultation with the research advisory group. Selection criteria included geographical location, implementation model adopted, socio-economic context and phase of implementation (phase 1 or 2). The case studies involved interviews with 18 senior managers, 11 DtS/EinE co-ordinators, 26 members of teaching staff and six work-related or Guidance teachers. In addition, interviews were conducted with six LA co-ordinators and ten EDOs across the six case-study areas.

STRUCTURE OF THE REPORT

1.11 Chapter 2 presents the findings from the literature review of relevant research and other publications from within Scotland and across the rest of the UK.

Chapter 3 explores the views of the 12 key stakeholders interviewed in order to gain an in-depth perspective on the perceived aims and objectives of the DtS strategy.

Chapter 4 explores the progress made towards implementing the plans based on the interviews with all 32 LA co-ordinators.

Chapter 5 focuses on schools' experience of EinE and the steps taken to implement the strategy based on the case study visits to six authorities.

Finally, Chapter 6 presents the conclusions of the evaluation and makes recommendations for the future development of the strategy. The main findings of the analysis of all 32 LA (and Jordanhill School) delivery plans are included in the Appendix 1. Appendix 2 provides an overview of the topics covered across the interviews conducted as part of this study, while Appendix 3 presents the analytical framework used to analyse the initial LA plans outlining their aims and strategies to implement DtS which were submitted to the Scottish Executive.

CHAPTER TWO LITERATURE REVIEW

2.1 This chapter presents a review of the literature relating to good practice in enterprise learning and other relevant initiatives in Scotland and the rest of the UK. The first section details the search strategy, including the selection criteria for including/excluding material, the search methods used, and the way in which relevant documents were analysed and reviewed. The second section presents the research evidence and examines this evidence to identify key learning points, good practice characteristics, innovative practice and measured impacts of different types of interventions.

2.2 It is worth noting that enterprise education is now called *Enterprise in Education* (EinE) in Scotland. Elsewhere in the UK the term enterprise education is still used. In Scotland, EinE is about business and education working together. The shared ambition is to change young people's attitudes to work and to life. It is hoped that joined-up working between the Scottish Executive, local authorities and the business community will give every young person in Scotland the chance to experience EinE. Much of the literature that has been reviewed for this chapter was either not conducted in Scotland or was published prior to this change in terminology. The terminology used within the literature has been maintained for the purposes of this review. Elsewhere in the report the term EinE will be used to reflect the change in terminology brought about by DtS.

SELECTION CRITERIA

2.3 The research team set clear parameters to determine the type of material that would be most relevant to the review. This included mainly evaluation reports related to EinE in Scotland, and relevant recent documentation from within the UK relating to good practice in initial planning and implementation of enterprise education initiatives and any other relevant activities. Research evidence from a study conducted in Australia was subsequently included in the review following advice from the Research Advisory Group. The review aimed to identify:

- Key learning points relating to the planning, design and implementation of enterprise learning initiatives
- Good practice characteristics of successful interventions, both in terms of outcomes and popularity with young people
- Innovative practices in the teaching and delivery of learning activities related to enterprise, entrepreneurship, work-based vocational learning and careers advice, information and guidance
- The measured impacts of the different types of interventions on schools and young people.

SEARCH STRATEGY AND METHODS

2.4 Searches were conducted for recently published documents on enterprise education (2000 onwards) on the British Education Index. Current Educational Research in the United Kingdom was also searched for details of ongoing work in this field. Internet searches for relevant documents pertaining to enterprise education or enterprise learning specifically

within the UK context were also undertaken. The NFER research team narrowed down the list of potentially useful material to a more focused list of the most relevant documents that should be reviewed in more detail.

REVIEW PROCESS

2.5 A standardised framework was developed by the research team in order to assist the systematic analysis of the documents. The framework helped to ensure that there was commonality in the review process and enabled researchers to draw out key information, including:

- Basic bibliographic information (authors, date of publication, etc.)
- Methods used (for example, case study or survey)
- Sample sizes
- Validity and reliability of research methods
- Key findings relating to the areas of interest outlined above
- Policy-related messages.

THE RESEARCH EVIDENCE

2.6 This section presents the main findings from the literature review related to the key areas outlined in paragraph 2.3.

2.7 It is important to point out that the quality of the research varied and a few of the documents lacked clear information about sample characteristics, data collection and analysis. Some of the reviewed research was conducted on a small scale utilising qualitative methodologies and as such the findings were not generalisable. Furthermore, some of the studies were conducted in England where the education system and policy influences are quite different from that in Scotland.

Key learning points from the literature

Confusion surrounding terminology

2.8 There was a strong consensus in the literature that the concepts of enterprise and entrepreneurship are ambiguous and difficult to define (Ofsted, 2004; Warburton & Thorpe, (n.d.); Centre for Education and Industry, 2001; Lindsay & Muijs, 2004; Henderson (2005b). The Centre for Education and Industry (2001) in England, for example, carried out a study using a range of quantitative and qualitative methods to build up a picture of current provision in terms of education for enterprise and entrepreneurship in England. The research revealed a lack of clarity surrounding the vocabulary of enterprise and entrepreneurship. Similarly, recent research conducted in England (Ofsted, 2004) aimed to evaluate enterprise learning in a sample of 33 secondary schools and to identify examples of good practice. The inspectors found that only half of the schools in the sample had an explicit and commonly understood definition of enterprise learning. They suggest that this confusion impeded progress and they argued that a clear definition of enterprise learning is required and this needs to be understood by staff, pupils and other stakeholders.

2.9 Research studies conducted in Scotland reveal a similar picture. Lindsay and Muijs (2004), for example, found evidence of a too narrow interpretation of enterprise education among teachers. In particular, many of those teachers who had not been involved in enterprise learning previously perceived enterprise as being strictly concerned with business or about making money and profit. TNS System Three (Henderson, 2005b) have recently conducted a study focusing on pupils' perceptions of, and attitudes toward, EinE and the DtS communication strategy. They reported that pupils found the term 'enterprise' challenging to describe or define.

2.10 However, other research suggests that a schools' understanding of the concept of enterprise can increase in breadth and depth as they continue on their 'journey' to implementing enterprise education. In early 2002, the Australian Government's Department of Education, Science and Training initiated a national project in almost 200 schools which undertook action research to develop understandings about innovation and best practice in enterprise education. In their report, *Innovative Approaches to, and Best Practice in, Enterprise Education in Australian Schools*, the report's authors found that varying interpretations of enterprise resulted in a substantial diversity of approaches to enterprise education across the country. The authors found that where the underlying principles lacked cohesion, "they were often counter productive, creating the potential for enterprise education to become dissipated as a fad" (DEST, 2004, p. 24).

2.11 Deuchar (2004) suggests that the recent appointment of EDOs in LAs across Scotland, combined with an increased drive in staff development, has the potential to enable teachers to develop a broader interpretation of enterprise learning.

2.12 Brown (2000) highlights a similar need to adopt a broader interpretation in relation to entrepreneurship. He argues that entrepreneurship education should be viewed broadly in terms of the skills that can be taught and the characteristics that can be engendered in students that can help them develop new and innovative plans. Brown suggests that entrepreneurship education needs to focus on the features that are needed to conceive of and start up a brand new business venture.

Variable levels of provision

2.13 Previous research studies conducted in Scotland have demonstrated that provision for enterprise learning has so far been varied both within and across schools. A survey of 214 secondary schools and 35 special schools/units aimed to explore the extent of Education for Work provision (Seagraves, 2002). The author found that provision varied across the sample of schools but could be divided into five categories: "Major" (eight per cent of schools), "Extensive" (26 per cent of schools), "Mid-range" (46 per cent of schools), "Minimal" (18.5 per cent of schools), and "No provision" (1.5 per cent of schools). One third of the schools in the sample reported that they had no provision for pupils in S1, and 12 per cent had no provision for those in S2.

2.14 Similarly, a critical enquiry into enterprise education in Scottish secondary schools (Watt, 2001) found that while enterprise education could be identified at all stages of secondary education, it was often delivered by only a small number of committed and enthusiastic staff. The author found that enterprise education was a high priority within some secondary schools, but that there was evidence to suggest that the percentage of secondary

pupils who had actually experienced enterprise education across the whole of Scotland was very low.

2.15 The recently completed evaluation of the Schools Enterprise Programme (Lindsay & Muijs, 2004) reported that there were relatively low levels of enterprise teaching across the curriculum. The research, which used qualitative and quantitative methods to explore the views of both teachers and pupils, found that a large proportion of teachers reported that even if they themselves were engaged in delivering enterprise activities, others in their school were not. Thus, 28 per cent of teachers disagreed strongly with the statement: *“In my school most teachers are doing enterprise activities”*. Furthermore, a third of respondents claimed that less than ten per cent of teachers in their school were engaged in enterprise. It is worth noting that the majority of teachers surveyed said that enterprise activities were more effective when integrated into the curriculum. However, actually achieving this was seen to be very difficult.

2.16 Research evidence suggests that provision for enterprise education in schools has been as varied across the rest of the UK. The study conducted by the Centre for Education and Industry (2001) in England, for example, found that provision in this area was extremely diverse. The authors suggested that enterprise learning should be viewed as a pedagogy or approach to teaching rather than a programme and that this should be emphasised in guidance to ensure an integrated rather than an imposed approach to existing ways of working.

Barriers to provision

2.17 One of the key challenges for schools delivering enterprise education identified by Watt (2001) was that many teachers did not think there was space to fit it into the curriculum and saw it more as an extra-curricular activity. However, the author found that head teachers who believed that enterprise education was important found ways of managing the curriculum in order to offer enterprise learning, but that this was not the case in all schools. Watt also reported that, while teachers found in-service training courses for enterprise education were of great value to them, the shortage of supply teachers made the release of staff for training problematic.

2.18 Another study conducted in Scotland (Lindsay & Muijs, 2004) found that teachers experienced problems relating to timetabling. In fact, lack of time was reported to be one of the main barriers to carrying out enterprise activities. Even those teachers who had received training on enterprise education found it difficult to carry out activities because of the constraints imposed by demands of the rest of the curriculum.

Entitlement for all

2.19 The literature suggests that many teachers across Scotland and the rest of the UK see enterprise learning activities as particularly relevant for disengaged or the academically less able pupils. Thus, for example, the evaluation of the Scottish Enterprise Programme (Lindsay & Muijs, 2004) found that the majority of the 1498 teachers surveyed reported that enterprise education was particularly relevant for this target group. They found that 80 per cent of teachers agreed with the statement *“enterprise education allows the less academic pupils in your classes to shine”*.

2.20 Similarly, research in Australia (DEST, 2004) found that enterprise education worked particularly well with boys and with those students recognised as being ‘at risk’. Because enterprise education gives priority to ‘doing’ as opposed to ‘thinking about’, the approach appears to strengthen the engagement of boys in their learning. Similarly, enterprise education was found to engage at-risk students by increasing their sense of self-responsibility and self-direction (DEST, 2004, p. 7).

2.21 However, the Centre for Education and Industry (2001) identified a danger that “enterprise learning” can become too readily associated with particular groups of students – either the excluded or disaffected ones at one end of the continuum or the academic “high-flyers” at the other end. The authors argue that there is a need to ensure that there is an entitlement for all, regardless of ability, and that enterprise learning is relevant to all types of learners. This assertion is supported by another study conducted in Scotland (Watt, 2001), which found that enterprise education provided valuable experiences for pupils regardless of academic background. Findings from interviews with a range of school staff and pupils suggested that enterprise education motivated pupils to learn and provided a “real” context to practice and develop skills for adult life and the world of work.

Business involvement requires significant effort

2.22 A recent small scale survey conducted in Scotland found that awareness of DtS among businesses was quite low (Scottish Executive, 2005). A telephone survey was conducted with SMEs known to be participating in activities related to schools and those who had no current involvement in schools. They found that 21 per cent of participating SMEs and nine per cent of non-participating SMEs reported being aware of DtS. Generally, businesses were most aware of Work Experience and Young Enterprise activities. The majority of businesses were working with pupils in S4 to S6, and only a minority were working with younger age groups and special schools. The findings from the survey suggest that most relationships between businesses and schools were informal and contact/involvement was on an ad hoc basis. The main recommendations arising from the survey relate to the need for better promotion of enterprise education among businesses, including:

- Producing supporting literature to disseminate to employers
- Branding all activities under the EinE banner
- Focusing on business benefits.

2.23 Findings from a qualitative study carried out by TNS System Three in 2005, exploring businesses’ participation in DtS suggests that a formal partnership agreement format was not appropriate for all businesses. They found some evidence to suggest that partnership agreements were not appropriate for businesses who had been engaged with schools for some time, or preferred ad-hoc, informal relationships with schools. The partnership agreement was found to be used to best effect for businesses that were previously lightly involved in enterprising opportunities or relatively new to engaging with schools (Henderson, 2005a).

2.24 A survey of secondary and special schools conducted in Scotland (Seagraves, 2002) found that staff in special schools, in particular, identified employer involvement as a major barrier to Education for Work provision. Staff in special schools reported finding it difficult to find suitable employers that were committed enough to provide work experience opportunities for young people with learning difficulties.

Good practice characteristics

2.25 The literature provides various examples relating to good practice in the delivery of enterprise learning interventions and activities. Watt (2001), for example, found that, successful enterprise education was more likely to happen in schools which had:

- A supportive and enthusiastic head teacher and senior management team
- Skilled dedicated staff who had access to curriculum and other resources
- Clear objectives for enterprise education in the school development plans
- The support of local agencies and the education authority
- Utilised opportunities for accreditation of skills.

2.26 Watt also reported that high quality links with the local business community were an important success factor, although he found that the nature and level of such links varied greatly across the country and from school to school.

2.27 Kearney (cited in Deuchar, 2004) argues that for an enterprise programme to be effective in schools there must be two essential ingredients: *pupil ownership* and *experiential learning*. Pupils must be given:

“The freedom to come up with ideas for creating and maintaining a project, take responsibility for it and experience first-hand learning which offers a real sense of utility and audience” (Deuchar, 2004: 224).

Deuchar (2004) explains that in primary schools enterprise education has traditionally taken the form of a business enterprise project where pupils work in teams to create, market and sell a product. However, he argues that it could take different forms such as a community-based enterprise project where pupils learn about community support structures and how they must anticipate and respond to changing needs. It could also take the form of an environmental enterprise project that enables pupils to develop an aspect of the local environment such as the creation and maintenance of the school garden or playground, learning that beneficial change is possible if an individual or group is prepared to take an initiative (Deuchar, 2004).

2.28 The evaluation of the SEP (Lindsay & Muijs, 2004) confirmed the need for support both internally and externally to ensure effective provision of enterprise education. In particular, the support of EDOs was seen as important to implementing enterprise activities (identified by 45 per cent of teachers); but even more important was the support of classroom assistants (identified by 73 per cent of teachers), while 51 per cent of teachers said that parental support was crucial. Support from the senior management team was also found to be important in relation to enterprise education. Getting the head teacher “on board” was identified as a key factor in ensuring the dissemination of enterprise learning throughout the school.

2.29 Another survey of schools in Scotland (Seagraves, 2002) identified some of the same, but also other, good practice characteristics as the study by Watt (2001). It found that schools that were categorised as having “major” levels of Education for Work and Enterprise activities were more likely to have:

- Used relevant resources
- Included Education for Work in their current development plan
- Set targets
- More staff designated with responsibility
- Made Education for Work a focus for staff development.

2.30 The importance of engaging and training all teachers to ensure the successful implementation of entrepreneurship learning programme was recently confirmed in a report published by the European Commission. It concluded that, *“it is unlikely that much progress will be achieved without fully involving the teachers in the promotion of entrepreneurship, and providing them with specific training and pedagogical material”* (European Commission, 2004, p. 27). The authors argue that this is an issue that requires more attention and dedication from teacher training colleges, educational authorities, school directors and all other actors concerned.

2.31 Recent research conducted by Ofsted (2004) showed that most of the good practice characteristics identified in Scotland are also relevant to English schools. It found that those schools with the most effective provision had a strong commitment from senior managers and a clear management structure to support enterprise learning. Furthermore, an “enterprise ethos” permeated teaching and learning across the curriculum. Effective schools made good use of local businesses and the wider community to engage pupils in real life issues and to support enterprise learning more generally; teaching and learning had clearly defined aims and objectives and students were given autonomy to tackle relevant problems; and teachers from different subject areas examined their current practice and sought ways to introduce enterprising and innovative approaches which would engage pupils more actively in learning.

Innovative teaching practices

2.32 Very little research evidence on innovative teaching practices was identified. Some of the studies did explore and examine teaching practices but there was no evidence that these approaches were particularly innovative. A useful typology of different approaches to teaching “enterprise” in schools was presented by Warburton and Thorpe (n.d.) in a recent discussion paper. They distinguished between:

- An integrated approach, where enterprise is integrated into the curriculum
- An event approach, where a day, half-day or evening might be devoted to an enterprise promotion activity
- An extra-mural approach, usually characterised by a small number of motivated students who have elected to participate in setting-up and running a simulated business
- A discrete course approach, where enterprise is specifically named in the course title and has its own methods of accreditation. Problem solving strategies tend to underpin its pedagogy.

2.33 The lack of recent evidence suggests a clear need for further more systematic research to identify innovative practice in the teaching of enterprise learning and to explore its relationship with the outcomes for pupils and/or schools.

Measured impacts

2.34 The review of the literature identified no robust evidence of *measured* impacts of enterprise learning activities. Instead, most of the studies were either anecdotal or presented *perceived* outcomes rather than measured impacts. One of the reasons for this gap could partly be seen to be the fact that, as a recent study in England has shown (Ofsted, 2004), many schools themselves do not identify the desired learning outcomes of enterprise activities and very few have effective procedures in place to assess and evaluate pupils' learning. The inspectors found that schools rarely made links to existing vocational qualifications and only a minority of pupils were able to make direct use of their enterprise experiences in assessed coursework.

2.35 The lack of robust evidence in this area was confirmed by the Centre for Education and Industry (2001), which examined the research literature and information on websites in relation to education for enterprise and entrepreneurship. They found that there was a lack of large-scale longitudinal research in this area and that the studies that had been conducted tended not to evaluate the outcomes of learning. This made it difficult to quantify long term learning outcomes for enterprise and entrepreneurship education.

2.36 A critical enquiry into enterprise education conducted in Scotland (Watt, 2001) identified positive outcomes of enterprise education on the pupils who had been involved. However, it is worth noting that all outcomes are perceived rather than measured. They found that pupils who participated in such activities:

- Had a broadened awareness of career options
- Learnt to take responsibility for their own decisions
- Gained in confidence from their experiences of success
- Developed a range of skills, knowledge and attitudes that were valuable in all aspects of life.

2.37 Watt (2001) argued that the adaptability developed through enterprise education could help young people to become more employable and was vitally needed in the current job market.

2.38 The recent evaluation of the SEP (Lindsay & Muijs, 2004) also identified various *perceived* positive outcomes of "enterprise activities" on pupils and schools, including that it:

- Improved pupils' collaborative skills (94 per cent of teachers)
- Improved pupils' self-esteem (90 per cent of teachers)
- Had made pupils more confident with adults (80 per cent of pupils)
- Improved pupils' attitudes to school (65 per cent of teachers).

2.39 The study also suggested that there was some evidence that the involvement in enterprise activities had positive effects on pupils' behaviour and achievements across the rest of the curriculum. Thus, just under two-fifths of teachers said that it had made pupils behave in a more enterprising way in all subjects, while 37 per cent said it had improved their achievement in maths, and 29 per cent in English. The report found that a key element of fostering pupils' enjoyment and motivation, according to teachers, was the connection that enterprise learning made with real life and actual experience and the hands-on approaches it relied on.

MAIN FINDINGS AND GAPS IN THE EVIDENCE

2.40 This literature review has considered recent publications relating to good practice in enterprise learning and other relevant initiatives. The main findings from this review can be summarised as follows:

Key learning points

- Clear definitions and interpretations of key terms are required namely; ‘enterprise in education’, ‘enterprise’ and ‘entrepreneurship’. EDOs can potentially help teachers to develop a broader interpretation of key terms
- Initial delivery of enterprise learning prior to the introduction of the DtS strategy has been varied within and across schools
- The main barriers to the delivery of EinE in schools are other curriculum priorities and a lack of understanding of how enterprise can fit into the curriculum
- Effective management is a key determinant of success
- There is a danger that enterprise learning activities are only seen as relevant for the “less academic” pupils and may be perceived to occupy a relatively low place in the curriculum hierarchy
- Some businesses are reluctant to commit themselves to formal partnership agreements
- Increasing business involvement in, and awareness of, DtS requires effective strategies.

Good practice characteristics

- Provision of successful enterprise education is most likely to happen in schools with an effective support structure. Teachers felt that successful implementation required support primarily by classroom assistants, followed by local authority EDOs with parental support being critical
- It needs to have clear targets and lead to accredited learning outcomes
- It needs to be seen as being at the heart of the curriculum and should be included in the schools’ development plans
- Staff need to have the time and skills to deliver activities that engage learners
- Quality links with the business community are essentials to making enterprise education a success.
- Teachers need to be made to feel fully involved in the promotion of enterprise education, and provided with specific training and relevant pedagogical material.

Innovative teaching practices

- The study identified a lack of recent research evidence on innovative teaching practices related to enterprise education and a need for systematic research. The four main approaches to enterprise in education are: integrated into the curriculum, events, extra-mural and discrete projects.

Measured impacts

- Although there is a lack of robust evidence of measured impacts of enterprise learning activities, with most of the evidence being either anecdotal or based on perceived outcomes, perceived outcomes by pupils and teachers are wholly positive with a perception that there have been immediate and longer term benefits.

- The available evidence suggests that enterprise education can increase pupils' confidence, skills and attitudes and that it can have positive effects on achievements across the curriculum.

CHAPTER THREE STRATEGIC PERSPECTIVES

3.1 This chapter presents the findings from the face-to-face interviews with 12 key representatives of the Scottish Executive policy team, HMIE, Learning and Teaching Scotland, Careers Scotland, and the SQA between November 2004 and January 2005. Interviews were conducted with a variety of individuals who had, in many cases, been involved in both the development and current implementation of the DtS strategy.

3.2 The NFER research team used a semi-structured framework, agreed with the Research Advisory Group, which explored respondents' views of the DtS strategic vision, what it was expected to achieve and their views of its strengths and potential barriers to the implementation process. The interviews also provided valuable contextual information, which has been used to inform the analysis of LA plans and development of research instruments for the case-study element of the evaluation.

RATIONALE

3.3 Interviews with five key respondents suggested that, in their view, the main reasons why the DtS strategy was introduced were to:

- Provide a more coherent approach to EinE across all LAs and schools
- Develop young people's skills relevant to work and their future lives
- Increase business start-up rates in Scotland in order to reduce the country's current over-reliance on external investment.

3.4 Several interviewees commented on the fact that prior to the introduction of the DtS strategy, there was already a lot of good practice in delivery of EinE across schools and LAs in schools. Speaking about EinE, as one respondent pointed out, there was a need for joined-up working across Local Authorities and organisations, they commented;

"... you could be in one part of the country working on one thing and there were similar initiatives in other parts of the country but nothing was joined up. There was a lack of continuity between different organisations and between different authorities and people were doing a lot of good work but it seemed to be very spasmodic and patchy."

3.5 Therefore, there was a perceived need for central government to initiate a more coherent approach across Scotland, which the DtS strategy was seen as having met.

3.6 Just under half of those interviewed identified inter-related economic reasons as the main drivers behind the strategy. On the one hand, five respondents thought that the strategy was introduced because:

"Government wants a more skilled workforce"
"Enterprise was seen as the model for economic success and politicians thought that education should play its part in supporting economic growth".

On the other hand, the same number of interviewees thought that “*recent evidence of low start-up rates of new businesses in Scotland*” had initiated a perceived need for schools to develop young people’s enterprise and entrepreneurial skills and qualities, and to “*encourage them to be more willing to take risks*”.

3.7 Other reasons given for the introduction of the DtS strategy identified by lower numbers of respondents included a perceived need for pupils to improve self-belief and increase levels of confidence. Two interviewees thought that it was driven by the Government’s perceived need to integrate education and business more closely:

“They recognised that a stance had to be made and there was a need to look at how business and education could work together in order to make sure the future of Scotland and the future economy of Scotland was going to be more effective if you could try and get this business education interface.”

3.8 Finally, two other stakeholders said that social reasons were behind the strategy, and it was seen as a way of addressing the fact that there are such high proportions of young people who are disengaged from school, achieve no qualifications, and/or leave school without entering employment, further education or training.

Expected Outcomes

3.9 Interviewees were asked to identify what they expected the DtS strategy to have achieved in three years’ time and what they saw as the key measures of success for different groups of people affected by EinE. Responses were often closely related to the reasons given for the introduction of DtS, but often provided more of a detailed break-down of what this meant in practice.

3.10 As regards **pupils**, interviewees hoped that the DtS strategy would:

- Encourage greater confidence – a “can do” attitude (nine respondents)
- Increase their preparedness for work, mainly by developing their vocational and core skills (eight respondents)
- Provide them with a greater variety of experiences (breadth and flexibility) (five respondents)
- Result in more enterprising employers and employees (five respondents)
- Increase the uptake and achievement of vocational qualifications and/or options (five respondents)
- Lead to a reduction in the number of disengaged pupils and young people who are not in employment, education or training (five respondents)
- Ensure that all pupils have regular enterprise experiences (four respondents)
- Encourage children to take risks and be confident to fulfil their potential (two respondents).

3.11 One of the key expected outcomes of EinE for pupils was that the alternative learning approaches that it would increase their confidence. As one interviewee explained:

“It is about giving young people the opportunity to learn in a different environment where they can reflect on their learning, be more involved in their learning and maybe come out as a person that has more pride in

themselves, more confidence and a person that is more able to actually say there are a lot of different things I could do out there.”

3.12 As regards **parents**, the key expected outcome identified by five respondents was to get them involved and convince them of the value of enterprise activities. As one interviewee explained: *“they need to be won over, so that they see a value in their kids doing say, a vocational element and not just Standard Grades”*. Others emphasised the need to increase parents’ awareness of EinE *“so that they all know about it”*.

3.13 All interviewees agreed that one of the key outcomes with regard to **schools and teachers** was that it would change the adopted teaching and learning approaches. In particular, it was hoped that:

- *“It becomes part and parcel of everyday teaching – that they will teach creatively across the curriculum”*
- *“Teaching and learning is more exciting so pupils want to learn”*
- *“Teachers realise that enterprise relates to them and not just Careers Information and Guidance teachers – at the moment enterprise is seen as a product-based thing, but they need to understand that it is more about delivering teaching in a more enterprising way”*
- *“Teachers recognise that EinE is at the core of their school”*
- *“They all know about EinE and agree with it”*.

3.14 As regards **businesses**, the two most important outcomes – each identified by five interviewees – were an increase in businesses’ awareness of EinE and a resulting increase in their involvement in schools *“with a clear definition of what they will do and not just a marginal involvement”*. As one respondent explained:

“One of the main aims that is seen as being crucial to the success of the whole thing is business involvement. I suppose that is because the government recognises that businesses are saying that you are not producing the people that we need and we are having to start again.”

3.15 As regards **LAs**, more than half hoped that they would show both a *“financial and organisational commitment”* to the strategy and that they would see it *“as an integral component of their education strategy”*, so that activity in this area would not cease if, at some stage in the future, there was no longer any targeted funding for EinE.

STRENGTHS OF THE DtS STRATEGY

3.16 Respondents all felt that the DtS strategy had a number of strengths which made it more likely that the ambitious outcomes (discussed in the previous section) would be achieved. In particular, it was felt by interviewees that DtS benefited from strong financial backing and a strong long-term commitment from the Government to make it a success. One interviewee remarked that while *“there have been various initiatives”* in this policy area in the past *“there has been a general failure for any of them to have a major and lasting impact often due to a lack of clear objectives”*. The strength of the DtS strategy was seen to be that it provided clear recommendations but also allowed LAs the flexibility to take ownership of it by focusing on local issues that they deem important.

3.17 All interviewees agreed that one of the strengths of the implementation of DtS so far had been the way it had managed to establish a “*real space for partnerships between key agencies*” at a strategic level. Several respondents commented on the way the strategy had “*introduced a new way of working into central government*”. One area of concern identified by one interviewee was that some of the DtS recommendations – such as Recommendation 13¹ – did not make it sufficiently clear who had responsibility for “*taking it forward and this can damage the relationship between organisations; and basically whoever takes it forward will interpret it in their way and this will affect the way it is implemented*”. Respondents also thought that advances had been in developing stronger partnerships at operational levels, but that some tensions remained. In particular, two interviewees commented on the way that some LAs had not worked with and consulted all the necessary stakeholders when devising their plans.

POTENTIAL BARRIERS TO THE SUCCESSFUL IMPLEMENTATION OF DtS

3.18 The 12 stakeholders interviewed all identified various potential barriers which could hinder successful implementation of DtS across LAs and schools. Three-quarters of interviewees (nine) thought that one of the key challenges was **increasing teachers’ understanding and commitment to the strategy**. As one interviewee explained:

“Some think of enterprise as only being about building mini-entrepreneurs – it is a matter of getting all teachers on board and not just the one dedicated member of staff. We need to “mainstream” it, so it is not just a subject on Friday afternoons.”

3.19 Others commented on the way they were concerned that some teachers might be put off by the economic rationale for DtS:

“That one of the principal functions of education should be economic growth. One of the key challenges will be how to deal with teachers’ angst of connecting education with the business world when currently it’s almost completely disconnected.”

3.20 All interviewees agreed that DtS could only be a success if the majority of teachers “*could be brought on board*” in order to “*achieve real and lasting cultural change in schools*”.

3.21 Related to this was a concern voiced by half of the interviewees that there were many barriers to **the extent to which DtS can become embedded in the curriculum**. Some interviewees focused on the constraints of time teachers have to do other things on top of the rest of the curriculum, while others that more work needed to be done to convince teachers to change their traditional styles of teaching. One respondent questioned the extent to which there was enough available evidence on pedagogies used to embed EinE into the curriculum:

¹ Recommendation 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 (Scottish Executive, 2004a).

“I find it hard to imagine what it will look like “being embedded” in the school curriculum – where it is not a concrete activity. There is a need for a bit more input on pedagogy. What is “an enterprising approach to teaching and learning”? How is it different simply from good teaching.”

3.22 Other barriers or potential pitfalls identified by about a quarter of interviewees included:

- **The sustainability of the strategy beyond the initial period.**
- **Lack of employer engagement**
- **Obstacles to expanding the uptake of vocational options**, such as transportation costs and Disclosure Scotland
- **The extent to which DtS can make a change given all the other priorities**
- **Achieving even national coverage across all LAs**

3.23 However, it is worth emphasising that almost all respondents thought that the strengths of the strategy outweighed the potential pitfalls.

LESSONS LEARNED

3.24 Interviewees were asked what lessons they had learned so far from being involved in developing and implementing DtS. Some respondents thought that it was too early to say. Otherwise, the most commonly made response (five) was that they had learned the **importance of communication and working in partnership**. As one interviewee said:

“Talking with Directors and finding out what they want – consultation. This was a really important thing to give them the opportunity to say what was relevant to them.”

Similarly, another interviewee emphasised that the *“partnership aspect is key – all partners need to be identified and involved from the outset and they need clear objectives to work towards”*.

MAIN FINDINGS

3.25 This chapter presented the views of 12 key representatives of the Scottish Executive policy team, HMIE, Learning and Teaching Scotland, Careers Scotland, and the SQA. Key findings were that:

- The key rationales for the strategy were perceived to be providing a more coherent approach to EinE across LAs, developing young people’s skills and confidence, and increasing business start-up rates in Scotland
- It was hoped that the strategy would lead to a reduction in the number of disengaged pupils and young people who are not in employment, education or training
- The main success factors of the strategy were thought to be that schools need to adopt more enterprising teaching and learning approaches, that teachers became committed to the strategy, and that there was an increase in the involvement of parents, businesses and the wider community in EinE

- It is hoped that the strategy would result in young people having greater confidence, prepare them for the world of work and give them a greater variety of experiences
- The main perceived strengths of the strategy were that DtS benefited from strong financial backing and a strong long-term commitment from the Government to make it a success
- The key lessons learned from developing and implementing DtS related to the importance of communication and working in partnerships with other key stakeholders
- All respondents said that the strengths of the strategy outweighed the pitfalls.

CHAPTER FOUR THE LOCAL AUTHORITY PERSPECTIVE

4.1 This chapter is based on interviews with representatives of all 32 LAs in Scotland. The interviews were conducted mainly by telephone and explored key issues relating to the authorities' implementation of the DtS strategy and progress made towards implementing their plans. Six of the interviews were conducted face-to-face as part of the case study visits (see Chapter 5), which focused on six purposefully selected LAs. The case study LA interviews contained some additional questions to allow for a more in-depth exploration of the implementation process in the case study areas. All research instruments were designed by the NFER research team and agreed with the Research Advisory Group.

4.2 Most of the 24 telephone interviews were conducted with the strategic leaders for implementing DtS in the Local Authority. Interviewees' job titles varied, including, for example, Quality Improvement Manager, Enterprise in Education Development Manager or Community Support Officer. Regardless of their title, these individuals had usually taken a leading role in "*writing the plan, managing budget expenditure, leading the team, and for chairing meetings with Enterprise Development Officers*". In a minority of cases (three), interviews were conducted with an EDO if access to the strategic leader was not possible due to sick leave or other significant reasons. The case study visits comprised interviews with the strategic leader as well as up to three EDOs (a total of ten EDOs across the six LAs).

STRATEGIC AND OPERATIONAL MANAGEMENT OF STRATEGY

4.3 Interviews with LA co-ordinators, for the most part, reflected the findings from the analysis of the implementation plans (see Appendix 1) in that almost all LAs had set up a multi-agency strategic partnership, steering or planning group. Most interviewees emphasised the importance of this group to foster inter-agency working and to involve all key stakeholders in the planning, development and implementation of the strategy. As one respondent explained:

"We have a DtS strategy group which meets once a month and on it is Careers Scotland, the Chambers of Commerce, university, colleges, economic development officer, head teachers from primary, secondary and nursery [schools], environmental services, community education, local industry; they are all represented there. Everybody is involved and we all know what everyone else is doing."

4.4 One authority had set up two separate such groups. One resembled the steering groups in other authorities; the other was set up in conjunction with a neighbouring LA. This structure was decided on because of their geographical proximity, previous links and because they both were accessing a lot of the same resources. An external person was chosen to chair this 'inter-authority group' (the Chief Executive of Scottish Enterprise) for his neutrality. The remit of this group was said to be "*to bring coherence to the implementation of DtS across the two authorities and to avoid duplication of effort*" and it involved "*sharing ideas, sharing expertise, sharing resources, and sharing work*".

4.5 Three authorities did not have, or no longer had, a steering group. Two of them had involved existing LA strategy groups during the consultation process while drawing up their

plans, but had not involved them in the implementation process. One interviewee, for example, explained that no primary or special school head teacher had been involved in this group and so it was not seen as sufficiently representative. Instead, they had set up separate ‘forum groups’ focusing on key issues and one each for secondary, primary and special schools. These groups were said to:

“Meet separately but there is liaison and communication between groups. We feel our team at the centre drive it forward and there is no need to have a steering group at authority level anymore.”

4.6 Several of the other LAs with steering groups had also set up similar working groups to focus on key issues such as business involvement or communication strategies. These groups frequently involved members of the steering group but also other individuals with relevant expertise.

4.7 The majority of LAs had appointed at least one EDO with responsibility for the **operational management** of the implementation of DtS. However, the number of staff recruited differed across the authorities. For example some:

- Recruited four or more such staff (five LAs)
- Employed five EDOs and one vocational training coordinator (one LA)
- Had four full-time EDOs in place, each working with five or six school clusters across four separate neighbourhoods. (one LA)
- Employed less than two full-time equivalent (FTE) staff members. One such authority had, for example, employed one EDO full-time and another individual who used to be a business education teacher one day per week to support the EDO. (11 LAs)

4.8 Eleven local authorities had employed between two and three FTE EDOs. Some LAs currently had no EDOs in place for a variety of reasons, such as being unable to recruit such an individual and having put in place other structures relying on cluster or school co-ordinators for the operational management of the strategy. One LA had, for example, devolved the responsibility for operationalising DtS in their authority to teachers employed part-time, in each of the authority’s clusters of secondary and primary schools. In another authority, the Quality Improvement Officer said that he was working on his own within the LA, but that he was hoping to employ an EDO in future in order to develop business links.

4.9 Those LAs which had appointed more than one EDO usually assigned different types of responsibility to each. In many cases, EDOs were put in charge of liaising with groups or clusters of schools. One authority, which employed two EDOs, had, for example, assigned each member of staff to half the schools in the authority. Their shared remit was *“to take the plan forward, by supporting schools and working with businesses and other organisations”*. In other cases, EDOs were employed for each of the educational sectors – secondary, primary, and special – and took responsibility for *“pushing DtS forward”* in these schools. Several authorities had also chosen to appoint other staff members with particular responsibilities, such as vocational learning or business involvement. One such authority had, for example, appointed three EDOs. One worked with secondary and special schools, another with primary schools while also taking responsibility for raising awareness of DtS in the authority, while the third EDO was tasked with matching schools with local businesses.

4.10 Eight LAs were found to have appointed staff as cluster co-ordinators or equivalent. As indicated in 4.8 above, several of those authorities with no EDOs had adopted this structure. However, three other authorities which had appointed EDOs had also used such cluster staff, although usually only for one day per week. One such authority had, for example, two full-time EDOs as well as 17 ‘network co-ordinators’, who were seconded for one day a week, to support schools in implementing DtS. Each network comprised one secondary school and its associated primary schools. Most of the network co-ordinators were teachers, but there were also a few who had been seconded from local businesses, in response to staff shortages in schools.

4.11 More than half of the interviewees indicated that all schools in their authority had appointed one member of staff with responsibility for coordinating the implementation of DtS, although not all LAs had funded these positions. One authority had, for example, provided all

“Schools with .2 FTE [full-time equivalent staff members] so that they could release staff in the coordinating role for one day a week. In most cases, that has worked reasonably well. Unfortunately, not all schools have been able to give co-ordinators a block of time but that’s just the way it is in schools.”

Only three authorities reported that they had both cluster and school co-ordinators in place.

IMPLEMENTATION MODELS

4.12 As indicated in Chapter 1, the evaluation sought to develop a typology of the implementation models used across LAs. Analysis of the LA plans helped to develop two broad models termed the ‘LA-led’ and ‘Devolved’ models.

The LA-led model

4.13 In this model, the LA takes a lot of responsibility in implementing the DtS strategy in its area, including clearly specifying the kinds of activities to be organised by schools and what training will be provided to teaching staff. The plan sets out very clear targets, often detailing the exact numbers of pupils or schools they are expecting to take part in particular events, activities or opportunities. The LA takes on the main responsibility for the operational management of implementing the strategy. The analysis of the plans indicated that 13 LAs had adopted this type of model.

4.14 Five authorities could be quite clearly classified as having followed the **LA-led model**. These authorities had all written very precise plans with clear targets and appointed EDOs to take a leading role in implementing the strategy. One respondent explained why they had taken on this strategy:

“We have learnt from our past mistakes and where we had gone wrong. We had very, very specific smart targets on the plan. I think if you look at some of the other plans you can drive buses through them but we were very specific and progress is measurable.”

4.15 Authorities that were classified as having adopted the LA-led model also tended to link the provision of financial resources very closely with results or planned activities. This meant that these authorities put a lot of emphasis on measuring how the money had been used and what impact the strategy had had. As one LA coordinator reported:

“We decided that what we would do is that we would learn from TVEI² - they took the money and they fired it out to schools and the schools spent it in a whole lot of different ways. We felt we would be able to have some kind of benchmark and say this is what we have done with the money right throughout the schools.”

4.16 Another of these authorities reported that they had not devolved any money directly to schools, but that they were instead required to bid for funding to deliver particular DtS activities or projects while indicating *“what quality indicators the activity will link to. That is how I can guarantee that the limited amount of funding is being used most effectively”*.

4.17 None of the LA-led authorities had employed cluster-level co-ordinators but three of the four had appointed school-level co-ordinators as a *“direct point of contact”*. One of the interviewees emphasised the importance of having such a reference person with whom the EDO could organise regular meetings *“to monitor the progress they are making towards the plan targets”*.

The Devolved model

4.18 In this model, schools or school clusters are given a lot of responsibility to choose how they are going to implement the strategy. The LA makes (often quite general) recommendations and provides resources, but schools/school clusters are given a lot of choice in how they want to meet the requirements. Furthermore, the LA takes active steps to consult all stakeholders and involve them in deciding on the best approach to implement the DtS strategy. Schools/School clusters are usually heavily involved in operational management of the strategy. The analysis of the plans indicated that 19 LAs had adopted this type of model. These models were further explored through interviews with LA staff.

4.19 The NFER research classified ten authorities as having followed the **Devolved model**. It is worth noting that two authorities, that had been categorised as LA-led as a result of analysis of their plans, turned out to have adopted a strategy more closely aligned to this model. One authority had, for example, not employed any EDOs and had, instead, appointed a coordinator to each cluster of secondary and primary schools. As part of this devolved model, these co-ordinators were line-managed locally by their learning community principals rather than centrally by the LA coordinator.

4.20 The authorities following this model had devolved most of the funding and responsibility for implementing the strategy to schools, usually via cluster co-ordinators or their equivalents. As one respondent pointed out, he wanted to avoid the experience of previous initiatives which were said to have:

² The Technical and Vocational Education Initiative (TVEI) was a major curriculum initiative launched in 1987 intended to ensure that the education of 14-18 year olds provided young people with the learning opportunities to equip them for the demands of working life.

“Had too many working parties, which never came to any decisions and too much money and time was spent at this level rather than at school level; we realised that DtS needed to have a simple structure with most funding going to schools but still making sure that there was accountability in how they spent the money.”

4.21 Responsibility was given to cluster co-ordinators or directly to schools to draw up plans of how they were going to spend the money provided to them by the LA. One respondent, for example, reported that they had *“devolved a lot of the money to schools and have asked them to produce action plans to show how funding is being used”*.

4.22 One potential danger of the Devolved model identified was that while it allows for local interpretations and much flexibility, there is a danger for progress not to be uniform across the whole of the LA. This was found to have happened in one LA as reported by one interviewee:

“It is worth noting that the LA is across a very big area, so it couldn’t be centrally directed; we couldn’t control for what was going on across the whole area, so we decided to allow for local flexibility. And this comes out very strongly in the plans submitted by clusters and it is one of the issues we’ve been facing, because as soon as you allow people to be creative and flexible you end up with a differentiated response. So you either go for a[n] approach where you get everyone to do the same or you allow for flexibilities and you end up with highs and lows.”

4.23 The fieldwork showed that while about 15 authorities could be clearly assigned to one of these two models, most of the others had adopted strategies which combined elements of these models.

4.24 The remaining 17 authorities were seen as having adopted more of a **hybrid model**, combining elements of both the LA-led and Devolved models. One such authority had, for example, set very clear targets, which they had agreed in consultation with schools and other stakeholders. However, it had then devolved a lot of responsibility for the operational management of the strategy to cluster co-ordinators, who had some flexibility to adopt the targets to the local needs of their areas.

4.25 It is also worth noting that some authorities indicated that they were planning changes in the operational management of DtS, with a move towards a more devolved model. Interviewees explained that this change was seen as necessary to ensure the long term sustainability of the strategy if funding was no longer available in the future. As one respondent explained:

“Next year the Senior Management Team want us to use a different approach to try and make it more sustainable over time for if and when the funding dries up. They want it to become more embedded in the way schools work, not just embedded in the curriculum but also the schools should be enterprising schools without us at the centre with input. So in year 3 what is happening is that the .2 [school coordinator role] will be increased to .3 and the EDOs will be reduced to 2.”

LA STAFF VIEWS

4.26 Interviewees were asked to outline what they thought the key aims of the strategy were. Responses resembled quite closely those expressed by those at the strategic level (see Chapter 3), although less of an emphasis was placed on the economic rationale underlying the introduction of DtS. The main aims of the strategy were seen to be to:

- Bring about significant changes in the teaching and learning approaches used in schools across the whole curriculum (21 LAs)
- Make a difference to pupils' attitudes and qualities (16 LAs)
- Bring about a general attitudinal change across Scotland (nine LAs)
- Develop pupils' core skills (eight LAs).

4.27 Generally, there was a wide-spread recognition among LA personnel that for DtS to be successful it had to overcome many schools' perception that EinE was "*just about discrete enterprise activities, but instead that it needs to be embedded in the curriculum*". Respondents in 21 authorities identified such a need to **change teaching and learning approaches** rather than just delivering more enterprise activities as one of the key aims of the strategy. Several interviewees commented that they had at first interpreted the strategy in a narrower way as simply aiming at preparing pupils for the world of work, but that they now realised it had more ambitious goals of moving towards:

"Trying to have enterprising teachers and enterprising classrooms and hence enterprising pupils, and I suppose, if you like, citizenship; it is promoting the confidence and self-esteem and the working together and the critical faculty of listening to what people are saying and discussing various things; its about broadening the curriculum."

4.28 Half of the authorities thought that another key aim of the DtS strategy was to **change pupils' attitudes and personal qualities** as a result of their experience of such more enterprising teaching approaches. Several interviewees referred to the need to develop a 'can do' attitude, as one interviewee explained:

"It is about an empowerment process. A lot of youngsters, especially those from disadvantaged backgrounds feel disempowered, disenfranchised; they don't know how to improve their circumstances, and I hope that this programme will do something to make them think, 'yes, I can do something to improve my personal circumstances', be that by getting a better job, getting a better house, getting a better life. One of the big outcomes I am looking for is a higher self-esteem in our pupils, and a can-do approach."

4.29 Other respondents (in nine authorities) put an emphasis on bringing about such an **attitudinal change right across the population of Scotland** and not just among pupils, but involving parents, employers, teachers and the rest of the community. One DtS coordinator, for example, referred to the DtS Review documentation:

"As it says in the Determined to Succeed document, a smarter, more successful Scotland: bringing back the enterprise culture in Scotland, which I think we've lost."

4.30 A quarter of respondents thought that the strategy aimed at **developing pupils' core, generic or life skills** in order "to succeed in life and particularly in work". One EDO, for example, commented:

"I think EinE can make education more positive for children; it can make it more real and more relevant to real life. I think it can help children see the links between subjects and help them develop life skills like teamwork, problem solving and communication skills."

4.31 Other perceived aims of the strategy identified by fewer respondents, included increasing pupils entrepreneurial skills (six LAs), their employability skills (five LAs) and their understanding of the world of work (four LAs).

4.32 Resembling the views of the interviewees at the strategic level (see paragraph 3.16), just over a third of respondents regarded the funding allocated to the strategy as one of the **key strengths** of DtS. As one interviewee pointed out:

"They have also provided reassurance that this is something long term and it is worth investing your energy and belief in it. Sustained funding is very reassuring and has been very helpful. There are probably other strengths too but that is the main one."

4.33 The long term nature of this funding was particularly highlighted by several respondents. One LA compared DtS favourably with other similar initiatives:

"DtS is definitely not the first of its kind - what's attractive about it is the notion that it has longevity about it. Not just a year shot in the dark kind of policy, but a proper long term policy."

4.34 Other strengths of the strategy identified by just a few individuals, included the way it allowed LAs flexibility; respondents valued being given the "freedom from the Scottish Executive in interpreting the strategy" and adapting it to their local circumstances. Two respondents highlighted the help and support received from the Scottish Executive, "through [the provision of] conferences and through networking opportunities" as a key strength of the strategy. One respondent said that the fact that DtS was now linked to HMIe indicators would "help to drive DtS forward because head teachers will take it seriously if HMIe are looking for change".

4.35 As regards **weaknesses**, while many respondents valued the long term funding of the strategy, five other interviewees thought that the funding needed a longer term commitment. One consequence of this was said to be a problem in recruiting staff to operational management positions, as one respondent explained:

"We have had problems with staffing - some of those are not usual problems and we are aware of that but I do think the fact that the funding has not been guaranteed has caused problems. We are not able to advertise for permanent positions and have had to advertise for secondments, which is less attractive. We have had a low uptake and I think it would have helped if we had been able to guarantee posts would be permanent."

4.36 Regarding the expectations of the DtS strategy, one LA co-ordinator commented:

“Somehow the expectation seems to be that the strategy can do it and then it will stay there without any further work. But the truth is that unless you keep at it, it’ll regress again, especially when other things become more important and our efforts go on some other initiative or policy. What I am saying is that it shouldn’t be one, two or three years - it needs to be an ongoing policy if it is going to make any lasting change.”

4.37 The use of the term ‘enterprise’ was seen by other interviewees as being too narrow and leading many teachers to associate DtS only with entrepreneurial skills and business. Several respondents also thought that initially too much emphasis had been placed on reaching some of the targets set out in the recommendations. In particular, Recommendation 1³ was seen as counteracting the overall aim of embedding EinE into the curriculum. This perceived weakness of the strategy was expressed in the following way by one respondent:

“What we don’t like is the idea of separate activities because we wanted it embedded in everything that the school does; so a school could put in a half day enterprise activity for everybody on one afternoon in May and say that they have fulfilled that target, but it wouldn’t fulfil what we want. So we feel that we could say that every kid has been involved in an enterprise activity of some sort, but it is not really what we want to report on.”

AIMS AND OBJECTIVES OF DtS IN LAS

4.38 Having explored respondents’ overall views of the DtS strategy and what it aims to achieve, interviewees were also asked if their authorities had placed a particular emphasis on any particular aspects of the strategy. While almost half of the interviewees (15) reiterated their key emphasis on embedding DtS into the curriculum, other common targets included “the expansion of vocational and work-based learning” (nine authorities), expanding their business links (seven authorities), linking “trying to use DtS as an over-arching strategy to draw together citizenship, health and other areas” (four authorities). Seven interviewees said that they had built their plans around the DtS recommendations, while three authorities said that they had planned their strategy in such a way as to address local skills shortage or employment issues.

4.39 When directly asked, about one third of the 32 LAs said that one specific focus of their local strategy was to address the needs of disaffected learners/at risk of becoming NEET (not in education, employment or training) on leaving school and that they had, or were planning to, put in place specific provision to meet their needs. Thirteen said that they had some provision for this group but that it was not a specific target. Eight authorities reported that they had no specific DtS engendered provision for this group. Several respondents explained such a lack of focus on their being no specific recommendations relating to this group of young people. Others said that other strategies were in place already or that they did

³ Recommendation 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 (Scottish Executive, 2004a).

not want to see DtS as becoming “*just another programme aimed at disaffected learners*” and so had refused to focus activities on this group.

MAKING LINKS – INTERAGENCY WORKING

4.40 All LAs emphasised that they had made strong efforts to establish links with other organisations and agencies to support the implementation of DtS and that, overall, inter-agency working had been successful. As indicated in paragraph 4.3, most authorities had established steering groups and involved various local stakeholders in them, including local schools, colleges, and other learning providers, Careers Scotland, Chambers of Commerce, businesses and employer organisations, as well as many others.

4.41 As regards the actual implementation of DtS, almost all respondents commented on having made links with **local colleges or training providers and employers** (the latter is explored in greater detail in paragraph 4.46 below). Colleges and training providers were seen as particularly important to help meet recommendation 2 of the strategy – providing all pupils over the aged of 14 with an opportunity to engage in work-based vocational learning. One small rural authority, for example, had set up vocational experiences for 130 young people in S3 and S4 in their area. It was said to be a “*good model, but expensive. The young people are doing on-the-job training, mainly in care work*”. Most authorities, however, emphasised that many of the links with colleges had existed prior to the introduction of DtS, but that the strategy had compelled them to focus on how best they could utilise these links.

4.42 Three-quarters of authorities (24) said that they had made some links with **Careers Scotland** mainly in order to establish business links but also to access courses delivered by them. However, there were clear differences in the extent to which these links were said to be successful across LAs. Five authorities remarked on having established particularly good working relationships with Careers Scotland. As one interviewee remarked:

“We have a very good relationship with Careers Scotland... they are very supportive, especially on the business engagement angle.”

Just under a quarter of LAs commented on problems in their relationship with Careers Scotland, which were mainly seen as a result of “restructuring within the organisation itself”.

It is worth noting that there was an apparent link between Careers Scotland regions and a LA’s level of satisfaction, with respondents in some regions reporting more positive or supportive relationships than in others.

4.43 Other partnerships established as part of DtS across several LAs involved various other organisations helping authorities to develop stronger business links, including Chambers of Commerce, other employer bodies and private consultants. Ten LAs also commented on having made links with other voluntary or community organisations who had got involved in delivering events, talks or shows in schools. One authority had for example made links with the following types of organisations:

- One that produces computer programme modules which promote problem-solving, leadership and communication

- An organisation in the business of magic that has an enterprise programme, in which *“they use magic to show that anything is possible”*
- A company that runs courses that promote self-esteem and leadership
- A business that specialises in giving motivational talks in schools.

4.44 Four LAs said they had recognised the need to link with other authorities to share ideas, resources and good practice ideas.

4.45 Overall, most LAs said that they were utilising many existing links while building some new ones, but in many cases DtS was said to have formalised and extended links.

4.46 All LAs had made efforts at securing more **business links**, although not all felt that they had been successful at establishing partnership agreements as suggested by Recommendation 8.⁴ The authorities that had been most successful at making such partnership agreements appeared to be those which:

- Did not rely on one strategy alone, but utilised various approaches and agencies
- Employed dedicated staff as EDOs who could coordinate the LA’s strategy as well as follow up links made by other individuals or organisations
- Were situated in employment-rich areas, with many large, multi-national employers.

4.47 One authority, for example, had employed one EDO on a full-time basis to establish partnerships between schools and businesses. She started with an audit of all existing partnerships and then *“contacted all the companies and arranged to go and talk to the businesses about DtS”*. Other approaches included:

“Cold calling, where I have looked up Scottish enterprise companies in the area and told them about DtS. I have then gone in and done a presentation about DtS and talked about the benefits of being involved. I have then left them to let them get back to me although I did follow it up if I hadn’t heard from them within a month. I used the same strategy whether it was a big company or a small company. I think it has been very successful - I have only had one company say no because they were going through a re-structuring programme. Everyone has wanted to be involved, just to different degrees.”

4.48 The authority had also commissioned the services of a company which had a lot of experience in establishing business links. This organisation had helped approach small companies but also provided useful advice and mentoring to the EDO charged with making the links. Approaches had resulted in *“84 partnerships across the authority - that includes public, private, small and large businesses and that is across all sectors, primary, special and secondary. A few were existing partnerships”*.

4.49 Several of the 16 LAs which felt that they had been less successful at establishing strong partnerships with businesses were those which had delegated responsibility for business engagement to schools themselves or had relied too much on other organisations,

⁴ Recommendation 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. (Scottish Executive, 2004a).

such as Careers Scotland or private consultants, to make the links. One EDO in a small authority, for example, reported: *“Originally, in the 20 recommendations, it reads as if it is Careers Scotland’s remit [to engage employers], so I was quite surprised that the EDOs are charged with making sure that it happens”*. Interviewees in six LAs commented on the difficulty of getting small employers to commit themselves to working with schools. This was obviously particularly a problem for those authorities with very few large businesses in their area, as one respondent said:

“We have got a lot of one man businesses down here, or very small businesses, and to be perfectly honest they are just too busy to get involved.”

4.50 Some small LAs also commented on the fact that they did not have the resources to employ one EDO on a full-time basis just to work on business engagement as some other, large authorities were able to do. This meant that they could not institute a formal LA-led strategy but had to rely on other organisations to help them out.

COMMUNICATION STRATEGIES

4.51 LAs were asked how they had informed schools and teachers about DtS and most authorities had used various approaches. More than three-quarters (25) said that they had contacted **head teachers** either directly or at a meeting or event. One authority, for example, had organised *“a big launch event with head teachers to try and motivate them and see the value of it”*. Many interviewees emphasised the need *“to get head teachers on board, because if they’re not committed to it, nothing happens”*. This reflects the findings of the literature review, which found that having a supportive head teacher is a key factor for the successful introduction of EinE (see Chapter 2).

4.52 Most of the LAs with **co-ordinators at cluster and school level** emphasised the importance of involving these individuals at an early stage in the planning and implementation of the strategy. Several respondents saw these co-ordinators as local champions who were clearly informed about the targets the authority was working towards and could be used to convince others to get involved. One authority, for example, saw the enterprise co-ordinators in all of their schools as playing this role:

“First we put co-ordinators in post then and we took it to our co-ordinators (...). We talked to them about the plan and consulted with them about it. We have meetings regularly with co-ordinators and we have updates on the plan and how we are doing. The response has been really good to the strategy from teachers as a result and I think it has helped to motivate people. Inspiration affects your teaching.”

4.53 While about a third of authorities relied on head teachers and local co-ordinators to inform the rest of the teaching staff about the strategy, other LAs had been more proactive in this respect, recognising the need to develop a communication strategy embracing **all teachers**. Common approaches included:

- Sending out newsletters or flyers (14 LAs)
- Visiting schools (ten LAs)
- Organising large conferences, events or road-shows (eight LAs).

One interviewee, for example, outlined a variety of strategies to inform and involve all teaching staff in implementing the strategy:

“One of the routes into schools having been our principal teachers of enterprise and citizenship – we’ve got one for each of the eight clusters – who are seconded teachers and work on a part-time basis. They are actually in the schools already and they have been doing things like going to subject department meetings in their and other schools and also going into the primaries. Also we have provided inputs at head teachers’ meetings for head teachers to pass on. We have circulated DtS letters and things, and we are planning to develop our own newsletter for [LA] schools with examples of good practice.”

4.54 Other communication strategies mentioned by just a few authorities included using the LA website, circulating the LA implementation plan, and using enterprise awards to raise awareness. One authority reported sending out an electronic newsletter to schools every week.

“We call it WWW (Wonderful Wednesday Word) – and it gets e-mailed out every week as a word document. It includes inspirational thoughts, new websites or local deals on equipment or resources, schools that are succeeding and any training opportunities. One teacher summed it up by saying: ‘Every single week I am thinking enterprise because I look at WWW’. And that goes out to relevant people in the strategy group as well and to the Director of Education. We feel it needs to be once a week because enterprise is developing so fast within our authority.”

4.55 Almost all interviewees recognised the importance of informing and engaging parents and carers. However very few LAs had so far developed a comprehensive communication strategy to inform and engage parents and carers in DtS. Of all the 32 authorities, six reported having made significant progress in this area, while nine had initiated some steps towards informing this group. The remaining 17 LAs had so far either instituted no or virtually no proactive strategies, leaving it to schools or planning it for the future. In the words of one interviewee within an authority which had so far done very little:

“I think it is very important and that is certainly one of our main priorities for the coming years; because if parents and carers are not aware of what we are trying to achieve in schools, then we are really not doing our job and missing out a tremendous opportunity for parents to be involved in the learning of the children.”

Several of those authorities who had not developed an approach stated that they would like some guidance from the Scottish Executive on how best to inform this key group of people.

4.56 The six LAs which had put in place comprehensive strategies had recognised the need for innovative approaches to reach as many members of the community as possible. Strategies employed included:

- Publicising information about the strategy as a supplement in a local paper
- Advertising the strategy on buses, cars, and in schools

- Organising parents' conferences involving parents and pupils
- Producing CDs or DVDs publicising EinE activities
- Running competitions
- Organising show-casing events and road shows
- Discussing the strategy on local radio involving teachers and pupils
- Carrying out a mail-shot to all parents.

4.57 One authority had put in place a whole variety of approaches to reach parents and other members of the community:

“As part of our communication strategy we try to get three news stories in the local press every week on enterprise. The local paper has a circulation of about 35,000. We just ran a two-week campaign of drive time for enterprise education. Schools were talking and kids were talking on local radio and we had 68 slots per week and that tied in. We have also just finished doing car bumper stickers and we did 20,000 throughout the LA that said ‘I am supporting my child reach for the sky through enterprise’; and it was really aimed at getting the parents involved. We ran a competition, and if your sticker was found on your car you could get a £50 voucher. That was done through the local radio - they carry the message. We also did an enterprise showcase at the end of term in schools as well.”

SUPPORTING SCHOOLS AND TEACHERS: TRAINING AND DEVELOPMENT

4.58 More than half (18) of the 32 LAs appeared to have made good progress in implementing systematic CPD (Continuous Professional Development) approaches aimed at providing teachers with opportunities to participate in training and development in EinE. For the most part this involved:

- Informing teachers about the aims and objectives of DtS
- Providing training related to enterprising teaching and learning methods
- Providing training in the use of relevant resources.

4.59 Most of these authorities had also made provision for a range of teaching staff including, head teachers, DtS co-ordinators, principal teachers, other subject teachers, probationer teachers and teacher trainees. It should be noted that about one in six authorities had relevant CPD in place for all of these.

4.60 One case study area stood out in this respect for having implemented a very comprehensive approach. This included organising initial Challenge Days to motivate teachers and give them ideas that they could use themselves in the classroom. They had also put on enterprise ‘showcases’ for teachers to come together and show-case the enterprise work they had been doing and organised whole-school in-service days. The authority had also recently recruited ‘subject champions’ from within schools in order to embed EinE into the curriculum. The EDO in this authority explained that this approach was more effective:

“Instead of me, as enterprise guru, going in and speaking to the chemistry teachers or geography teachers. We say that instead of being ‘the sage on the stage’, teachers are the ‘guide from the side’.”

4.61 The LA had also run a whole range of training courses for primary schools, such as ‘Enterprising Infants’ and ‘Enterprising your curriculum’. They had also provided enterprise training for all the probationer teachers: *“the more we can train in this way, the bigger a bed-rock we’ve got”*. In order to overcome problems with schools not being able to get cover for teachers wanting to attend training courses, the authority had also run some courses as twilight sessions or on Saturdays.

4.62 Many of the remaining 14 authorities had either not implemented any or very few DtS-specific training and development opportunities, instead relying on existing CPD strategies aimed at changing teaching and learning in schools. Others continued to deliver resource-specific training only, related to specific enterprise activities such as the Apodo Enterprise Resource System or the Learning Game.

MEETING THEIR TARGETS: AUTHORITIES’ PROGRESS TOWARDS IMPLEMENTING THEIR PLANS

4.63 Interviewees were asked to identify the areas in which their authorities had so far made **most progress** in implementing their plans. Perhaps unsurprisingly, more than half thought that they had made most progress toward meeting recommendation 1, increasing the opportunities for all **pupils to engage in enterprise activities** on an annual basis. One authority, for example, reported that it managed to increase participation in such activities for *“Primary 6 (...) from 71 per cent to 90 per cent, secondary from 60 to 85 and specials were already starting at 100 per cent, so that’s really good”*. However, several authorities emphasised that they still needed to expand provision particularly for S1 and S2 children.

4.64 An example of a particularly innovative way of involving young pupils in enterprising activities was provided by one authority which had placed particular emphasis on embedding EinE into schools:

“I suppose the most innovated thing we have done recently was a business breakfast; not the usual sort of the business breakfast, this one was organised by kids in a primary school and they had a business breakfast in the [LA] exhibition and conference centre. And they organised everything from the menu upwards and they invited other schools to take part and bring business partners along; and if they didn’t have a business partner they had to get one and bring them. We had about 150 people there and it was led by a P7 kid who chaired the whole thing. I suppose what it sums up is our own attitude that we feel that kids can do a lot more if you just expect them to do it.”

4.65 Just over one in three authorities felt that they had made considerable progress towards meeting recommendation 2 – enabling pupils in S3 and older to engage in **vocational learning opportunities**. As pointed out in paragraph 4.41, most LAs had set up links with local colleges and were starting to set up relevant vocational courses. One authority which had placed a particular emphasis on this area reported good progress:

“We only started it for the first time last year; it was meant to be a pilot and we ended up with 155 youngsters from nine schools. This year we have got another 325 starting, so together with the 155 going forward that is almost 500 in Years 3 and 4, with three colleges.”

4.66 Several respondents mentioned the way they had managed to combine progress on recommendation 2 with their involvement in the new Skills for Work pilot programme. Other authorities commented on the way they had used their growing list of business links to organising more and improved work experience opportunities.

4.67 Other areas in which authorities felt they had made most progress included, developing CPD opportunities (eight LAs), increasing business involvement (seven LAs) and increasing teacher awareness and commitment to the strategy (six LAs).

4.68 Respondents were asked about the areas in which they had made **least progress** and what **barriers** they had experienced in implementing their plans. Interviewees' answers were linked to a large part, in the sense that the barriers experienced were frequently linked to the areas in which LAs had made least progress. This was particularly the case with reference to **teachers' attitudes to EinE**, which 14 authorities identified as a barrier to the success of DtS.

4.69 Most of these emphasised that, while many teachers were committed to the aims of the strategy, others still needed to be won over. In some cases, there was said to be a resistance among some teachers to the concept of "enterprise" and its associations with business and the world of work. In the words of one LA respondent:

"There is still the perception that enterprise is about buying and selling - we have to face that challenge by bringing about an enlargement in understanding."

4.70 More frequently, though, teachers' resistance was said to be due to "initiative overload", as one interviewee explained:

"I think they are wary of it; you have a cynical workforce out there (...). But I think the biggest thing that impacts on them (...) are the number of initiatives that seem to come through separately and at different points in the year, all saying that they're urgent, all saying that they have the minister's authority and all saying they need something done. And it happens so often, I think people are just a bit fed up with it."

4.71 The main strategies for overcoming teachers' negative attitudes towards EinE suggested, included:

- The effective use of CPD to raise awareness of the true nature of EinE
- Providing clear guidelines to teachers *"of what they can do, rather than leave it too vague"*
- Linking DtS with other recent policy developments and initiatives, such as 'Curriculum for Excellence' and 'Skills for Work'
- Promoting and celebrating successes rather than *"dwelling on problems"*.

4.72 Many LAs reported that most of their primary and special schools had managed to embed EinE into the curriculum very effectively – often drawing and building on previous work in this area – secondary schools had shown more resistance. Thus, more than half of interviewees (17) reported that they had made **least progress** with **secondary schools**, in

particular with reference to **embedding EinE** into the curriculum. This was said to be mainly due to the:

- Departmental structure of secondary schools, so that *“commitment to the strategy can vary from department to department within a secondary school”*
- Strong emphasis on the attainment of exam results: *“They see their focus as being on attainment”*
- Subject-specific nature of secondary education, whereby *“secondary teachers see their goal as teaching their subject and it is their subject that often dominates rather than the effectiveness of the learning”*.

4.73 Several LAs emphasised that they were seeking to address this issue in future by focusing their resources on this area. One authority had, for example, decided to put in two days of funded DtS time into secondary schools:

“We want co-ordinators to spend two days a week non-teaching time to work to get it moving. We have a whole programme of activities for these people and that is how we plan to take it forward in secondary schools. We are encouraging them to link with their feeder primaries and with the colleges and we want the heads to give the co-ordinators the budget as well so they are in charge.”

4.74 **Other key barriers** to the successful implementation of DtS identified by the largest number of LAs included:

- **Funding issues** (11 LAs): lack of funding was identified to be particularly a barrier in small authorities and some LAs which complained about the cost of funding vocational learning
- **Geography** (11 LAs): this was mainly an issue in large or island authorities, which complained about the difficulties and costs of linking schools with colleges that were far away from each other
- **Staff recruitment** (nine LAs): almost one in three authorities commented on problems related to getting teachers out of schools to fill posts as EDOs or cluster coordinator due to serious staff shortages within schools; one authority also commented on problems with recruiting staff to teach on vocational programmes, as one respondent explained: *“There is not much point teaching it if you can earn £50,000 being a bricklayer”*.

4.75 Areas in which LAs were said to have made **least progress**, included:

- Engaging and setting up partnerships with businesses (16 LAs) as outlined in paragraph 4.49 above
- Informing parents and engaging them in EinE (15 LAs) as outlined in paragraph 4.55 above
- Monitoring progress and impacts (nine LAs)
- Providing vocational learning opportunities for all pupils over the age of 14 (seven LAs) – this was particularly found to be a problem of geography in very large authorities.

LESSONS LEARNED

4.76 Interviewees were asked what lessons they had learned so far from being involved in developing and implementing DtS in their authorities. More than a third of respondents (11) said that one of the most important factors of a successful implementation was to *“make sure you have got a really **good team of people** working with you”*. This was said to be important at all levels including the strategic, operational, cluster and school-level. Respondents emphasised the need for the team to have a shared vision, to communicate information effectively, and to be able to motivate others to get engaged in the initiative.

4.77 Otherwise, seven LAs reported that they had realised the need to **link EinE in with other strategies** to show schools how it fitted in with the *“overall education agenda, that there is not a conflict and they shouldn’t be threatened by it, but that it can be integrated with other things”*. One respondent, for example, said that EinE linked in very strongly with *“other initiatives and areas, such as health, citizenship and personal and social development”*.

4.78 Five authorities reported that a key lesson learnt from implementing DtS was the need for **developing good links** with other *“agencies that can help you and with other Local Authorities to find out what is happening and to get ideas”*. The same number of respondents also emphasised that they had realised the importance of getting head teachers on board to implement EinE successfully. As one interviewee pointed out:

“I have come to realise that head teachers are autonomous and yet they are key to this strategy - the SMT is key that’s what I have learnt. You need to work with them and get them on board in order to have schools moving this forward.”

4.79 Other lessons learned by less than four authorities included the need to:

- Involve young people in all stages of implementing the strategy, including planning, events, presentations and bids
- Establish clear and realistic targets and to make sure all stakeholders are aware of them and are working towards them together
- Find out what schools’ needs are and to tailor provision to their needs so that LAs deliver *“what schools want, not what you think they want”*.

4.80 It is worth noting that several respondents commented on the way the implementation process had been a *“steep learning curve”* and that they were gradually developing strategies to overcome some of the barriers identified in paragraphs 4.68 to 4.75 above.

4.81 As regards the future of DtS, most respondents emphasised that they were hopeful that it would become **embedded into the curriculum**, especially if it was linked in with other relevant strategies. In the words of one interviewee:

“I just see it becoming more and more embedded in the everyday teaching experience. What it is offering should be what every pupil is getting anyway. There should be an extended curriculum, there should be more vocational courses, there should be different methods of teaching, there should be more different methods of learning. DtS is delivering that.”

4.82 There was also a widespread view that in order to “*maintain the momentum*” and to ensure that DtS became embedded in what teachers do there needed to be **funding beyond 2008** to fund EinE activities in schools. As one LA coordinator put it:

“We will always be looking for external funding - the strategy would crash without it. We’re always going to have vocational learning and school level projects and training.”

4.83 Even though most LAs recognised that most future funding would need to go directly to schools, several respondents also saw the need for the continued provision of support at authority level to ensure that “*provision continues to be innovative and uniform across all schools, especially secondary schools*”.

MAIN FINDINGS

4.84 This chapter presented all 32 LAs’ views and experiences of the DtS strategy and charted their progress in implementing their delivery plans. Key findings included that:

- Most LAs were committed to the strategy and hoped it would increasingly become embedded into all types of schools, although many authorities were concerned that targeted funding was not guaranteed beyond 2008
- Almost all LAs had set up multi-agency steering groups, which were used to foster inter-agency working; only three authorities did not have such a group
- Twenty-seven out of 32 LAs had recruited at least one EDO; the main reasons for not recruiting EDOs were recruitment difficulties or the reliance on other support structures, such as cluster co-ordinators
- Five authorities were found to have adopted a LA-led implementation model, while ten followed more of a Devolved model, giving more responsibility to schools and clusters; the remaining authorities had adopted a hybrid model containing elements of both the LA-led and Devolved models
- All LAs had developed links with other organisations and, in particular, most had made significant steps towards working together more closely with local colleges or training providers
- Twenty-four authorities had made links with Careers Scotland, although just under one quarter reported problems in setting up effective partnerships; in contrast, five LAs remarked on having established very effective links
- All LAs understood the value of informing and engaging parents and carers. Significant progress in informing and engaging parents and carers had been made by six LAs and many wanted more guidance from the Scottish Executive on effective communication strategies for this group
- All LAs had made efforts to establish and secure strong relationships with business. Those that had been successful tended to be LAs using a variety of approaches, employing dedicated staff, and based in areas with many large employers. Sixteen LAs felt that they had so far not been very successful
- All authorities had implemented communication strategies to inform schools and teachers of the aims and objectives of DtS; the most common method used by more than three-quarters was to contact head teachers; however, most authorities used a variety of methods

- More than half of the 32 LAs had implemented a variety of CPD approaches aimed at different groups of school staff; fourteen authorities appeared to have either not implemented any or very few DtS specific training and development opportunities
- LAs had made most progress towards increasing the opportunities for all pupils to engage in enterprise activities, especially for pupils in primary and special school, and considerable progress towards enabling pupils aged 14 or older to participate in vocational learning opportunities
- Many LAs reported that Enterprise in Education was successfully embedded in primary and special schools. Progress was less successful at secondary school level and more effort needed to be made in improving teachers' attitudes to EinE
- Other key barriers to the successful implementation of DtS were found to be lack of funding particularly in small authorities, geographical size for large or island authorities, and problems in recruiting staff to key positions.

CHAPTER FIVE SCHOOLS' EXPERIENCE: CASE STUDY EVIDENCE

5.1 This chapter presents the evidence collected from interviews with 61 members of school staff as part of the case studies. The chapter begins by examining the evidence relating to information and support provision and explores teachers' views and reactions to DtS. The evidence related to implementation, interagency working and business engagement is then presented and perceived barriers to success are examined. Finally, initial perceptions related to the impact of DtS are explored along with the identified key learning points and good practice recommendations.

5.2 Visits were undertaken to 18 schools – three schools (one primary, one secondary and one special school) in each of the six case study authorities. The schools were selected by LA staff to be broadly representative in terms of the progress they had made in implementing DtS. Interviews were conducted with a member of the senior management team (usually the head teacher or a depute), the person responsible for coordinating the implementation of DtS/EinE at school level, up to two members of teaching staff (either class teachers or subject teachers), and, where appropriate the careers/work-related learning coordinator. The achieved sample included 18 senior managers, 11 DtS/EinE co-ordinators (in eight cases the senior manager was also the coordinator and in one case the role was shared by two members of staff), 26 members of teaching staff and six careers/work related learning co-ordinators.

INFORMATION AND SUPPORT PROVISION AND SUFFICIENCY

Awareness of the DtS strategy

5.3 The findings from the interviews with schools staff suggest there are differences in the levels of awareness of the DtS strategy. The senior managers in all the schools were aware of the broad aims of the strategy and were familiar with the recommendations and the implications for schools. However, the aims of the strategy were often interpreted differently by schools at a local level depending on the age of the children attending the school and their individual needs and priorities. There was less awareness of the strategy among teaching staff (particularly those working within the secondary sector). Awareness was noticeably higher in schools where head teachers were taking a leading role in terms of implementation. These schools had made concerted efforts to raise awareness (often drawing on support from the LA) and had an inclusive approach to implementation that involved all staff.

Informing head teachers about DtS

5.4 Interviewees were asked to indicate how they had first heard about the DtS strategy and to give details about the level and adequacy of information they had received. As noted in Chapter 4, information about DtS had usually initially been presented to head teachers, often at a LA meeting. However, some of the senior managers reported that they had seen information about DtS in the educational press prior to this. In several cases, the LA staff had organised a launch event which EinE co-ordinators had also attended. However, in most schools information about the strategy was said to have cascaded down to teaching staff via the head teacher.

5.5 In the majority of cases the LA DtS team had given a presentation to heads about the DtS strategy and the implications for schools. The LA staff had usually shared their plan of action with head teachers and schools were given information about how the funding would be allocated. Most senior managers felt the information they had received had been sufficient, as illustrated by the following quote from a head teacher:

“We had the documents and also information about the strategy that is pertinent to the local authority, like the plan. I think we were well informed.”

5.6 A minority of senior managers said they would have liked more information and/or documentation from their LA. One of these respondents was new to the post and had therefore, not attended the head teachers’ meeting that had been organised by the LA. The other respondent had attended a presentation about DtS but felt they would have liked more information to inform their approach to implementation.

Informing teaching staff about DtS

5.7 In the majority of schools, it was reported that information about DtS had cascaded down from the LA to teaching staff, via the head teacher. This meant that head teachers had a central role to play in terms of presenting the aims of strategy to teaching staff and in terms of raising awareness. In some schools, this process had clearly worked well and the head teachers had been successful in communicating the aims of EinE and in motivating staff to take the strategy forward. However, there were differences across the sample and these differences had implications for how the strategy was implemented at school level.

5.8 In the majority of the schools visited, the senior managers had informed all staff about the strategy through a staff meeting. In one secondary special school, staff had been informed through a department meeting. The senior manager at this school felt that it had only been necessary to inform staff who would be “affected” by the initiative so information was passed on to a “core team” rather than to all staff.

5.9 Only two of the six secondary schools set up a working group to take the strategy forward (in one school such a group was already in existence). These working groups were cross departmental and involved staff from a variety of different subject departments.

5.10 Respondents’ comments suggested that the use of an in-service day was the most efficient and effective way of informing staff about the strategy. However, only five of the 18 schools visited had adopted this approach. These schools invited the EDO from the LA to contribute to or to lead the session so that staff were aware of the role of the LA in relation to implementation. Senior managers said this had helped to raise the profile of DtS within the school and had *“meant that everybody got the same message from the outset”*. The in-service day had often provided an opportunity for staff to clarify and explore what was meant by “Enterprise in Education” and to think about the implications for teaching and learning. The following quote illustrates the change in thinking that took place as a result of the in-service day in one school:

“To begin with staff thought enterprise was just about making and selling and there is nothing wrong with that but we moved on from that quite soon to thinking about the whole curriculum.”

TEACHERS' VIEWS

Views about DtS

5.11 Half of the senior managers (predominantly those working in primary and special schools) said the reaction to the strategy from staff had been positive. Most of these respondents reported that their school was already doing a lot of work in this area prior to DtS and staff had welcomed the strategy as it was not seen as something that was new to them. As one senior manager explained:

“Because we had a firm grounding in enterprise they welcomed the fact that it was being considered by the Scottish Executive as a high priority and that there was a commitment with the funding they were putting in place.”

5.12 In the other half of the sample, the senior managers reported that the response to the strategy from staff had been more mixed. Some staff were reported to be initially quite sceptical of a new initiative. Others were concerned about the extra workload involved in implementing the initiative and wanted to see how it would fit in with what they had been doing previously. The senior managers at these schools reported making efforts to tackle these concerns, usually by reassuring teachers that this was not something new. For example, one senior manager said: *“At first, they [the staff] thought they would have to do a lot of extra work, but I reassured them that we are already doing enterprise activities”*. Another senior manager said that he felt it was his job to *“sell it to them, but this had not been too difficult, as it is something they have been doing already. It is about enriching what they already do, not adding anything new”*.

Perceptions about the aims of the strategy

5.13 All interviewees were asked to outline what they thought the key aims of the DtS strategy were. The varied responses to this question indicate a range of different interpretations of the DtS strategy. Some interviewees admitted that they were not sufficiently familiar with the strategy to be able to comment on the aims. However, generally responses from interviewees demonstrate that schools have absorbed the messages about DtS from their LA (see Chapter 4).

5.14 The two most common phrases that interviewees used related to developing a “can do attitude” in young people and preparing young people for life beyond school. For example, one interviewee said:

“As I understand it, it is about gearing pupils up for the world outside of school, making them realise they can take chances and opportunities and the can do, will do attitude and the kind of skills needed to drive our economy forward.”

5.15 Across the schools interviewees saw the strategy as being about raising pupils' attainment. However, some of the teachers working within the secondary sector saw the focus as being more about the development of core skills and/or the vocational curriculum. In contrast, interviewees working in primary or special schools often interpreted it differently and felt the focus was on involving children in education giving them more ownership of, and responsibility for, their learning.

5.16 Other aims reported by fewer respondents were:

- To develop links with the wider community outside of school - *“it gives you chances to link with the community and give the children real life experiences”*
- To forge partnerships with business - *“to have businesses recognise their role in enhancing and supporting education”*
- Developing citizenship – *“it is all about trying to build confident people who can take responsibility for themselves and the world they live in”*.

5.17 One primary head teacher felt the aims were unclear and were somewhat open to interpretation depending on the age of the pupils. He felt the language of the strategy was not helpful:

“I think it is open to interpretation as to what the aims are and within the primary context it is different too because we are not focused on future employment; our pupils are too young and by the time they are ready for employment the situation will have changed again.”

He felt it was important not to have mechanistic view of enterprise and to interpret enterprise within the local context which is in line with the Executive’s recommendations. In doing so, he saw DtS as a vehicle for change and felt it could be related to *“inclusion and to achievement and to young people being citizens and making decisions”*.

5.18 All of the senior managers were positive about the strategy and reported that they agreed with the aims, as illustrated by this quote from a primary head teacher: *“I have been in education long enough to recognise that this is most definitely the way forward”*. Most felt the aims were ambitious but achievable although, several senior managers stressed that they were long term aims and would take time to become realised.

5.19 Some of the interviewees had reservations about the wider aims and doubted whether these would be achievable across all schools. For example, one of the primary head teachers commented that the specific recommendations were realistic and achievable but the wider changes in culture would be dependant upon the quality of teaching and learning:

“If the aims are to ensure that every child has an enterprise experience each year then yes the aims are realistic. If the aims of the strategy are that they have an enabling experience that teaches them something about how to work with others, then it depends on the quality of the teaching.”

A senior manager at a secondary school also had doubts, as illustrated by the following quote:

“I think the aims are praiseworthy but need to be set against the national picture; we have a national shortage of teachers in secondary schools in Scotland and teachers are feeling quite de-motivated at the moment and demoralised. I’m not sure how realistic the aims are but they are certainly praiseworthy.”

5.20 One of the primary head teachers, who was also the cluster coordinator working closely with a secondary school, felt it would be more difficult to engender change within the secondary sector because of curriculum constraints and organisational differences:

“I work with a secondary school quite closely and I see that from their perspective they have far more difficulties managing what they have to achieve because of the pressures of the curriculum and the targets that they have to meet. There is more flexibility with us when you have a class for the whole day and we can work things through where as when you have a class for 40 minutes it is much more challenging.”

5.21 When asked whether there was anything else they would have liked to have seen in the strategy the majority of interviewees did not make any suggestions. However, one of the primary head teachers said he felt the DtS documentation needed to have more of a core value in terms of education and less of an emphasis on the values associated with business. He felt less comfortable with the business association and felt it was not inclusive enough:

“Felt it was too fixed an idea about entrepreneurship. I think it is more important to develop everybody. I am more interested in the context outside of business and what does entrepreneurship mean to those people. It has to be about improving the quality of life for everyone not just about being successful in the workplace but in life in the wider sense. I think the document needs more of a core value coming through that isn’t just related to business development or entrepreneurs.”

A senior manager at a secondary school felt the strategy should have been “*more focused and not spread across a number of areas*”.

Perceived strengths

5.22 All of the senior managers and most of the teaching staff identified a number of strengths of the DtS strategy. The most common strength mentioned was that the strategy brought with it additional resources and support for schools, as illustrated by the following quote from a head teacher at a special school:

“One of the strengths would have to be the additional resources because that has helped and it has given it status within the school because it is resourced; also the additional staffing and the expertise and support that brings at LA level.”

Other strengths mentioned were that the strategy:

- Challenged schools to improve the quality of teaching and learning – “*it has made us sit up and question our aims, what we are teaching, and in some cases why we are teaching certain things*” (head teacher at a primary school)
- Raised the profile of vocational education and provided a context for developing core skills - “*it has raised the profile of vocational education and the whole enterprise culture and recognises the importance of these aspects of education*” (senior manager at a secondary school)
- Was inclusive as it involved all sectors and was cross curricular – “*it is relevant to all areas and doesn't conform to just one subject area*” (class teacher from a primary school)
- Encouraged inter-agency working – “*we have come together more as a team and parents have been involved as well and other agencies*”.

Perceived weaknesses

5.23 Eight interviewees were unable to identify any weaknesses and felt the DtS strategy had a lot of potential. Others did identify weaknesses although some of these were not directly related to the strategy itself. For example, several respondents talked about the “plethora” of new initiatives and said DtS was one of a number of priorities for schools. They felt that this made it easy for teachers who were not immediately affected by it to reject it and to leave it to others to manage. Some interviewees were concerned about staffing and felt there were not sufficient resources in place to implement the strategy effectively.

5.24 A minority of interviewees were not comfortable with what they saw as the narrow focus of the strategy on preparing children for work. For example, one primary teacher said:

“From a philosophical perspective I have concerns about it [the strategy] as it seems to be suggesting that a primary function of school is to prepare pupils solely for the world of work.”

A head teacher commented that the strategy clashed with her own views as an educator:

“I wasn’t comfortable with the idea of fitting people for work or being too focused on trying to develop young entrepreneurs.”

Other weaknesses identified were that the strategy:

- Was a bit “woolly” and difficult to grasp – some felt more explanation was needed as to what EinE was
- Was lacking a “*master plan for all schools*” to promote consistency and enable continuity and progression when children made the transition from primary to secondary school
- Could have a negative impact in relation to narrowing rather than broadening the curriculum in schools - “*I suppose the weaknesses would be that you could become a bit sidelined and only teach what is relevant to DtS and some things would be watered down*”.

Perceptions about the relevance of EinE

5.25 The majority of interviewees felt that EinE had enormous potential to make a difference to pupils’ experience of education and to their learning gains and outcomes.

5.26 Respondents suggested that EinE could:

- Make education seem more relevant to young people - “*it broadens their ideas and makes learning in the classroom real, they see that things have a significance*”
- Help link learning in the classroom to the outside world - “*I think it brings a bit of life to what we are teaching them and makes it more meaningful*”
- Bring about a change in attitude as it made learning enjoyable and could help build social skills – “*They can all have a role and they feel important and valued. You can see a change in their approach to their learning. They can identify new strengths and that gives them confidence and it can raise their self-esteem*”
- Help young people develop the necessary skills for work and prepare them for their future – “*it can really build confidence for pupils so that when they go out into the workplace*

they are not thrown into an alien environment. I think that it is really important that in addition to the academic subjects they are doing they have this opportunity”.

5.27 Interviewees were asked whether they thought EinE was only relevant to certain aspects of the curriculum or to certain types of pupils. All interviewees felt EinE was relevant to all and most thought it could be integrated across the curriculum. However, nine interviewees said that although it was relevant to all, certain types of pupils (such as those who were less academically able) could particularly benefit. For example a teacher working in a primary school said: *“I think it is relevant to all but more so for those who don’t normally get the opportunity to shine because it is about different skills”.* A few respondents (4) working in the secondary sector felt that EinE was more relevant to disaffected pupils or to those who were marginalized: *“it helps disengaged learners most, those that are switched off, it is a way of engaging them as they can see a real, practical product at the end.”*

5.28 A few of the respondents from special schools felt that those children with complex needs or those at the extreme end of the autistic spectrum may not benefit in the same way as other children. However, they felt the experiences EinE offered could be beneficial as they offered *“reward”* and *“joy”* to these children.

5.29 Several teachers acknowledged that EinE could *“lend itself better to some aspects of the curriculum”* but the majority felt that this did not mean that it could not be taught across all areas of the curriculum: *“It is easier to implement in some subjects than others but it can have relevance across the curriculum”.* The curricular areas most commonly suggested as being a suitable context for EinE were:

- Environmental studies
- Art
- Religious education
- Personal and social development
- Citizenship.

5.30 There was some evidence to suggest that although most respondents thought EinE was relevant across the curriculum it was not necessarily being integrated in this way. For example a number of the secondary teachers that we interviewed admitted that they had not been involved in implementing DtS. They felt that currently EinE was only relevant to specific departments such as business education and technology within the context of their school. Some expressed concerns about this as they felt in order for DtS to impact it needed to involve all departments.

IMPLEMENTATION OF DtS IN SCHOOLS – AIMS AND APPROACHES

Previous experiences of enterprise learning

5.31 A large number of the schools (15 of the 18) had a history of delivering EinE related activities prior to DtS. Many of these activities were described as ‘stand alone’ activities and enterprise learning was usually not embedded in the curriculum. In some of the secondary schools, vocational education opportunities were already in existence before DtS was introduced and many had existing links with employers to enhance careers education. Furthermore, some of the schools were involved in other initiatives which they felt

complemented DtS, such as the motivated school initiative and the assessment for learning programme.

5.32 However, the majority of interviewees said that DtS had made a difference to provision despite the fact that many schools had been focusing on this area for some time. Most felt that DtS had encouraged them to take **a more consistent approach to EinE** and to expand provision to ensure access for all. A few interviewees (notably those with a long history of EinE related activities) felt the strategy had not made a significant difference in terms of generating new approaches and ways of working, although it had helped to **reinforce** what they were already doing in this area.

5.33 Interviewees in those schools with less of a history of EinE related activities felt that DtS had been a vehicle for change at their school and had helped to raise the profile of the importance of these activities.

Approaches adopted: aims and priorities

5.34 Most of the senior managers/DtS co-ordinators reported taking a school-wide approach to implementing DtS that involves all staff. In some cases, schools had also involved support staff in implementation and a few reported communicating with parents and children about the changes they were making. In the words of one head teacher: *“I wanted to involve all teachers, pupils and parents, so that they know that this is the beginning of change”*.

5.35 Several schools were adopting a joined-up approach, choosing to link DtS with other related initiatives such as Eco Schools and Health Promoting Schools. One primary head teacher explained their decision to link the initiatives:

“DtS came in at the same time as health promoting schools and eco schools for us and we looked at it and thought as it stands this is not going to be manageable unless we can find some kind of link. What we decided was to have enterprise as the link.”

5.36 A number of the secondary and special schools reported that there had been organisational issues that they had to take into account when deciding on their approach to implementation. These issues usually related to the curriculum and timetabling and this had, in some cases, caused problems as the curriculum was felt to be quite restrictive. However, there were secondary schools who reported that careful planning and enthusiasm from staff had meant the curriculum and timetable had not been a constraint. For example, one senior manager said: *“As a school we have given it high priority and we have a tradition of being flexible within the timetable. We are very enthusiastic as a staff”*.

5.37 Senior managers were asked what had been their main aims and priorities in terms of initial implementation and the most common answer was that schools wanted to ensure provision for all pupils. For example, one head teacher at a special school said:

“We had a lot of discussion about what we wanted to do, what our goals were and what we wanted to achieve. We wanted to embed it in the curriculum and make sure all pupils had opportunities to be involved throughout the year.”

5.38 Other priorities in terms of initial implementation mentioned by senior managers and DtS co-ordinators were:

- Raising the profile of EinE
- Developing teaching and learning
- Making links with local businesses
- Encouraging a positive attitude to school
- Increasing parental involvement.

EinE activities delivered

5.39 In some schools there have been concerted efforts to implement DtS/EinE across the curriculum and schools have made changes to their practises and pedagogies as a result. However, in some schools EinE provision appears to remain varied and is dependent upon a few dedicated members of staff. Effective management appears to be related to successful practice and where teachers are fully supported and involved in implementation, provision is more consistent. The findings suggest that some schools are beginning to embed EinE within their curriculum and pedagogical approach. However, a considerable number of schools are continuing to provide enterprise experiences that could be described as ‘stand-alone’ activities. The kinds of activities that schools reported delivering and the kinds of projects pupils were involved in have been divided into six broad categories for discussion. These categories are:

- Business enterprise projects
- Environmental enterprise projects
- Community enterprise projects
- Citizenship projects
- Challenge activities
- Embedded approaches.

5.40 It is worth noting that it was impossible for the research team to identify how much intervention individual students were getting in terms of hours and subjects within the scope of this study. As discussed in the previous paragraph, schools had adopted different approaches and had different priorities. Some schools were attempting to ensure that all pupils were experiencing EinE, while others were gradually increasing and expanding provision. The extent to which EinE was being integrated and embedded across the curriculum is explored in more detail at the end of this section.

5.41 **Business enterprise projects** were the most commonly reported activities across schools. These projects often took the form of make and sell activities although, in some cases, projects were on-going and had become more embedded. Examples from schools included seasonal projects such as making Christmas cards and decorations or making edible items to sell on a stall or in a school café/tuck-shop. In one of the primary schools, all pupils had been involved in making cards to sell to parents. The younger children had been involved in producing the cards and the older children had managed production and were responsible for marketing and selling the cards. Several schools had involved a group of pupils in Young Enterprise projects; others had run a business enterprise project with an ICT focus. In four schools (two secondary and two special schools) interviewees reported that business enterprise projects were part of an accredited course, such as the SQA Social and Vocational Skills course.

5.42 **Environmental enterprise projects** were often larger projects that were taking place over a period of time or involved changes in school policies and practices. A number of the projects related to improving the school grounds or to recycling school waste. Examples of projects included schools working with the forestry commission on a project planting trees, the planning and design of a kitchen garden in the school grounds and developing a whole school recycling programme. One of the primary teachers explained how the recycling project they had been involved in started in her class and how the children had ownership of the project from start to finish.

5.43 **Community enterprise projects** often involved schools working with outside agencies and many involved parents and the wider local community in school events. Children were usually given responsibility for organising an event right from the planning stages (writing and sending out invitations) to hosting the event itself. Examples included a literacy showcase event organised by primary pupils which involved parents and the local library; a ‘grandparents day’ which involved the children making visits to the local community and the local community coming into school; and a community café which was run by pupils in a special school. The head teacher at the special school explained that “*the children made biscuits and things and invited the various organisations in the community and two classes ran the café each day for the visitors*”.

5.44 **Citizenship projects** were not reported as frequently, as other projects but where they were, the projects focused on improving communication structures in schools and/or working together to make positive changes. Examples included, a secondary school that had a focus on fair trade issues, where a speaker came in to talk to pupils and a primary school that ran a peer mediation project to help tackle behaviour problems in the playground.

5.45 **Challenge activities** were also reported less frequently. These activities usually involved large groups of pupils, often whole-year groups or, in some cases, the whole school working together as a team. On occasion they were delivered externally. For example, in one local authority all schools had been allocated a number of places on a leadership challenge activity that was delivered by an external agency.

5.46 **Embedded approaches** were being adopted by a quarter of the schools (usually, although not exclusively, those who had a history of EinE related activities prior to DtS). In these schools EinE had impacted on teaching and learning right across the curriculum. In one primary school three groups or ‘companies’ had been formed to involve pupils in school activities and events right from the planning stage. In previous years, companies had been formed on a temporary basis but the school staff wanted to change this to enable EinE to become more embedded within the life of the school.

Vocational and work-based learning

5.47 Staff working within the secondary sector (and where appropriate those working in special schools) were asked to detail any developments that had taken place in relation to vocational and work-based learning. The majority of schools had taken steps to increase the vocational education opportunities available to pupils. However, the progress made in this area differed from school to school and appeared to be dependent on several factors. Most schools had links with FE colleges for vocational education prior to DtS and many had on-site facilities for pupils and were adopting a more flexible curriculum for some pupils. These issues made it difficult to identify how provision had changed/developed since DtS.

Furthermore, other funding opportunities and developments within this area (e.g. Skills for Work) were also impacting on provision. However, DtS did seem to have stimulated change as it had strengthened existing links with colleges and additional funding had meant that provision could be expanded. The majority of vocational courses were accredited and most were delivered in FE colleges rather than in school.

Careers education

5.48 Interviews were carried out with a careers coordinator in six of the schools we visited (four of these interviewees were principal teachers of guidance). Analysis revealed that awareness of the DtS strategy was relatively low among this group and DtS appeared to have had a minimal impact on careers education in most schools. None of those we interviewed had received any specific training or guidance since the launch of DtS and many felt they would benefit from additional support and liaison. Although schools had careers fairs and industry days for pupils, these had usually been in place prior to DtS and minimal changes had taken place since. Several schools reported working closely with Careers Scotland to improve careers education, and activities such as ‘Make it in Scotland’ were widely used by the secondary schools, and in some cases, the special schools. In most schools, staff were trying to improve the opportunities available for work experience. The business links that had been developed through DtS were often used to support developments in this area. However, most staff felt more work was needed and wanted additional support from the LA and Careers Scotland to help with this.

5.49 One secondary school had made attempts to involve senior pupils in careers education with an EinE focus. They had introduced ‘subject champions’ who were senior pupils who prepared presentations to help inform younger pupils choosing their subject options. The head teacher explained the approach:

“Normally the teacher’s advise them [the pupils] on their options but I had this idea that it would be good if the older pupils advised them because they had been through it. They could talk about their choices and their experiences. We introduced it this year and we trained the young people who would be the subject champions. They made PowerPoint presentations based on their experiences and delivered it to the classes who were making their options. The kids found it really useful and we want to repeat it next year.”

Steps to change teaching

5.50 All interviewees were asked to what extent they had taken steps to change their teaching approach to make it more enterprising or experiential. The majority of interviewees reported that they had made changes as a result of DtS. Changes to teaching appear to have taken place more commonly in primary and special schools rather than secondary schools. Furthermore, changes in practice and pedagogy appear to have taken place in schools where teachers have had access to training and where awareness of the DtS strategy was high among staff. Where changes have occurred in secondary schools several related factors seem to have supported these changes. These include:

- Strong support and leadership from the SMT
- An inclusive approach to implementation that is cross departmental

- The inclusion of DtS/EinE on the school development plan
- Guidance and training opportunities for teaching staff.

5.51 The most common reported changes were that teachers were giving pupils more ownership of their learning and some interviewees felt the balance of leadership had changed as a result. A class teacher in a primary school said:

“I try and talk to the children and bring out their ideas rather than just delivering all the time. I try and give them time to think and to contribute”.

In some cases, teachers admitted that initially they had found it difficult to “let go” and to hand over responsibility to the children, as illustrated by the following quote from a class teacher in a special school:

“I have realised that children are able to take on more responsibility. I am happy to hand that over now because I know they can manage it with support.”

5.52 Other reported changes included:

- Making learning more experiential – *“we have been learning about milk and so the children made butter in the classroom. I think we have to re-think the way we work. It is the experiences the children have that they will remember the most”*
- Making links across the curriculum – *“I think differently about what I do now and what could be enterprising so I have changed my outlook on things. I am thinking more about how subjects link together now rather than separate”*
- Introducing more practical learning experiences – *“if we can bring in a practical element to the lesson we will so that everything is multi-sensory”*
- Considering individual learning styles – *“I look at different learning styles and more at the individual child. We are all thinking more from an enterprising stance now than we were before”.*

5.53 A few teachers (four in total) said they had not made any changes since DtS, as this was something they were already doing and eight said they had not made any direct changes yet, although some of these respondents said they were hoping changes would occur over time as a result of DtS.

5.54 Senior managers were asked how teachers at their school had been prepared or helped to make changes to their teaching and most said changes had taken place gradually over time and were due to raised awareness of the benefits of EinE (often attributed to training). For example, one head teacher at a primary school said:

“It has happened because teachers are more aware - before it would have been ‘this is what we are going to do’, they are now more aware and the children are more involved. It has been a gradual change”.

A head teacher at a village primary school explained that she had tried to act as a role-model:

“We have discussed it but I have also role modelled; my class teacher was able to see how it worked and what impact it could have on learning and teaching and on school ethos.”

Support for DtS

5.55 Senior managers and DtS co-ordinators were asked to indicate the levels of support for DtS among the senior management team, the school board, other teachers and finally parents and carers. Most of those interviewed said that all groups were supportive of DtS/EinE and could see the benefits. A head teacher at a special school explained that staff were keen to be involved and to make changes: *“they have wanted to take it forward and that has made it easier for me. I haven't had to convince them about the benefits”*.

5.56 However, several respondents reported that awareness of DtS/EinE among parents and carers was relatively low. Some of these interviewees talked about plans they had in place to try and raise awareness. For example, a coordinator at a special school explained: *“this year we are doing an enterprise newsletter for parents to raise awareness and we have a press office in school so they pass things onto the local press as well”*. As reported in the previous chapter, most LA staff also reported awareness of DtS/EinE to be low among parents and carers. Furthermore, most LAs had done little to raise awareness and to include parents and carers in implementing the strategy (see Chapter 4).

5.57 Three interviewees working within the secondary sector felt that support for DtS among the teachers at their school was mixed. As discussed in relation to awareness, some teachers were reported to be enthusiastic and supportive but others were said to be reluctant to get involved, as they did not see EinE as their responsibility.

Use of resources

5.58 Schools had received funding from their LA to implement DtS in a variety of ways. As discussed in Chapter 4, the LAs which were the devolved model tended to give schools a lump sum of money and schools were free to spend it as they saw fit. A few schools had been allocated funding per cluster, which meant the cluster coordinator had to oversee how resources were being spent. In some cases, interviewees reported that this had proved difficult to manage. LA-led model authorities had often required schools to write bids for funds, which meant they had to argue a case and were required to explain in writing how they planned to use the funding. Some of the LAs appeared to have used a combination of these approaches (these LAs were adopting a hybrid approach to implementation, see Chapter 4).

5.59 The resources were used by schools in a wide variety of ways. Most frequently, school staff said funding had been used to buy materials for specific EinE activities/projects. Several schools used the lump sum of funding that they had received to purchase ICT equipment such as video cameras or printers. Often schools had used some of their funding to pay for staff cover so that staff could be released to plan, develop and coordinate EinE activities.

5.60 Other uses for funding mentioned by just a few interviewees included:

- Additional staff who were employed to help implement DtS
- A business lunch event to engage local businesses

- Pupil transportation costs.

5.61 Senior managers commented that they had often used school resources to fund additional projects or had supplemented the LA funding where this alone had not covered the costs incurred.

Support from LAs and the Scottish Executive

5.62 Senior managers and DtS co-ordinators were asked what support they had received from their LA and from the Scottish Executive to help implement DtS at their school. The majority of those interviewed were very positive about the level and adequacy of support they had received, although the nature of the support varied.

5.63 In most cases, respondents said they had received help and advice from LA staff, where necessary. Some of the schools had worked closely with the EDO in relation to implementing DtS/EinE and most had regular contact and communication. Staff at some of the LAs organised meetings for school co-ordinators to attend. School staff found these meetings a useful opportunity to discuss progress with colleagues from other schools and to share ideas. For example, one coordinator at a primary school commented that she had found the support from the EDO invaluable in tackling initial negative attitudes from staff. A minority of co-ordinators, mainly those who had received regular help and advice, were concerned about the level of support dropping over the next year and some were anxious about how they would manage with less support. For example, one coordinator said:

“They have set up a forum and that has been excellent; we have had quite a lot of support and we have had meetings. The EDOs sat in on those meetings and next year they won't do that. We are a bit concerned about that because we feel they have access to the bigger picture and we can miss things so we have concerns about how that will work.”

5.64 A few co-ordinators felt that contact between the school and the LA had been insignificant: *“we have had only minimal involvement from the authority, you have to request help if you want it”*. These respondents were working within LAs that were devolved in their approach to implementing DtS (see Chapter 4). Staff reported that they were not concerned by the level of support and felt there was help and advice available if they wanted to access it.

5.65 As regard the Scottish Executive, most of the senior managers and DtS co-ordinators said they had received indirect support in the form of funding and/or documentation. Several interviewees commented that resources which were provided by the Scottish Executive that helped to share good practice (such as the website and “success stories”) had been particularly useful.

Planning and policy development

5.66 Senior managers and co-ordinators were asked whether or not DtS/EinE featured in their current school development plan or quality improvement plan and whether or not they had a formal school policy for EinE. The majority of schools had included EinE in their current plans but schools had done this in a variety of different ways. Some had placed emphasis on targets for the future, whereas others had focused more on auditing current

provision. It is worth noting that some of the schools in LA-led authorities had been required to include EinE in their development plans so that progress could be monitored over time.

5.67 The issues that had been highlighted by schools as areas for development included:

- Increasing the number of trained staff
- Increasing the number of enterprise activities
- Reviewing learning and teaching across the curriculum
- Developing eco school projects
- Linking with primary feeder schools
- Raising awareness of EinE.

5.68 A senior manager at a secondary school explained that they had asked all departments in the school to look for opportunities to include EinE/DtS within their own forward plans:

“Every department has been asked to look at identifying in their planning the opportunities for enterprise within their subject curriculum. We have planned actions to implement DtS and we want to link more with the primaries and review the curriculum in light of enterprise.”

It is worth noting that this school had a long history of enterprise learning prior to DtS and was in the minority in adopting this approach.

5.69 A few schools had been required to develop a cluster plan in collaboration with a number of schools in their area. In some cases, this had prompted schools to work together on similar projects and the cluster plan had often been used as a basis for the school's own planning processes. Some schools had not included EinE/DtS in their current plan as this was already in place prior to implementation but they intended to do so next year.

5.70 About half of the schools we visited had a formal policy in place for EinE. The other half did not, although some of these schools had plans to develop a policy in the coming months. The policies had usually been developed in consultation with school staff. The policies schools had developed differed in length but usually included a statement about the implications for learning and teaching.

5.71 When comparing those schools that had a formal policy with those that did not several issues emerge. One of the LA-led authorities had required schools to develop a policy and this had to be submitted to LA staff. Subsequently all of the schools we visited in this area had a written policy in place. Interestingly, when looking across the sample those schools that had a policy in place were the same schools that had highlighted areas for development as part of their forward planning. The schools that had a policy were predominantly primary schools or special schools. Only two secondary schools had a formal policy.

Monitoring and evaluation

5.72 The evidence indicates that few schools had made attempts to evaluate their provision so far and the majority have not made use of the HMIe framework. The majority of interviewees said they were attempting to monitor developments particularly in relation to how funding was being used. However, many said they had not made attempts to evaluate progress as they felt it was too soon. For example, a head teacher at a special school said:

“we monitor all learning as that is ongoing but we will start to evaluate what we have been doing next session”.

5.73 Only a small number of schools were formally monitoring and evaluating progress and collating information as part of their quality improvement plans. Most schools involved staff in this process although some schools were also involving pupils, as illustrated by the following quote from a DtS coordinator:

“We evaluate each of the activities with staff and pupils and we have had good feedback. We are also evaluating the bids [that were put forward for funding] and monitoring how the money was spent and how effective the projects were.”

A minority of schools had developed evaluation sheets which staff used to inform future planning. Others were monitoring and evaluating progress more informally, mainly by discussing developments regularly with staff.

5.74 While staff in the majority of schools reported monitoring developments, staff in only two schools reported using the HMIe Quality Indicators in Enterprise in Education for evaluation purposes. Senior managers in all of the schools said they were aware of the document but the majority said they had not used it yet. Most interviewees felt they needed to get practices in place before attempting to evaluate, as illustrated by the following quote from a head teacher at a special school *“we wanted to get to grips with the planning and organisation first and then look at how good we are”.*

5.75 Staff at only two schools reported that they had actually made use of the framework to audit provision. One of the schools had also used it for evaluation. This school had a history of EinE related activities and had been evaluating activities for a number of years. Staff reported finding the document particularly useful in encouraging staff to take a *“fresh look”* at how enterprise could be implemented *“across the school and across the curriculum”.*

TRAINING AND CPD

Training opportunities for teachers

5.76 The interview evidence indicates that the levels of trained staff were high across the sample of schools. The majority of interviewees reported that they had attended a training session or course since DtS had been launched, and usually these courses had been organised and/or delivered by LA staff. The courses had often provided teachers with guidance on how to implement EinE and many teachers reported that they felt more confident to develop their practice as a result. Those interviewees who had not attended training had often received Schools Enterprise Programme training in the past (prior to DtS) and felt it unnecessary to attend more. Several teachers at one of the secondary schools had experienced an industry placement but this was also prior to DtS.

5.77 Staff at most of the schools said they had access to copies of teacher resource packs (such as, Up for Enterprise and/or Enterprising Infants). Teachers found these packs provided a useful reference point and many said they were used widely to support EinE (particularly in primary and special schools).

5.78 Some LAs had organised a showcase event for schools and some teachers regarded this as a useful development session. Several teachers commented on the benefit of sharing practice and they said they found it both useful and informative to discuss ideas with teachers from other schools. In a few cases, where schools were working closely with those in their cluster, the cluster coordinator had provided guidance and support for schools.

5.79 Awareness of the aims of DtS was noticeably higher among those interviewees who reported having received training from the LA. Those schools that were making attempts to embed EinE across and within the curriculum all had members of staff who had received training.

Teachers' views on training

5.80 The majority of interviewees said they had found the training they had received "*really useful*". The training had helped them to gain a wider understanding of EinE and had given them ideas on how to implement practices at their school. A teacher in a special school explained that the trainers had "*provided opportunities to explore the materials and to share ideas with other people*" which she had found really useful. Several teachers said the training had developed their understanding of EinE and helped them to "*realise the benefits of it*".

5.81 Only two teachers (notably from the same LA) said they had found the training they had received to be a "*waste of time*" because it had not introduced them to anything new or innovative and had not been particularly inspiring.

5.82 Interviewees were asked whether they felt they needed or wanted any additional training and about a third said they would. The most common topics interviewees requested training on were:

- Making business links
- Linking EinE to ICT
- Using the resource packs when teaching children with complex special educational needs
- Current and future relevant policy developments.

5.83 Most of those who did not feel the need for future training did say they would like more opportunities to reflect upon and develop their practice, as illustrated by the following quote from a class teacher in a special school:

"I would like to join a forum so we could exchange ideas and good practice rather than training, discussion and meeting up with other people would be useful."

A few teachers said they would like additional guidance on EinE "*about the wider enterprise experiences and what constitutes enterprise education*". A few teachers said they would benefit from some development time to build EinE into their planning. In the words of a primary teacher:

"I would like some training and development time to work it more into my planning and I would like to see a more integrated approach across the curriculum."

INTER-AGENCY WORKING/BUSINESS ENGAGEMENT

Links established

5.84 Most of the schools had established links within their local community. Usually links had been established to support specific EinE projects that schools had undertaken, although in some cases schools had made links so that they could draw on expertise or facilities. Several schools had developed links with community organisations such as local libraries, sports centres and leisure facilities. A number of schools had made links with local sheltered housing facilities, their local church and/or charitable organisations. Often schools had been involved in fundraising activities, as illustrated by the following quote from a principal teacher of guidance:

“We have links with the local community and the wider community and have been involved in lots of fundraising and mini enterprise projects to raise money for community organisations and charities.”

Members of the community and representatives from these organisations had often been invited to attend and contribute to school events.

5.85 In a few cases, schools had worked closely with health departments but this was usually when EinE had been linked to the health promoting schools initiative, as illustrated by the following quote from a teacher in a special school:

“We have worked closely with the health department and they have come in to see what we are doing and have attended meetings and things.”

A number of schools reported that they had links with the police but these had usually pre-existed DtS.

5.86 All of the secondary schools had linked up with FE colleges in their area in order to provide vocational education opportunities for pupils. This was the case even for those schools that had on-site vocational facilities. Some of the special schools had developed links with mainstream secondary schools and were able to access equipment and resources that they did not have on-site. Most secondary schools also had strong links with Careers Scotland (for further information see paragraph 5.48 above).

Business engagement

5.87 Schools were asked about the links they had established with local businesses in response to DtS and the strategies they had employed to do so. Some schools had made concerted efforts to develop “*meaningful*” links with local businesses; others felt this was something they would focus on in the future and had subsequently made little progress to date.

5.88 A number of schools had existing links with local businesses and many hoped these would be formalised in the future. However, some school staff, like LA staff (see Chapter 4), felt that it would be difficult to formalise these existing links as local businesses felt apprehensive about committing themselves through a formal partnership agreement. Staff at these schools were concerned that the formalisation of business links was off-putting to small

businesses that felt uneasy about making a long-term commitment. It should be noted that although formalising partnership agreements was encouraged by the Scottish Executive, as it demonstrates an ongoing commitment from both the school and the business to a partnership approach, it is not a requirement.

5.89 Schools appeared to have had varying levels of support with business engagement from their local authority. Some LAs had assigned an EDO specifically to help and advise schools on business engagement, whereas others had provided less guidance and had delegated this responsibility to schools. Examples of LA support included helping schools to organise business breakfast meetings. These meetings were reported to have been quite successful in engaging the business community. A head teacher at a primary school talked about her experience:

“The authority organised a business breakfast in each of the cluster areas and that was very, very useful. I went along and met a lot of business people. I explained what I was trying to achieve here at our school and that is how some of our contacts were actually made. I was asked to discuss with people who we would like to invite. We are fortunate because we are a small cluster and there is a familiarity.”

5.90 However, staff at a school within the same authority did not have such a positive experience and felt the event in their area was badly organised and the LA involvement may have actually put people off:

“I feel that the LA involvement frightened off many small employers who thought that too much was being demanded of them. With some businesses you’ve got to start small and not ask the earth otherwise they’ll withdraw.”

5.91 One local authority had contacted a team of consultants to help schools with business engagement. The schools with EDOs or other external support tended to be more successful at setting up links than those who did it by themselves, but there were some exceptions. One school had independently organised a business lunch event and had used DtS resources to fund this event. The school had put an advert in the local press and had an excellent response from local businesses. The lunch took place in a local hotel and the school felt it was a ‘great success’ and had led to several meaningful partnerships:

“The business lunch enabled us to develop partnerships and that has had a big impact and we have developed links as a direct result.”

5.92 The kinds of links that schools had developed with employers varied quite considerably. Examples included:

- A secondary school that had linked with several local employers in relation to a careers awareness event
- A primary school that had developed links with a local photographer who had acted as a mentor for pupils who had set up a camera club
- A secondary school that had developed links with a local publishing company that had agreed to work with the English department to publish a book of short stories written by pupils.

5.93 Despite the positive steps that some schools had taken, others were finding the business engagement process particularly difficult and felt they needed more time to develop links and more support and guidance from the LA. The difficulties that were identified by interviewees will be discussed in more detail in paragraphs 5.94 – 5.97.

5.94 Overall, only two schools (both secondary schools) reported having made formal partnership agreements with local businesses, although some of the other schools were in the process of organising these at the time of interview. The schools that had agreements were both schools that had been involved in EinE related activities for a number of years. One school had particularly focused on business engagement and had implemented a successful strategy (they had independently organised a business lunch event which had led to several new links) and the other had received considerable support from the LA in developing links.

Liaison between schools

5.95 Liaison had taken place between schools in most of the case-study LAs but to varying degrees. Where liaison had taken place it was reported to have been useful as it had provided opportunities for teachers to share good practice. In some LAs liaison had been encouraged by LA staff who had set up forums and organised meetings.

5.96 In LAs where schools were working closely in clusters on DtS/EinE, close liaison had usually taken place. A coordinator in a secondary school talked about the links she had made with schools as a result of DtS:

“I have been responsible for liaising with the other primary schools, I attend the forum meetings once a month and have close links with people in our cluster group. We have linked much more with our feeder primary schools and we have shared what we are doing.”

Some of the schools had worked together on projects and shared common aims and objectives. As one head teacher explained:

“With the eco project we are working as a cluster together; all of the schools have purchased resources to develop a kitchen garden and we are going to grow fruit and vegetables and then have a joint food market to sell the produce.”

5.97 Some secondary schools had made efforts to link with their feeder primary schools, particularly to aid the transition from P7 to S1. For example, one school had organised a maths challenge activity for pupils in P7 and another school had organised a leadership challenge activity to share what they had learnt at an event organised by the LA.

BARRIERS TO SUCCESS

Lack of time

5.98 The most commonly identified barrier/constraint to implementing DtS was not having enough time. Teaching staff talked about not having enough time to plan and deliver activities and co-ordinators mentioned the lack of time available for attending meetings and

for liaison with staff and other schools. Some schools had tried to overcome the time constraints by running after-school clubs for pupils to attend. This allowed additional time for EinE activities without disrupting school routines.

5.99 DtS co-ordinators generally felt that they did not have enough time allocated to coordinate implementation and many reported using after schools hours. Some staff said they had found it difficult to manage their responsibilities particularly if they also had teaching responsibilities, as illustrated by the following quote from a principal teacher: *“you get so many constraints from your own subject curriculum that it ties you down”*. It is worth noting that the role of DtS coordinator had been given to a variety of different members of staff. In most cases, the role had been taken on by a senior member of staff but in some cases it had been given to someone more junior. Those members of staff, with teaching responsibilities, tended not to have their own office and phone line. This made it difficult for these members of staff to use their non-contact time effectively and in some cases this was highlighted as a barrier.

5.100 Another reported constraint that is somewhat related to time was supply cover. In some schools, there were staff shortages and a lack of supply cover. This made it difficult to release staff to accompany children on external activities and to discharge co-ordinators for non-contact time. For example, a teacher at a secondary school said: *“because staffing is so tight we have a shortage in some departments and this makes it difficult to find cover”*.

Funding issues

5.101 Funding was also frequently highlighted as a constraint despite the fact that schools had received funding from their LAs to help implement DtS. Some interviewees felt the funding had not been adequate and others were worried that the funding would not be sustained over time. In some cases, this unease was felt to have constrained efforts to implement change. For example a teacher at a secondary school explained that *“people are worried about getting their teeth into it and then funding being pulled...there is an issue of sustainability”*. Several schools felt that more resources were needed in order to effectively implement the strategy: *“more money is required, bus fares, teaching materials, facilities and enterprise experiences all cost money”*. However, most interviewees commented that schools could always do with more financial resources, as illustrated by this quote from a primary head teacher: *“the funding was very welcome, although like with any funding it would have been good if we could have had more”*.

5.102 A minority of interviewees expressed frustration at what they saw as the LA *“top slicing”* funding rather than devolving resources to schools. One of the case-study LAs had used resources to fund external activities and schools were allocated a set number of places. Some of the interviewees from schools within this LA felt that if the money had been given directly to the school they would have used it more effectively: *“we feel if we had been given that money we could have allowed a wider range of pupils to access opportunities”*. This frustration is perhaps an offset of the LA-led model approach to implementation.

5.103 A number of interviewees mentioned the cost of transportation to engage in vocational learning options and other external projects and felt more resources were needed in order to overcome issues associated with being in a rural area. For example, a teacher at a secondary school explained: *“any time our pupils are involved in travel there are cost*

implications for us". This school was in a rural area and the travel costs incurred for any external activities were considerable.

Difficulties with business engagement

5.104 A substantial proportion of interviewees felt that the business engagement aspect of the strategy had posed several barriers and constraints and progress in this area had been difficult. A few schools felt these issues were related to being in a rural area where there were fewer local businesses. However, business engagement was also reported to be difficult for some of the schools in urban areas. Schools were often finding it difficult to communicate with the business community, and as a result, were finding it hard to identify suitable partners. Several interviewees felt more support was needed from the Scottish Executive to help raise awareness of DtS among the business communities across Scotland:

"Business partnerships are very difficult to set up. There needs to be better coordination and the Scottish Executive needs to encourage businesses to take part."

5.105 Staff at several schools reported experiencing problems in trying to establish meaningful partnerships that were two-way and offered mutually beneficial outcomes. Staff felt training and support was needed to help schools overcome these barriers:

"I think it will be a challenge to get the business community to realise that there is something in it for them too. I think we need to promote ourselves and actually build a partnership. That's why we want the training to help us."

5.106 Staff at several of the special schools felt this area was particularly difficult for them as their pupils required considerable support and any business partners would need to be committed and would need to have the time and resources available in order to meet their needs. This was also a finding reported in the literature review (see Chapter 2). Staff recognised that it would be even more difficult for small businesses to manage, as illustrated by the following quote from a head teacher in a special school:

"This will be more difficult for us as a special school, our kids need a lot of support and employers will need to give quite a lot of time and commitment and small businesses will find that difficult."

5.107 A minority of interviewees felt that having to formalise business links was itself a barrier and meant links were being established simply to meet targets rather than to enhance and develop EinE. A head teacher at a primary school explained how he wanted to take time to develop links that were meaningful and that linked to the children's interests:

"I feel it is a bit contrived and it is just being done so that we can tick a box and say we have a business partner and really it has to come about more naturally...we need to develop it and explore it so that it comes from something the pupils are doing and is more genuine."

Curriculum/timetabling constraints

5.108 A number of interviewees (more commonly but not exclusively those working in the secondary sector) reported that the curriculum and/or timetable posed constraints. In some cases, the constraints were related to timetabling and teachers expressed regret about not having enough time to focus on EinE because lessons were too short. In other cases, teachers reported feeling pressured to focus on certain aspects of the curriculum which reduced the time available for EinE. A head teacher at a primary school explained that teachers were often anxious about assessment in certain subject areas:

“Teachers feel pressured by the curriculum because they know they have assessments to do in English and Maths and they worry about it if they spend time doing other things.”

Teachers’ attitudes

5.109 Several interviewees identified teachers’ attitudes as a barrier. Staff reported finding it difficult to implement DtS because not all staff were positive about the strategy and some needed to be persuaded as to the benefits of EinE. For example, an interviewee admitted that a major challenge for him had been *“convincing staff that this is something worth doing”*. Others were concerned that staff were continuing to view EinE as an *“add on”* and attempts to embed practice across the curriculum were hindered by this attitude.

5.110 Staff in some schools reported that only a few of their colleagues were making efforts to implement DtS. These interviewees felt that there needed to be a whole school approach if practices were to change. An interviewee at one school felt there needed to be more done to help teachers make changes and any intervention needed to offer teachers some flexibility:

“There is only a small percentage of staff that have taken it on board. We are constrained by the system that we are working under and there needs to be a bottom-up approach. It needs to be sold at the chalk-face, to classroom teachers but it can’t be too prescriptive, teachers need to be able to adapt it as necessary.”

5.111 In relation to changing teachers’ attitudes, interviewees said several different factors had helped to overcome barriers. Training was thought to have helped to raise awareness and had facilitated a change in attitude towards EinE. A head teacher explained how the in-service day had helped overcome negative attitudes:

“The feelings of staff can be a barrier if they feel it is just something else they have to do. I think the in-service day helped with that, and by involving people you can overcome that barrier.”

Support and leadership was also thought to be important in implementing change, as was having an inclusive approach that gave responsibility to all staff. A head teacher at a primary school said: *“because I was enthusiastic they were enthusiastic. In the past I have had to work with people who were resistant, but we all moved forward together here”*.

5.112 Twelve interviewees said they had not experienced any particular constraints or barriers when trying to implement DtS. These interviewees felt the experience had been

extremely positive so far and they had not come up against any barriers in their efforts to implement the strategy. However, this did not appear to be related to the level of SMT support in schools.

5.113 Senior managers and co-ordinators were asked to comment on which aspects of the strategy they thought would be hardest to implement or achieve within the context of their school. The two most common responses to this question were making business links and embedding EinE. As discussed in the previous section several schools were finding it difficult to engage local businesses in a meaningful way and a number of senior managers said they would need help and support if they were to meet their targets. Embedding EinE and changing practices and pedagogies were also thought to be difficult and several interviewees felt this would take a considerable period of time.

5.114 Other areas that were felt to pose difficulties included:

- Developing the employability skills of pupils with SEN
- Working with other agencies to improve careers education
- Sustaining impact over time without the same levels of funding and support
- Changing practice in secondary schools because of curriculum constraints.

IMPACT OF DtS

5.115 All interviewees were asked whether they had noticed any early indications of the impact of the DtS strategy on school ethos, teachers and pupils. A minority of interviewees stressed that it was still *“too early”* or that impacts were difficult to measure and/or quantify because of the multitude of different influencing factors. Furthermore, several interviewees reported that there had been no significant impact across one or more of the areas. However, most interviewees had noticed changes which they felt were related to the impact the strategy was having on their school.

Perceived impact on school culture and ethos

5.116 In terms of impacting on school culture and ethos, several interviewees said they thought the school had developed more of a supportive atmosphere as a result of the EinE work they had been doing. Often EinE activities had involved several classes or the whole school working together on a project. Children had often been working in mixed groups and this had encouraged children to work together and support each other. Activities were thought to have brought pupils together within a supportive environment and had encouraged teamwork.

5.117 Another key impact mentioned by a number of interviewees was that EinE had encouraged staff and pupils to take pride in their school and to celebrate success and achievement. Some schools had received awards for their EinE work; others had been involved in sharing their successes with their community through the local media. This increased attention and recognition of schools achievements had engendered a sense of pride in both pupils and teachers, as illustrated by the following quote: *“they have taken ownership of their school and think of it as their school and they are proud of their school”*.

5.118 Other impacts on school culture/ethos mentioned by one or two respondents included that DtS had:

- Encouraged departments to work together more
- Raised the profile and status of vocational education
- Helped to promote positive behaviour.

Perceived impact on teachers

5.119 In relation to the impact DtS was having on teachers the most common change reported was that teachers were feeling more enthused and motivated as a result of the work they had been engaged in. A number of interviewees said that teachers had overcome their initial reservations about the strategy being “*something else*” they need to focus on and had started to see EinE in the wider context. For example, a teacher at special school said it was about the

“Realisation that it is not about the product it is about the process and it is about giving the children opportunities to be independent and giving them more responsibility for their learning.”

5.120 Furthermore, interviewees mentioned overcoming their initial worries and anxieties about handing over responsibility and giving pupils ownership, as illustrated by the following quote:

“I think staff are willing to give children more responsibility and more ownership even the younger children are able to cope with that more so than I expected.”

Training sessions and the increased focus was felt to have helped to raise awareness of the importance and value of EinE.

5.121 Other impacts mentioned by one or two interviewees included that DtS had:

- Encouraged staff to evaluate their practices and pedagogies
- Prompted them to use new and innovative approaches
- Prompted them to give children more ownership
- Encouraged staff to work as a team.

Overall, perceived positive impacts on teachers were more commonly reported within primary schools.

Perceived impact on pupils

5.122 The majority of interviewees reported that the strategy had impacted positively on pupils. The most common impact mentioned was that there had been a change in attitude. Pupils had developed confidence and were motivated and enthused and keen to take part in activities. A head teacher at a primary school said that pupils were “*more motivated, more enthused and independent*” and that they had more ideas and were thinking ahead more, taking responsibility and organising themselves. A number of interviewees said that pupils had really enjoyed the activities and experiences they had been involved in and feedback about activities from pupils had been very positive.

5.123 A number of interviewees felt DtS/EinE had helped to widen the educational opportunities available to pupils and this had helped children to develop new skills as a result. Interviewees felt that EinE had encouraged pupils to work as a team and many had felt empowered and had become more engaged in their learning. For example, a senior manager at a secondary school said:

“I see more confident young people and I see good relationships in the classroom and young people getting involved, the willingness to get involved is increasing.”

Other impacts

5.124 A minority of interviewees felt the strategy had helped to increase parental involvement in the life of the school and had encouraged a partnership approach by strengthening links with the community. A head teacher at a primary school explained:

“It has also had a big impact on our parents because they are more aware of the relevance of education and of what we are teaching the children. They are enthused because their children are going home enthused. Also they have become more supportive because the requests for help come from the children.”

Future impacts

5.125 Interviewees were asked whether they hoped to see any other impacts in the future and if so, what these might be. A number of respondents said they wanted to build on and develop the early impacts to ensure any positive outcomes were sustainable. In the words of one head teacher:

“I hope we continue the work we are doing and continue to develop our ethos and improve the outcomes for our pupils, and build links with the community.”

Several interviewees mentioned wanting to embed EinE and “*incorporate it more right across the curriculum*”.

5.126 A number of interviewees said they hoped a future impact would be what they termed as “*the broadening of the curriculum*”. For example, a senior manager at a secondary school said:

“I would hope that there is an advancement of the curriculum that the climate in education generally will provide a more flexible approach and allow the development of enterprise activities and we will then be providing equal opportunities for pupils and provide a more relevant experience related to the world of work.”

5.127 Other future impacts mentioned by one or two interviewees included:

- Increasing links with the community

- Developing partnerships with businesses
- The development of new vocational qualifications.

LESSONS LEARNED

5.128 Co-ordinators were asked what lessons they had learned so far from coordinating the implementation of DtS strategy. The most common response related to the importance of effective communication and support. A head teacher at a special school explained: *“teachers need support and that needs to be on-going so that they feel supported and valued”*. Several interviewees said they thought it was important to fully involve staff in implementation so that they felt included and valued, as illustrated by the following quote from a senior manager at a secondary school:

“I think it is important that all staff are made aware at the outset of any initiative so that they can plan and get the maximum benefit. It is also important to involve staff in face-to-face situations rather than paper based or e-mail. People are more responsive to face-to-face and it makes people feel valued and included.”

5.129 Several interviewees said they had learned about the value of liaison and had seen the benefits related to sharing ideas with other teachers both in their own school and in neighbouring schools.

5.130 All interviewees were asked to detail any good practice recommendations they would pass on to other schools implementing the strategy. The most common response was the need for careful planning in relation to EinE and to set clear and realistic goals. Several respondents said it was important to have manageable outcomes so that pupils could be involved and take responsibility where appropriate. Recommendations included: *“be flexible in your approach, particularly if you want the children to take ownership of what they are doing”*. A number of respondents said it was important to ‘stand back’ and give children time to contribute so that they had ownership of activities. For example, a primary teacher said:

“I think you just need to try things and give the children different experiences and encourage them to think, they need to be involved and we need to give them the time to feed in ideas and come forward.”

5.131 A number of interviewees said it was important for teachers to be open to changes and developments and to be flexible and ‘give things a go’, as illustrated by the following quote:

“The key thing is to recognise this as an opportunity to bring the curriculum to life again; don’t put up the barriers but work with it and adapt it. I find it difficult when people talk about this initiative and say ‘oh not something else’ when it is not something else it is something you are already doing and it is bringing a structure to it. DtS is a way of recognising on-going good practice.”

5.132 Other good practice recommendations included the importance of:

- Effective communication and support structures
- Making sure teachers were kept up to date with developments
- An inclusive approach to implementation
- Promoting and celebrating success.

MAIN FINDINGS

5.133 The key findings emerging from the school data were as follows:

- Senior managers were aware of the broad aims of the strategy and were familiar with the recommendations and the implications for schools
- The main perceived strength of the strategy is the additional resources and support it provides for schools. The main perceived weakness is a concern about staffing and resource to manage the strategy effectively
- The DtS strategy was often interpreted differently by schools at a local level depending on the age of the children attending the school and the schools' individual needs and priorities
- Schools were found to have adopted different approaches in terms of implementing DtS. Some schools were involving all staff and were attempting to ensure equality of opportunity from the outset; others were gradually increasing and expanding provision
- Awareness of the strategy was generally higher among headteachers and lower among teaching staff and was related to the levels of support and direction that was provided by the school Senior Management Team
- Most teachers had received training or guidance related to DtS and felt more confident to develop their practice as a result
- Teachers' main perceptions about the aims of the DtS strategy for young people were to create a 'can-do attitude' and prepare them for life beyond school
- Changes in practice and pedagogy appear to have taken place more commonly in primary and special schools where a whole-school approach had been adopted and where teachers had had access to training on EinE
- Effective management at school level seemed to be related to successful practice. In some schools EinE provision remained variable and was dependent upon a few dedicated members of staff. Where teachers had been fully supported and involved in implementation, provision was more consistent
- Some schools were beginning to embed EinE within their curriculum and pedagogical approach. However, some schools were continuing to provide enterprise experiences that could be described as 'stand-alone' activities
- To date, few schools had evaluated their provision and the majority had not made use of the HMIe framework
- Most schools had made links with the wider community to support and enhance their EinE work
- All secondary schools had developed links with their local colleges in order to provide increased opportunities for vocational learning
- Most schools had made efforts to develop partnerships with local businesses but progress in this area was varied. Schools that had made the most progress either had previous experience of EinE related activities, prior to DtS, or had benefited from support from their LA

- Most schools had noticed early indications of the impact the strategy was having on enhancing a positive school ethos, motivating staff and encouraging positive attitudes in pupils.

CHAPTER SIX CONCLUSIONS AND RECOMMENDATIONS

Conclusions

6.1 This chapter presents the main conclusions of the evaluation of key stakeholders' views and experiences of the early planning and implementation stages of the DtS strategy. As such, it draws on all four data collection exercises: the strategic interviews with 12 key representatives, the desk study of key documents and implementation plans, the interviews with all 32 LAs, and the in-depth case study visits in six authorities.

6.2 Overall, the evaluation has shown that LAs and schools had so far made considerable efforts to implement the DtS strategy. In particular, almost all LAs had:

- Set up multi-agency steering groups
- Recruited EDOs to operationalise the strategy
- Developed links with other organisations, in particular colleges
- Implemented communication strategies to inform schools and teachers of the aims and objectives of DtS/EinE
- Increased the opportunities for pupils to engage in enterprise activities.

6.3 The analysis of LA delivery plans and interviews with all 32 authorities helped to develop a typology of implementation models. Five authorities were found to have followed a LA-led model, while a larger number (ten) were categorised as having adopted more of a Devolved approach. Other authorities were thought to have adopted more of a hybrid model, combining elements of the two models.

6.4 The strengths of **the LA-led model** appeared to be that authorities set clear targets for all schools in their authority, with progress towards these targets being monitored centrally. As a result, most of the authorities adopting this model had achieved more uniform progress across schools in their area. However, such an approach tends to be costly and is unlikely to be sustainable in the long term. There is a risk that schools may rely too heavily on the support provided by the LAs, which might not be available beyond 2008.

6.5 The strengths of the **Devolved model** were found to be that it allowed schools and clusters to adapt EinE to local needs and that it encouraged schools and clusters to take responsibility for the strategy rather than rely too much on outside support. Also, this model appears to be more sustainable in the long term. The drawbacks of this model are that it was shown to lead to uneven provision across schools and clusters in some authorities.

6.6 Some of the authorities adopting more of a **hybrid model** had attempted to address this drawback by putting in place strategies to ensure that provision was more uniform across schools in their LA – these included the use of challenge funds that schools had to bid for and requiring clusters to submit detailed plans of action.

6.7 Evidence from the **case studies** showed that within the sample of schools visited:

- Most senior managers were very aware of the DtS strategy and were trying to disseminate information to other teachers in their schools
- All secondary schools had developed links with their local colleges in order to provide increased opportunities for vocational learning
- Most teachers were satisfied with the level of support received from their LAs and valued the funding provided for EinE by the Scottish Executive
- Most teachers had received training and development related to DtS and felt more confident to develop their practice as a result
- Primary and special schools had made most progress towards embedding EinE into the curriculum
- Most teachers were able to identify positive impacts of EinE activities on their schools, including an improved school ethos, increased motivation among teachers, and improved attitudes among pupils.

6.8 Despite these positive steps in implementing the strategy, the evaluation has identified other areas in which progress at this early stage of the implementation process had been more limited and where further development appeared to be needed. These included evidence that:

- Not all LAs had so far put in place effective structures to support the implementation of DtS, including recruiting EDOs and providing relevant CPD opportunities for all teachers
- Secondary schools had made less progress in embedding EinE into the curriculum
- LAs and schools had so far made limited progress in making links with business and developing successful partnerships
- Teachers other than senior managers and those acting as DtS co-ordinators in their schools were less aware of the DtS strategy and the nature and aims of EinE
- Few LAs and schools had so far implemented successful strategies aimed at increasing parental awareness and involvement
- Very few schools had put in place methods for evaluating the success of EinE strategies, including making use of the HMIE evaluation guide.

RECOMMENDATIONS

6.9 The Scottish Executive needs to consider how they can further support small authorities with very limited DtS funding to make progress towards implementing DtS. This could include encouraging LAs to model the practice established by some authorities which had set up joint strategies with neighbouring LAs with a view to sharing good practice, links and resources. Small LAs may, for example, want to consider linking together with other similar authorities in order to employ one shared EDO tasked with particular targets such as increasing business involvement or embedding EinE into secondary schools.

6.10 Both the Scottish Executive and LAs need to ensure that a greater focus is placed on encouraging and supporting secondary schools to take steps to embed EinE into the curriculum. In particular, LAs may need to dedicate specific resources – as was already planned by some authorities (see paragraph 4.83) – to improve provision in this area. This could include:

- Setting specific targets for secondary schools to adopt more whole-school approaches and move away from just providing stand-alone EinE activities

- The development and provision of CPD specifically aimed at helping secondary teachers to adapt their teaching and learning methods
- The dissemination of specific guidance and examples of good practice tailored to the needs of different subject departments of how to integrate EinE into their curriculum areas.

6.11 The Scottish Executive needs to consider ways in which they can support LAs and schools to help them make more progress in the area of business engagement. This could include promoting the benefits and successes of EinE projects and existing partnerships to businesses nationally as well as providing targeted help to authorities encountering specific problems. Furthermore, there needs to be a consideration of the reasons why only some authorities have managed to develop strong partnerships with Careers Scotland for this purpose and what could be done to encourage closer ties with LAs. Finally, neighbouring LAs may be encouraged to work more closely together in this area, sharing good practice as well as links with employers.

6.12 The Scottish Executive and LAs may need to consider extending existing communication strategies to address some teachers' misconceptions of the aims and objectives of DtS. Furthermore, while most of the teachers interviewed in the case study visits had received training and development related to DtS, there appeared to be evidence that such provision was not uniform across the whole of Scotland. LAs will need to ensure that all teachers, including head teachers, subject teachers, probationer teachers, and trainee teachers, receive adequate training to ensure they are fully aware of the aims and objectives of DtS and how it needs to impact on their teaching and learning methods adopted.

6.13 The Scottish Executive needs to ensure that all LAs make plans to involve and engage parents and carers and that good practice in this area is disseminated. It may also consider how parental awareness and commitment to the strategy can be raised nationally via stronger promotion of DtS.

6.14 The LAs need to emphasise the importance of evaluation to all schools in their areas. Furthermore, HMIE may need to encourage more LAs to provide CPD activities targeted at DtS co-ordinators in schools in order to raise awareness and skills in carrying out evaluations using the Quality Indicators. The Scottish Executive needs also to continue working closely together with HMIE to promote the Quality Indicators to schools and head teachers.

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APPENDIX 1 LA PLAN ANALYSIS FINDINGS

This appendix sets out the findings of the analysis of all 32 LA plans (and, where relevant, Jordanhill School). The plans were analysed by the NFER research team using a systematic framework (see Appendix 3), which was agreed with the Research Advisory Group.

It is worth noting that LAs were given considerable freedom to devise their own plans in response to local needs while at the same time addressing the recommendations of the DtS strategy. At the same time, the Scottish Executive provided LAs with key points to consider when developing their plans. These included:

- To base the plan on a thorough audit of current provision in order to establish a baseline position
- To focus on strategies and activities that ensure:
 - there are dedicated staff at school level, and that those staff have appropriate training to enable them to deliver
 - a significant level of involvement by the business community
 - the active participation of those students who are at risk of becoming disengaged
- To devote most resources to facilitating delivery in schools, rather than on central resources
- To make clear the fit of proposed activities with both existing local and national programmes and the new national programmes (such as the “Columba 1400 Head Teacher Leadership Academy”) planned to support DtS
- To identify clear outcomes, with measurable milestones, in order to aid effective evaluation of the programme.

OVERVIEW OF LA PLANS

The plans were found to differ greatly in length, depth, detail and time-frame, as follows. The majority of plans consisted of about 20 to 40 pages. The shortest plan (apart from Jordanhill School, which focuses on delivery within a school as opposed to a whole local authority) was found to be four pages long, while the longest consisted of 77 pages. This meant that the level of detail contained in plans varied to a large extent across the 32 LAs.

Several plans set out in great detail, for example, what the baseline situation was, what the authority intended to do to meet each of the DtS recommendations, who was going to have responsibility for implementing the plans, what activities would be put in place across schools, what targets they were working towards, and how progress would be monitored and evaluated. The analysis identified nine plans which included all these and other aspects.

There were some plans (six stood out in particular), which were very short and provided only basic details of how the DtS strategy was to be implemented. In most of these cases, there was very little introduction providing details of the strategic management, and the overall target and conception of the strategy within the authority. These plans consisted usually of a set of tables outlining the main ways in which the DtS recommendations would be addressed.

It is worth noting that the analysis framework could, in many instances, not be fully completed due to a lack of the necessary details available in the plans. In particular, many plans provided very little information of the specific types of activities planned or omitted to detail at what age range activities were to be targeted. As a result, the NFER research team found it impossible, in many cases, to complete the section of the analysis framework relating to the planned activities (pages 3-6 of the framework).

Finally, while almost half of the plans (16 – including Jordanhill School) were written to cover activities between 2004 and 2006, others spanned either longer or shorter time periods. In particular, five plans covered the period 2003 to 2006, four plans 2004 to 2007, four other plans 2004 to 2005, and two plans the period of 2003 to 2004. The remaining two plans each covered a slightly different time period (2003 to 2005 and 2005 to 2008). It is also worth noting that not all plans that included financial information up until 2006 or 2007 also provided related targets or plans of action. Thus, five LAs only detailed what they would do in the first year, while emphasising that targets for the following years would only be decided once relevant personnel were appointed, a baseline study had been carried out or key stakeholders had been consulted.

STRATEGIC AND OPERATIONAL MANAGEMENT OF DTS STRATEGY

Strategic management

The majority of LA plans stated that responsibility for the strategic management of the implementation of the DtS strategy would be vested with a multi-agency strategic partnership, steering or planning group. These were expected to be made up of various local stakeholders, including representatives from local businesses, schools, colleges, LA personnel and Careers Scotland. In most of these cases, the plans emphasised the need for partnership working as the key to the success of the strategy.

Some LA plans stated that dedicated personnel such as EDOs would have overall responsibility, but that they would work in consultation with the steering group. In most cases, it was envisaged that the steering group would monitor the implementation of the LA plans. In other cases the steering group were given the responsibility for drawing up the detail of how the plan would be developed, but others would monitor the actual implementation on the ground.

About a third of the plans stated that the LA Director of Education and/or Principal Quality Improvement Officer would be responsible for the strategic management of the implementation of the strategy. One of these LAs stated that a team of Quality Improvement Officers would take on the responsibility for planning and implementation at a strategic and operational level.

Operational management

Over half of the LA plans stated that dedicated LA personnel would be responsible for the operational management. Most of these LAs either planned to recruit, or had already recruited, EDOs to work with schools in order to implement the plans. A number of these LAs put a strong emphasis on consultation and it was clear that they did not aim to take a

directive approach but rather an enabling approach to implementing the plans in consultation with schools.

The other most common method proposed was for the operational management of the strategy to be delegated to school clusters or learning partnerships. Usually the clusters/partnerships would receive support from associated agencies but the main responsibility for managing the implementation was devolved. In some of these cases, LAs planned to appoint external business consultants to offer advice to the cluster/partnership members and enable them to form and maintain links with the business community. Similarly, others specifically indicated that they would appoint seconded teachers to develop materials, share good practice and work with teachers and pupils across the LA.

A minority of plans stated that its multi-agency steering/planning group would be responsible for both the strategic and operational management of the implementation of the plans. In these cases, the group would oversee the delivery of the plan and shape aspects of its implementation.

IMPLEMENTATION MODELS

Analysis of the plans revealed the existence of two implementation models. The models are not entirely discrete – while some LAs can be seen as clearly corresponding to a particular one, others may have adopted elements characteristic of both models. It has also got to be noted that the judgement on what model a particular LA had adopted was made on the basis of information available to the NFER research team in the plans. However, the models can be used to gain a broad overview of the approaches adopted by LAs in implementing the DtS strategy. The two models are:

The LA-led model

In this model, the LA takes a lot of responsibility in implementing the DtS strategy in its area, including clearly specifying the kinds of activities to be organised by schools and what training will be provided to teaching staff. The plan sets out very clear targets, often detailing the exact numbers of pupils or schools they are expecting to take part in particular events, activities or opportunities. The LA takes on the main responsibility for the operational management of implementing the strategy. The analysis indicated that 13 LAs had adopted this type of model.

The Devolved model

In this model, schools or school clusters are given a lot of responsibility to choose how they are going to implement the strategy. The LA makes (often quite general) recommendations and provides resources, but schools/school clusters are given a lot of choice in how they want to meet the requirements. Furthermore, the LA takes active steps to consult all stakeholders and involve them in deciding on the best approach to implement the DtS strategy. Schools/School clusters are usually heavily involved in operational management of the strategy. The analysis indicated that 19 LAs had adopted this type of model.

OVERALL AND SPECIFIC PLAN TARGETS

About half of the plans provided a detailed conception of their interpretation of enterprise education and the majority had overall targets within the plan. In some cases, these targets were very general and were associated with regeneration, inclusion or development and innovation. In most cases, the targets were more specific and geared towards meeting the DtS recommendations and addressing local needs. It has to be noted, though, that less than a third of plans set out clearly measurable targets, against which progress could be monitored.

Just under half of the plans had a specific focus in response to their local context. The most common such focus was on disaffected/disengaged learners (six plans), but was lower than expected given the suggested guidelines by the Scottish Executive for LAs to focus on this issue. As such, it was usually linked with the development of vocational learning opportunities, which were regarded as particularly relevant to this target group. In two cases, the LA set targets to reduce the exclusion rate and absence rate among identified pupils. Two or three other LAs had a special focus on such long-term goals as increasing self-employment or attempting to reduce unemployment in the local area. Other areas focused on by individual LAs included core skills development, improving the transition between school and work/training, and radically expanding business involvement.

The systematic framework was used to analyse the extent to which LA plans outlined relevant steps to be taken related to each of the four elements of the DtS strategy (enterprise, entrepreneurship, vocational learning, and careers information and guidance). The analysis revealed that only two plans addressed all four of these elements. In particular, many of the plans did not mention careers information and guidance or only referred to it in passing. In fact, only three plans provided specific activities or targets related to this element of the strategy. This can probably partly be explained by the fact that there is no specific DtS recommendation on this area of the curriculum. As a result, most of the plans which were structured explicitly around the DtS recommendations omitted any reference to careers information and guidance.

Similarly, very few plans were found to make any explicit distinction between “enterprise” and “entrepreneurship”. In fact, only three LAs outlined specific targets or activities aimed at developing the entrepreneurial skills related to self-employment and business start-up, although several such activities were included under the broad heading of “enterprise” in other plans. However, one of the LAs which did make such a reference, identified a lack of available activities to stimulate such skills, as outlined in its plan:

“There is presently a limited range of experiential, entrepreneurial activities available in schools beyond the standard mini-company model. There is almost no emphasis on self-employment as a post-school destination, with self-employment immediately post-school a very infrequent career destination.”

Steps suggested to remedy this situation included the appointment of an officer (on secondment) for six months to explore existing provision, develop links, and develop relevant materials.

Another gap identified in several plans was that very few addressed the needs of special schools in their areas. Given that, the DtS strategy is aimed at all types of schools, this

appears to be a potentially sensitive omission. In particular, of the 26 LAs with special schools, only five were found to have planned any specific strategies aimed at such schools.

TRAINING AND DEVELOPMENT ACTIVITIES

Almost all of the plans were found to contain at least some details addressing the continuing professional development (CPD) needs of teachers and other education personnel. However, in just over half of the plans very few details were provided of specific training and development activities. Instead, such plans often only contained general statements of intent, including for example, that all schools would “*provide an opportunity for all teachers to undergo enterprise training*” or “*to train appropriate staff in the use of resources which support the delivery of the EinE programme*”. In many cases, the actual details of the training and development activities were expected to be firming up in the future. In one case, for example, it was stated that a teacher secondment for six months would “*be used to development resources and training programmes for teachers and probationers*”.

Just under half of the plans (14) provided more detailed targets relating to training and development activities. These included:

- Involving more teachers in business/industrial placements, in several cases as part of the Excellence in Education through Business Links (EEBL) programme
- Providing training activities for head teachers and senior managers aimed at developing their management skills and increasing their “*enterprising attitudes to school*” via initiatives such as Columba 1400, the Head Teacher Leadership Academy
- Training teaching staff in the use of Careers Box
- Providing training to teachers in the use of specific enterprise education materials. One plan, for example, set out a target to provide “*5 days per year per school of training, planning and development of EinE in schools – using “Enterprising infants” and “Go for Enterprise” packs*”.

Specific targets detailed only by individual LAs included providing training to all work experience co-ordinators “*to raise [their] awareness of the work experience process and the benefits pupils derive from participation*” and in another case to all guidance staff and health education co-ordinators.

The specific needs of student, and newly qualified, teachers were only addressed in 14 of the plans. Details included, for example, ensuring that the induction process of newly qualified teachers would incorporate training in EinE and making sure that all student teachers during school placements were provided with insights into school enterprise programmes. A few LAs also planned to provide business placements for teachers in their probationary year to increase their insight into the links between education and employment.

LA COMMUNICATION STRATEGIES

Almost all of the LA plans outlined plans to raise awareness of DtS in the wider community. However, there were again variations in the level of detail provided. Just over half of the LAs outlined a clear strategy that contained different elements aimed at various groups within

the community (e.g. parents, community representatives and local businesses). Others were less clear in their plans and six only focused on raising awareness among parents.

Many LAs (13) planned to produce leaflets and/or newsletters for parents, and just under one-third aimed to organise presentations, seminars and conferences for the local community to raise awareness of the work schools were doing in this area. Other means of communication included: developing websites, having dedicated notice boards, organising open-evenings for parents or events such as a local awards event, and features in the local press/media.

INCREASING BUSINESS INVOLVEMENT

The extent to which LA plans outlined specific plans to involve more businesses in working with schools as part of EinE varied greatly. Thus, while all but two of the LAs (and Jordanhill School) set some targets for increasing business involvement, only just over a quarter (nine plans) stood out for providing very detailed plans of how this would be done. Furthermore, only half (16 plans) provided specific targets which met, or even in some cases exceeded, the DtS recommendation that within every school cluster there must be no less than five partnership agreements with local businesses by 2006 (Recommendation 8). Two other plans were only written for a time period up to 2004 and 2005 and included targets which fell slightly short of the DtS recommendation.

Of the 16 plans which included targets that met the DtS recommendation, two stood out for having set particular ambitious goals. One of these set a target of “five links per primary school and 20 for each secondary school”, while the other expected every school to have five partnership agreements. The remaining 14 LAs appeared to have set more realistic targets coinciding with the DtS recommendation or only slightly exceeding it.

In those plans that provided details of how they planned to engender greater business involvement, the most common suggestion included holding business breakfasts, presentations, and distributing marketing leaflets. Other proactive steps suggested by LAs included:

- Appointment of business consultants to work with schools and businesses to forge greater links and co-operation
- Creation of award schemes to recognise the contribution and commitment of local businesses
- Use of locally retired business people as mentors
- Provision of management training relevant to schools and local businesses to forge links and encourage involvement
- Organisation of regular enterprise conferences or workshops to which businesses would be invited
- Provision of financial or other incentives to encourage participation in school activities.

These suggestions were made though by a minority of LAs. In contrast, the majority provided very few details of how they would reach their targets of increased business involvement apart from a general statement of intent. Several other LAs had delegated the responsibility for increased business involvement to other agencies, such as Careers Scotland, or to specific personnel to be appointed with a key remit of addressing this issue.

The lack of detail in several plans raises a concern whether schools across all LAs will succeed in increasing business involvement to meet the DtS recommendation.

ASSESSING THE IMPACT OF DtS ON EINE PROVISION

The NFER research team sought to assess the extent to which LAs were proposing (in their plans) to extend existing practice or to initiate new activities and approaches and what impact DtS was likely to have on schools across LAs.

Analysis of the plans identified ambitious targets for expanding and initiating practice across all LAs. It is clear, therefore, that if LAs implement all, or at least most, of their targets then DtS will have had a substantial impact on the delivery of EinE in schools and on the skills of educational personnel with the remit to do so. For some LAs, it will be clearly a case of expanding a lot of existing good practice, while initiating some new activities in particular related to vocational/work-based learning. While almost all LAs emphasised the need to build on existing good practice in the provision of EinE, in some areas the DtS strategy appeared to have led to plans for more radical changes in approaches adopted than in others. It is worth noting, though, that the lack of details in several plans of the baseline situation meant that it was impossible for the research team to quantify exactly the extent to which LAs were extending or initiating practice. However, analysis of the plans suggested that more LAs fell into the former rather than the latter group.

In conclusion, the analysis has identified many innovative and ambitious strategies aimed at implementing DtS across LAs. At the same time, it has also revealed some significant gaps in several plans. In particular, what stood out was the omission of any targets relating to the provision of careers guidance and information across many LAs and the lack of strategic details provided in several plans relating to achieving increased business involvement. It was also noticeable that only very few plans considered any additional needs of special schools and that only relatively low numbers had proposed a strategy on ensuring the active participation of those students who are at risk of becoming disengaged.

APPENDIX 2 LIST OF INTERVIEW TOPICS

This appendix lists the topics covered across the interviews conducted as part of this study, including:

- Key stakeholders (strategic interviewees)
- Local Authority DtS co-ordinators
- Headteachers
- DtS school co-ordinators
- Guidance/Work-related learning teachers
- Teachers.

KEY STAKEHOLDER INTERVIEWS

Background

- Interviewee name/organisation
- Roles and responsibilities
- Involvement in previous initiatives/strategies.

Development of the DtS strategy

- Reasons why the DtS strategy was needed/introduced
- Involvement of own organisation in developing the DtS strategy
- Involvement of other organisations in developing the DtS strategy.

Aims and objectives of the strategy

- Perceived aims of the DtS strategy
- Key measures of success
- Extent to which strategy reflects own organisation's objectives
- Links with other education/training/careers education and guidance initiatives in Scotland.

Strengths and limitations of the strategy

- Strengths of the DtS strategy
- Main limitations of the strategy
- Main barriers to the success of the strategy.

Implementing the strategy

- Own organisation's involvement in implementing the strategy
- Steps taken to implement the strategy
- Future planned steps
- What aspects of the strategy will be hardest to implement?

Impact and lessons learned

- Involvement in reviewing success or impact of the strategy
- Perceived impact on local authorities/schools/others
- Lessons learnt.

LOCAL AUTHORITY DtS COORDINATOR INTERVIEWS

Background

- Interviewee name
- LA details
- Own role in relation to managing, organising and implementing DtS in LA
- Involvement in previous initiatives or strategies.

Aims and objectives of the strategy

- Perceived aims of the DtS strategy
- Links with other education/training/careers education and guidance initiatives in Scotland.

Management of implementation

- Strategic and operational management structures to implement DtS in own area
- Information on existence and composition of DtS LA steering group
- Who has responsibility for implementing plan?
- Links established with other organisations – inter-agency working.

Implementing the strategy

- Development of implementation plan
- Resources committed to different aspects of DtS strategy
- Does LA have any specific targets relating to young people at risk of becoming disengaged/NEET?
- Progress made towards implementing plan
- Informing schools about DtS strategy
- Communication strategies for other stakeholders
- Steps taken to help teachers adopt more enterprising/experiential teaching methods
- Provision of training to help school staff deliver EinE
- Strategies adopted to involve more businesses in working with schools.

Barriers and concerns

- Barriers or constraints experienced in implementing the DtS strategy
- What aspects of the strategy will be hardest to implement?

Impact and lessons learned

- Perceived impact of DtS on schools/teachers/pupils/others
- Evidence of schools adopting enterprising teaching methods across the whole of the curriculum
- Steps taken to monitor or evaluate impact and benefits of DtS in schools
- Lessons learnt and good practice recommendations.

HEADTEACHER INTERVIEWS

Background

- Interviewee name
- Information on school
- Information received about DtS strategy
- How were school staff informed about strategy?

Aims and objectives of the strategy

- Perceived aims of the DtS strategy
- Expected impact of DtS strategy on pupils
- Provision of EinE activities prior to DtS.

Implementing the strategy

- Approach adopted to implement the strategy
- Who has responsibility for implementing strategy in school?
- Steps taken to change teaching methods used by school staff
- Is EinE a focus in current school development plan
- Does school have a policy on EinE
- Support received from LA and Scottish Executive in implementing strategy
- Use of financial resources to implement strategy
- Involvement in monitoring progress
- Links with other schools in LA/cluster in relation to DtS
- Links made or extended with businesses as a result of DtS.

Expected and experienced impacts

- Early indications of impact of the DtS strategy
- Expected future impacts.

Barriers and concerns

- Barriers or constraints experienced in implementing the DtS strategy

DtS SCHOOL COORDINATOR INTERVIEWS

Background

- Interviewee name
- Roles and responsibilities
- Involvement in previous initiatives/strategies.

Aims and objectives of the strategy

- Perceived aims of the DtS strategy
- Expected impact of DtS strategy on pupils
- Perceived strengths and weaknesses of the strategy.

Implementing the strategy

- Approach adopted to implement the strategy
- Activities delivered in response to the DtS strategy
- Steps taken to change teaching methods used by school staff
- Training or guidance received to help deliver EinE
- Additional training or guidance needs
- Links established with external organisations to help implement the DtS strategy.

Support for DtS strategy in school

- Support for DtS strategy from SMT/school board/other teachers/parents and carers
- Time made available to coordinate implementation of DtS strategy
- Financial and other resources made available to implement strategy.

Barriers and concerns

- Barriers or constraints experienced in implementing the DtS strategy
- What aspects of the strategy will be hardest to implement?

Impact and lessons learned

- Early indications of impact of the DtS strategy
- Expected future impacts
- Steps taken to monitor or evaluate impact and benefits of EinE in schools
- Lessons learnt and good practice recommendations.

GUIDANCE/WORK-RELATED LEARNING TEACHER INTERVIEWS

Background

- Interviewee name
- Roles and responsibilities
- How informed about DtS – when and from whom?

Aims and objectives of the strategy

- Perceived aims of the DtS strategy
- Perceived strengths and weaknesses of the strategy
- Expected impact of DtS strategy on pupils
- Provision of EinE activities prior to DtS.

Implementing the strategy

- Careers/Work-related activities delivered in response to the DtS strategy
- Steps taken to change teaching methods
- Steps taken to work more closely with employers
- Contacts with Careers Scotland to implement strategy
- Steps taken to work more closely with other providers to deliver careers or work-related learning activities
- Training or guidance received to help deliver EinE
- Additional training or guidance needs.

Barriers and concerns

- Barriers or constraints experienced in implementing the DtS strategy

Expected and experienced impact

- Early indications of impact of the DtS strategy
- Expected future impacts
- Lessons learnt and good practice recommendations.

TEACHER INTERVIEWS

Background

- Interviewee name
- Roles and responsibilities
- How informed about DtS – when and from whom?

Aims and objectives of the strategy

- Perceived aims of the DtS strategy
- Perceived strengths and weaknesses of the strategy
- Expected impact of DtS strategy on pupils
- Provision of EinE activities prior to DtS.

Implementing the strategy

- Activities delivered in response to the DtS strategy
- Steps taken to change teaching methods
- Training or guidance received to help deliver EinE
- Additional training or guidance needs.

Barriers and concerns

- Barriers or constraints experienced in implementing the DtS strategy.

Expected and experienced impact

- Early indications of impact of the DtS strategy
- Expected future impacts
- Lessons learnt and good practice recommendations.

APPENDIX 3 PHASE 1 – LA PLANS ANALYSIS FRAMEWORK

LA plan time frame:

General questions

1. Who has responsibility for managing LA plan? (To what extent are many different stakeholders involved?). In terms of:
 - a. Strategic management:
 - b. Operational management/implementation:
2. LA's conception of enterprise – overall target of plan.
3. Any specific focus in response to local context (e.g. focus on disengaged learner).
4. What is being done to raise awareness in wider community (i.e. what communication strategies are planned?)
5. Does the plan address the specific needs of special schools?
6. Is anything being done to involve more businesses in schools?
7. What is being done to develop teaching and learning methods related to enterprise teaching (including initial teacher training (ITT) and continuous professional development (CPD))?

Overview questions

1. In what ways does this plan identify activities related to each of the four elements of the DtS strategy? To what extent does the LA make a distinction between the four?
2. To what extent is this LA building on existing practice? Can the plan best be characterised as extending or initiating practice?
3. Any examples of particularly innovative practice?
4. Are there any noticeable gaps in provision?
5. Researcher comments (clarity of plan; gaps; etc.).

ISSN 0950 2254
ISBN 0 7559 2993 4
Price £5.00

www.scotland.gov.uk/socialresearch

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Astron B45883 3/06

ISBN 0-7559-2993-4



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