



SCOTTISH EXECUTIVE

A Qualitative Assessment of the Impact of Enterprise in Education and the Determined to Succeed Strategy on Businesses

Enterprise and Lifelong Learning



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research

**A QUALITATIVE ASSESSMENT OF THE IMPACT OF
ENTERPRISE IN EDUCATION AND THE DETERMINED
TO SUCCEED STRATEGY ON BUSINESSES**

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**Scottish Executive Social Research
2005**

The Department of Enterprise, Transport and Lifelong Learning

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EXECUTIVE SUMMARY

RESEARCH CONTEXT

1. In March 2005 TNS System Three was commissioned to carry out qualitative research to explore businesses' participation in DtS and the impact of DtS on them. This research focussed on a discrete sample from the business community and should be regarded as providing valuable progress report into the initial impact of the DtS strategy from a business perspective.
2. 24 in-depth interviews were conducted with businesses engaged in enterprise opportunities with schools across Scotland. Each interview approximately one hour in duration. The business interviews were conducted across 10 Local Authority areas.
3. The Scottish Executive identified and provided the business sample, which was divided into 2 main groups: 'DtS and before' (14 interviews) and 'DtS only' (10 interviews). The DtS and before group were believed to have been engaged in EinE opportunities with schools since before the launch of DtS. The DtS only group were believed to have been engaged in EinE opportunities with schools only since after DtS launch and not before.
4. 10 Local Authorities were interviewed via telephone. Each interview was approximately 10-25 minutes in duration.

RESEARCH FINDINGS

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

Observations from the business sample

- Commonalities were found across the businesses sample
 - All Businesses were currently engaged in a wide range of enterprising opportunities with schools. These ranged from work experience placements to relatively novel arrangements with schools such as co-coaching agreements and teacher placements at business workplaces
 - Businesses believed there were mutual benefits for schools, pupils and businesses to be leveraged through engaging in enterprise opportunities. For businesses these included: giving something back to the community, public relations benefits and internal staff development. For pupils and schools, businesses perceived benefits included: exposure to the business world, active learning and potentially sparking an interest in a new subject area for pupils
 - Businesses believed that these mutual benefits would ultimately yield economic and societal benefits
 - Businesses were aware of DtS and its underlying philosophy but were largely unaware of the specific recommendations underpinning the strategy
- Businesses had a clear idea of what enterprise should be – a combination of attitudinal (a 'can do' attitude thinking about a problem in a businesslike fashion) and practical elements (practical knowledge of how to put ideas into practice). Both elements were

considered vital in furnishing young people with the necessary skills and business acumen to succeed in their working life

- The expected difference in the sample (DtS and before vs DtS only) was not realised in the research findings. Whilst the DtS and before group had indeed been engaged in EinE opportunities for a number of years, this was also found to be the case for the DtS only group.

Business perceptions of DtS

- Businesses agreed with the aim of DtS, therefore general perceptions of the strategy were positive
- For some the existence of DtS as a tangible, national strategy meant that they could compare their own organisation's EinE plan to that of the national strategy, thus providing a useful guide
- Some businesses perceived DtS to be a coordinated strategy that involved a variety of agencies including: Young Enterprise Scotland, Careers Scotland, the Local Authority and the Scottish Executive. For these businesses, this perceived multi-agency approach gave DtS a coordinated feel
- Some businesses were aware of high-level Scottish Executive involvement associated with DtS at the time of its launch. This articulated the importance of the strategy to businesses.

Business engagement with DtS enterprise opportunities

- Businesses had been engaged in enterprise opportunities with schools for varying periods of time
- The main difference in the sample groups (DtS and before vs DtS only) was found to be method of first engagement with DtS
 - DtS and before were likely to be first engaged with DtS via a variety of ways including: at the strategy consultation phase by the DtS national team (at the Scottish Executive), through other agencies (such as Careers Scotland) and through Local Authorities
 - The DtS only group were more likely to have been first engaged in DtS via Local Authority contact. This group benefited through Local Authorities acting as enterprise opportunity idea generators, mentors and communication bridges between them and local schools.

Local Authorities and DtS

- All Local Authorities were actively engaged in the implementation of their DtS plans
- Local Authorities were carrying out individualised approaches to the implementation of the DtS strategy as each had differing geographic, social and economic circumstances
- Each Local Authority was confident that they would achieve the national target of 5 partnership agreements per school cluster – a specific DtS target to be achieved by each Local Authority by 2006

- Local Authorities had adopted a variety of ways in which to engage businesses, including: business breakfasts, partnership agreement sign up sessions and face to face meetings with individual businesses
- In general, Local Authorities felt that the Scottish Executive's role was that of providing DtS support. Many Local Authority DtS post holders had contacted the Scottish Executive's DtS team for ideas and guidance around businesses engagement in enterprise opportunities.

DtS challenges

- For some, partnership agreements were welcome as they defined the parameters of the enterprising relationship between business and school, they also articulated the expectations placed on each party
- The formal Partnership agreement format was found to be best used with businesses who had been lightly or sporadically engaged in EinE opportunities with schools
- Partnership agreements were perceived to be of less value to those businesses who had considerable experience of engagement in enterprise opportunities with schools, or who preferred informal, word of mouth arrangements. Indeed, some Local Authorities claimed that some businesses felt that the partnership agreements were unnecessary
- Some businesses regarded partnership agreements negatively, suggesting it as an approach from the Scottish executive around DtS where the emphasis was on signing up sufficient numbers of businesses to meet targets.
- The individuals interviewed in these businesses were largely unaware of communication material from the Scottish Executive around DtS. However, this may be due in part to the timing of the research which coincided with the mail out of a newsletter (*Engage*) specifically aimed at businesses, which may have reached businesses after the interviewing date
 - Regardless, businesses perceived communications (*Engage* newsletter shown during interview, DtS website) to be more appropriate for businesses not currently engaged with DtS
- Businesses expressed a desire for local and national DtS progress updates as they were largely unaware of any progress being made on this scale
- Businesses agreed that the DtS strategy must be delivered locally
- In terms of measuring the success or otherwise of engagement in enterprising opportunities, businesses cited differing behaviours
 - Larger businesses were more likely to have better structured means of measurement. One example was a business recording the number of people in the area applying for certain related subjects when leaving school for HE/FE
 - Smaller businesses tended to rely on informal, ad-hoc ways of rating the success of their engagement. For example, being invited back to participate with a school in the next academic session
 - Most businesses were unsure how to measure the success or otherwise of their engagement(s).

CHAPTER ONE BACKGROUND AND OBJECTIVES

1.1 In 2002 the Review Group set up to assess ‘education for work and enterprise’¹ produced a report entitled ‘Determined to Succeed’. In March 2003, the First Minister and Deputy First Minister announced the response of the Executive.²

1.2 The Executive’s response was framed as the ‘Determined to Succeed’ (DtS) strategy. The aim of the strategy is to increase opportunities for schoolchildren by introducing EinE (Enterprise in Education) in schools creating an enterprising culture among all Scotland’s young people and thus contributing to economic growth.³ The engagement of businesses is seen as crucial to the success of DtS.⁴

1.3 The DtS strategy involves all local authority education departments in Scotland and their schools at both primary and secondary level as well as special schools. Local authorities are receiving significant funds to help to deliver the strategy which is being evaluated separately.

1.4 In the autumn 2004 the Scottish Executive commissioned a survey to explore Scottish SME’s (Small and Medium Enterprises) attitudes and perceptions of EinE. The report was published on 7th of February 2005. The survey focussed on SMEs and their awareness of DtS, EinE and related topics. It also looked at businesses’ attitudes towards engaging with schools and other organisations such as career services.⁵

1.5 In March 2005 TNS System Three was commissioned to conduct research with businesses engaged in Enterprise in Education (EinE) to explore participation in and the initial impact of the business engagement elements of the Determined to Succeed (DtS) strategy.

1.6 This research was designed to explore the relationship businesses have with schools, investigating experiences and knowledge of being involved in EinE and DtS and whether the

¹ ‘Education for work and enterprise’ later came to be known as ‘enterprise in education’, EinE.

² Determined to Succeed, A Review of Enterprise in Education, Scottish Executive, 2002 <http://www.scotland.gov.uk/library5/lifelong/reie-00.asp>

Determined to Succeed: Enterprise in Education, Scottish Executive Response, 2003 <http://www.scotland.gov.uk/library5/education/dtsr-00.asp>

Smart, Successful Future for Scots Kids, Scottish Executive Press Release, 18th March 2003.

A Partnership for a Better Scotland: Partnership Agreement, 2003

<http://www.scotland.gov.uk/library5/government/pfbs-00.asp>

DtS Evidence Report, Scottish Executive, 2002, p23.

National Priorities in Education, Performance Report 2003, Scottish Executive, 2003

<http://www.scotland.gov.uk/library5/education/nper-00.asp>

Smart, Successful Scotland, Scottish Executive, 2001 <http://www.scotland.gov.uk/library3/enterprise/sss-00.asp>

Lifelong Learning Strategy, Scottish Executive, 2003 <http://www.scotland.gov.uk/library5/lifelong/lism-00.asp>

Reforms are fundamental to shift in learning, Scottish Executive Press Release, September 2003

<http://www.scotland.gov.uk/pages/news/2003/09/SEED300.aspx>

³ For general information on DtS, see webpage <http://www.determinedtosucceed.co.uk>

⁴ Recommendations 4-9 in ‘Determined to Succeed’ mentioned in footnote 2 above.

⁵ <http://www.scotland.gov.uk/library5/lifelong/eess-00.asp>

strategies are having an impact. This research also involved gathering the views of members of Local Authority DtS teams.

1.7 The research can be seen as providing a valuable progress report into the initial impact of the DtS strategy.

1.8 The overall aim of this research was to inform policy, delivery and future commitments to the business engagement elements of the DtS strategy.

1.9 The specific objectives of this research were to:

- Identify whether the strategies the Scottish Executive have put in place are having an effect
- Identify which elements of Scottish Executive strategy are having the greatest effect in terms of the relationship between businesses and schools
- Identify examples of best practice partnerships between businesses and schools
- Explore attitudes, views, experiences and perceptions held by businesses/employers toward EinE and the DtS strategy
- Focus on which activities employers are involved in and gather views on how well the process works, whilst identifying how benefits and challenges are assessed.

CHAPTER TWO METHODOLOGY AND SAMPLE

QUALITATIVE RESEARCH – RATIONALE

2.1 A qualitative approach was adopted during this study. When the research objectives are such that the requirement is to explore, understand and identify, qualitative methodologies are particularly appropriate as they allow participants to frame their responses during discussion in their own language as opposed to being constrained by a rigid quantitative questionnaire.

2.3 The specific qualitative interviewing technique employed was governed by the audience and length of interview. For businesses the vast majority of the in-depth interviews were conducted face to face, the remainder by telephone. For Local Authority contacts semi-structured interviews were conducted over the telephone.

2.4 All participants in this study were recruited via contact lists identified and supplied by the Scottish Executive.

BUSINESSES – SAMPLE AND METHODOLOGY

2.5 The qualitative methodology employed with the majority of this sample was face to face in-depth interviews. These interviews lasted approximately one hour in length and were conducted at the interviewee's place of work. Of the 24 business representatives interviewed, 2 were conducted over the telephone and 22 were conducted face to face.

2.6 Businesses the Scottish Executive considered currently engaged in DtS opportunities were interviewed. The Scottish Executive identified and supplied TNS System Three with the sample of contacts.

2.7 All businesses were contacted via letter prior to TNS System Three commencing recruitment procedures. There were approximately 40 businesses contacted, of which 24 were to be interviewed. The letter contained detail about the research and also provided businesses with the opportunity to opt out of the research if they decided that they did not wish to participate.

2.8 The Scottish Executive segmented the sample of business contacts into 2 main groups – 'DtS and before' and 'DtS only'. Both groups were currently engaged in enterprising opportunities with schools. The 'DtS and before' group were believed have been engaged in enterprising opportunities with schools since before the launch of the DtS strategy. The 'DtS only' group were thought to have been involved in EinE opportunities with schools since after the launch of the DtS strategy and not before. The sample of businesses was further segmented by sector (public / private) and location (Local Authority area). The businesses covered 10 Scottish Local Authority areas.

2.9 The sample structure is shown in table 2.1 below.

Table 2.1 Sample structure of businesses interviews

Type	Total Number	Private sector	Public sector	LA areas
DtS and before	14	10	4	6
DtS only	10	8	2	8

2.10 All fieldwork took place over the period 14 March – 24 April 2005⁶.

⁶ Copies of the discussion guides used at this stage of the research can be found at Appendix 1 and 2.

LOCAL AUTHORITIES – SAMPLE AND METHODOLOGY

2.11 Local Authority post holders with specific responsibility for DtS strategy implementation were supplied to TNS System Three by the Scottish Executive.

2.12 The key benefit derived from speaking to this audience was that they could provide an update into the opportunities with businesses that their Local Authority had been engaged with since the launch of the DtS strategy.

2.13 The methodology selected was semi-structured telephone interviews. These interviews lasted around 10-25 minutes and were designed to be activity updates as opposed to exhaustive, in-depth interviews.

2.14 The 24 interviews with businesses were scheduled across 10 Local Authority areas. Therefore, 10 Local Authority interviews were conducted.

2.15 Contact details of appropriate organisations were supplied to TNS System Three by the Scottish Executive. TNS System Three wrote to each of the Local Authorities informing them of the research study prior to contact and arrangement of an interview time over the telephone.

2.16 All fieldwork took place 24 March – 14 April 2005⁷.

2.17 Table 2.2 below displays the Local Authorities interviewed.

Table 2.2 Sample structure of interviews with Local Authority DtS contacts

Number	LA area
1	Edinburgh
2	Glasgow
3	Stirling
4	Western Isles
5	Shetland Isles
6	Aberdeenshire
7	South Lanarkshire
8	North Ayrshire
9	Perth & Kinross
10	South Ayrshire

⁷ A copy of the semi-structured interview guide used at this stage of the research can be found at Appendix 3.

CHAPTER THREE MAIN FINDINGS

OBSERVATIONS ACROSS THE BUSINESS SAMPLE

Commonalities

3.1 It emerged that many commonalities existed across the 2 groups in the sample, the ‘DtS only’ and ‘DtS and before’ groups. All were aware of the existence of the DtS strategy and its underpinning philosophy.

3.2 In terms of specific knowledge there was very limited awareness of the specific 20 recommendations of the DtS strategy. However for business purposes, such specific knowledge is of limited importance as, as far as businesses are concerned, they are engaging with schools and their pupils as opposed to executing or fulfilling specific constituent parts of DtS strategy.

3.3 Indeed, businesses who had been engaged in enterprising opportunities with schools for several years were unable to name previous Enterprise in Education government strategies, despite their relatively long term and significant engagement with schools.

3.4 Businesses held the attitude that they would be engaged in opportunities with schools regardless of the existence of the DtS strategy. Some expressed the sentiment that involvement with schools was something that they would be ‘doing anyway’. Therefore, DtS was not perceived by businesses to be the main reason that they were currently engaged with schools. Many of the businesses were involved in enterprising opportunities with schools for some time before the launch of the DtS strategy.

3.5 At the outset of the study, the Scottish Executive believed that the main difference between the 2 sample groups (‘DtS and before’ and ‘DtS only’) would be that the ‘DtS and before’ group would have been engaged in EinE opportunities with schools prior to the launch of the DtS strategy, whereas the ‘DtS only’ group would have begun their engagement with schools after the launch of DtS. However, this was not found to be the case.

3.6 As expected the ‘DtS and before’ businesses had been engaged in EinE opportunities for many years and certainly prior to the launch of DtS. However, both business groups had been engaged, in some form or another, in enterprising opportunities with schools since before the launch of the DtS strategy. Indeed, some businesses from the DtS only group had been engaged in enterprise opportunities for many years. Moreover, some of the DtS only businesses had well established and highly structured EinE policies in place.

Business Perceptions of DtS

3.7 Perceptions of DtS strategy are generally positive. Businesses feel that DtS fits with their own thinking around EinE. Also, DtS is a good fit for those businesses relatively well defined school engagement / EinE policies.

3.8 Some businesses felt that the DtS strategy acted as a useful check or means of comparison for their own EinE strategy. Also, the existence of DtS meant that there was a tangible nationwide EinE strategy that could be referred to when advocating increased or sustained commitment to business involvement in EinE for the coming year. There was also some satisfaction expressed from businesses over the goals of DtS being very similar to that of their own EinE policy.

3.9 Businesses believed that DtS was a coordinated, nationwide strategy. There was an awareness that a variety of stakeholders such as schools, Local Authorities, Young Enterprise Scotland and Careers Scotland were all behind DtS and were collaborating in order to deliver DtS strategy.

3.10 All businesses were in favour of DtS in principle. For businesses, DtS was helping to push EinE up the agenda. There was a realisation that DtS had enjoyed initial high-level political involvement as its launch and this helped to articulate the importance of the strategy.

“It puts it on a broader footing. It has encouraged us to be more precise in terms of what we think we can do to help children...developing a relationship with the schools” (DtS only)

“It is really good to get it recognised at a high level in the company...a Scottish Executive initiative ...and this is how we are supporting it. It really helped when I put my proposal together for my manager” (DtS and before)

“I think nationally there has been a major change in the strategy, and I think perception has changed, that there is encouragement of enterprise education in schools. There is clearly quite a lot going on because I have other business colleagues who have been engaged” (DtS and before)

“They seem to have teams of people from education and Careers Scotland...working together on DtS so it does sound like it has...got more focus” (DtS and before)

The business view on engaging with EinE

3.11 Businesses realised that engagement in enterprising opportunities yields a variety of benefits for schools, businesses and ultimately Scottish society.

3.12 Schools, pupils and teachers were thought to benefit from engagement with business in several ways. Engagement brought an awareness of the realities of the world of businesses and practical knowledge of how businesses turn ideas or theory into workable practice. Pupils were perceived by businesses to gain valuable knowledge and experience and businesses felt that exposure to the business world sparked interest in pupils that could potentially influence their future subject and/or career choices. There was also the belief that businesses could offer pupils and schools a form of active learning that could not be presented to pupils by traditional ‘text book’ school teaching methods.

3.13 For businesses, perceived benefits included that they felt they were giving something back to the community through engagement with schools. There were also specific, more

tangible benefits that businesses could refer to when discussing benefits yielded through EinE involvement.

3.14 Businesses believed that they were helping to redress specific skill shortages that were a cause of concern in the current workforce and the workforce of the future. This was especially true for those businesses involved in industries where a lack of skills is believed to be particularly acute (i.e. physics, maths and engineering). Business also believed that exposure to their businesses may spark an interest in the pupil and therefore aid future recruitment for their businesses if a relationship could be forged at an early stage, although this was not a priority.

3.15 Other specific benefits to businesses included that business staff could complete continuing professional development (CPD) activities through involvement with teachers and/or pupils and this would help with their career development. Also, business felt that through engaging with schools there could be positive public relations (PR) benefits.

3.16 Ultimately, businesses believed that the benefits to businesses and schools / pupils would have a positive effect on Scottish society as a whole.

What is enterprise?

3.17 Businesses believed that enterprise, whilst rather difficult to accurately define, was comprised of both attitudinal and practical elements – therefore it was not enough to have an ‘enterprising attitude’ without having the know-how to put theory into practice.

3.18 Attitudinal elements included having a ‘can do’ attitude and being ready / having the courage to try out ideas and take risks. An enterprising attitude also meant having the ability to think differently about business problems.

3.19 Businesses believed that the rationale behind engaging pupils in enterprising activities was not to encourage a nation of entrepreneurs, as this would be both unrealistic and unsustainable. Rather, enterprising opportunities should help to furnish young people with the necessary skills and business insights to succeed in their working life.

*“Not with the objective that everybody’s going to start a business because that’s not possible and the economy couldn’t stand it...they will take their enterprising attitude with them. An understanding of the business process and some enthusiasm for it ...will strengthen what they do in whatever organisation they get involved in and that’s my understanding of DtS”
(DtS and before)*

“There are some people who say that what we have to do is to engender in our young people a ‘have a go’ mentality. That’s only part of it. There’s no point in having a go if people don’t know how to have a go” (DtS and before)

“What are the characteristics of your Richard Bransons...Alan Sugars?...It is a certain determination and single mindedness that perhaps we should be

nurturing in some way. It's not going to be everybody but you still need...to help support somebody who's like that" (DtS and before)

BUSINESS ENGAGEMENT WITH DtS ENTERPRISE OPPORTUNITIES

3.20 Businesses were engaged in a wide variety of engagement opportunities with schools. This involvement ranged from the more traditional week-long work experience placement, to co-coaching programmes with teachers, long-term pupil placements, teacher placements at business sites, bespoke 'curriculum-friendly' EinE packs, judging enterprise days at schools and hosting project or subject related day trips from schools.

3.21 It is when the method of first engagement between businesses and the DtS strategy is considered that the main difference between the 2 groups comprising the business sample emerges.

3.22 The 'DtS and before' group were likely to have had their first involvement with the DtS strategy when the strategy was being formulated by the Scottish Executive. Indeed, many of the 'DtS and before' had been consulted in person by representatives from the Scottish Executive before the launch of the strategy. The 'DtS and before' group were also likely to have been engaged with other agencies such as Careers Scotland or Young Enterprise Scotland before engaging with DtS.

3.23 Whilst the 'DtS and before' group had also been engaged in EinE opportunities post DtS launch through the efforts of Local Authorities, the 'DtS only' group were most likely to have been first engaged in DtS via this route. Indeed for the 'DtS only' group, the Local Authorities tended to have played a greater role in terms of their engagement with the DtS strategy. For the 'DtS only' group, Local Authorities played an important role in terms of acting as educators about what the DtS strategy meant for them and they also introduced businesses to Local Authorities. The 'DtS only' group also benefited from Local Authority involvement who acted as useful sources of advice and guidance regarding ways in which a business might get involved with schools.

LOCAL AUTHORITIES AND DtS

3.24 Local Authorities, like businesses, were positive about the philosophy underpinning DtS. All Local Authorities included in the research study were confident about achieving the national target of 5 partnership agreements per school cluster.

3.25 Each Local Authority was currently engaged in a highly tailored, localised approach to implementing DtS strategy in their area. This meant that each Local Authority adopted a unique approach toward DtS and therefore there was no standard approach across the 10 Local Authorities. An individualised approach was thought to be the optimal way to implement DtS strategy in each respective area, as each area had its own particular physical, economic and social set of circumstances.

3.26 Across the Local Authorities there was a wide variety of enterprise opportunities currently being undertaken with local businesses. The type of activity was dependent on the particular approach adopted by the individual Local Authority. The opportunities included:

business breakfast meetings with SMEs, partnership agreement introduction and sign up sessions, face-to-face one-on-one meetings with businesses to explain the DtS strategy and targeted information mail outs introducing and explaining the DtS strategy.

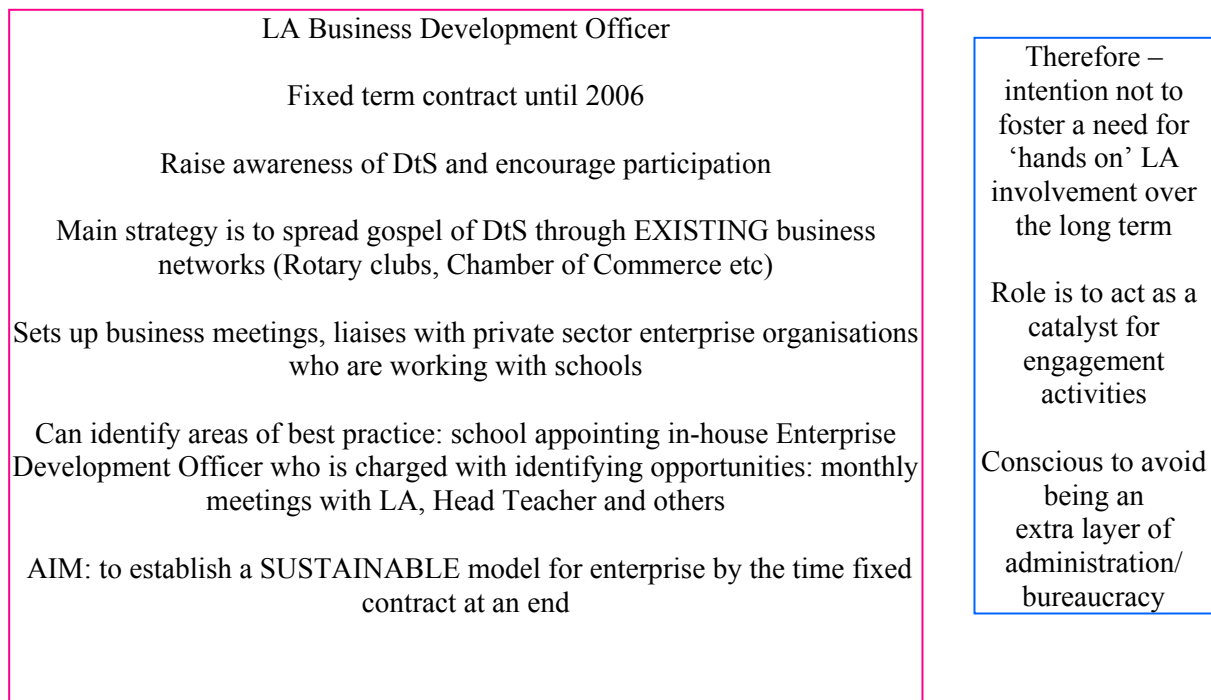
3.27 The Local Authorities regarded their experiences when working with local businesses on DtS to be positive. Local Authorities had found businesses to be, in general, receptive to the concept of DtS and there was good evidence of businesses being ‘signed up’ to partnership agreements with schools.

3.28 However, whilst the formal partnership agreements were regarded as a recognisable and tangible tool by Local Authorities, they were not believed to be an appropriate means of engaging all types of businesses. Some Local Authorities reported a level of dissatisfaction with partnership agreements as they were perceived by some businesses as too formal. This was especially the case for areas where business was conducted on a very informal or ad-hoc manner.

3.29 In terms of their experiences when working with the Scottish Executive on DtS, Local Authorities regarded this as being a fruitful working relationship. In particular, Local Authorities appreciated the advice and assistance that the Scottish Executive had been able to give them when required. The Scottish Executive was regarded as a good source of ideas around how a Local Authority might formulate and carry out their individualised plans for engaging businesses with the DtS strategy.

3.30 Figure 3.1 below illustrates an approach actually adopted by a Local Authority. This approach shows the intent from the Local Authority post holder to use existing business communication networks to disseminate the message of DtS. This example also shows how the post holder aims to have put measures and procedures in place so that the model for enterprise between businesses and schools in the local area is sustainable in the future.

Figure 3.1: an example of best practice from a Local Authority



DtS CHALLENGES

3.31 A number of challenges relating to the DtS strategy implementation emerged during the course of the research with both businesses and Local Authorities. This section will discuss each in turn.

Communication

3.32 The type rather than the volume of communication reaching businesses from Local Authorities emerged as an issue of concern for businesses. In general, knowledge about the DtS strategy held by businesses did not extend beyond the overall philosophy underpinning the strategy. Whilst specific knowledge of the recommendations and targets was not desired by businesses, there was a feeling that businesses did not have an appreciation of how the strategy was ‘bedding in’ since its launch. Therefore, businesses held no appreciation of how successful or otherwise DtS was proving to date.

3.33 Businesses were concerned that they did not know what was happening with DtS either in their own Local Authority area, in neighbouring areas or nationwide. This lack of knowledge regarding progress left businesses with some questions as to the efficacy of their own EinE involvements.

3.34 Businesses wondered why there was no progress update contact from the Scottish Executive regarding the progress of DtS, especially since many of the businesses had received significant contact from the Scottish Executive in the run up to DtS launch.

Similarly, businesses felt that Local Authorities could have provided information about how DtS was being implemented (and to what success) in their area.

3.35 The desire for progress updates expressed by the businesses is perhaps indicative of the difference in pace between the business and education worlds. Those in the business world are perhaps more used to see results in a shorter timescale than expected in the world of education / policy formulation.

“I haven’t had a school from...[name-of Local Authority]...approach me to be involved in anything to do with DtS. Now whether this Local Education Authority has taken up the DtS challenge I am not sure” (DtS and before)

“I don’t really know how it’s gone. I talk to other business people...Some have good experiences; some have bad experiences...Taken quite a long time for this thing to bite and get going” (DtS and before)

“There’s a sense of fragmentation sometimes, the sort of things that come out, but I always think that’s the key things. As I say, sometimes you’ll feel that it’s not very joined up” (DtS and before)

Public relations to date

3.36 There was little recall of the newsletter *Engage* sent to businesses in the spring 2005. However, this may be due in part to the timing of the research, as it was also conducted in spring of 2005. Each of the 24 business interviewees was shown a copy of the newsletter. Whilst relatively interesting, the newsletter was thought to be of more use to those businesses who were not currently engaged with DtS. Ways in which the newsletter could be made more relevant to businesses currently engaged included if a progress update was given on how DtS was being implemented across Scotland. Regional progress updates were also cited as desired information for businesses.

3.37 There was little recall of the media campaign aimed at businesses. Although the primary aim of the campaign was to raise awareness of DtS rather than to engage businesses, awareness of the campaign across the 24 businesses was very low. Local Authorities commented that they had not received any enquiries from businesses as a result of the media campaign. Some Local Authority contacts commented that in certain, more rural areas, the best approach to adopt if trying to communicate with businesses was a face to face informal approach.

Private sector involvement

3.38 There were varying attitudes found toward the involvement of the private sector. Some Local Authorities had employed the services of private companies to act as enterprise consultants. These companies assisted the Local Authority with their individual DtS strategies – opportunities included acting as the link between businesses and schools, acting as enterprise idea generators for schools and signing up businesses to Local Authority partnership agreements. Some Local Authorities had decided to adopt this approach as some felt they did not have the appropriate level of knowledge of enterprise and business. Another

reason for private sector involvement was that it reduced the workload for the Local Authority (given their finite resources).

3.39 A small number of businesses had reservations around the use of private consultants in this way. These concerns were based around the belief that private companies were profiting from enterprise opportunities with schools as the businesses themselves were giving of their time for free.

3.40 Some businesses intended to promote their own enterprise programmes which have been formulated in line with their own businesses agendas. However well intentioned, it may be that these private business initiatives do not have the education and development of young people as their overriding objective.

Local vs National delivery

3.41 Businesses and Local Authorities accepted that the DtS strategy must be delivered via Local Authorities, due to the unique set of economic, social and geographic circumstances at play for each authority. There was a realisation from Local Authorities and businesses that Local Authorities could not adopt a ‘one size fits all’ approach to trying to engage businesses in their area.

3.42 For some businesses, the most recent update regarding the DtS strategy they had received was at the time of launch. On a national level, lack of communication meant that the feeling of being involved in a national strategy was being diluted. At a local level, a perceived lack of communication meant that some businesses were unsure as to how they were performing with regard to DtS when compared to other businesses and they were also unsure as to what was happening regarding DtS in their local area.

3.43 A small number of businesses felt that the priorities of the Local Authority meant that their enterprise activity was not considered for inclusion in DtS. These businesses were likely to have their own programmes, or heavy involvement in existing programmes which involved their business engaging with schools. These businesses reported negative experiences when engaging with Local Authorities and the Scottish Executive, mainly due to their enterprise opportunities not matching with the Local Authorities DtS strategy plan. However, it may be the case that such issues are inevitable when individual strategic approaches are adopted.

Formal Partnership Agreement Formats

3.44 Across the businesses, the formal partnership agreement format was found to be most appropriate for those businesses that were either new to EinE, or had previously been relatively lightly engaged in EinE opportunities with schools. For these businesses, the partnership agreement format helped formalise their relationship with the schools and articulate what was expected from both the school and the business. Also, the partnership agreement provided tangible evidence of their involvement with schools.

3.45 For some of the businesses who had been engaged in enterprise opportunities for a number of years, the partnership agreements were regarded as an unnecessary appendage to

their engagement with schools. Some felt that they did not require a formalisation of a relationship that had been in existence for some time.

3.46 Additionally, some businesses felt that the process of ‘signing up’ businesses and schools in this way suggested something of a tick box mentality being adopted by Local Authorities. However, this opinion was by no means held by the majority of businesses. Indeed, some found the partnership agreements as a relatively useful document.

“She wanted to formalise the partnerships with the businesses that she worked with. Basically she just asked if that would be ok and we said ‘Yes we’re doing it anyway. We might as well.’ It was very painless!” (DtS and before)

Measurement

3.47 In terms of measuring the effect of engagement in enterprise opportunities, businesses elicited a variety of views and practices around this topic. Generally, the larger the businesses, the more sophisticated the method of measurement applied. For example, some large businesses measured the effect in terms of the number of people who participated in EinE opportunities with them going on to select a related subject (i.e. physics or chemistry) in further or higher education.

3.48 For smaller scale businesses, measurement of the success or otherwise of their involvement tended to be relatively ad-hoc. For example one business commented that if they were invited back to participate next year by the school, they must be doing something right.

3.49 An overall finding was that most businesses were relatively unsure about how to measure the quality or impact of the enterprise opportunity they had engaged with.

3.50 The issue of measurement, although difficult to define in the context of enterprise, was an important issue for businesses and Local Authorities with regard to DtS. There was a general belief held that as DtS remained a strategy in relative infancy, there was no expectation for accurate or comprehensive measurement and/or evaluation to have been conducted. However, there was a desire from businesses to gain an appreciation or feeling for how DtS strategy was progressing, that it was moving forward and that they remained part of something national and worthwhile.

EVIDENCE OF BUSINESS ENGAGEMENT WITH DtS

3.51 This section will highlight a selection of case studies illustrating examples of enterprise opportunities between businesses and schools.

Figure 3.2 Evidence of DtS influencing the design and roll-out of a multi-national company’s EinE strategy

- Multinational company
 - Approached initially by Scottish Executive / Hunter Foundation
 - Tailored existing national scheme to better fit the requirements of DtS
 - Innovative practice: co-coaching / pairing own staff with head teachers
 - ‘Early days’ but plans for expansion of programme
-
- Engagement yields many benefits:
 - understanding of business model for teachers
 - appreciation that the worlds of business and education are not that dissimilar!
 - opportunity to talk over plethora of issues: enterprise, work/life balance, management of budgets, staff problems, communication within and beyond school.

3.52 Figure 3.2 illustrates how a multi-national company combined its thinking and planning with that of DtS strategy to produce and innovative programme that involves head teachers of schools across Scotland partnering senior business figures to co-coach each other.

Figure 3.3 Evidence of business being dissatisfied with lack of contact with Local Authority

- Well established SME
 - Sustained & multiple involvement with schools over 25 years
 - Was consulted on the strategy for DtS by the Scottish Executive prior to its launch and is familiar with DtS strategy
-
- No contact from LA or Scottish Executive since DtS launched and this is surprising – “I have been expecting to have my hand bitten off”
 - Lack of information about status quo: unsure about how DtS being implemented
 - Can’t understand benefit of DtS vs what has preceded it – “My gut feeling...and experience locally is that it hasn’t been any better that what went before”

3.53 Figure 3.3 illustrates a well established SME who expressed dissatisfaction with the level of contact received around DtS post launch. This particular SME had been involved at the strategy formulation stage (had received contact from the Scottish Executive) but not since. This had led to a feeling of ambiguity over why there had been such a lack of contact.

Figure 3.4 Evidence of DtS formalising EinE engagement opportunities

- Multinational company
- Engaged in ad-hoc educational activities for several years
- Recently formalised involvement through a DtS Partnership Agreement
 - “We’re already doing it, we may as well recognise that fact.”
 - “It was very painless.”
- Current frequency of involvement very high
- Encouraged by increased level of contact from Local Authority and school
- shifts onus from the business – a true partnership.

3.54 Figure 3.4 highlights an example of how a partnership agreement can crystallise enterprise opportunities between schools and businesses. In this case, a business that had been involved in ad-hoc enterprise opportunities with schools for several years was increasing its level of involvement as a result of agreeing enterprising opportunities with the Local Authority and school.

TAKING DtS FORWARD THROUGH COMMUNICATION

Figure 3.5 Communication messages and their potential effect

Message	Effect
<ul style="list-style-type: none"> • DtS here to stay • Not a political football – DtS has support from apolitical/philanthropic bodies such as the Hunter Foundation • Additional funding has been granted 	<ul style="list-style-type: none"> • Safeguards against scepticism over motives and commitment levels toward DtS strategy
<ul style="list-style-type: none"> • National and local progress updates • DtS is working • Communicate business meeting opportunities at local and national level 	<ul style="list-style-type: none"> • Maintains interest at top of mind level • Communicates MY involvement is making a difference • Snowballing of ideas – consistent with way in which businesses operate
<ul style="list-style-type: none"> • Examples of ways in which to engage • HOW best practice examples achieved, not simply WHAT achieved 	<ul style="list-style-type: none"> • Stimulates imagination • Articulates flexibility of DtS • Communicates ease of engagement

3.55 Figure 3.5 shows potential messages that the Scottish Executive may wish to communicate around DtS and, on the right, their potential effect on business attitudes and perceptions around DtS.

“Every so often they’ll (Barnardos) drop us a note saying ‘Here’s a list of ten things that we’re up to. If you’re interested...give us a shout’ These are short-term tactical office-based but equally the conversation could be around the planning of a 3 year programme...They are focussing the communication on opportunities that we might want to take, that would be of interest to us, that would fit with our profile” (DtS only)

“Long term strategy...I think that’s something that’s needing to be clearly communicated” (DtS and before)

CHAPTER FOUR CONCLUSIONS AND RECOMMENDATIONS

4.1 In general, businesses hold positive attitudes towards DtS. Businesses are on the whole positive about the philosophy underpinning DtS strategy and believe that enterprise should play a significant role in the lives of young people.

4.2 Through increased, continued or more formalised engagement with schools and through the existence of a national strategy such as DtS, businesses held the perception that enterprise was moving up the educational agenda in Scotland. Indeed the fact that DtS existed as a national strategy created the impression, for some businesses, of a cohesive approach to EinE from the Scottish Executive.

4.3 Through their involvement in enterprising opportunities, businesses believe that DtS is working to some extent. In general, the experiences businesses have had when engaging with schools have been positive. Some businesses expressed concerns over the extent to which teachers understood the business world (in terms of timing commitments of businesses and teachers willingness to work out of their usual hours) however these were minor concerns and were expected to dissipate over time.

4.4 Businesses were open to further suggestions as to increase or develop their engagement with schools and were generally positive about their future relationships with schools. Generally, the businesses were very receptive to new and different enterprise opportunities they could get involved in.

4.5 Through the efforts of Local Authorities facilitating partnership agreements between businesses and schools, there is evidence to suggest that the number of enterprise opportunities is increasing. Local Authorities have been involved in encouraging businesses and schools to enter into partnership agreements and this had been achieved through activities such as business breakfasts and partnership signing ceremonies.

4.6 There is evidence to suggest that the formal partnership agreement format is best suited to businesses who have been lightly involved with schools in the past or who are relatively or completely new to EinE. For businesses with a relatively long history of EinE opportunity engagement with schools some find partnership agreements a rather unnecessary appendage to their informal agreement with schools. Local Authorities should therefore carefully decide upon which businesses to target for partnership agreement signing, or should consider how they introduce these agreements to businesses so they are not met with unnecessary hostility.

4.7 We believe that Local Authorities should be striving to generate and promote a sustainable model for enterprise opportunity engagement between schools and businesses. Eventually, this model should not require input from Local Authorities as the necessary communications and information networks will have been put in place. There is evidence from the Local Authorities to suggest that this model is beginning to take shape.

4.8 We believe there is a strong role for communications to articulate what is happening in terms of DtS on both a national and local level. Businesses are currently unsure as to how DtS is progressing. Businesses also do not know what other businesses are doing in terms of

enterprise opportunity engagement. Businesses also wish to know that their involvement is making a difference to young people.

4.9 We believe that communication should be a priority for the DtS team. This communication should specifically target those businesses already engaged in DtS as well as trying to attract new businesses to DtS. We believe that communications inappropriate for currently engaged businesses will have a detrimental effect on business' perceptions of DtS, enthusiasm for EinE opportunity engagement and future business commitment to DtS strategy.

4.10 We believe that communication to currently engaged businesses may be best achieved through face to face meetings, such as business networking events at a local and / or national level. Whilst businesses appreciate that DtS is still in relative infancy, we believe that the Scottish Executive should consider how to further raise the profile of the DtS strategy with the business community.

APPENDIX 1 DISCUSSION GUIDE DTS ONLY

DtS 119154: DtS only: FINAL discussion guide

1. Research background and introductions (5 mins)

- Introduce self and TNS System Three
 - **Independent** research agency. Confidentiality – tape recording. MRS standards.
 - Interview to last c.1 hour
 - Purpose of interview: would like to ask them about their experiences with schools and how they view the role of Enterprise in Education in schools. We wish to get detailed feedback on the Determined to Succeed strategy. This will offer the opportunity for businesses to contribute potential improvements to the processes involved.
- **Introduction**
 - Nature of business/organisation, size, how long established
 - Role within business
 - Role relating specifically to DtS

2. Relationship with school (20 mins)

- What types of projects/involvement has your business/organisation had with schools. Explore.
 - Why involved with schools?
 - SPONT: how did these relationships begin?
 - THEN PROBE: How were these set up/organised? How did this work? Explore. Did they match up to your expectations? – better or worse?
 - Who involved: From business? From school?
 - How is the relationship managed?
 - Type of pupil involved with? Age / interests / personality type?
 - Why not engage before? PROBE: time pressure? Lack of knowledge? Lack of approach by school / Local Authority etc. Discuss.
 - Would you encourage other businesses to get involved? What ways might we use to encourage more businesses?
 - Why do you think pupils should be involved in ‘enterprising activities’ with businesses?
 - Benefits to school / pupil / business? Explore.
- How successful do you think the experience(s) have been with the school? For both school and your business? SPONT. THEN:
 - Highs / lows from engaging in DtS with:
 - Pupils / Schools
- What good does it do? For who? Regarding contacts with pupils? Benefit who? How? Explore.
- Rationale for above? How know successful or otherwise? How does this feel? Explore.
 - How do they evaluate the benefits of DtS?
- Since involved with the school, has this met with expectations? Which areas / features? Explore.
 - Does it deliver what they were ‘sold’? Explore.
- Any improvements? Features / areas / procedures that would make the process easier?

3. Determined to succeed - (20 mins)

MODERATOR NOTE: THE INTERVIEWEE HAS BEEN SENT A LEAFLET (engage) BY THE EXECUTIVE AND POINTED TOWARD THE DtS WEBSITE PRIOR TO INTERVIEW.

- Thoughts on DtS. SPONT.
- High / low points of strategy
- Specifics:
 - Probe fully.
- How do they understand the terms “enterprise” and “entrepreneurial activity”, themselves, and when working together with schools?
- Where do they see EinE fitting with other more traditional subjects? PROBE: what about in terms of the work-based vocational element of DtS?
- How change / modify / develop / improve strategy? Explore.

NOTE: MODERATOR TO HAND OUT SHEET OF DIFFERENT WAYS THAT THE BUSINESS CAN GET INVOLVED WITH THE SCHOOL (TAKEN FROM PARTNERSHIP TEMPLATE DOCUMENT)

- Thoughts on this? Likely to engage? Which ways? Explore.
- Which category do they ‘fit’ into
- DtS – how does this work for them? How do they engage with the strategy? Explore.
- What does the DtS strategy mean for them in practice? Explore.
- Thinking about the ways in which one can engage, thoughts?
 - Now?
 - In future?
- Any contact from other people about EinE / DtS? SPONT:
 - Scottish Executive / Local Authority?
 - Explore contact.
- How would they rate the Scottish Executive / Local Authority role in providing leadership & support?
- Awareness of partnership agreement between schools and businesses? (**NOTE: THIS COULD BE LOCAL / REGIONAL / NATIONAL / Or not at all**)?
 - Discuss plan / contract if applicable.
- What think about approach from authorities? How does this work? How does this feel?

4. Communication and marketing (5 mins)

- What information received so far? SPONT. THEN:
 - PROBE ON ‘engage’ newsletter. **NOTE: MODERATOR TO SHOW INTERVIEWEE COPY IF REQUIRED.**
 - Seen before?
 - Thoughts?
 - Thoughts on type of information included. Explore.
 - Repeat above process for website (AND ANY OTHER MATERIAL AS APPROPRIATE)
- What type of information required? SPONT. THEN:
 - Updates on policy
 - New ideas for engaging with schools

- Case studies
- Anything else?
- How wish to be kept in touch?
 - Best channel?

5. The future (10 mins)

- To what extent have they developed a greater understanding of education through DtS/ EinE activities? How.
- In order to develop more enterprise opportunities with the school, how could your business/organisation do this?
 - What would be the best ways in which to do this?
 - Could the school do anything more to achieve this?
 - Can the Local Authority / Scottish Executive do more?
 - Would you require any additional support in order to achieve this?
 - Positive and negative?

How can more businesses become involved?

- How committed do you feel the school / Local Authority / Scottish Executive is to forging closer links between schools and business. (relationships) To the wider local community? Explore.
- Anything to add?

THANK AND CLOSE

APPENDIX 2 DISCUSSION GUIDE DTS AND BEFORE

DtS 119154: DtS AND BEFORE: FINAL

1. Research background and introductions (5 mins)

- Introduce self and TNS System Three
 - **Independent** research agency. Confidentiality – tape recording. MRS standards.
 - Interview to last c.1 hour
 - Purpose of interview: would like to ask them about their experiences with schools and how they view the role of Enterprise in schools. This will offer the opportunity for businesses to contribute potential improvements to the processes involved. **Also** will provide an opportunity to assess impact of DtS strategy given you have been involved in EinE with schools prior to the strategy's launch in 2003.
- **Introduction**
 - Nature of business/organisation, size, how long established
 - Role within business / Role relating specifically to EinE

2. Relationship with school - (20 mins) NOTE: THESE BUSINESSES WILL HAVE HAD A SIGNIFICANT LONG-STANDING INVOLVEMENT WITH EinE ACTIVITY WITH SCHOOLS

- Why involved with schools? Explore.
- Current EinE activity with school / school pupils. Explore.
 - Type of activity(s)
 - Length of time involved.
 - Who involved: From business? From school?
 - How is the relationship managed?
 - Type of pupil involved with? Age / interests / personality type?
- Any change over time / last couple of years? Explore.
- What previous activities have they been involved in?
- Awareness of any change in approach / EinE strategy from:
 - Schools
 - Local Authorities
 - Scottish Executive
- How successful do you think the experience(s) have been with the school? For both school and your business? SPONT. THEN:
 - Highs / lows from perspective of:
 - Pupil / School / Business
- What good does it do? For who? Regarding contacts with pupils? How? How do they evaluate the benefits of EinE?
- Rationale for above? How know successful or otherwise? How does this feel? Explore.
- Any improvements? Features / areas / procedures that would make the process easier?
 - From: Scottish Executive / schools / themselves?

3. Determined to succeed - (20 mins)

MODERATOR NOTE: THE INTERVIEWEE HAS BEEN SENT A LEAFLET 'engage' BY THE SCOTTISH EXECUTIVE AND POINTED TOWARD THE DtS WEBSITE PRIOR TO INTERVIEW.

- Initial thoughts. SPONT. THEN:

- Knowledge about DtS. Explore.
- Areas of interest / contention etc. Explore.
- High / low points of strategy.
- Specifics:
 - Probe fully.
- How do they understand the terms “enterprise” and “entrepreneurial activity”, themselves, and when working together with schools?
- Where do they see EinE fitting with other more traditional subjects? PROBE: what about in terms of the work-based vocational element of DtS?
- **How compare with previous EinE strategies?**
 - CHECK: can name any previous strategies?
- How would you change / modify / develop / improve strategy? Explore.

NOTE: MODERATOR TO HAND OUT SHEET OF DIFFERENT WAYS THAT THE BUSINESS CAN GET INVOLVED WITH THE SCHOOL (TAKEN FROM PARTNERSHIP TEMPLATE DOCUMENT)

- Thoughts on this? Likely to engage? Which ways? Explore.
- Which category do they ‘fit’ into
- DtS – how does this work for them? How do they engage with the strategy? Explore.
- SPONT. THEN PROBE:
 - ‘Fit’ of plan / DtS strategy objective with their own plans / processes for DtS?
 - How affect ways in which they approach EinE / engaging with pupils?
 - Thoughts on ‘formalising’ relationship in this way. Explore.
- Any contact from other people about EinE / DtS? SPONT:
 - Scottish Executive / Local Authority?
 - Explore contact.
- Awareness of partnership agreement between schools and businesses? (**NOTE: THIS COULD BE LOCAL / REGIONAL / NATIONAL**)?
 - Discuss plan / contract if applicable.
- What think about approach from authorities? How does this work? How does this feel?
 - Improvements

4. Communication and marketing (5 mins)

- What information received so far? SPONT. THEN:
 - PROBE ON ‘engage’ newsletter. **NOTE: MODERATOR TO SHOW INTERVIEWEE COPY IF REQUIRED. ALL BUSINESSES HAVE BEEN SENT THIS.**
 - Seen before?
 - Thoughts?
 - Thoughts on type of information included. Explore.
 - Repeat above process for website (AND ANY OTHER MATERIAL AS APPROPRIATE)
- What type of information required? SPONT. THEN:
 - Updates on policy
 - New ideas for engaging with schools
 - Case studies

- Anything else?
- How wish to be kept in touch?
 - Best channel?
- 5. The future (10 mins)**
- To what extent have they developed a greater understanding of education through DtS/ EinE activities? How.
- How do you perceive your involvement in EinE in future?
- In order to develop more enterprise opportunities with the school, how could your business/organisation do this?
 - What would be the best ways in which to do this?
 - Could the school do anything more to achieve this?
 - Can the Local Authority / Scottish Executive do more?
 - Would you require any additional support in order to achieve this?
 - How committed do you feel the school / Local Authority / Scottish Executive is to forging closer links between schools and business. To the wider local community? Explore.

How could more businesses become involved?

- Anything to add?

THANK AND CLOSE

APPENDIX 3 INTERVIEW GUIDE WITH LOCAL AUTHORITIES

119154 – Semi-structured interview guide with Local Authorities – Determined to Succeed (DtS): FINAL

Note: each of the areas interviewers will cover. However, this guide should be viewed as fluid in that the interviewee will phrase responses in their own language, and will be encouraged to raise points they feel are salient. Interview length – 10 minutes.

Each interviewer will have read the Local Authority plan prior to interview and will be aware of the key recommendations of the DtS strategy, specifically those that relate to business.

Note: each business will have received a letter from TNS System Three explaining about the research with businesses and also our intention to contact them

READ OUT: WE ARE CONDUCTING RESEARCH WITH BUSINESSES IN YOUR AREA ON BEHALF OF THE SCOTTISH EXECUTIVE ABOUT THEIR INVOLVEMENT IN ENTERPRISE IN EDUCATION (EinE) GENERALLY AND THE DtS STRATEGY SPECIFICALLY. THE SCOTTISH EXECUTIVE HAS GIVEN US ACCESS TO YOUR LOCAL AUTHORITY PLAN WHICH EXPLAINS YOUR AUTHORITY'S PLAN WITH RESPECT TO IMPLEMENTING THE DtS STRATEGY. THE PURPOSE OF THIS INTERVIEW IS TO GET A BRIEF UPDATE ON WHAT HAS HAPPENED BETWEEN YOUR LOCAL AUTHORITY AND BUSINESSES IN THE LAST 12 MONTHS OR SO. THIS CONVERSATION IS ENTIRELY CONFIDENTIAL.

Question 1

PLEASE TELL ME WHAT YOUR ROLE IS WITHIN THE LOCAL AUTHORITY IN TERMS OF ENTERPRISE IN EDUCATION ACTIVITIES WITH BUSINESS

Question 2a

PLEASE EXPLAIN TO ME YOUR LOCAL AUTHORITY'S PLAN REGARDING IMPLEMENTING THE DtS STRATEGY WITH BUSINESSES.

Question 2b

HOW HAS YOUR LOCAL AUTHORITY PLAN TOWARD ENGAGING WITH BUSINESSES AND EinE CHANGED SINCE THE ARRIVAL OF THE DtS STRATEGY (PROBE for what was in place before if anything)?

Question 3a

IN TERMS OF DtS: WHAT TYPES OF ACTIVITIES HAS YOUR LOCAL AUTHORITY HAS BEEN INVOLVED IN WITH BUSINESSES OVER THE LAST 12 MONTHS? (Note: these could be seminars / training days / open days)

Question 3b

HOW SUCCESSFUL HAVE THESE ACTIVITIES BEEN (probe for any problems / difficulties)?

Question 3c

HOW DO YOU MEASURE THE SUCCESS OF DtS ACTIVITIES WITH BUSINESSES?

Question 4

TELL ME HOW YOU THINK YOUR LOCAL AUTHORITY'S RELATIONSHIP IN TERMS OF DtS WITH LOCAL BUSINESS COULD BE IMPROVED?

Question 5

HOW DO YOU ENVISAGE THE ROLE OF LOCAL AUTHORITIES IN A LEADERSHIP CAPACITY IN RELATION TO IMPLEMENTING DtS

Question 6a

WHAT LEADERSHIP HAS THE SCOTTISH EXECUTIVE PROVIDED?

Question 6b

CAN YOU SUGGEST ANY IMPROVEMENTS TO THIS LEADERSHIP?

Question 7

IS THERE ANYTHING ELSE YOU WOULD LIKE TO ADD?

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