



# Social Enterprise in Education Programme

Formal Evaluation

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## Executive Summary

### Social Enterprise Academy

The Social Enterprise Academy (SEA) is a social enterprise delivering learning and development programmes for anyone working for social purpose. It provides programmes in Leadership, Entrepreneurship and Social Impact Measurement for people and organisations at any stage in their development.

SEA works with young people in or out of education, entrepreneurial start-ups, as well as the staff, chief executives and board members of emerging and mature organisations.

*Their vision is a society which combines economic activity with community benefit, led by Social Entrepreneurs wherever they might find them - that includes our schools and colleges.*

### Social Enterprise in Education Programme

Set up in 2008 in partnership with the Scottish Government, the programme provides support to schools and colleges so that they can set up successful, learner-led social enterprises in their establishments. The programmes 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.

The Academy targets young people, through their educators, from all sectors of education: nursery, primary, secondary, college. Social enterprise in schools and colleges ranges from a one off experience for a small group of learners to whole school/college approaches which embrace every learner and all members of staff.

*According to our survey from teaching staff, on average, 55 young people per teacher that responded are involved in Social Enterprise.*

SEA currently has three members of staff delivering their Social Enterprise in Education Programme. The programme offers free Continuing Professional Development (CPD) workshops for all staff involved in education from pre-5 to college. The workshops are run by SEA staff and associate tutors. Associate tutors are Social Entrepreneurs who have experience of setting up and running their own social enterprise. SEA also offers support to individual schools and colleges and a range of resources linked to Curriculum for Excellence (CFE).

Schools and Colleges participating in the programme are encouraged to participate in the Social Enterprise in Education Awards. These Awards recognise school/college based social enterprises that:

- are learner-led;
- have identified a social purpose;
- can demonstrate regular trading activity (providing a service or a product for sale);
- use their profits to address their social purpose; and
- are sustainable.

SEA works with a range of stakeholders to strengthen their programme. These include;

- Social Entrepreneurs
- Social Enterprise Networks
- Scottish Institute for Enterprise
- Young Enterprise Scotland

## **Prior Evaluation**

In 2011 Her Majesty's Inspector of Education, as part of its Review of Third Sector Organisations, carried out a full inspection of the SEA's range of programmes, including the Social Enterprise in Education Awards Programme.

That report acknowledged that the Academy has played a significant role in promoting and supporting social enterprise in an education context. It identified its key strengths as:

- the utilisation of action learning;
- very effective training & development support;
- building the confidence of teachers/education practitioners to work with their pupils;
- SEA's skilled and highly motivated staff.

The report further stated that SEA had a very positive impact on the learning and achievement of young people. It praised the impact the Education Programme is having on individuals in classrooms, especially those young people who have found it difficult to engage with academic learning. It also indicated that teachers involved in the programme valued the support provided by the Academy and were very enthusiastic about the benefits to young people.

## **CPD Programme**

SEA is well regarded by all stakeholders and puts considerable efforts into developing robust relationships which add value to the programme.

*Stakeholders who contributed to this evaluation think highly of the team and the work they do.*

The small team (3 staff) has considerable impact in pre-5, nursery, primary, secondary and college sectors. They provide CPD workshops for education practitioners across Scotland as well as support and visits to schools/colleges when requested. These CPD workshops, a key SEA activity, are highly regarded by all sectors and practitioners who have participated would not hesitate to recommend them to their colleagues and expressed a wish to see more of them.

When asked to describe their experience practitioners talked about a programme that uses active learning practices that are highly engaging to help them understand what social enterprise is and how it provides experiential learning opportunities for young people of all ability levels. The CPD programme encourages participants to share their experiences, discuss challenges or issues that relate to their own circumstances and reflect on activity already happening in schools which may be linked to social enterprise. Many said that the CPD led to opportunities to develop networks, provide peer support and sharing of good practice.

*The involvement of Social Entrepreneurs, through presentations and visits to their workplace, are described as a highlight for many and added to the success of the CPD Programme.*

## **Associate Tutors & Social Entrepreneurs**

The SEA Associate Tutor role is a key element of the Programme. Education practitioners said that it worked well on a number of levels as it brings real life experience to the workshops and credible and encouraging 'stories' to the workshops and to school/college visits.

Social Entrepreneurs are described as a considerable asset to the CPD workshops but are less involved in schools directly; although indications are that their involvement is increasing as a result of activities such as the Social Enterprise 'Dragon's Den'. One example of this is the highly successful Glasgow Schools Social

Enterprise Dragons Den which is supported by Glasgow Social Enterprise Network and Glasgow City Council. Now in its 3rd year, this event brings young people, their teachers and local social entrepreneurs together in a competition which helps young people understand social enterprise, identify their social aim and business idea and present it to a panel of social entrepreneurs.

These social entrepreneurs are highly motivated individuals who delight in supporting learners to develop a social conscience. They offer a credible model because they are local and their experience suggests that others could do the same. Like many employers who engage with schools their main concern has been the time it takes to be involved. Many who choose to work with schools are working out ways to use IT and social media to overcome this problem.

### **Curriculum for Excellence and Skills**

Social Enterprise is seen by participating staff to clearly correlate with Curriculum for Excellence (CfE) – teachers and lecturers firmly agreed on this point and along with the learners, agree that this type of action based learning develops enterprise, employability and entrepreneurial skills.

Recording or reviewing the development of these skills is becoming more prevalent. CfE has offered a less restricted curriculum but while teachers feel that they have more freedom to introduce social enterprise they also say that there is so much to fit in to the curriculum that time is a real issue.

*Examples of schools embedding social enterprise in the curriculum are becoming more prevalent and some social enterprise models are managing to bring a number of initiatives together under this umbrella (Health & Wellbeing, Citizenship, Eco Schools).*

Skills are developed more readily when learners have responsibility for both identifying the social cause and for the running of their social enterprise. It is still evident that in some cases participating staff continue to take greater control of the venture than is necessary and is required for skills to be fully developed. There is also a move to be made from simply giving to charity to identifying a social purpose at the start of the enterprise.

### **Commitment**

Commitment to social enterprise is manifested in a variety of ways, from small scale activities to whole school holistic models. Learners can experience a range of activities where they are working independently or they can be directed in specific work with direction from their teacher.

In some of the schools/colleges visited or interviewed it was evident that social enterprise is the core of their being with awareness of social enterprise activities throughout the organisation and into the local community. For others social enterprise is a discrete activity, run by motivated individuals, which may not yet have a huge impact on the rest of the organisation.

Where social enterprise is embedded there is evidence of some or all of the following:

- a member of staff with responsibility for enterprise or employability;
- a Head Teacher (HT)/Senior Management Team (SMT) member who is fully on board and encouraging activity;
- an enthusiastic individual who acts as facilitator; and
- something within the stated values of the school about social awareness/conscience that prompts plans for activity to develop that awareness. Embedded models invariably operate learner led models of social enterprise.

## **Collaboration and Inclusivity**

Although there was evidence of sectors sometimes working with one another e.g. a school with a college on a specific project, there would appear to be more work to be done in supporting links between different sectors of education. At present activities seem to be discrete although in schools engaging in whole school or transition stage social enterprises and recording the skills developed by the young people there is some evidence of the learning that is taking place being passed on. As this element of the programme continues to grow it would merit further enquiry.

In pre-5 and primary schools social enterprise is virtually always an inclusive offering with no distinction made to ability or behaviour or indeed any other qualifiers. However, there is some evidence that social enterprise is used as an engager with some specific groups of students in both secondary and college sectors. This can be young people who have disengaged from formal education or those needing additional support for learning. Whilst this is entirely valid, it would be unfortunate to see the programme become an activity aimed at more discrete groups.

## **Motivators for Activity**

The evidence gathered indicated that there are aspects of the Social Enterprise in Education Programme that act as motivators and organisers for activity. These include the Social Enterprise 'Dragons Den' events and the Social Enterprise in Education Awards. Social Enterprise 'Dragons Den' events introduce an element of competition and are effective in motivating learners and participating staff. They bring together learners and their peer groups; include young people in early years, primary and secondary schools across an authority, staff, local authorities and their representatives, social entrepreneurs and often local Social Enterprise Networks.

*The SEA Awards are effective in showcasing good practice and recognising success.*

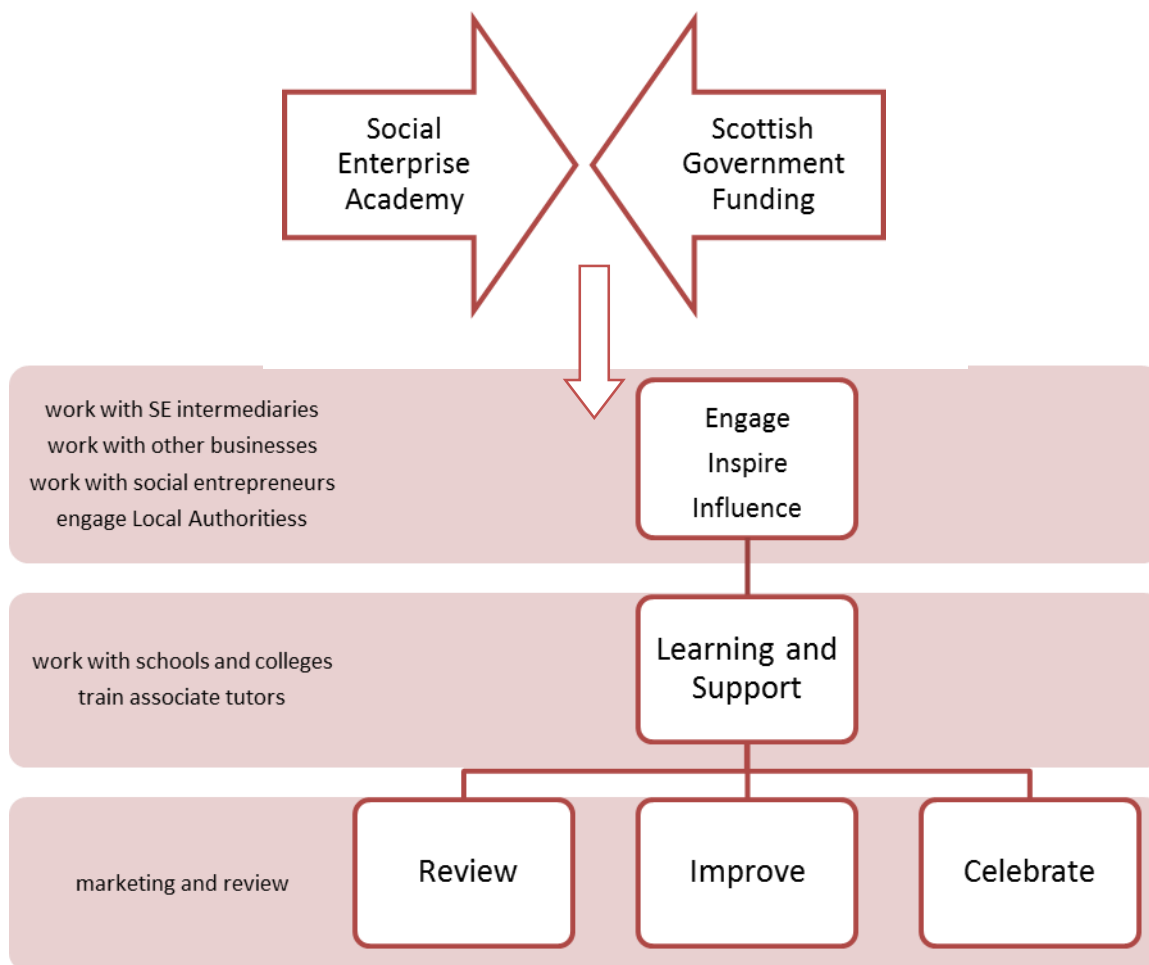
## **External Support**

College Development Network (CDN) and local authority officials are, for the most part, very supportive of social enterprise. They do not act as 'gatekeepers' for the uptake of social enterprise but encourage participation by providing a central point of contact to share information, facilitate CPD in their area, highlight and promote opportunities and encourage staff to get involved.

Many participating staff regret the removal of an individual responsible for enterprise within their organisation and/or authority. Although they can look to the SEA for support and resources, which are well received, having no person directly promoting this type of activity can affect the sustainability of the model and the development of local networks.



## The Social Enterprise in Education Programme delivery model



### Recommendations

- Virtually all participating staff agreed that participation in social enterprise supports learners to develop the skills and capacities within CfE. SEA should therefore continue to increase its spread of delivery to ensure that schools and colleges in all 32 local authorities have the opportunity to participate. This recommendation mirrors that made by HMIE in their 2011 report and continues to be relevant today.
- Given the importance of coverage across Scotland, there may need to be a review of capacity within SEA to ensure they are able to meet increased demand year on year.
- The importance of engaging local Social Enterprise Networks in providing support has been highlighted as a very positive aspect of the programmes development and is an area to be further explored and developed.
- Practitioners expressed an appetite for further professional development and support building on the USE programme (leadership development was given as an example). The SEA should consider how it supports participating staff beyond the first steps into social enterprise.
- Some participating staff need to be further supported to enable them to relinquish control of the social enterprises to pupils so that learning is deeper and more effective. In addition, in some schools, the social aim of the social enterprise needs to be more explicit and take centre stage. These issues are normally picked up by SEA when a school requests an assessment visit prior to

the Annual Awards Ceremony.

- There is some evidence of models (described as social enterprises) where young people simply raise money and 'give to charity'. These schools need more assistance in identifying their social aim and understanding what constitutes a social enterprise.
- There is some dubiety as to where social enterprise sits within the college curriculum. Guidance for college staff in this, perhaps through case studies, would be useful to help managers support development.
- Embedded models require 'buy-in' from Senior Management Teams (SMT) in both schools and colleges with staff looking for support for their work. Understanding Social Enterprise CPD for this group (managers) may aid sustainability and support future developments as well as increase local capacity. Evidence indicates that where SMTs have participated the social enterprises are more embedded and more sustainable.
- Education practitioners value the resources developed by SEA. The range of resources should continue to develop helping staff in all sectors to align their practice with CfE. Whilst the current Skills Pack helps practitioners and young people evidence their skills more focus on how skill development is addressed would add value to the resource.
- Development of resources to support the development of the Social Enterprise 'Dragons Den' model of engagement would be worth considering and would encourage further uptake in this activity.
- A number of participants would like to see social enterprise marketed to a wider audience including school/college managers, parents and the wider community. SEA should consider how they engage with organisations such as the General Teaching Council (GTC), Association of Head Teachers (AHT), Parent Councils and Parent Zone.
- a wide range of relationships are vital to the development of social enterprise in schools and colleges and the Academy has played a key role in building vibrant and effective partnerships with all their stakeholders including social entrepreneurs and Social Enterprise Networks. This work should continue apace building on their current work and showcasing some of the excellent school/college work that embraces local communities.



## 1 The Evaluation Process

The Scottish Government requested an evaluation of the programme to ascertain the effectiveness of the Social Enterprise Academy in developing an awareness of social enterprise in all sectors of education and to consider recommendations for the future. This report is concerned with the work of the Academy in pre-5, primary and secondary schools and within the college sector. **Although the Academy has been providing some support at university level it was felt that this is not yet substantial enough to be included in this evaluation.**

### 1.1 Data Gathered

The evaluation has undertaken analysis of current reports; data and documentation associated with the work of the Academy and gathered information from a number of stakeholders such as:

- Young people;
- Teachers;
- College staff;
- College students;
- College Development Network;
- Local Authority representatives;
- Associate tutors;
- Social entrepreneurs;
- Social Enterprise Network staff; and
- The Social Enterprise Academy

#### Quantitative Data

- Literature review;
- Data from Social Enterprise Academy;
- College quarterly monitoring reports from SEA;
- Survey of teachers; and
- Survey of college staff

#### Qualitative Data

- Case Studies;
- Interviews;
- CPD event evaluations;
- Focus group;
- Literature review;
- Survey of teachers; and
- Survey of college staff

### 1.2 The Evaluation: Method and Scope

It is important to note that the college aspect of the evaluation covers a shorter period of input and delivery. The first CPD opportunities for college staff were available from June 2012. It follows that the

period of delivery reviewed is less than 3 years in comparison to the period of delivery for schools which equates to 7 years. College practitioners and students would have had a shorter active period as the college year begins in September.

Accepting that college timetables are set in May prior to a 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 involving college staff.

It is also important to note that activity may manifest itself in others ways over and above the setting up of 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.

| <b>Who we spoke to</b>                 | <b>Method</b>                            | <b>Numbers</b>                      |
|----------------------------------------|------------------------------------------|-------------------------------------|
| <b>Primary Teachers</b>                | Survey/Individual Interviews             | 28/2                                |
| <b>Secondary Teachers</b>              | Survey/Individual Interviews             | 22/2                                |
| <b>Special Education Teachers</b>      | Survey/Individual Interviews             | 7/1                                 |
| <b>College Lecturers</b>               | Survey/individuals                       | 80/7                                |
| <b>Primary pupils</b>                  | Discussion Group                         | 1 group                             |
| <b>Secondary pupils</b>                | Discussion Group                         | 1 group                             |
| <b>College Students</b>                | Discussion Group                         | 2 groups                            |
| <b>College Development Network</b>     | Discussion                               | Adviser for Enterprise in Education |
| <b>Local Authority staff</b>           | Questionnaire                            | 11 Local Authorities                |
| <b>Social Enterprise Network Staff</b> | Telephone Conversation                   | 2                                   |
| <b>Social Entrepreneurs</b>            | Face to face and telephone conversations | 8                                   |
| <b>Academy Staff Tutors</b>            | Telephone conversations                  | 3                                   |
| <b>SEA Board Member</b>                | Interview                                | 1                                   |
| <b>SEA staff</b>                       | Interview                                | 1                                   |

### 1.3 Guidance on Reading the Report

This report brings together the findings from literature reviewed, surveys, discussions with individuals and focus group findings.

It is set out under each of the stakeholder responses that were gathered. Case Studies are interspersed throughout the report. These were compiled from establishments visited or interviewed.

## 2 Research Findings

### 2.1 Programme Overview

The Social Enterprise in Education Programme was first developed and designed with Determined to Succeed (DtS), the Scottish Government Strategy for Enterprise in Education and ran an initial pilot Understanding Social Enterprise workshop in 2008. That first pilot had 9 participants.

To date the SEA has:

- worked with 681 schools and colleges;
- delivered Understanding Social Enterprise CPD to 1255 teachers, 191 Initial Teacher Education Students and 207 college lecturers;
- awarded 164 schools and 3 colleges at its annual Social Enterprise in Education Awards;
- developed partnerships with a range of organisations including local Social Enterprise Networks and other providers such as Young Enterprise Scotland, Cooperative Education Scotland and the Scottish Institute for Enterprise;
- supported local authorities across Scotland to develop their approach to social enterprise, entrepreneurship and employability.

Since 2008 the SEA has changed the emphasis of the Understanding Social Enterprise CPD workshops. Originally they were designed to inspire and motivate education staff to consider social enterprise as a context for curriculum delivery. While that is still a major component, the workshops now include practical support for staff so that they are more able to take action when back in school. Activities, like the Social Enterprise Assessment Tool, help practitioners to see the relevance of social enterprise to their current activity and not as something new or extra to be added to their already busy workload.

In conjunction with this, SEA has developed a range of resources – coherent with CfE, to support Social Enterprise in Education, including resources in Gaelic. The on-line survey indicated that participating staff are finding the resources useful with 44% reporting that they found them “very useful” and 56% describing them as “of some use”. In the college sector 50% of respondents made use of the resources.

Participating staff can access:

- A Guide to Social Enterprise for those new to the concept;
- Curriculum planning support in line with Curriculum for Excellence;
- Social Enterprise materials designed to support the National Progression Award for Enterprise and Employability;
- Case studies of interesting practice across all sectors and case studies of Social Entrepreneurs for inspiration and information;
- Business planning support;
- Support for skill development within social enterprise activity including a Skills Workbook designed for students;
- The Social Enterprise in Education Award – which is well supported - 98% of respondents of the on-line survey rate the Social Enterprise Award either very or quite worthwhile and 61% applied for it in the current year with a further 26% planning to in the coming year;
- The Social Enterprise in Education Newsletter; and
- Showcase of Social Enterprise in Education – sharing good practice.

There is also anecdotal evidence that schools and colleges have become more open to the idea of social enterprise as Curriculum for Excellence has developed, with one local authority representative endorsing that view:

*“Social Enterprise activities have become more appealing to schools in recent years particularly within the Primary sector - CfE gives staff a bit more freedom.”*

*(Local Authority respondent)*

Since 2011/12 SEA has become increasingly involved in developing social enterprise within the college sector. In 2013/2014 this was supported, in part, by funding from the Royal Bank of Scotland through their Inspiring Youth Enterprise Initiative

## 2.2 Young People and College Student Responses

During the course of this evaluation three workshops were held with learners - one primary, one secondary and one in a college setting. All learners spoke enthusiastically about their experience with social enterprise describing the fun and enjoyment they got out of the activity as well as being articulate about the skills they were developing and using.

They described improved communication skills, better understanding of teamwork and an increase in their confidence in dealing with other people. The secondary group were able to clearly articulate 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, **“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.”**

The college group included young people with additional support needs who were less able to articulate their opinions but their support staff spoke highly about the programme and the young people’s involvement, including their developing ability to deal with customers.

One participant from the college group, not in the Special Educational Needs (SEN) sector, had gone on to develop his own business after been inspired by his experience and had continued in learning as a result of that work. This aligns with other anecdotal evidence of individual success and learners being motivated through direct and practical experience of social enterprise.

For two other respondents the activity in college had offered them an experience that gave them independence in their learning and an opportunity that allowed them responsibility for the money coming into the business. Their lecturer described the importance of this in terms of developing real life skills and capacities.

The Primary School group (P7 – age 10 to 11 years) were fairly independent in the social enterprise in which they were involved and able to make decisions that could be checked with the teacher when, and if, required. They spoke about their ideas and plan for the business and were enthusiastic about the work. They liked ‘being in charge’, enjoyed working with their friends and, especially valued, being able to help others through raising money. They were able to talk about the need for their cafe in getting people together and linking with their community. Their teacher spoke about the opportunity the social enterprise gave them to develop real life skills like using mental maths in a real context.

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 their experience and making a living through social entrepreneurship were less evident particularly in young (secondary) learners.

## **CASE STUDY**

### **Pre-5 Experiences**

The principles of social enterprise are absorbed by young people in the pre-5 sector through the activities in which they are involved and the opportunities they have for thinking about things, making decisions and working with people.

One pre-5 establishment is in the process of developing a project with a local care home. It begins with the young people and the older residents sharing the care home garden to grow flowers and herbs. This involves the children in child-led interests, connecting with the environment and building relationships. Beyond that the opportunities are considerable and at each stage the children are encouraged to make decisions, collaborate and consider the right thing to do. They are involved in decisions such as, what to grow, what to recycle, what to cook, what to eat, and what to do with the surplus. All of which is coherent with Curriculum for Excellence.

A review of the business plans submitted to SEA and of the 2011 HMle Review on the Scottish Social Enterprise Academy describes young people involved in a range of learning activities including:

- advertising;
- writing CVs;
- working with others and with people out with their establishments; and
- planning and working with money.

All of the above are facilitated through their practical experience with social enterprise.

## **CASE STUDY**

### **Impact on Learners**

A sixth year student spoke enthusiastically about her experience. She had been involved with social enterprise from third year in school and had developed a number of different businesses with others and also on her own. She said "social enterprise opened doors for me – they open them really wide and show you what's possible. It's up to you to take the opportunity and make the most of it. Without activities like running a social enterprise at school, especially in S6, I would never have ended up here." (University - studying Business and Event management)

## 2.3 Participating Teacher Responses

The teacher survey was sent to 256 individuals who had either taken part in the CPD workshops for social enterprise or had been involved in supporting social enterprise in school without prior attendance at the CPD events. Fifty eight teachers responded, approx 23% of the total surveyed.

Of that number 49% were primary based (28 responses), 39% were secondary based (22 responses) and 12% were based in Special Educational Needs schools (7 responses) Nursery schools were represented through three interviews that were conducted separately. This section also refers to discussions with 5 individual teachers who have had considerable experience of social enterprise and also takes note of the feedback from teachers who attended CPD workshops delivered by the SEA team.

The majority of respondents who looked for support from SEA reported high satisfaction levels with the support provided, with 88% either extremely satisfied or very satisfied with the support they receive. Almost 100% of those who responded were confident that Social Enterprise provides the context in which the attributes and capacities associated with Curriculum for Excellence are developed, helping learners develop skills for learning, life and work. Furthermore 50% of teachers who completed the survey said that they had been prompted to look for CPD on Social Enterprise as they were certain of its coherence with Curriculum for Excellence

Those that responded to the online survey had, for the most part, attended workshops delivered by the SEA. This amounted to 72% of teachers in the survey. It is interesting to note that almost a quarter of respondents had CPD meetings in school to discuss social enterprise independently of the Academy along with 4 respondents who had met at LA level to discuss Social Enterprise. This is important to consider given the ability of the SEA to deliver CPD across Scotland and the need to increase capacity at local level.

| What CPD have teachers attended?                                            | Responses     | Respondents |
|-----------------------------------------------------------------------------|---------------|-------------|
| An event delivered by the Social Enterprise Academy                         | <b>72.41%</b> | 42          |
| An event delivered by a local authority not involving the SEA Academy       | <b>6.90%</b>  | 4           |
| An event in your school with your colleagues (e.g. a discussion group)      | <b>22.41%</b> | 13          |
| An event at the Scottish Learning Festival                                  | <b>1.72%</b>  | 1           |
| An online event                                                             | <b>0.00%</b>  | 0           |
| I haven't attended any CPD events for Social Enterprise in the last 2 years | <b>18.97%</b> |             |
|                                                                             |               | Total: 58   |

The CPD workshops and support organised and delivered by SEA are highly valued by those that attend. The aims of the workshop are for participants to:

- understand key concepts and values of social enterprise;
- gain the vital skills and knowledge to set up a social enterprise in their school; and
- to gain the confidence to be able to support young people to discover and develop entrepreneurial skills.

The feedback from the workshops indicates that these aims are often surpassed with attendees describing their experience in very positive terms:

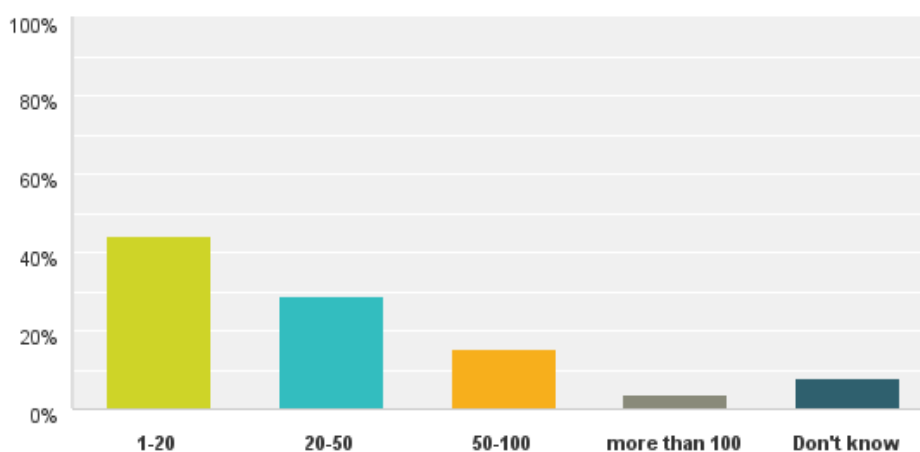
*“Participative approach with an experienced facilitator from the sector was really useful”*

*“Discussion and examples given to discuss are very thought provoking”*

*“Learning from real life social enterprise people - Great!”*

The success of the aims of the workshop is also indicated by the 75% of respondents who returned to school and put what they had learnt into practice by supporting learners to run a social enterprise. Six respondents (12%) recorded that they did not take the CPD any further, generally because they were not employed in a classroom setting. The outcome noted above has an impact on considerable numbers of young people who are currently actively engaged in running a social enterprise.

The graph below describes the numbers of young people in each school who are involved in a Social Enterprise as at November 2014. Four schools each involve more than 100 pupils, 8 schools each involve between 50-100 pupils, 15 schools each involve between 20-50 pupils and 23 schools each involve between 1-20 young people.



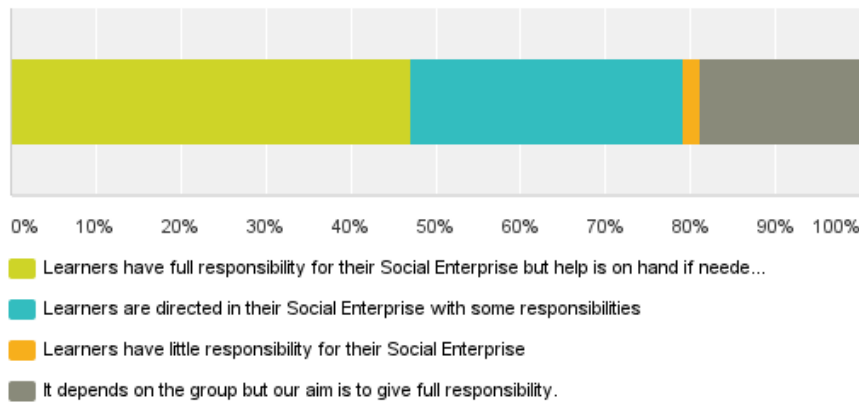
The CPD programme, delivered by tutors and Academy staff, emphasises the importance of social enterprise in schools being learner-led. This is a basic premise of the work of the Academy – when the enterprise is lead by the learner, the learning is deeper, more realistic and allows the learner to make mistakes and learn by experience.

The survey asked two questions relating to this:

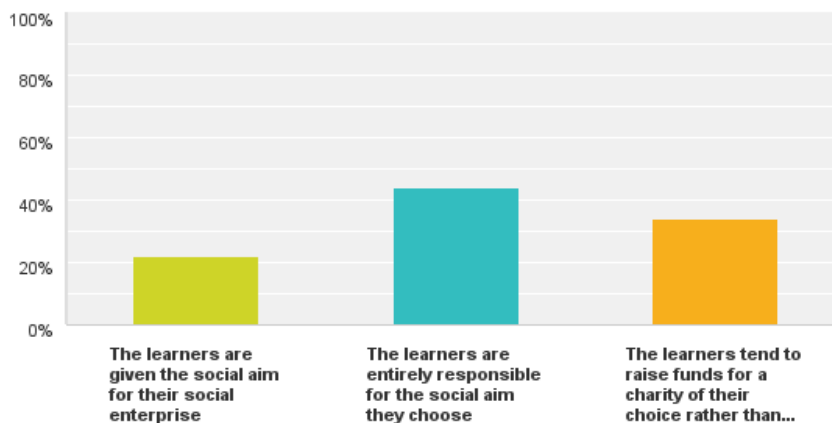
1. What level of responsibility do the learners have for the social enterprise?
2. To what extent do learners choose the social aim for their enterprise?

The answers below indicate that there is still some work to be done in relinquishing responsibility to learners and in shifting the social aim to “centre stage”.





What level of responsibility do learners have?



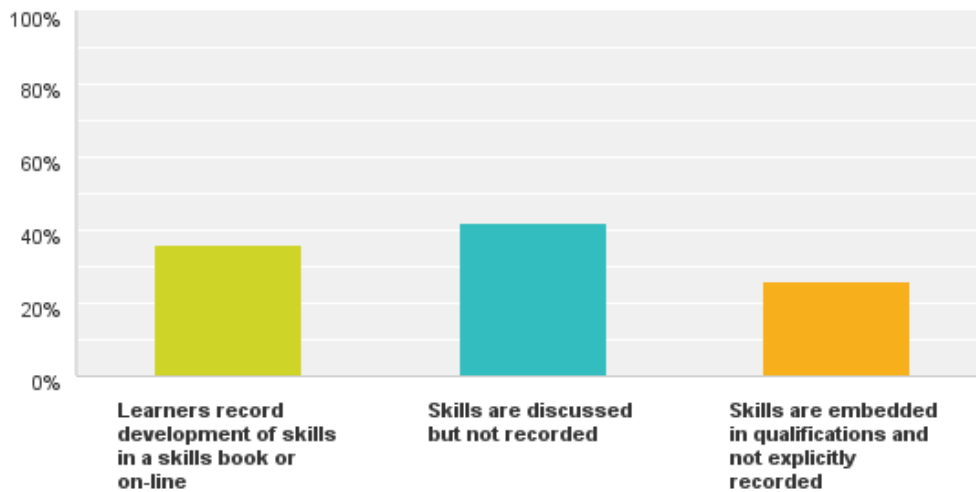
To what extent do learners chose the social aim?

SEA is clear that experience of social enterprise develops a range of skills and it provides resources on the website to address that development. It also discusses skills in the workshops and stresses the substantial opportunities for learners to develop skills for learning, life and work when actively involved in running a business.

The survey wanted to find out how teachers capture the development of skills (enterprise, entrepreneurial, employability) associated with practical experience of social enterprise. Just less than 40% of respondents indicated that they have a distinct focus on skill development with a further 40%+ talking about skills with the learner but not recording them.

When this information is linked to almost 30% of respondents who appreciate that skills are embedded in qualifications it indicates that participating staff are taking heed of the skill development inherent in social enterprise practice. The SEA could highlight some of the best practice in this area with the intention of supporting teachers to build and improve on their practice.

Young people interviewed were able to discuss the skills they were developing but for the most part were not recording them during or directly after the experience. They may be using the experience as an example of where they are developing skills when completing general profiles or CVs.



Seventy six percent of respondents to the survey and individual teachers who took part in the evaluation tended to describe social enterprise as “slightly” or “quite” embedded in the curriculum. A small number (11%) indicated that social enterprise was fully embedded in the curriculum of the school.

On further discussions it was evident that where a model of social enterprise is described as embedded the following is generally in place:

- a member of staff with responsibility for enterprise or employability;
- a Head teacher/SMT member who is fully on board and encouraging activity;
- an enthusiastic individual who acts as facilitator;
- learner led social enterprises; and
- something within the stated values of the school about social awareness/conscience that prompts plans for activity to develop that awareness.

### A school based embedded model



## CASE STUDY

### Professional Dialogue Developing Practice

The Depute Head in the school described this as follows: “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.”

Teachers, through the survey, were asked about their plans for the future. Thirty three reported that they planned to continue the work they had started in session 2013-14 and build on that experience. Additionally 11 responders planned to begin a new social enterprise in the near future and are currently planning for that experience. Eleven individuals had no plans for the future – this was mostly due to individuals not being in a teaching capacity.

Further support looked for by those that responded to the survey and in discussions are listed below:

| Suggestions for further support                                                                                                                                                                                                                         | Responses |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Continue current availability of Social Enterprise Academy Staff for support including school visits. One respondent suggested Evaluation Visits so that teachers/young people could get supportive feedback on progress                                | 16        |
| Further resources on website (particularly for SEN), ability to share ideas on-line and case studies                                                                                                                                                    | 6         |
| More CPD for teachers including refresher courses.                                                                                                                                                                                                      | 5         |
| Links to businesses, social entrepreneurs and organisations for practical support, guidance and “even perhaps premises”                                                                                                                                 | 5         |
| Event for Social Enterprises, not associated with awards or competition, to share ideas and good practice. One respondent suggested an event that would link schools with colleges.                                                                     | 2         |
| More publicity generally around the benefits and importance of Social Enterprise to encourage greater support and uptake across schools and communities. This should be directed at all personnel in schools, local communities and especially parents. | 2         |

## CASE STUDY

### Support for Existing Enterprises

The Understanding Social Enterprise workshop helped one teacher to ensure that she was on the right track with the social enterprise she runs in her high school. Participation in the CPD workshop helped build her confidence in the direction the enterprise was taking. At the time she was already immersed in a school based social enterprise set up to encourage all pupils to take part in a range of entrepreneurial activities. One of its principal aims is to increase the chances of the young people within the learning community of becoming self-sufficient and independent thereby improving their opportunities to progress into positive destinations beyond school.

## 2.4 College Sector Response

Evaluations collected immediately after the CPD workshops for the college sector are overwhelmingly positive. 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.

|                                                                                                              |        |
|--------------------------------------------------------------------------------------------------------------|--------|
| 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 cannot 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%  |

Attendees at the workshop reported very positively about the relevance of social enterprise in their work with no-one suggesting that it 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. However 40% suggested that social enterprise was not appropriate for all students. Further examination to ascertain the reasons behind this response is needed. Three respondents could see the relevance of social enterprise in relation to the entire organisation.

Respondents were asked about both their personal and professional reaction to the workshop and other CPD on social enterprise they had attended.

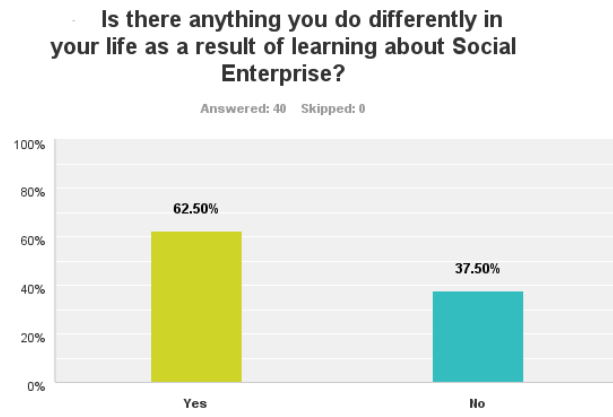
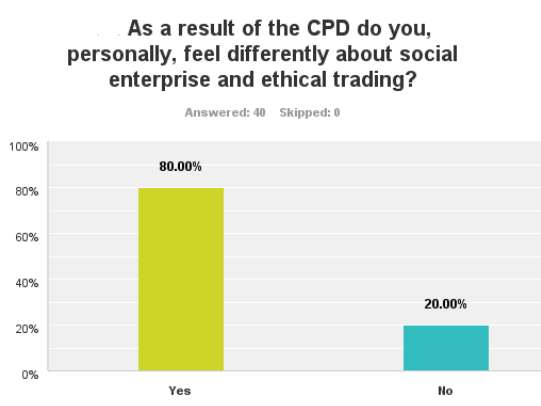
### Personal Response

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’*

*(student)*

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.



**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:

- 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.

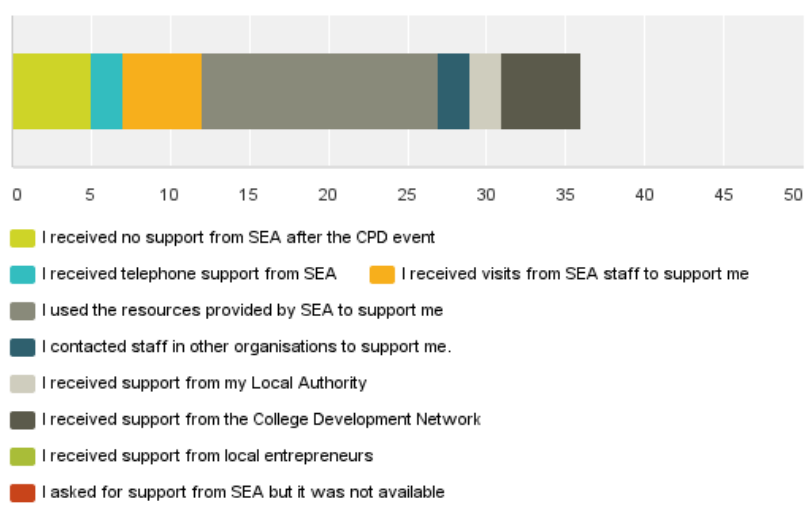
Significantly, 63% had shared the information from the workshops with colleagues.

**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. Seventeen percent of respondents had visits from SEA with a further 7% getting telephone support.

College Development Network supported 17% of staff. 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.



## CASE STUDY

### Developing Entrepreneurial Musicians

One lecturer, after taking part in the USE workshops, was encouraged to set off on a social enterprise journey which took heed of two specific issues: the remoteness of the college; and the importance of enterprise in the life of a music student.

In this lecturer's words "an un-enterprising student is likely to be an unemployed musician" Students and staff together explored opportunities that would meet these particular circumstances and identified gaps in the music tuition in their area. Their plan, already in motion, is to set up music tuition in the college once a month using their talents to support their local community. They are also filming their work and developing an on-line presence. The work has the potential to support the culture of the islands. The social enterprise integrates with the course work within the degree programme.

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".*

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."*

*"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.”*

## CASE STUDY

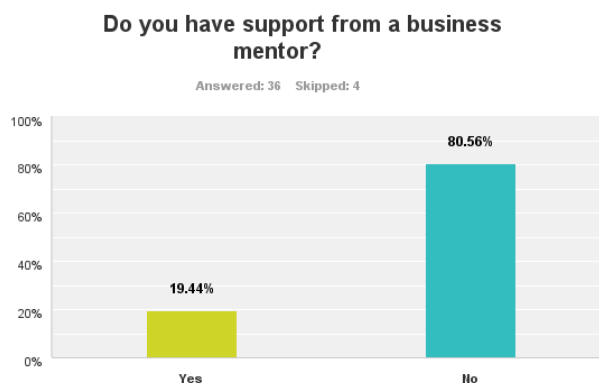
One college student demonstrates how involvement in social enterprise helped him progress into full time learning.

The student began his experience in the college social enterprise while volunteering as a support worker in the college. He 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 and ‘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 children.

The student is now about to start 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 with craftspeople to support the venture

## Social Enterprise Networks and Social Entrepreneurs

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. 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 colleges and learners, with one individual describing the potential for some learners, when they engage in social enterprise, as ‘limitless.’

They 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 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.

### **Colleges and the Curriculum**

There was little coherence about where social enterprise sits within the college curriculum. 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.

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. The responses as to where social enterprise should be placed are listed below:

- 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; and
- 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 along with those gathered through discussions:

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 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.

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, and
- 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”*

*“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.”*

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

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; and
- information that was specifically addressed to the college sector.

Individuals interviewed out with 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.”*

## 2.5 Local Authority Responses

Twelve out of the 32 Local Authorities were approached and eleven (34%) responded to a short questionnaire. A summary of the responses are set out below:

### **Social Enterprise and strategic plans in the Local Authority**

The development of social enterprise explicitly figures in strategic plans in some of the local authorities who responded. It was often subsumed under enterprise and described as an important aspect of Curriculum for Excellence delivery. This is summed up below by one respondent

*“.....generic enterprise is recognised as a key driver for delivering Curriculum for Excellence and in line with the Vocational Education Strategy which aims to deliver a curriculum that fulfils pupil choice and equips young people with the enterprising skills required to take up socio economic opportunities.”*

*(Local Authority respondent)*

Other local authorities reported that enterprise and employability skills, intrinsic elements of social enterprise practice, were a feature of their Skills for Work and 16+ work plans. Having these skills featured in plans and policy documents does not of itself ensure development of social enterprise but, coupled with the promotional work of the SEA, there is an opening for discussion and consideration of further development of social enterprise initiatives within local authorities.

In one local authority, social enterprise has been included as an area for further exploration within Youth Work Services, specifically the volunteering and employability areas. They explained

*“This is with the view of ensuring that this (social enterprise) becomes an embedded element of our youth work approach in our area.”*

### **Challenges Associated with Developing Social Enterprise**

Local Authorities, to some extent, agree that the development of social enterprise relies on a better understanding of the concept and principles of social enterprise with one respondent suggesting that “many people just don’t get it – they don’t know what it is.” Two rural authorities suggested that there are challenges around cover availability and the considerable travel time to CPD events for some participants. There was little commonality in the responses to this issue.

Outlined below is a selection of challenges that local authorities described.

*“There is a challenge with staff being trained and then moving on without having developed a sustainable model in their school.”*

*“Schools focus on measured achievement and passing exams – lack of understanding of the skills, benefits and status of what can be achieved through SE needs to be highlighted.”*

*“Time to commit to SE in light of all the changes to exam nationals system, timetabling, new systems (SEEMiS) and measures (such as Insight) being developed.”*

*“It has always been the case that those engaged the best tend to be ones who are doing this ‘over and above’ other areas of work- this in itself has benefits but also presents challenges to getting it embedded and equitable access.”*

Where Local Authorities either have a strong track record of enterprise and/or have invested in CPD for Social Enterprise the challenges are apparently reduced and there is a greater uptake in schools.

*“The SEA programme builds on the original Schools Enterprise Programme which was a fully resourced programme and was available in Gaelic as well as English. So, the new Social Enterprise programme has been enthusiastically received against a very robust historical track record of enterprise education”*

*(Local Authority respondent)*

### **The Impact of Programmes**

Although no quantitative data is available with regard to the output of the CPD workshops carried out in each Local Authority, the overwhelming response is positive. All respondents described the CPD as being of considerable value, with respondents being “inspired”, “motivated” and “encouraged.” Many spoke of teachers returning to school and setting up social enterprises and subsequently achieving the Social

Enterprise in Education Award.

*“We have witnessed directly some amazing opportunities for young people through social enterprise learning and activities.”*

*(Local Authority respondent)*

### **Support Required to Further Develop Social Enterprise**

Most of the Local Authorities who responded are looking for “more of the same” to further develop social enterprise in their areas. Specifically this was described as:

- more opportunities for further staff training through the well-received workshops;
- support for teachers and young people including awareness raising events for young people; and
- examples of good practice that could be used in promotion and marketing of social enterprise.

One respondent would like to see an emphasis, in marketing material and in the CPD events, on the skills young people develop as a result of their involvement in social enterprise.

*“SE enables young people, regardless of ability, to develop the life, learning and employment skills necessary for transitioning into adulthood and should be better promoted as such”*

*(Local Authority respondent)*

The question of follow up support for participating staff was raised as this would help shape ideas and maintain momentum.

One authority would like to offer presentations to their Leadership Teams to support wider uptake in 2015/16. Leadership development was also seen as an opportunity for young people and one authority would like to investigate that possibility with the Academy.

While all young people benefit from involvement in social enterprise, one respondent would like to investigate the possibility of introducing a sustainable social enterprise into their ASN sector that will develop meaningful employability skills for young people for whom employment opportunities will be very limited. This links with a need for SEA to engage with the recommendations of the Commission for Developing Scotland’s Young Workforce with a view to how the Academy can support progress in these areas of work.

The question of transition was raised with a wish for:

*“Intergenerational work for all young people to create a bridge with regard to transition for building up networks outwith and beyond school.”*

*(Local Authority respondent)*

### **Additional Comments**

*“Partners can support and enhance delivery, working with SEA and coupled with input from a local social entrepreneur have really encouraged schools to engage.”*

*“Understanding that it is about growing the enterprise to support the activity not just charity fundraising.”*

*“Have a clear, articulated understanding of outcomes and skill development at the outset.”*

*“Staff training / CPD sessions delivered by SEA have been excellent and will help promote and support development.”*

*“Sharing first hand ideas from schools around the country also makes it more relevant and achievable.”*

*“Linking in with the Social Enterprise Network in our area has raised the profile of social enterprise across the authority area.”*

*“The creation of an authority wide Social Enterprise ‘Dragons Den’ competition has made it easier for schools to buy-in. It allows links to be made between CPD, classroom learning and participation in the ‘Dragons Den’ process.”*

## **CASE STUDY**

### **A Whole School Approach**

In one primary school social enterprise involves all pupils. The head teacher describes their approach as “It is embedded into our curriculum and is enriched by members of the local community who are involved in the life of the school.”

Through social enterprise business skills are taught and used in real life situations for the benefit of all and are seen as creative, innovative learning which has a real purpose. The school emphasises that development of a social conscience has to be set within the values of their school.

## **2.6 Associate Tutors**

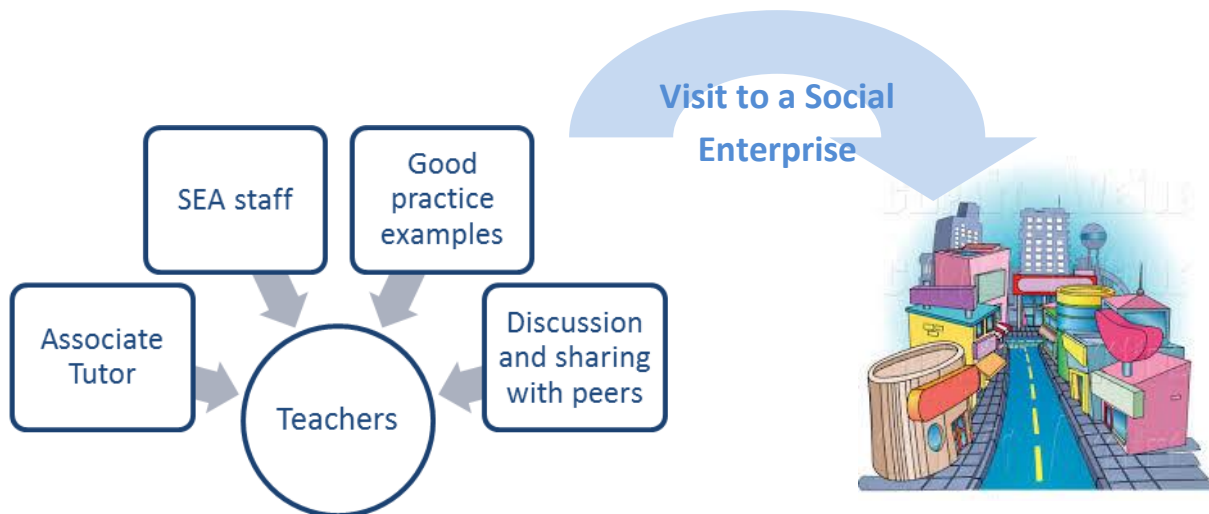
A distinctive, and very well reviewed, aspect of the Social Enterprise Academy is the inclusion of social entrepreneurs as associate tutors in the education programme.

Associate tutors are social entrepreneurs, often fully active in their own work, but also employed by the Academy, who help deliver CPD workshops for teachers and other education staff as well as directly supporting schools. SEA currently has 4 associate tutors who support their Social Enterprise in Education Programme and can call on other individuals when necessary. Associate tutors bring their current and real life experience of social enterprise to the workshops which help participants to more readily understand the concept and practical issues associated with this business model.

One Associate tutor described their role:

*“Tutors offer their real life experience and the theory of running a social enterprise. They live and breathe social enterprise and can bring that passion and enthusiasm to the workshop. They offer a visit to their premises. They are able to present a confident story and passion for the work they do. They can show that this is an option for the future, to create a job for yourself, they are a real life example.”*

## Social Enterprise Academy Education CPD Workshop Model



Associate tutors feel fully supported by the Academy who they described as a “great team who complement one another.” They work together with the SEA team to develop their approach. They are offered a Tutor Guide, regular meetings and are able to influence and develop the programme along with the SEA team.

The Associate tutors who took part in this evaluation were articulate about the role of the local community in supporting schools, see themselves as part of that community and were all passionate about the importance of Social Enterprise in education.

One Associate tutor gave an example of the importance of close and equally supportive connections with the local community:

*“Occasionally a school running an enterprise such as a cafe can be seen to have a detrimental effect on a local small business owner running a cafe where both businesses rely on the same customers. Building relationships with the local community and good communication are vital to making it work.”*

One associate tutor with additional previous experience in primary schools observed:

*“The environment in schools is changing substantially with staff more flexible and open to ideas” and adding “Curriculum for Excellence both adds pressure in relation to all the things teachers have to address and also eases the ties of conformity which allows SE to thrive.”*

Associate tutors expressed a number of views about the challenges associated with developing Social Enterprise in Education which are individual opinions but of some interest and therefore noted below:

*“It seems more straightforward in Nursery and Primary as well as SEN as the structures in these schools appear to be more flexible”*

*“sometimes in Primary schools its not easy to embed social enterprise in the curriculum as the curriculum is so busy. Staff don’t always take the time to ‘knit’ it into the curriculum allowing the enterprise to become a ‘one of’” and not sustainable. Time to fully embed would/could lead to a more sustainable model.”*

And finally, tutors noted that Social Enterprises in schools are more effective when:

- Teachers trust the young people to be responsible for the work;
- Teachers start small and build on a solid foundation;
- When current activity is adapted along Social Enterprise lines; and
- Teachers realise that social enterprise ‘ticks all the boxes’ for Curriculum for Excellence.

## 2.7 The Role of Social Entrepreneurs

The Social Enterprise Academy aims to support schools/colleges in a number of ways including identifying social entrepreneurs and linking them with local schools/colleges. Social Enterprise Networks,<sup>1</sup> which have good connections with the Academy, also work towards this aim. Eight social entrepreneurs currently involved with the Social Enterprise Academy contributed to the evaluation and offered their insights and opinions about the Social Enterprise in Education Programme.

All the social entrepreneurs have a very positive opinion of the Academy. The following quotes from two of those individuals provide a good summary of that view:

*“Just to be clear on SEA - their being around to facilitate a social enterprise presence in schools, at both primary and secondary, has a big impact on the children’s thinking. It is a really good way to encourage entrepreneurial thinking in a way that seems more attainable than talking about Richard Branson etc. SEA is the place to start the ball rolling with those young people and provide the framework for learning and support to take ideas forward.*

*“.....I believe firmly that the Academy are leaders in promoting, encouraging and nurturing people and organisations at all stages and levels throughout Scotland, and beyond.”*

Schools/colleges are generally introduced to Social Entrepreneurs through:

- The Social Enterprise Academy; and
- The Social Enterprise Networks

An existing connection e.g. two Social Entrepreneurs who responded to the evaluation had been involved in a school in their local community as they had a child at the school and therefore an existing relationship.

Social Entrepreneurs can also play an important role in the CPD workshops. They bring their experience to the event and share their passion and excitement for the work they do. Social Entrepreneurs also host site visits for the attendees at the workshops which, together with the presentation from the Social Entrepreneur, are often described on the evaluations as the high point of the workshop.

One participant noted that “the visit to the Bike Station and seeing a social enterprise in practice” was the most helpful aspect of the workshop they attended. Attendees at these events can be surprised when they are told that the bus they have taken to the Social Enterprise is also a Social Enterprise.

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<sup>1</sup> A network, built and serviced by SENSCOT (social entrepreneurs in Scotland) supported by Scottish Government to help social entrepreneurs become more effective. More information available here <http://www.senscot.net/> there are currently 22 SENs across Scotland.



Social Entrepreneurs get involved with education and with the Social Enterprise Academy principally because they are socially motivated individuals who want to make a difference – they spoke about the importance of “being a role model”, bringing real life examples of social enterprise into the workshops and into schools and colleges. One respondent commented

*“I want to continue to support hands on experience for young people – can’t better that”.*

They also see it as a ‘win-win’ opportunity as they develop their communication and presentation skills, as well as giving them exposure to the future generation of Social Entrepreneurs.

For some of the Social Entrepreneurs with businesses associated with personal development and growth, working in partnership with the Academy helped them to meet the aims of their organisations and the aims of the Academy. Those involved in this way strongly endorsed this approach.

The Social Entrepreneurs were involved in schools in a number of different roles such as:

- Addressing assemblies of pupils to provide information about social enterprise;
- Going along to Careers Events to talk about self-employment as a social entrepreneur;
- Advising staff on how a social enterprise operates and responding to questions;
- Mentoring pupils directly in the running of a social enterprise activity;
- Being a ‘Dragon’ on a Dragons’ Den<sup>2</sup>; and
- Offering funding for a social enterprise

While participating staff spoke highly about the input from Social Entrepreneurs in the CPD workshops and also appreciated the support they received from Social Entrepreneurs when in school, the survey suggested that the numbers of Social Entrepreneurs currently active in schools sits at only 19%.

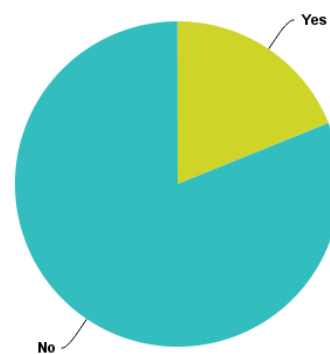
Only one of the individual teachers spoken to, who had vibrant and sustainable social enterprises, had direct social entrepreneur involvement.

This may suggest that currently Social Entrepreneurs are having the greatest impact when sharing their experience at the CPD workshops.

It would be important to consider how important a connection to a Social Entrepreneur is, for each school social enterprise. The Wood Commission would suggest that a link to a business is very important.

**Q18 Do you have on-going support from a Social Entrepreneur?**

Answered: 53 Skipped: 5



**Extract from the Commission for Developing Scotland’s Young Workforce chaired by Sir Ian Wood:**  
*“Recommendation 15: Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder (sic) primaries should be supported by at least one business in a long-term partnership.”*

<sup>2</sup> An event where pupils and students can pitch their business ideas to local business people.

And if that is agreed then how does a teacher source a Social Entrepreneur? Do they know how to go about that and are the resources for that readily available and accessible?

Most of the social entrepreneurs who responded found that the greatest challenge to being involved with schools and colleges was time. Finding time, often for a person who was running their business on their own was described as a concern, with one respondent adding on a positive note

*“It’s challenging to find the space but very exciting to harness young people’s enthusiasm.”*

The issue of sustainability was raised, where a social enterprise would only last for a short time, often August/September – June of the following year and then staff changes, passing on to another year group and timetable issues would/could lead to a lack of further involvement.

In addition, when staff move on, often the skills, knowledge and experience move with that individual and social enterprise involvement comes to an end.

### **Future opportunities**

Respondents suggested that more links with local people and local communities would be of considerable value and would help make the social enterprise more robust.

All respondents spoke about the importance of social enterprises in the development of creativity, enterprise and employability skills and were keen to stress that while encouraging social enterprise for the structure or framework of the organisation, the development of these skills for future employees within the business was also vital.

One respondent offered the following suggestion:

*“Perhaps e-mentoring would work well – less time intensive and offers a quick response – it would always need a galvanising start with both sides engaged face to face”*

### 3 Recommendations

- 1 Virtually all participating staff agreed that participation in social enterprise supports learners to develop the skills and capacities within CfE. SEA should therefore continue to increase its spread of delivery to ensure that schools and colleges in all 32 local authorities have the opportunity to participate. This recommendation mirrors that made by HMIE in their 2011 report and continues to be relevant today.
- 2 Given the importance of coverage across Scotland, there may need to be a review of capacity within SEA to ensure they are able to meet increased demand year on year.
- 3 The importance of engaging local Social Enterprise Networks in providing support has been highlighted as a very positive aspect of the programmes development and is an area to be further explored and developed.
- 4 The Understanding Social Enterprise (USE) CPD workshop aimed at Education Practitioners is a robust and effective model that delivers an excellent introduction to social enterprise. Practitioners expressed an appetite for further professional development and support which would build on the USE programme (Leadership Development was given as an example). The SEA should consider how it supports participating staff beyond the first steps into social enterprise.
- 5 Some participating staff need to be further supported to enable them to relinquish control of the social enterprises to pupils so that learning is deeper and more effective. In addition, in some schools, the social aim of the social enterprise needs to be more explicit and take centre stage. These issues are normally picked up by SEA when a school requests an assessment visit prior to the Annual Awards Ceremony.
- 6 There is some evidence of models (described as social enterprises) where young people simply raise money and 'give to charity'. These schools need more assistance in identifying their social aim and understanding what constitutes a social enterprise.
- 7 There is some dubiety as to where social enterprise sits within the college curriculum. Guidance for college staff in this, perhaps through case studies, would be useful to help managers support development.
- 8 Embedded models require 'buy-in' from Senior Management Teams (SMT) in both schools and colleges with staff looking for support for their work. Understanding Social Enterprise CPD for this group (managers) may aid sustainability and support future developments as well as increase local capacity. Evidence indicates that where SMTs have participated the social enterprises are more embedded and more sustainable.
- 9 Education practitioners value the resources developed by SEA. The range of resources should continue to develop helping staff in all sectors to align their practice with CfE. Whilst the current Skills Pack helps practitioners and young people evidence their skills more focus on how skill development is addressed would add value to the resource.
- 10 Development of resources to support the development of the Social Enterprise 'Dragons Den' model of engagement would be worth considering and would encourage further uptake in this activity.

- 11 A number of participants would like to see social enterprise marketed to a wider audience including school/college managers, parents and the wider community. SEA should consider how they engage with organisations such as the General Teaching Council (GTC), Association of Head Teachers (AHT), Parent Councils and Parent Zone.
- 12 a wide range of relationships are vital to the development of social enterprise in schools and colleges and the Academy has played a key role in building vibrant and effective partnerships with all their stakeholders including social entrepreneurs and Social Enterprise Networks. This work should continue apace building on their current work and showcasing some of the excellent school/college work that embraces local communities.

## 4 References

Review of Third Sector Organisations: Scottish Social Enterprise Academy, August 2011

[HMIe Review on the Scottish Social Enterprise Academy](#)

Commission for Developing Scotland's Young Workforce, 3 June 2014

[Wood Commission Report](#)

Social Enterprise Academy resources in line with [Curriculum for Excellence](#)

Curriculum for Excellence [Building the Curriculum 4 Skills for learning, Skills for life, Skills for work](#)

Highlands and Islands Enterprise [Strengthening communities - social enterprise](#)

## Appendix: Survey Questions

### Schools

- In what type of school do you work?
- What CPD events for social enterprise have you attended in the last 2 years?
- What prompted you to get involved in social enterprise?
- How do you support social enterprise in your organisation?
- To what extent do you agree with the following statement 'unning a social enterprise helps learners develop skills for learning , life and work and demonstrate that they are successful learners, effective contributors, confident individuals, and responsible citizens'
- Did you apply for a Social Enterprise Award from the Social Enterprise Academy?
- How would you rate the Social Enterprise Award?
- Has your experience with Social Enterprise affected your own approach to the way you do business?
- How would you rate the Social Enterprise Award?
- To what extent do your learners lead their own social enterprise ventures?
- To what extent do learners choose the social aim for their enterprise?
- How do your capture the development of skills (enterprise, entrepreneurial, employability) associated with practical experience of Social Enterprise ?
- Approximately how many learners in your school are actively engaged in a Social Enterprise activity i.e. running a business
- Overall, how satisfied are you with the support you receive for the delivery of Social Enterprise from within your school?
- Overall, how satisfied are you with the support you receive for the delivery of Social Enterprise from the Social Enterprise Academy?
- (For Primary and Secondary practitioners) Are you aware of learners in your organisation having prior exposure to SE i.e. in Nursery or Primary School?
- (For secondary practitioners) Are you aware of learners in your organisation building on their experience in secondary school when they move onto the next stage: College, University, work?
- How would you rate the learning resources for social enterprise on the SE website?
- Do you have on-going support from a Social Entrepreneur?
- To what extent is Social Enterprise embedded in the whole school ethos of your school?
- If, after attended a CPD event you chose not to take Social Enterprise forward, we would welcome your reasons. Please comment in the box below.
- What are your plans for Social Enterprise in the coming year?
- What support for Social Enterprise would you like to have in the future?
- I am happy for my comments to be used by the Social Enterprise Academy using my name and school information

## Colleges

- What prompted you to go to the CPD event organised by the Social Enterprise Academy (SEA) entitled: College Understanding Social Enterprise (USE) Workshop?
- What support did you receive from the Social Enterprise Academy after the CPD event you attended?
- Which statement is closest to how you feel about Social Enterprise since attending the CPD event:
- As a result of the CPD do you, personally, feel differently about social enterprise and ethical trading?
- Is there anything you do differently in your life as a result of learning about Social Enterprise?
- On return to your organisation, did you
- If you didn't set up a Social Enterprise, please explain why in the box below.
- If you didn't set up a Social Enterprise, do you intend to do so in the future?
- If you did set up a NEW Social Enterprise, how did you engage the students to get involved in the Social Enterprise?
- If you did set up a NEW Social Enterprise, how did you decide on the Social Purpose?
- If you did set up a NEW Social Enterprise, how was the business chosen?
- Do you have support from a business mentor?
- 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?
- 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.
- Do you have any evidence that suggests students have become more engaged in education as a result of their involvement in Social Enterprise?
- In your opinion, how should involvement in Social Enterprise, be recognised?
- Where does Social Enterprise sit within the curriculum in your organisation?
- Do you have sufficient support from the leaders in your organisation for the development of Social Enterprise?
- Is there anything the leader of your organisation could do to support Social Enterprise?
- Do you plan to develop your approach to Social Enterprise next year?
- Is there anything the Social Enterprise Academy could offer to support you in developing Social Enterprise in your organisation?

### **Local Authorities Respondents**

- Aberdeen City
- Argyle and Bute
- Dundee
- East Renfrewshire
- Eilen Siar
- Fife
- Falkirk
- Highland
- Inverclyde
- Renfrewshire
- West Lothian

### **Questions for Local Authorities**

- Does Social Enterprise figure in any strategic plans in your LA?
- What are the challenges associated with developing Social Enterprise in your schools?
- Has the Social Enterprise in Education Programme and the Understanding Social Enterprise CPD Programme had any significant impact on practitioners in your local authority?
- What support would you like to have from the Academy in the coming year to further develop Social Enterprise?
- Finally is there anything you would like to add about your work in developing Social Enterprise that has made a difference, made it easier or worth sharing?