



The Carnegie position on enterprise

Lauren Pennycook

Introduction

Our 100 year commitment to empowering young people and supporting access to education

1926

Invested in adult education centre at Harlech in Wales

1935

Supported Newbattle Abbey College in Scotland

1958

Supported a new national youth movement to promote nature and environmental responsibility

1996–2007

Helped young people participate positively in society through The Carnegie Young People Initiative

1978

Provided grants to the National Youth Orchestra of Scotland to hold its first course and offer bursaries to young musicians

2012

Surveyed more than 1600 further education students on attitudes to enterprise, education and the world of work

2013 – Present

Delivering Britain's biggest high street enterprise challenge for young people

2014

Supported four Enterprising Libraries in England and Wales to deliver projects which help local people to develop their skills and improve their employability



With a 100 hundred year history of empowering young people and supporting access to high-quality education, this is the Carnegie UK Trust's position on youth enterprise informed by our policy and practice work. Our position is five-fold and calls on policymakers, practitioners, educators, businesses and civil society organisations to work together to energise the

employers of the future, and highlights case studies of good practice from across the UK and Ireland which showcase our own work, and that of others in the sector. Our position is based on overarching themes of an inclusive, coordinated approach to enterprise education and entrepreneurial learning, and providing real-life experiences for young people.

Share success and learn from the leaders

The whole world moves, and moves in the right direction – upward and onward.

ANDREW CARNEGIE

Inspiration about enterprise and opportunities for entrepreneurship should begin at as early an age as possible and continue throughout the curriculum and beyond, with young people's understanding and skills being strengthened at each stage. This joined-up approach should not only be delivered from school to university in order to eliminate interruptions, but it should be delivered across courses so that young people receive a similar quality and consistency of enterprise interaction no matter what course they are enrolled on, from business to banking, from teaching to a trade.

With an appetite to share more public policy learning across borders¹, policymakers and practitioners should learn from the examples of enterprise education and entrepreneurial learning which have had a proven impact on the aspirations, skills and outcomes of learners. The free exchange of what works well has the potential to improve not only the quality of enterprise education received by students, but also their attitude, aptitude and, just possibly, entrepreneurship that creates economic activity and jobs.

Case study: The Welsh Government's Youth Entrepreneurship Strategy: An Action Plan for Wales 2010–15



The Welsh Government's Youth Entrepreneurship Strategy: An Action Plan for Wales 2010-15² provides a structure, focus and direction for entrepreneurship education in Wales until 2015. The Strategy is designed to provide learners aged five to 25 with entrepreneurial skills, a positive attitude, and to raise their aspirations in whichever career path they pursue. In return for engaging young people with entrepreneurship; empowering them with entrepreneurial learning opportunities; and equipping them with the necessary skills and support to create and grow their own businesses, Wales is being rewarded with students with higher aspirations, entrepreneurial skills and a disproportionate percentage of UK graduate start-ups.



Merthyr College team represented Wales at Global Entrepreneurship Challenge

Meet the role models

“Not one of us can feel his duty done, unless he can say as he approaches his end, that, because he has lived, some fellow-creature, or some little spot on earth, or something upon it, has been made just a little better.”

ANDREW CARNEGIE

Three-quarters of the respondents to our survey of further education students³ agreed or strongly agreed that more opportunities to meet with local, successful businesspeople would be beneficial. More than 80% of respondents who remembered participating in an enterprise activity with a local entrepreneur at college found this useful, but only a third had ever been invited to such an event.

Schools, colleges and universities should develop stronger relationships with the local business community and build a programme of interactive events, allowing all students to attend. From judging enterprise challenges to delivering structured workshops, educators should make full use of their alumni networks and the wider business community to bring local, relatable entrepreneurs and young people together to inspire and inform about the realities of business start-up.

Case study Inspiring the Future, England



Inspiring the Future⁴ is a free online service in England which provides people from all sectors and professions the opportunity to visit local schools and colleges to talk about their own pathway into the world of work. Volunteers range from apprentices to top CEOs, who can engage students through question and answer sessions, CV and interview technique workshops, or creative competitions or quizzes.



*Volunteers take part in
Primary Futures Week 2014*

Opportunities for entrepreneurship

There are certain great laws which will be obeyed: the law of supply and demand; the law of competition; the law of wages and profits.

ANDREW CARNEGIE

Empowering young people to develop their entrepreneurial skills through enterprise challenges and competitions should begin at primary school and continue throughout their education and into the labour market. 74% of our survey respondents agreed or strongly agreed that grants, loans and funding to pursue small business ideas after college would be helpful.

Not every student will become a business leader following the chance to test out their enterprising idea, but the

opportunity will develop their employability by providing them with skills such as team-working, communication and problem solving. With just 19%⁵ of business leaders believing that all or most graduate recruits are ready for the 21st century workplace, and the Chamber of Commerce raising concerns about college leavers' attitudes and expectations⁶ of the world of work, schools, colleges, universities and supporting organisations must come together to provide young people with real-life experience of employment.

Case study UStart, Ireland



In 2013, Dublin City University launched UStart⁷, an entrepreneurship start-up programme open to all students. UStart offers small teams of students a four-month residential opportunity to take their enterprising idea to market. The teams are supported with seed funding, office space and equipment and a network of mentors and industry experts.

Outcomes of the pilot year included three of the companies being successfully chosen for Intel's Technology to Market Accelerator; three companies being accepted into Enterprise Ireland's New Frontiers programmes; and one company being accepted on to phase two of New Frontiers, receiving a further €15,000 support.



UStart team

Place young people at the heart of town centre turnaround

“The magic of ownership works wonders, not only upon the soil but upon the happy working owner thereof.”

ANDREW CARNEGIE

Our survey into student attitudes found that young people visualise enterprise in a way defined by the media – by innovative, high profile people of extreme wealth. Young people increasingly disconnect their town centre with their own aspirations and employment options, with just 5% in our survey identifying local and regional businesses, small-scale shops and near-by start-ups as enterprising.

But young people are the pathway to getting younger consumers and service users back to our town centres.

Only they can understand the products and facilities a town centre can offer which will appeal to the next generation and recapture the younger consumer and their purchasing power.

Local authorities, educators, entrepreneurs and policymakers should come together to help young people interested in entrepreneurship to see towns as innovative hubs and hosts of their future businesses. The enterprising spirit of our young people should be harnessed and put at the centre of plans for town centre regeneration.

Case study TestTown, Scotland



TestTown⁸ is the Trust's enterprise competition which was piloted in 2013. TestTown is Britain's biggest high street enterprise challenge for young people and involves developing an innovative business idea which can be delivered using vacant spaces in town centres. Young people across the UK applied through a national online system, and 11 teams were selected to come together for a popup finals festival event in Dunfermline at the end of June 2013. The finalist businesses were given a small development grant, mentoring and support, with the winner being awarded a £10,000 prize. An evaluation⁹ of the project found that footfall on the TestTown streets doubled and £10,000 was taken by the TestTown teams in 20 hours of trading. In 2014, local heats of TestTown took place in six town centres across the UK¹⁰, with the grand final taking place in Cambridge¹¹.



*The launch of TestTown
in 2013*

Civil society support for enterprise

“In bestowing charity, the main consideration should be to help those who will help themselves; to provide part of the means by which those who desire to improve may do so.”

ANDREW CARNEGIE

Many civil society organisations are now active in the public policy field of entrepreneurial learning by supporting or delivering a large number of projects which encourage entrepreneurial attitudes and skills among young people. But there is also a role for civil society organisations in addressing the fragile evidence base on student views on and awareness of enterprise and entrepreneurship, what works well in this field, how we measure the impact of

enterprise education, and the long-term connection between student engagement with enterprise activities and business start-up.

In order to maximise investment in our future entrepreneurs and avoid duplication, civil society organisations should work together to support governments, businesses and entrepreneurial individuals to improve enterprise education and entrepreneurial learning across the UK and Ireland.

Case study Young Enterprise, Northern Ireland



Young Enterprise Northern Ireland¹² is a charity supported by the Department of Education which works in partnership with corporate sponsors such as Allianz, Bank of Ireland and SQS and volunteers to inspire young people in Northern Ireland to succeed through enterprise. By working with 80% of Post Primary and 15% of Primary schools throughout Northern Ireland, their programmes reached over 100,000 young people in the 2013/14 academic year. This work is informed by research and evaluation¹³ of existing programmes and competitions such as the Company Programme and the Tenner Challenge.



*Young Enterprise Northern Ireland
at Coleraine High School*

Endnotes

- 1 McCormick, J., *Evidence Exchange: Learning from social policy across the UK* Dunfermline: Carnegie UK Trust 2013 www.carnegieuktrust.org.uk/publications/2013/evidence-exchange--learning-from-social-policy-fro
- 2 Welsh Government (2010) *Youth Entrepreneurship Strategy: An Action Plan for Wales 2010-15* http://business.wales.gov.uk/bigideas/sites/bigideas/files/YES-%20An%20Action%20Plan%20for%20Wales%202010-15%20_Eng_1.pdf [accessed January 2015]
- 3 Metcalfe, J., *Enterprising Minds: Enterprise, further education and the UK economy* Dunfermline: Carnegie UK Trust 2012 <http://www.carnegieuktrust.org.uk/publications/2012/enterprising-minds--full-report>
- 4 Inspiring the Future <http://www.inspiringthefuture.org/> [accessed January 2015]
- 5 The Telegraph (2013) *University leavers lack the essential skills for work, employers warn* 12 September 2013 The Telegraph (online) <http://www.telegraph.co.uk/education/educationnews/10306211/University-leavers-lack-the-essential-skills-for-work-employers-warn.html> [accessed January 2015]
- 6 The Telegraph (2014) *College leavers 'totally unprepared for demands of work'* 30 January 2014 The Telegraph (online) <http://www.telegraph.co.uk/education/educationnews/10605852/College-leavers-totally-unprepared-for-demands-of-work.html> [accessed January 2015]
- 7 UStart <http://www.dcu.ie/ustart/index.shtml> [accessed January 2015]
- 8 TestTown <http://www.testtown.org.uk/> [accessed January 2015]
- 9 Carnegie UK Trust, *TestTown 2013 – Learning from Dunfermline: the first TestTown* Dunfermline: Carnegie UK Trust 2013 <http://www.carnegieuktrust.org.uk/publications/2013/testtown-evaluation-leaflet>
- 10 TestTown <http://www.testtown.org.uk/testtown-2014/test-towns/> [accessed January 2015]
- 11 TestTown <http://www.testtown.org.uk/testtown-2014/grand-final-cambridge/> [accessed January 2015]
- 12 Young Enterprise Northern Ireland <http://www.yeni.co.uk/> [accessed January 2015]9 Carnegie UK Trust, *TestTown 2013 – Learning from Dunfermline: the first TestTown* Dunfermline: Carnegie UK Trust 2013 <http://www.carnegieuktrust.org.uk/publications/2013/testtown-evaluation-leaflet>
- 13 Young Enterprise Northern Ireland <http://www.young-enterprise.org.uk/about-us/research-and-evaluation/> [accessed January 2015]

Notes

Series of horizontal dotted lines for taking notes.



 **creative commons**

The text of this work is licensed under the Creative Commons Attribution-ShareAlike 3.0 Unported License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/3.0/> or send a letter to Creative Commons, 444 Castro Street, Suite 900, Mountain View, California, 94041, USA.

This report is printed on paper that is FSC certified.

The images in this paper are courtesy of TestTown, Young Enterprise Northern Ireland, Big Ideas Wales and the Education and Employers Taskforce.

