EMPOWERING YOUNG PEOPLE, CHANGING LIVES PROJECT EVALUATION

ROYAL BANK OF SCOTLAND – INSPIRING YOUTH ENTERPRISE

SOCIAL ENTERPRISE FUTURES

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SUMMARY

Project Purpose

The purpose of this evaluation is to determine the impact of the funding from The Royal Bank of Scotland Inspiring Youth Enterprise Fund on the Social Enterprise Academy School/College Programme.

Project Rationale

The Social Enterprise Academy (SEA) Project entitled "Social Enterprise Futures - Empowering Young People – Changing Lives" originated from a successful application to the Royal Bank of Scotland (RBS) Inspiring Youth Enterprise (IYE) grant funding opportunity. RBS/ IYE look to support organisations that inspire young people (aged 13-30 years) on their enterprise journey through developing entrepreneurial knowledge and skills and which include: help with business set-up, enterprise education, innovative networking events and approaches. The criteria for funding fits well with the SEA Social Enterprise in Education programmes which 'are aimed at supporting young people to develop their entrepreneurial and employability skills and to introduce them to social enterprise as a way of doing better business.'

Program Goals and Objectives

The "Social Enterprise Futures" project aims to increase the quantity, quality and diversity of enterprise activity in schools and colleges, supporting the development of the enterprising and entrepreneurial journey for young people through school into college. This builds on one aspect of the current work of SEA: support to schools and colleges, through social enterprise experiences, at important educational transition periods in the young person's life, i.e. from nursery to primary and primary to secondary stages. The project was initially designed to focus on activities that would bring schools and colleges together at the point of transition. At an early stage of project delivery it was evident that this approach was not coherent with the current procedures and processes in both schools and colleges. A change of approach was agreed and the SEA decided to focus the work of the project on three aspects:

1. Continuous Professional Development (CPD) opportunities for teachers and lecturers.

2. Support for teachers and lecturers when back in their organisation.

3. Support for learners in their organisations.

During the course of the project the SEA team ran a number of CPD events for both teachers and lecturers, in order to raise awareness and develop understanding of the social enterprise business model and social entrepreneurship, as well as to provide an opportunity for individuals to meet with other like-minded individuals in a supportive environment.

Below is a breakdown of the people reached taken from the Quarterly Monitoring Return:

Total number of people reached:		
Breakdown by age:	**Under 16:**	543
	17 – 30:	981
	31-50:	0
	50+:	0
Breakdown by gender:	**Male:**	806
	Female:	718
No. of schools/colleges/university-based businesses started	**Project total so far:** 50	

Summary of Recommendations

a) The majority of those attending the workshops were already aware of Social Enterprise - casting the net more widely to attract staff that have not yet embraced social enterprise, without neglecting those already involved would be beneficial.

b) The aim of the Social Enterprise Academy is to develop an inclusive model and therefore it would be important to explore the response made concerning the relevance of social enterprise to only 'some students' which was the response of 40% of practitioners.

c) Recognise the importance of 'culture carriers' i.e.' sharing the information when back at the participant's establishment. Evidence suggests that disseminating the information from the workshop to others who have not attended has the potential to considerably increase the impact of the workshops.

d) For many respondents development begins in earnest sometime after the event, there is the risk that their initial intentions will be overtaken by other priorities in the intervening time. Offering further support 6/9months after the initial event could be considered: this would keep a focus on development and provide motivation for change. This was described by respondents as a 'planning' meeting that would address specific issues and offer a networking opportunity.

e) The resources have been used by half of the participants: development of the resources to ensure that they are kept up to date, reflect current issues and are comprehensive could be considered.

f) The link between social purpose and the enterprise that individuals set up or work in could be developed further if participants are to fully understand the concept.

g) While it has only been a short time that attendees at the event have had to create an impact it is worth considering how impact is gauged from the outset and how progress is evidenced and

recorded: evidence of impact, more than anecdotal, would be a useful addition to the USE workshop.

h) Similarly, exploring the place of social enterprise in the college curriculum would benefit participants.

i) Develop robust case studies of effective social enterprises in colleges. Offer support from social entrepreneurs, resources and the SEA to develop these models and disseminate them widely. Consider selecting establishments from the '4 corners of Scotland'.

j) Increase and strengthen the 'partnerships' in which SEA engages and for which there is a 'win-win' opportunity. e.g. 'We are the future (UK)' promote event management roles for young people through their programme– this would work well within a social enterprise set-up and a good model for collaboration.

k) E-mentoring for a fledgling college/school based social enterprise would operate well in the current climate where time is at such a premium. Organised after an initial relationship development, it would provide quick responses and reflect 'real world' working practices.

l) A supportive ethos in the college is vital for sustainable development of social enterprise; it may be worth considering how college leaders can be given opportunities to raise their awareness of the importance of social enterprise.

EVALUATION METHODS AND LIMITATIONS

The evaluation of the project set out to answer the following questions:

- Did the College Understanding Social Enterprise (USE) workshop reach its intended audience and was it a useful support for participating staff?

- What was the impact of USE on participating staff?

- What was the impact of USE on students in the participating colleges?

- Have social entrepreneurs been able to support participating staff?

- Where does social enterprise sit within the college curriculum?

- Using the experience of participating staff, how can college leaders and the Social Enterprise Academy support further development of social enterprise in this sector?

The research employed in this evaluation is detailed in the grid below.

How information was collected	Numbers
Online Survey	80
Individual Interviews with Social Entrepreneurs	4
Individual Interviews with Participating Staff/Managers	7
Focus Groups with Students	2

Quantitative data

Quantitative data was available through the Quarterly Monitoring Reports from the Social Enterprise Academy as well as from the survey conducted amongst attendees at the SEA workshops. See **Appendix 1** for interview questions.

Qualitative information

Qualitative information was gathered through discussions with individuals, workshops and the survey which was sent to all participants.

Limitations

It is important to note that the evaluation covers a short period of input and delivery. As the first Continuous Professional Development Opportunities were available from June 2013, it follows that the period of delivery is barely 12 months to May/June 2014. Participants would have had a shorter active period as the school year begins in August and the college year in September.

Accepting that school/college timetables are set in May prior to an August/September start, it would suggest outcomes and impacts would be associated with existing classes/groups, rather than new set ups and that planning for future change would be an important indication of impact from the CPD events.

It is also important to note that activity may manifest itself in others ways over and above the setting up of a business i.e. a social enterprise. Activity may encompass a change in approach to teaching styles, inclusion of social enterprise philosophies in other lessons or in other ways. This evaluation may not capture all the changes that have occurred nor will it have collected information from those that were inspired into action by colleagues who attended the workshop but did not attend themselves.
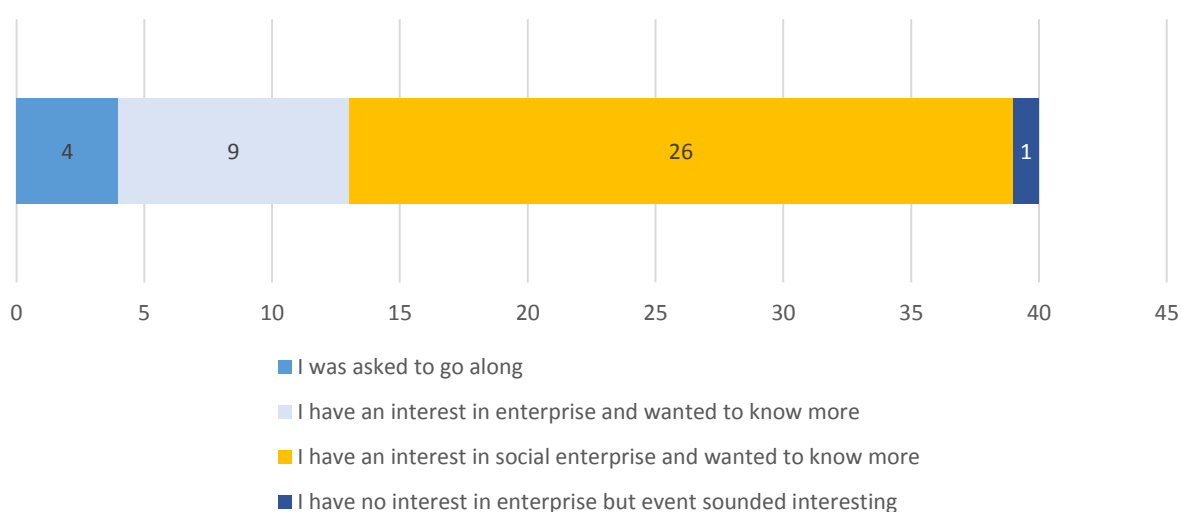
Reading the report – how it is structured.

The following report brings together the findings from the survey, from discussions with individuals and through focus group findings. It is set out under each of the questions posed at the beginning. Case Studies are interspersed throughout the report. These were compiled from establishments visited or interviewed. Each of the 6 sections provides recommendations for future development which, in turn are compiled in the executive summary above.

1. Did the College Understanding Social Enterprise (USE) workshop reach its intended audience and was it a useful support for participating staff?

68% of those who attended the USE workshop were already interested in social enterprise with 25% interested in enterprise i.e. not social enterprise. It is fair to assume that when invitations are sent to the college they are subsequently shared with colleagues who are already expressing or practising an interest in these areas.

What prompted you to go to the CPD event organised by Social
Enterprise Academy (SEA) entitled:
College Understanding Social Enterprise (USE) Workshop?

- ■ I was asked to go along
- ■ I have an interest in enterprise and wanted to know more
- ■ I have an interest in social enterprise and wanted to know more
- ■ I have no interest in enterprise but event sounded interesting

Evaluations collected immediately after the events are overwhelmingly positive (see Appendix 1) Comments include: 'the workshop was a Light bulb moment for me', 'Making connections and seeing ideas that will help me take a fresh look at my business plan', 'The most helpful part for me was … The ideas, the inspiration and confidence to begin supporting the development of social enterprises within my area of work' All evaluations describe expectations as being fully met with some suggesting how they would take the information forward and most describing how much they enjoyed the day. One participant would have preferred a shorter visit to the business that was offered as part of the day

Attendees at the workshop reported very positively about the relevance of social enterprise in their work with no-one suggesting that social enterprise was irrelevant to their work. Almost half of respondents, 46%, felt that social enterprise would have a positive impact 'on all learners'. This response is encouraging as it suggests inclusivity of all students. Three respondents could see the relevance of Social Enterprise in relation to the entire organisation.

My entire organisation should move towards operating on social enterprise principles	7.50%
I think social enterprise could have a very positive impact on my current practice with all learners	47.50%
Social enterprise is an approach I could take with some students, but not all	40.00%
I can not see any relevance for social enterprise in my current practice	0.00%
I need to reflect on what I have learned before I can see the relevance of social enterprise in my practice	5.00%

Recommendations

There is an opportunity to cast the net more widely and attempt to attract staff that have not yet embraced social enterprise without neglecting those already involved.

The aim of Social Enterprise Academy is to develop an inclusive model and therefore it would be important to explore the response concerning the relevance of social enterprise to 'some students' which was the response of 40% of respondents.

SUPPORT FOR EXISTING PROJECTS

The Understanding Social Enterprise workshop helped Anna McBride, teacher at Wick High School to ensure that she was on the right track with the Social Enterprise she runs in Wick High School. Participation in the CPD event helped build confidence in the direction the project is taking.

When Anna went along to the workshop she was already immersed in all things 'Wick-Ed' - a school-based social enterprise which was set up for the purpose of encouraging all students in Wick High School to take part in a range of entrepreneurial activities.

One of the principal aims for 'Wick-Ed' is:

> *'To increase the chances of the young people within the Wick Learning Community of becoming self-sufficient and independent, thereby improving their opportunities to progress into positive destinations beyond the High School.'*

You can read how that is being supported on the 'Wick Ed' website by clicking here.

2. What was the impact of the Understanding Social Enterprise (USE) workshop on participating staff?

Respondents were asked about both their personal and professional reaction to the workshop.
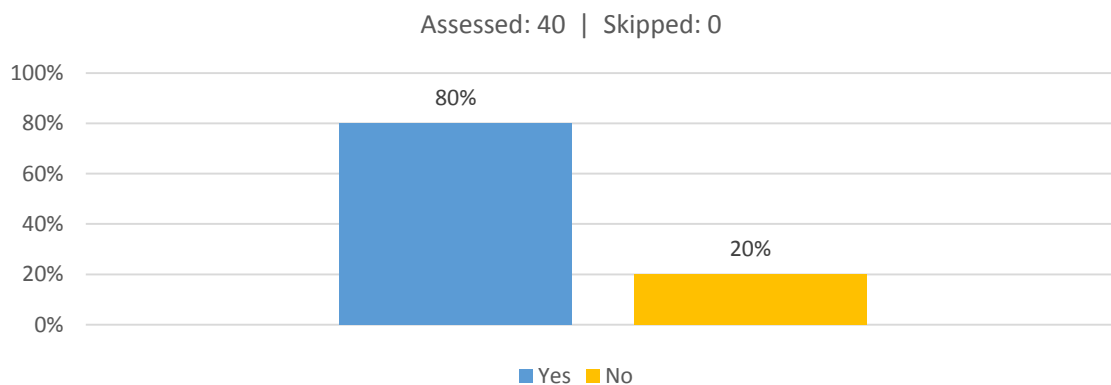
Personal response

Individuals expressed a heightened awareness about social enterprise and ethical trading which was not always translated into action. This was echoed in the conversations with participating staff and was also the case with the young people spoken to, one of whom said,

> *'I always look for fair-trade bananas but clothes are expensive and I usually go to cheaper shops which I know are not always ethical traders' (pupil voice)*

However, 62% of the survey respondents did report that attending the workshop had prompted them to make some change in their life as a result of their heightened awareness to social enterprise.

As a result of the CPD, do you personally feel differently about social enterprise and ethical trading?

Assessed: 40 | Skipped: 0

Is there anything you do differently in your life as a result of learning about social enterprise?

Assessed: 40 | Skipped: 0
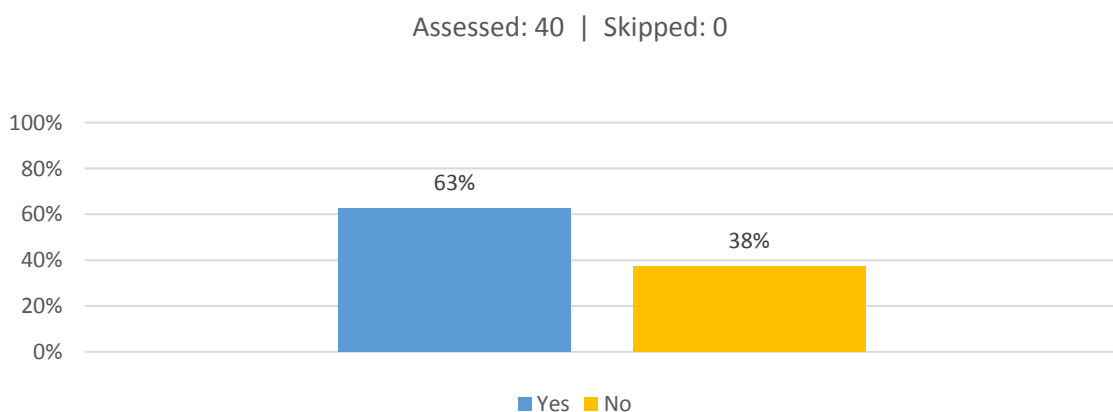
Professional response

Around 3% of respondents chose not to set up or develop a social enterprise because they are not in a teaching capacity however they 'cascaded the information collected'   the remainder are using the information in a variety of ways as described in the graph below. While 26% of respondents are currently either setting up a new venture or developing an existing one, 73% are planning the development of a Social Enterprise in the coming year. 82% plan to develop social enterprise in some way in the coming year. Currently, those who were unable to set up a Social Enterprise described 'time' as the main barrier: either time to develop approaches or time to find the right group.

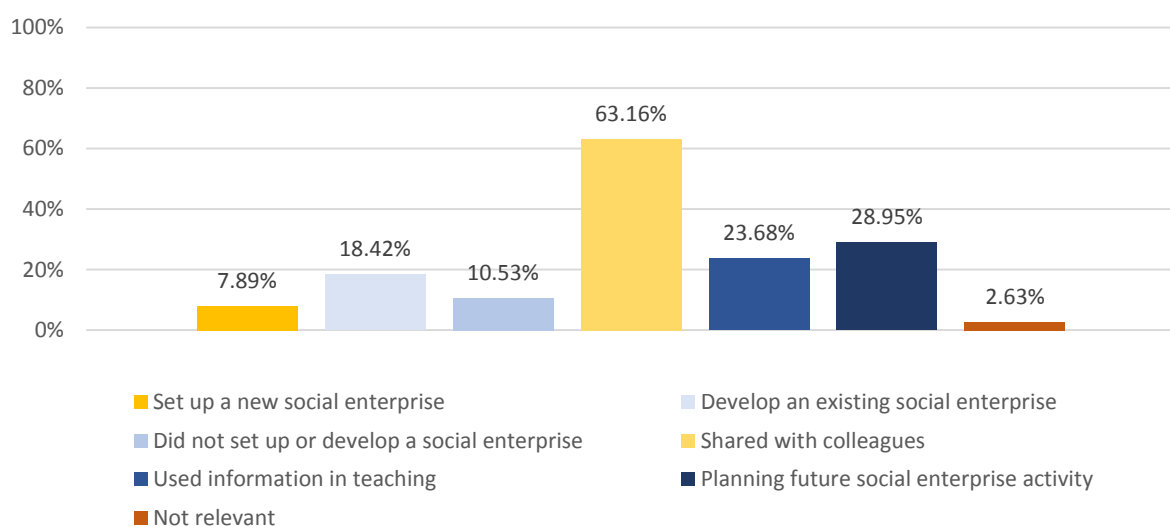**Significantly, 63% had shared this information with colleagues.**

Individuals interviewed in one school group had become involved with Social Enterprise having heard from their colleague about the USE workshop. They were enthusiastic and involved in Social Enterprise and were planning future engagement.

The Depute Head in the school described this thus:

> '*We have 120 staff at the school and therefore rely on 'culture carriers'. Those who attended the workshop had a positive experience which allows professional interest and dialogue in others to begin. We then see enterprising activities beginning to pop up from colleagues who perhaps did not attend directly, but through collaborative discussion want to start an enterprising theme within a year group.'*

Is there anything you do differently in your life as a result of learning about social enterprise?

Assessed: 40 | Skipped: 0

Legend:
- Set up a new social enterprise
- Develop an existing social enterprise
- Did not set up or develop a social enterprise
- Shared with colleagues
- Used information in teaching
- Planning future social enterprise activity
- Not relevant

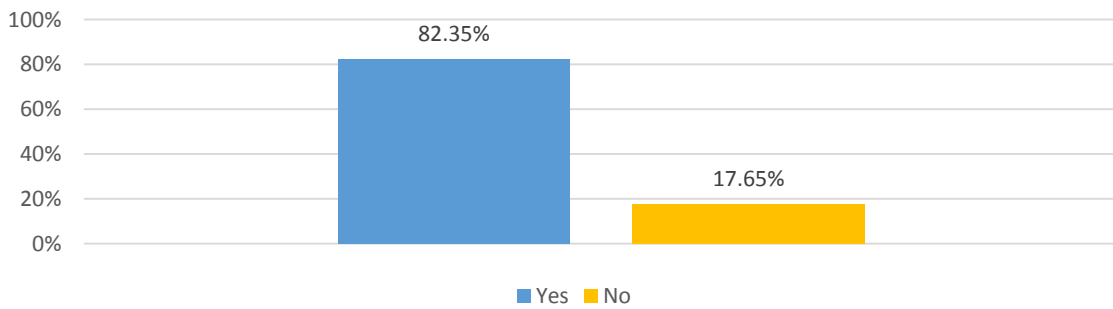Bar values: 7.89%, 18.42%, 10.53%, 63.16%, 23.68%, 28.95%, 2.63%

If you didn't set up a social enterprise, do you intend to do so in the future?

Assessed: 30 | Skipped: 10
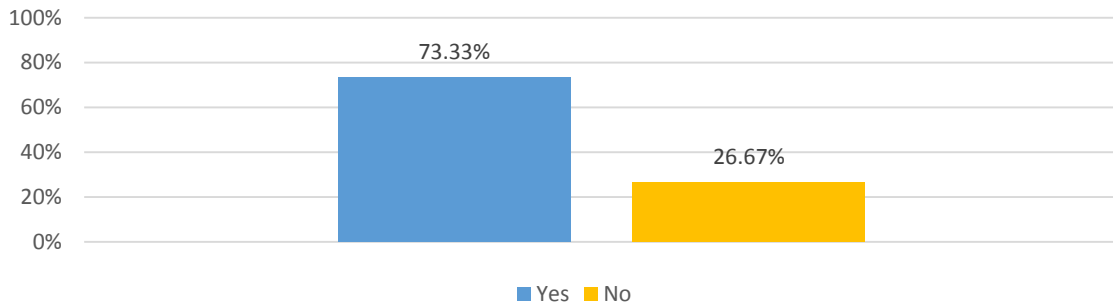
Do you plan to develop your approach to social enterprise next year?
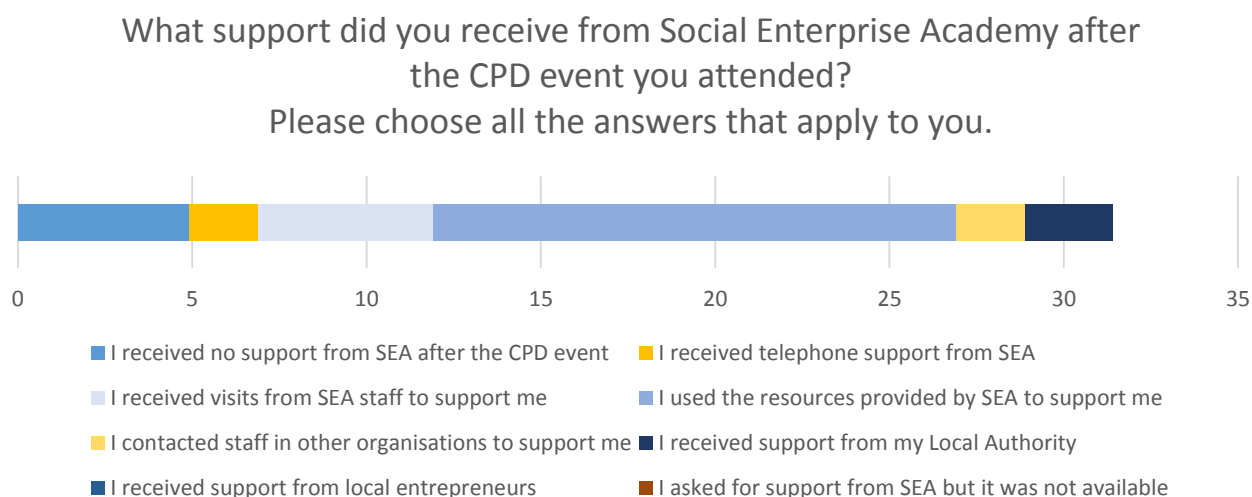
Assessed: 34 | Skipped: 6

Support Beyond the Workshop

While the USE workshop is a fundamental aspect to this project, the support that the Social Enterprise Academy offers after the initial event is also highly significant as it responds to the individual needs of participating staff and organisations.

CPD continues therefore when SEA staff visit or contact organisations to respond to requests for support. 17% of respondents had visits from SEA with a further 7% getting telephone support. College Development Network supported 17% staff at times too.

Significantly 50% of staff who responded reported that they had used the on-line resources to support development.

Nobody reported that help had not been available on request.

What support did you receive from Social Enterprise Academy after the CPD event you attended?
Please choose all the answers that apply to you.

Legend:
- I received no support from SEA after the CPD event
- I received telephone support from SEA
- I received visits from SEA staff to support me
- I used the resources provided by SEA to support me
- I contacted staff in other organisations to support me
- I received support from my Local Authority
- I received support from local entrepreneurs
- I asked for support from SEA but it was not available

Recommendations

a) Recognise the importance of 'culture carriers' and look to developing this aspect as evidence suggests that it has the potential to considerably increase the impact of the workshops.

b) For many respondents development begins in earnest sometime after the event, there is the risk that their initial intentions will be overtaken by other priorities in the intervening time. Offering further support 6/9months after the initial event could be considered: this would keep a focus on development and provide motivation for change.

c) The resources have been used by half of the participants: development of the resources to ensure currency could be considered.

DEVELOPING ENTREPRENEURIAL MUSICIANS IN BENBECULA
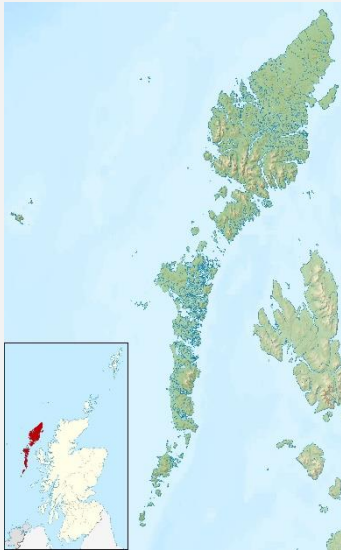
Anna-Wendy Stevenson is Programme Leader for BA (Hons) Applied Music UHI and HNC Music at the Benbecula Learning Centre which is located in the Uists, the central group of islands in the Outer Hebrides of Scotland.

After taking part in the USE workshop, two issues specific to her situation, set Anna-Wendy off on her Social Enterprise journey: the remoteness of her Centre (North Uist: pop 1300) and the importance of enterprise in the life of a music student. In Anna-Wendy's words "an un-enterprising musician is likely to be an unemployed musician."

Students and staff explored opportunities that would meet these particular circumstances and identified gaps in the musical tuition on the island. Their plan, already in motion, is to set up music tuition in the college once a month, filming their work and developing an on-line presence. The potential for this work is considerable and will positively support the culture of the islands. The social enterprise integrates with the course work within the degree programme

3. What was the impact of the Understanding Social Enterprise (USE) workshop on students in the participating colleges?

Respondents feel strongly that students develop a range of both personal and employability skills during their involvement with social enterprise. Although little recorded evidence of impact, based on any baseline or initial assessments was found, participants were clear that students gained immensely from involvement in social enterprise.

Practitioners described outcomes as wide ranging as:

> *'…has become more outgoing, is able to make eye-contact and is now attending the classes more regularly'*

> *'..Has now started their own business and is planning a full time course at college next year'*

Pupils in Craigmount were articulate in their understanding of the impact social enterprise had on the development of their skills. They described improved communication skills, better understanding of teamwork and an increase in their confidence in dealing worth other people.

In discussions with learners the connection between the social enterprise and giving to charity was more readily described than a social purpose associated with the venture. Learners were clearly motivated by their involvement with a social enterprise and inspired by 'doing good' however the links between making a living through social entrepreneurship and their experience were less evident particularly in young (secondary) learners.

The majority of respondents did not have any formal evidence that students had become more engaged in education as a result of their involvement in Social Enterprise however they did have anecdotal evidence, described below, as confirmation of engagement. The entire response is listed here as they are quite distinct from one another and offer pointers for future consideration.

> *'Some learners are now progressing onto full-time college courses '*

> *'Improved attendance, volunteer hours gained by supporting the enterprise's*

> *'Has seen many pupils gain Saltire awards. '*

> *'Yes-social enterprise activities, motivates and engages learners'*

> *'They are thinking more about sharing the skills they have with others in the group, but most important is that they recognise they have skills to share. '*

> *'The learners were very enthusiastic and took ownership of the initiative'*

Attitudes to social enterprise and ethical issues

The survey suggests that the majority of respondents do not have evidence relating to impact on students' attitudes. Two answers suggest that when the social purpose is explicit and agreed at the outset learners are more likely to make the connections and consider their attitude to ethical issues.

These were:

> *'We sold goods on behalf of a charity Bread for Life – working to bring Africa out of poverty. Now think more about fair-trade'*

> *'Currently students are working on an ethical challenge – students are more aware of ethical issues.'*

Recommendations

a) The link between social purpose and the enterprise needs to be developed further if participants are to fully understand the concept.

b) While it has only been a short time that attendees at the event have had to create an impact it is worth considering how impact is gauged from the outset and how progress is evidenced and recorded.

c) Evidence of impact would be a useful addition to the USE workshop.

Case Study

David Crossely from Forth Valley College demonstrates how involvement in social enterprise helped him progress into full time learning.

DAVID CROSSELY FROM FORTH VALLEY COLLEGE STIRLING

David began his experience in Campus Crafts when, while volunteering as a support worker in the college he was 'talent spotted' by May Mallet, the lecturer responsible for Campus Crafts. David, recovering from a difficult time in his life, joined May's class and began to experiment with textiles and design and produced some interesting products which are now successfully sold through the pop-up shop.

Inspired by this experience of being 'skint' at Christmas he made some gifts for friends which led to a number of orders for his popular bags made from recycled jeans as well as bags for kids to carry DVDs and books.

David developed a Facebook page 'Denim Daisy' for his fledgling business described as 'all about up cycling old denim to make bags etc. From tote to chic, also using other up cycled fabrics to create an individual design.'

David's experience with Campus Crafts has helped him re-boot his life, giving him a new passion and helping him move into the next stage.   David starts a full-time HNC course next year on Working with Communities and for the future is also planning his own social enterprise: a drop in skills centre, supported by local talent and craftspeople to support individuals to learn new skills.

4. Have social entrepreneurs been able to support participating staff?

While few practitioners have direct support from social entrepreneurs it should be noted that the USE workshops run by the SEA have substantial support from a number of social entrepreneurs. Whole school events and college events also have considerable input from individuals in this sector.

For the benefit of this evaluation a number of social entrepreneurs shared their ideas and experience in one to one discussions. Without exception they were enthusiastic, positive and encouraging about their involvement with schools, colleges and learners with one individual describing the potential for some young people when they engage in social enterprise as 'limitless.'

Do you have support from a business mentor?

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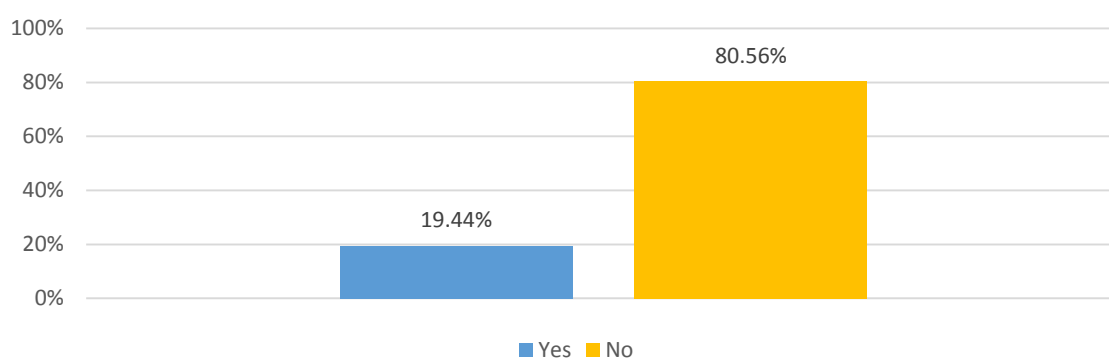
There was an interesting point raised in one discussion which addressed closer links to Social Enterprises in the community and opportunities for work placements and even recruitment – described as 'merging at the edges' – a closer link between where college ends and the workplace begins.

Social entrepreneurs described a number of opportunities in which they had been involved and they offered signposts for future development:

- Develop robust case studies of effective social enterprises in colleges. Offer support from social entrepreneurs, resources and the SEA to develop these models and disseminate them widely. Consider selecting establishments from the '4 corners of Scotland'.

- Increase and strengthen the 'partnerships' in which SEA engages and for which there is a 'win-win' opportunity. e.g. 'We are the future (UK)' promote event management roles for young people – this would work well with a social enterprise set-up.

- E-mentoring, Skyping (or similar) for a fledgling college/school based social enterprise would operate well in the current climate when time is such a premium. Organised after an initial relationship development, it would provide quick responses and reflect 'real world' working practices.

5. Where does social enterprise sit within the college curriculum?

There was little coherence across this response. A number of respondents recognised that social enterprise delivers core skills especially citizenship, enterprise and employability; this would suggest that social enterprise could be a vehicle to deliver these skills in a number of contexts across the college or school.

A number of respondents suggested that social enterprise was not within the core of the curriculum but 'on the edge' or as an 'extra' out with the timetabled experience. Other responses included that involvement in social enterprise could be:

- Studied within Access and Progression Courses

- A component of Community Learning and Development Opportunities

- Integrated with vocational topics

- Within community capacity building

- Embedded within classroom activities

- A cross college activity out with the classroom

- Within new national qualifications (business)

- Within Enterprise and Employability

- Within all areas but especially core skills

- Project based approaches

Qualifications Associated with Social Enterprise

Respondents offered a number of ways in which social enterprise could be recognised. Outlined below are the suggestions, alongside suggestions gathered through discussions.

> I think it has its own value but this could be added to with existing accreditation like Saltire Awards, ASDAN, Youth Achievement Awards (which can be gained by adults too) and also local recognition like awards ceremonies etc.

> In my opinion it should be an approach recognised in schools.

> Through teaching and learning, events.

> It should be seen as a holistic way in which learners can develop a range of employability and personal skills either before moving onto further/higher education and/or a way in which learners can acquire work experience whilst on or and completing further/higher education course.

> It could be recognised within the outcomes and targets of Community Learning and Development

> As important as academic progress and achievement

> Through achievement and accreditation programmes in schools, college and youth groups and regular features in local media

> Embedded in vocational subjects

> It should be valued for all the 'soft skills' it can enhance in students - education should not just be about passing units.

Recommendations

a) Practitioners could benefit from sharing the ways in which they recognise the knowledge and skills learnt through learners being involved in a social enterprise.

b) Similarly, exploring the place of social enterprise in the college curriculum would benefit participants.

One school – included as a case study below has integrated the experience across second year.

SECOND YEAR SOCIAL ENTREPRENEURS IN CRAIGMOUNT HIGH SCHOOL

The social enterprise experience for young people in second year in Craigmount High School is set within Curriculum for Excellence and entitled 'Progressive Minds'.

'A set of courses designed to help S2 Students prepare for the 21st Century by focussing on key skills of Enterprise and Literacy'

This course, compulsory for all young people in second year allows the students to choose from an eclectic range of offers including: Website Development, Filmosophy, Spanish, Food and Fabric, Life Skills, Computer Game Creation, Apps for your Android, Wildlife study, 3D Modelling and Animation, Theatrical Costume making, Drama, Art and CDT Craft work.

All staff delivering the courses have either attended Social Enterprise Academy's workshop or have been influenced by a colleague who has attended. Courses within Progressive Minds now embrace social enterprise, with young people actively engaged in a range of activities within their own choice of subject.

The students spoke highly of the courses and were able to articulate clearly their understanding of social enterprise including their opinion on ethical issues and Fair-trading. They could link what they were learning to the world beyond school e.g. one student explained: 'I've had to communicate with our customers and this has made me aware of how I interact with others' a second student spoke about the roles they had in their social enterprises and 'we used a production line to make our products and we could see how this could save time and everyone got really good at the part they had to do.'

While young people also spoke about how much they enjoyed their course (they are able to choose two in any one year) participating staff spoke about the considerable influence the involvement in the courses had had on their own teaching practice. They now collaborated more with colleagues considered inter disciplinary learning in a new light and were considerable champions for social enterprise and ethical training both in their own and professional lives. All staff involved in the evaluation workshop were building on their experience and planning an enhanced approach in the coming session.

6. Using the experience of participating staff, how can college leaders and the Social Enterprise Academy support further development of social enterprise in this sector?

Just fewer than 40% of respondents suggested ideas for support from the leaders in their organisation. The most common suggestions were: more time for delivering courses, more time for preparing courses, more funding, more staff and wider marketing of the benefits to all in the organisation.

Two respondents were quite specific: 'Gradually introduce additional training and support in order for us to achieve outcomes relating to social enterprise and how to support local social enterprises emerging within the communities and groups that I support' and 'I think, at this time, making it possible for a large number of Community Education Workers and some CLD managers attending the training is as much as can be expected'

The College Development Network is very supportive of social enterprise and has worked closely with SEA to develop social enterprise opportunities in the college sector.

Do you have sufficient support from the leaders in your organisation for the development of social enterprise?

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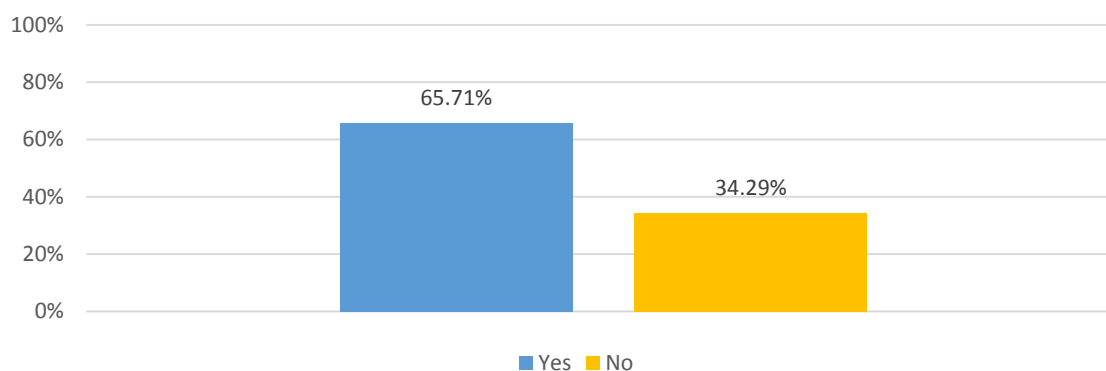
Several respondents suggested that they already have on-going support from the SEA and felt able to contact them in the future for further support. There was no clear consensus from respondents about their requirements for support in the future but there were a number of individual suggestions which included, networking opportunities, case study examples, contacts, information that was specifically addressed to the college sector.

Individuals interviewed outwith the survey were clear about the future support they needed. They described follow up events which addressed the 'next steps' for running a social enterprise in the college sector. They felt that the workshop they had attended originally had inspired and

encouraged them and now having had practical experience they needed to share and learn more from others. During these discussions it was suggested that future support from SEA could be directed at college managers to raise awareness of the importance of social enterprise. This was echoed by those included in the discussions with one respondent noting that: 'whatever work I do to develop social enterprise is only piecemeal if the leaders don't endorse it and plan strategically for it to be included'

Recommendations

a) Develop comprehensive case studies and other information based in college setting.

b) Provide follow up events to support the next stage in the development of social enterprises in colleges: described by respondents as a 'planning' meeting that would address specific issues and offer a networking opportunity

c) A supportive ethos in the college is vital for sustainable development of social enterprise; it may be worth considering how college leaders can be given opportunities to raise their awareness of the importance of social enterprise.

FORTH VALLEY COLLEGE – STIRLING CAMPUS
CAMPUS CRAFTS

Campus Crafts is a social enterprise in Forth Valley College which is run by students throughout the year. The business sells products made by both students and staff across the college as well as being an outlet for many local craftspeople.

High quality products and good customer service are keystones for the business and students learn the skills associated with both manufacturing and retail during their 2 year course.

May Mallett, the lecturer facilitating this social enterprise at Forth Valley College, have been involved in social enterprise for almost 5 years. May is clear that running a real business with hands on experience provides a unique opportunity for the students

For many individuals it has offered a way back into work through building confidence and self-esteem. It provides a supportive inclusive environment for all involved which nurtures talent and develops employability skills.

Students on the course described their enthusiasm for the business and had used the money generated to buy essential items to build the enterprise. Two students have plans for developing their own ideas and selling through Campus Crafts.

APPENDIX 1

Questions Included in the Survey

1. What prompted you to go to the CPD event organised by the Social Enterprise Academy (SEA) entitled: College Understanding Social Enterprise (USE) Workshop?

2. What support did you receive from the Social Enterprise Academy after the CPD event you attended? Please choose all the answers that apply to you.

3. Which statement is closest to how you feel about social enterprise since attending the CPD event?

4. As a result of the CPD do you, personally, feel differently about social enterprise and ethical trading?

5. Is there anything you do differently in your life as a result of learning about Social Enterprise?

6. On return to your organisation, did you…?

7. If you didn't set up a Social Enterprise, please explain why in the box below.

8. If you didn't set up a Social Enterprise, do you intend to do so in the future?

9. If you did set up a NEW Social Enterprise, how did you engage the students to get involved in the social enterprise?

10. If you did set up a NEW Social Enterprise, how did you decide on the Social Purpose?

11. If you did set up a NEW Social Enterprise, how was the business chosen?

12. Do you have support from a business mentor?

13. Do you have any evidence that would suggest that involvement in social enterprise has had an impact on students' attitude towards ethical subjects such as the environment, human rights, etc?

14. What impact do you feel involvement in social enterprise will have on the future employment prospects of your students? You may provide more than one answer.

15. Do you have any evidence that suggests students have become more engaged in education as a result of their involvement in Social Enterprise?

16. In your opinion, how should involvement in Social Enterprise, be recognised?

17. Where does Social Enterprise sit within the curriculum in your organisation?

18. Do you have sufficient support from the leaders in your organisation for the development of social enterprise?

19. Is there anything the leader of your organisation could do to support Social Enterprise?

20. Do you plan to develop your approach to Social Enterprise next year?

21. Is there anything the Social Enterprise Academy could offer to support you in developing social enterprise in your organisation?

APPENDIX 2

Summary of comments from participants of the Understanding Social Enterprise Workshop

Most Helpful Aspect of the Programme

- Good to have something aimed specifically at colleges

- Explanation of how social enterprise could be part of the Scottish Prison Services provision for 'Purposeful Activity' for prisoners and also possible intervention of SE on release

- Networking, confidence building, credibility to work practice

- The interesting and varied conversation raised lots of issues

- A very active day with not much sitting and listening

- Talking through the social and monetary aspects of social enterprise

- Explanation of Social Enterprise and examples of models

- Great examples of practice, real life case study visit, useful info pack

- Clarity of message – difference between charity and private business, participation, real situations, visit and handouts

- Knowing where there are help/contacts. A thought provoking day in itself

- The ideas, the inspiration and confidence to begin supporting the development of social enterprises within my area of work

- Difficult to pick out one aspect as it was all so useful

- Talking to each other and discussing ideas and experience

- Meeting others involved in education and having the opportunity to observe Jay

- A chance to see other social enterprise models both in planning and operational stages and a great opportunity to network

- The chance to just talk about the whole social enterprise concept so I could reflect on where we are and what we need to do

- Finding out about SE

Highlights

- Visit to a social enterprise

- Discussion about current SE activities to determine purpose and potential projects

- Light bulb moment when I discovered that successful social enterprises have failed due to a lack of

clear social aims from the start

- Visit to the Bike Station and seeing a social enterprise in practice

- Being able to contextualise my own situation

- Visit to a real social enterprise

- Discussing SE and having practical advice on how to get set up

- The visit

- Enjoyed thinking through challenges presented to SE company as it brought everything together

- Jay is well spoken, knowledgeable and enthusiastic. Linda at the Engine Shed was lovely and the venue was brilliant

- Visiting the Grassmarket project and seeing a real social enterprise working

- All the ideas I now have and can share with my group and encourage them to share all theirs

- Business plan examples

- Participants had a deeper knowledge of social enterprise than I expected which led to more in depth discussions

- Making connections and seeing ideas that will help me take a fresh look at my business plan.

- Talking, sharing concerns and having questions asked and answered. Realising that other people have the same worries.

- Listening to Lee talk about Re Boot and being able to ask questions

Further Support

- Fantastic resources which I will consider using in the future

- I would be keen to organise a visit to HM Prison Edinburgh to speak to our students

- I would love to have spent more time on this subject

- Great to be given access to lots of resources

- Sharing ideas with colleges and thinking about how I use this to inspire young people

- Thinking about how to take it forward

- Integrating SE into retail or marketing course work

- Would have liked 2 days so that I could start planning my social enterprise

- Look at links to similar projects/people with similar ideas

- As a social enterprise enthusiast I'm going to identify support networks for SE's in rural communities

- I wish I'd brought some of my students

- Look at how I support my pupils

- Would be really interested in the Academy delivering staff development at North Highland College

Any Other Comments

- Great venue and great idea for CPD

- Really useful to meet with other organisations who are considering or are already involved in social enterprise

- Enjoyed being here and meeting others

- Very worthwhile session

- A stimulating day

- Well presented, informative and useful. Got me thinking of lots of ideas

- Great workshop

- Great day

- Enjoyed little or no 'chalk and talk'

- I'll be looking for ways to integrate this into my classroom practise and share with young people at the earliest opportunity

- Fantastic day, really engaging and inspiring

- Very interesting and stimulating

- I haven't commented on all areas as time is essential to see how social enterprise will work with my groups. Good day.

- Thanks for the chance to come down. I enjoyed it and will be in touch

- Really enjoyed the day. Good presenter – thank you Jay

This report has been compiled on behalf of Social Enterprise Academy by:

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