



The Welsh Dragon:

The success of enterprise education in Wales

Lauren Pennycook

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A high-angle photograph of a large hall filled with students and adults working in teams. They are seated at numerous round white tables, many of which have laptops open. The students are wearing various colored shirts, some with 'COLEG LANCILLLO' printed on them. In the background, a large projection screen displays a presentation titled 'Y 11es / The Challenge'. The room has a wooden floor and a disco ball hanging from the ceiling. A banner for 'Global Entrepreneurship Challenge' is visible on the left.

A high-angle photograph of a large hall filled with students and adults working in teams. They are seated at numerous round white tables, many of which have laptops open. The students are wearing various colored hoodies, some with 'COLEG LANCILLLO' printed on the back. In the background, a large projection screen displays a presentation titled 'Y 11es / The Challenge'. The room has a wooden floor and a disco ball hanging from the ceiling. A banner for 'Global Entrepreneurship Challenge' is visible on the left. The overall atmosphere is one of collaborative learning and innovation.

A high-angle photograph of a large hall filled with young people, likely students, sitting at round white tables. They are engaged in a workshop or competition, with many using laptops and looking at papers. The room has a wooden floor and a large screen at the front displaying a presentation slide titled 'Y11 / The Challenge'. The slide contains text about a challenge and a deadline. A disco ball is visible in the top right corner. The overall atmosphere is busy and collaborative.

A high-angle photograph of a large hall filled with students and adults working in teams. They are seated at numerous round white tables, many of which have laptops open. The students are wearing various colored shirts, some with 'COLEG LANCILLO' printed on the back. In the background, a large projection screen displays a presentation titled 'Y 11es / The Challenge'. The room has a wooden floor and a disco ball hanging from the ceiling. A banner for 'Global Entrepreneurship Challenge' is visible on the left. The overall atmosphere is one of collaborative learning and innovation.

1. Introduction

The Carnegie United Kingdom Trust works to improve the lives of people throughout the UK and Ireland by changing minds through influencing policy and by changing lives through innovative practice and partnership work.

Our interest in enterprise education and entrepreneurial learning comes from a commitment to empowering young people and supporting access to high quality education. Evidence of this commitment can be seen in the Trust building more than 650 public libraries across the British Isles, its investment in adult education centres at Harlech in Wales and Newbattle Abbey in Scotland, and the Carnegie Young People Initiative, which sought to help young people participate positively in society. More recently, the Trust published *Enterprising Minds*, a UK-wide study into the attitudes of young people to enterprise, education and the world of work in a fast changing economy.

Over the last decade, governments across the UK and Ireland have invested in expanding enterprise education and entrepreneurial learning in their national curriculums. Different approaches to delivering, measuring, and resourcing enterprise education can be seen across the jurisdictions and in recent years governments have focused on different measures to increase youth entrepreneurship in an attempt to accelerate economic recovery¹. For example, in November 2013, the Scottish Government launched its Entrepreneurship and Innovation Framework for Scotland, while the UK Government launched a challenge to young people to consider starting their own business².

Such developments have largely occurred in isolation to other initiatives in different jurisdictions of the UK and Ireland, with no co-ordination, sharing of success, or learning from challenges across national borders. As a charitable trust working across the UK and Ireland, the Carnegie UK Trust is interested in sharing evidence across the jurisdictions. Our

report *Evidence Exchange: Learning from social policy across the UK* confirms that policymakers and practitioners are also interested in drawing upon more evidence from their counterparts in other areas of the UK³. A key recommendation from the Trust's *Enterprising Minds* research, which surveyed the attitudes of over 1600 further education students towards enterprise at 17 colleges across England, Wales, Scotland and Northern Ireland, is that more cross-jurisdictional collaboration is needed between policymakers and practitioners to learn from the best examples of entrepreneurial learning⁴. The difference in student attitudes towards business start-up across the jurisdictions suggests that sharing what works well could have significant benefits both for the quality of enterprise education received by students and the number of business start-ups across the UK and Ireland.

To explore this further, the Trust conducted semi-structured interviews with five practitioners of enterprise education and entrepreneurial learning

¹ Scottish Government (online) *Scotland CAN DO: Becoming a World-leading Entrepreneurial and Innovative Nation*, 2013, <http://www.scotland.gov.uk/Publications/2013/11/7675> [accessed November 2013]

² UK Government (online) *Skills Minister issues challenge to young entrepreneurs*, 2013 <https://www.gov.uk/government/news/skills-minister-issues-challenge-to-young-entrepreneurs> [accessed November 2013]

³ McCormick, J, *Evidence Exchange: Learning from social policy across the UK*, Carnegie UK Trust: Dunfermline, 2013 <http://www.carnegieuktrust.org.uk/publications/2013/evidence-exchange--learning-from-social-policy-fro>

⁴ Metcalfe J, *Enterprising Minds: Enterprise, further education and the UK*, Carnegie UK Trust: Dunfermline, 2012 <http://www.carnegieuktrust.org.uk/publications/2012/enterprising-minds---full-report>



in Wales, designed to learn from the success of the Youth Entrepreneurship Strategy (YES) in instilling young people with entrepreneurial skills.

The Minister for Economy, Science and Transport, Edwina Hart, said that encouraging entrepreneurs and developing an entrepreneurial ‘can do’ attitude amongst young people is a key priority for the Welsh Government. She told us:

.....
‘If we are to create a strong enterprise culture in the next generation, we need to plant the seeds at primary school level and then continue to build on that as children and young people go through their education.

‘It is vital that young people become entrepreneurially aware and active so they can adapt to new challenges and be motivated to succeed in employment or starting their own business.’
.....

This commitment has produced clear results. Welsh respondents to our survey on student attitudes to enterprise were the most interested in entrepreneurship, had the strongest intentions to pursue self-employment, and scored highest on the Carnegie Measure of Student Attitudes to Enterprise⁵.

This briefing showcases the Welsh Government’s approach to enterprise education and entrepreneurial learning driven by the YES, and describes how this learning continuum is creating the next generation of entrepreneurs.

⁵ Metcalfe J, *Enterprising Minds: Enterprise, further education and the UK*, Carnegie UK Trust: Dunfermline, 2012 <http://www.carnegieuktrust.org.uk/publications/2012/enterprising-minds---full-report>

2. The Youth Entrepreneurship Strategy (YES)

The Welsh Government's approach to enterprise education has been credited with increasing early-stage entrepreneurial activity among young people⁶. The Welsh Government's initial strategy was established in 2002 and developed in 2004 with the launch of the YES, which has been recognised as an example of good practice by the European Commission⁷. The YES was progressed further in 2010 with the launch of the YES Action Plan 2010-15.

The YES Action Plan draws together the different strands of the Welsh Government's economic development and education policies and will provide a structure, focus and direction for entrepreneurship education in Wales until 2015. The strategy is designed to provide learners aged five to 25 with entrepreneurial skills, a positive attitude, and to raise their aspirations in whichever career path they pursue. It is designed with a broad vision of enabling young people to contribute to the economic and social success of Wales.

The YES consists of the following themes:

- **Engaging:** Promoting the value of entrepreneurship
- **Empowering:** Providing young people with entrepreneurial learning opportunities
- **Equipping:** Supporting young people to create and grow businesses

Each theme is focused around providing young people with entrepreneurial skills, learning, and opportunities to develop knowledge and skills. The various activities of

the YES are delivered under Big Ideas Wales, the Welsh Government's campaign tasked with inspiring the next generation of entrepreneurs. A website for Big Ideas Wales can be found at www.bigideaswales.com.

To help ensure that the YES continues to deliver its objectives, a new Entrepreneurship Panel was established in January 2013. The Panel is made up of external contacts that have a close understanding of the needs of entrepreneurs and the enterprise education agenda. The Panel monitors the current delivery of YES and advises on future strategy and policy.

Below we have outlined examples of activity delivered under each theme in the form of short case studies which demonstrate how the YES is raising awareness of entrepreneurship, developing young people's skills and, ultimately, creating new entrepreneurs.

2.1 Engaging young people: Raising awareness of entrepreneurship

The Welsh Government strongly supports employer engagement in schools and has developed a 'Careers and the world of work framework'⁸ to introduce students aged 11 to 19 to potential career paths. An important way in which young people are made aware of entrepreneurship and business start-up as a possible career option from an early age is through the Role Models programme.

⁶ Dellot, B and Thompson J, Disrupt Inc.: *How young people are challenging the conventions of entrepreneurship*, The RSA: London, 2013 http://www.thersa.org/_data/assets/pdf_file/0019/1052380/RSA_disrupt-inc_report.pdf

⁷ European Commission Education, Audiovisual and Culture Executive, Agency, *Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes*, Brussels, 2012 http://eacea.ec.europa.eu/Education/eurydice/documents/thematic_reports/13SEN.pdf

⁸ Welsh Government (online) *Careers and the world of work: a framework for 11 to 19-year-olds in Wales*, 2008 <http://wales.gov.uk/docs/dcells/publications/110921careersworldworkframeworken.pdf>

Role Models

Role Models are local entrepreneurs who engage with young people in schools, higher and further education institutions, and in the community. Their inspirational workshops are designed to encourage entrepreneurial attitudes and to expand on areas of the curriculum, from personal and social development to formal business lessons. There are over 385 local entrepreneurs involved in the programme who reflect the diversity of businesses in Wales in terms of location, sector, and size.

In schools, the Role Models provide an initial spark of interest in entrepreneurship through structured workshops, question-and-answer sessions, as well as discussions designed to encourage students to think creatively. Through their workshops, the Role Models explain the highs and lows of running a business, draw on their own successes and challenges, and encourage the students to consider their own business ideas. As local entrepreneurs, the Role Models are easy to relate to, have a connection to the students' communities, and understand the issues that they face in making their ideas a reality.

Sue Poole, Enterprise Education Manager at Gower College Swansea, added:

.....
"We've got over 300 incredible entrepreneurs who give up their time to come in and work with schools, and having those at our fingertips really is crucially important."

2.2 Empowering young people: Developing entrepreneurial skills

Following initial awareness-raising about entrepreneurship as a viable career choice, young people are empowered to develop their own entrepreneurial skills through enterprise challenges and activities.

Enterprise Troopers Primary School Competition

In order to begin the entrepreneurial journey earlier in the curriculum and to recognise the commitment that primary schools are already making to developing entrepreneurial skills, a new national primary school enterprise competition was launched as part of the YES in May 2013. The Enterprise Troopers Primary School Competition⁹ aims to develop key attributes of entrepreneurial behaviour - Attitude, Creativity, Relationships and Organisation (ACRO) - in learners aged five to 11. A set of characters called the 'Enterprise Troopers' have been established for the competition as a fun and engaging way for the young audience to learn the ACRO model.

The Enterprise Troopers. Courtesy of Big Ideas Wales



Staff and pupils develop, market and sell a product or service, then submit evidence of their business activities for the competition. School teams are selected for the Regional Finals, where the top three teams at Key Stage 2, aged eight to 11, are chosen and progress to the National Final. The all-Wales Final takes place in Cardiff, where the teams pitch their business idea to a judging panel and a winner is chosen. A designated website for the completion can be found at www.enterprisetroopers.com

⁹ Welsh Government (online) *Enterprise Troopers*, 2013 <http://enterprisetroopers.com/> [accessed November 2013]

In order to empower future entrepreneurs from within further and higher education, the Welsh Government has established six regional Youth Entrepreneurship Hubs to deliver practical opportunities for entrepreneurship and support young people to start their own business. Colleges and universities across Wales work with their regional hub to draw on the real-life experience of business and add value to entrepreneurial education delivered within further and higher education. The hub structure gives enterprise staff the freedom to continually develop new challenges and activities which empower young people and enhance their entrepreneurial skills. Two of these activities which are delivered on a regional basis, and one national opportunity, are described below.

Trading Places

Trading Places is a competition developed by First Campus in partnership with the South East Wales Regional Further Education YES Hub.¹⁰ in partnership with the South East Regional Further Education Hub. The competition is designed to develop the entrepreneurial skills of students enrolled in colleges across the region, with a focus on the High Street retail sector. Cross-college teams are formed who then pitch to local retailers in a bid to sell their stock in a customised retail space in Cardiff. The aim of the competition is to provide the opportunity for experiential learning and the continual development of students' ACRO skills. Ruth Rowe, Enterprise Officer at Bridgend College explained:

"It gives students a chance to really demonstrate the skills that they've developed over the course of the year, throughout all the different activities that they've done, and gives them a chance to make it a bit more real."

¹⁰ First Campus (online) *Trading Places*, 2013 <http://www.firstcampus.org/> [accessed January 2014]

Trading Places 2013. Courtesy of Bridgend College



The competition demonstrates the link between higher and further education within the hub structure, as higher education students recruit college students for the challenge and chaperone teams on the day of trading. The students learn about retail sales and marketing over three days – two days of preparation and one day of trading – before the winning team is chosen based on sales, customer service, and teamwork. Awards are also given for best male and female salesperson. In 2013, the students' total sales figure was £647, which is higher than the average daily sales figure for a shop of its size and location. Trading Places ran again in February 2014, and Ruth Rowe, a key co-ordinator of the challenge, offered the advice in Box 1 for other practitioners

Box 1:

Top 3 tips for developing a retail enterprise competition from Ruth Rowe, Enterprise Officer at Bridgend College

- 1 Ensure that one person is in overall charge of the competition who takes the lead on delivery.
- 2 Confirm that all parties are aware of their roles, responsibilities and deadlines.
- 3 Develop a clear understanding of why the competition is taking place in order to promote it effectively to students, staff and the business community.

Hwb Hedyn

Hwb Hedyn is a free online community which offers a safe and controlled environment for student entrepreneurs to advertise, network, and gather information on enterprise. While students previously had physical opportunities to network and were doing so successfully within their own academic departments, Hwb Hedyn is the first online tool to connect young entrepreneurs across departments and institutions. The community is open to around 15,000 full and part-time students at further and higher education institutions within the North West Wales Hub in the first instance, but the hope is that the initiative can be rolled out across all the Hubs and become a tool of collaboration for young entrepreneurs throughout the country. Future development of the website will be based on an evaluation process and student feedback on issues such as the demand for a mechanism for trading, exchanging money, and individual business profiles to be embedded.

The Global Entrepreneurship Challenge (GEC)

GEC is an entrepreneurial ideas competition which provides a practical enterprise experience for further education students aged between 16-19 years. At the Wales National Final all eligible further education institutions are given the opportunity to participate, compete to be elected as national champion and represent Wales in the International GEC. At the National Final each team is given 24 hours to develop a business idea around a particular theme, a two page business plan and a cash-flow plan, then present these to a panel of judges in a Dragon's Den format at the national stage of the competition.

The commitment by Welsh colleges to the competition and the investment of the staff is demonstrated by the fact that Wales has consistently done well in the international final, coming in third place twice over the last five years and experiencing more success than other, much larger, countries.

The Global Entrepreneurship Challenge 2013.
Courtesy of Big Ideas Wales



2.3 Equipping young people: Creating new businesses

The final delivery theme of the YES is to equip young people with the necessary tools to actually start their own business.

Enterprise by Design

An example of a course which equips young people with the skills required for business start-up and takes them on an experiential journey from receiving a design brief to delivering a product is Enterprise by Design.

Following the *Cox Review of Creativity in Business: building on the UK's strengths*¹¹, which recommended that universities should offer more multidisciplinary courses and engage more with businesses to prepare young people for the world of work, Bangor University has developed Enterprise by Design. The extra-curricular course cuts across traditional academic boundaries to form multidisciplinary teams of students studying Psychology, Electronic Engineering, Product Design, and Business who are challenged to design a product for a local company. The students undertake nine weeks of intensive workshops which challenge them to be creative, collaborative, and informed about the marketplace. The winning team is awarded a prize of £2,500. The results of an internal evaluation

¹¹ Cox, G Cox Review of Creativity in Business: building on the UK's strengths, HM Treasury: London, 2005 [http://www.designcouncil.org.uk/Documents/Documents/Publications/Research/Cox%20review%20\(2\).pdf](http://www.designcouncil.org.uk/Documents/Documents/Publications/Research/Cox%20review%20(2).pdf)

shown in Box 2 demonstrate the impact on the students taking part in Enterprise by Design.

Box 2:

An internal evaluation found that participation in Enterprise by Design had a profound impact on students' skills:

- 75% of students were more confident in their skills and abilities
- 88% felt that their team-working skills had developed
- 56% believed that their employability skills had developed
- 72% saw a development in their entrepreneurial skills

The learning from the course is shared by the academic staff involved and informs other courses, such as the Social Enterprise Accelerator programme organised by the Psychology department, in which students and staff work with local businesses to create, strengthen, and extend social enterprises. By sharing knowledge, academic silos are beginning to break down and enterprise and employability is on the agenda of

all staff more than ever. As Lowri Owen, Enterprise Projects Manager at Bangor University remarked: *'They're grasping the enterprise agenda and taking it back to their schools'*. The advice Lowri offers to other academics interested in developing a multi-disciplinary enterprise course at their university is shown in Box 3.

Box 3:

Top 3 tips for developing a multi-disciplinary enterprise course from Lowri Owen, Enterprise Projects Manager at Bangor University

- 1 Have senior managers and proactive co-ordinators in place as enablers. These people should be entrepreneurial and risk-takers themselves.
- 2 Secure sufficient funding to run the course properly and over a substantial period of time, allowing the students to fully learn the different stages of entrepreneurship, from product design to delivery.
- 3 Test, pilot and review the course, being as flexible as possible. Continually evaluate how well the course works and how far it meets the aims of the different academic schools and individuals involved.

Big Ideas Wales Challenge

The activities driven by the YES are delivered throughout the curriculum and beyond, to reach young people outside of formal education. In October 2013, the Welsh Government launched the Big Ideas Wales Challenge¹², which aims to identify the next generation of entrepreneurs aged 16 to 24 and give them the opportunity to turn their 'big ideas' into new businesses. Through the Challenge, around 50 young entrepreneurs will be provided with a package of practical and tailored support to enable them to start and grow a business. James Taylor, Chair of the Entrepreneurship Panel, explained: .

.....
'The support package will be in the form of pledges from the business community, from the time and experience of local entrepreneurs to capital investment, and will enhance the business support available from the Welsh Government. The key to the Challenge is that it has been designed and will be led by local entrepreneurs, who know better than anyone what support the next generation of entrepreneurs need.'

¹² Welsh Government (online) *Big Ideas Wales*, 2013 http://ms.fs4b.wales.gov.uk/sub_sites/yes.aspx [accessed January 2014]

3. Impact of the Youth Entrepreneurship Strategy: creating the next generation of entrepreneurs

Evidence suggests that there are at least three ways in which exposure to and participation in enterprise education and entrepreneurial learning appears to have had an impact on learners in Wales, and helps them to contribute to the economic and social success of the country.

Firstly, evidence suggests that the entrepreneurial journey in Wales has an impact on the aspirations of young people. Feedback from students who participated in some of the aforementioned enterprise competitions and challenges has confirmed that their aspirations have risen as a result of an increase in their confidence levels. For example, of the six students from Bridgend College who took part in Trading Places, half now aspire to go to university - an option they did not believe was possible previously. Emlyn Williams, Enterprise Manager at Colleg Menai also claimed that from working with the students who participate in the GEC there is a marked increase in their confidence, and in some cases, their leadership skills:

'I think in the long-term, having taken part in the Global Entrepreneurship Challenge will have made a significant contribution to their development.'

Secondly, exposure to enterprise education appears to be equipping young people in Wales with entrepreneurial skills, such as sales and marketing. The Trust's own research found that 52% of Welsh respondents had experience of successfully transacting a sale online, and 64% had sold items face to face, either through formal work settings or through informal activity¹³. In the case of many students, these skills are being used to set up new enterprises. Evidence shows that since the introduction of the Welsh Assembly Entrepreneurship Action Plan in 2002, early-stage entrepreneurial activity among young people increased from 3.5% in 2002 to 10% in 2011¹⁴.

Finally, the skills and aspirations acquired throughout the entrepreneurial journey do appear to have had an impact on the number of young people starting their own business. Recent figures show that Welsh universities have 5% of the UK's higher education students, but generate over 9% of UK graduate business start-ups, with more than 11% trading for three years or more¹⁵. Young people interested in starting a business have a support system in the regional FE-HE Hubs

¹³ Metcalfe J, *Enterprising Minds: Enterprise, further education and the UK economy*, Carnegie UK Trust: Dunfermline, 2012 <http://www.carnegieuktrust.org.uk/publications/2012/enterprising-minds---full-report>

¹⁴ Dellot, B and Thompson J, *Disrupt Inc.: How young people are challenging the conventions of entrepreneurship*, The RSA: London, 2013 http://www.thersa.org/___data/assets/pdf_file/0019/1052380/RSA_disrupt-inc_report.pdf

¹⁵ Higher Education Funding Council for England, *Higher Education – Business and Community Interaction Survey: 2011-12, 2013*



The Global Entrepreneurship Challenge 2012. Courtesy of Big Ideas Wales.

where enterprise staff will help them to develop a mature business plan and cash-flow plan before signposting them to external business advisors. This intermediary stage allows young people to discuss their proposal with business advisors on a practical, day-to-day basis and make progress from aspiration to reality.

The Welsh Government continues to support young people interested in enterprise outside of the YES and education through its designated business start-up service, which provides a series of workshops and access to business advice. Eligible young people can also benefit from access to financial support in the shape of the Graduate Start Up Bursary or the Young Entrepreneurs Bursary. Full details of this support can be found at www.businesswales.gov.uk.

4. Conclusion



The successful approach to enterprise education delivered through the YES in Wales deserves to be more widely known. Practitioners of enterprise education and entrepreneurial learning are well placed to share learning on what has proven to work well. By engaging young people with entrepreneurship, empowering them to take part in activities which develop their enterprise skills, and equipping them with tools for business start-up, the strategy is creating the next generation of entrepreneurs.

Entrepreneurship and self-employment are actively promoted to young people in Wales as potential career paths. Young people are progressively made aware of the skills and attitude required to run a business, and are encouraged to consider their own business ideas whilst being helped to identify how they can make their vision a reality. The Role Models programme is a key component of this delivery theme as local, relatable entrepreneurs draw on their own experience of business start-up to raise awareness of this career avenue and engage with young people about the realities of being self-employed.

With the knowledge of the skills and attitude required for business start-up, young people are empowered to develop their own entrepreneurial skills. Opportunities provided on a regional basis, such as Trading Places and Hwb Hedyn, and those on a national, and subsequently international, scale such as the Global Entrepreneurship Challenge, involve experiential learning and develop skills integral to entrepreneurship, such as sales, marketing and networking.

Young people are then equipped to bridge the gap between their knowledge, understanding and skills, and business start-up. Courses such as Enterprise by Design take students through the process followed by real entrepreneurs from product design to delivery, and have proven to have a significant impact on their skill set.

The sequential delivery themes of YES have been proven to have an impact on student attitudes and skills, and ultimately, the number of business start-ups in Wales. The case studies and examples above within each of these themes therefore offer valuable lessons to enterprise policymakers in other parts of the UK and Ireland who aspire to develop their own enterprising minds.