

Eguahé porá Degemer mat ようこそ 歓迎 Welkom Hoan nghênh Sannu da zuwa
 Welcome स्वागत Benvido Bienvenue Dobrodošli Willkommen Benvenuti पधारो
 Velkomin Fwuph' tɬwup: Croeso دى دم آ شوخ Benvengut! Tervetuloa Soo dhowow
 स्वागतम् Tавтай морилотун Bem-vindos Ongi etorri Merħba
 Velkommen 환영합니다 Harrow COLLEGE Benvinguts Bienveniu
 Välkomna آل هس و آل هأ Dobrodošli Üdvözlet Mirë se vjen
 Добродошли Dobrodošli Добро пожаловать! Vitajte
 Hoşgeldiniz Fàilte Karibu Laipni lūdzam स्वागतम् Қош келдіңіз! دى دم آ شوخ Bun venit
 Welkom Sveiki atvykę E ku abo Xush kelibsiz Vítáme vás Καλώς Ορίσαστε
 Dynnargh dhis ຍິນດີຕ້ອນຮັບ ยินดีต้อนรับ 歡迎光臨 Xoş gəlmişsiniz!



ENABLING TEACHERS TO DELIVER EFFECTIVE ENTREPRENEURSHIP EDUCATION

Welcome to this session

Functional Skills: ICT/Literacy/Numeracy

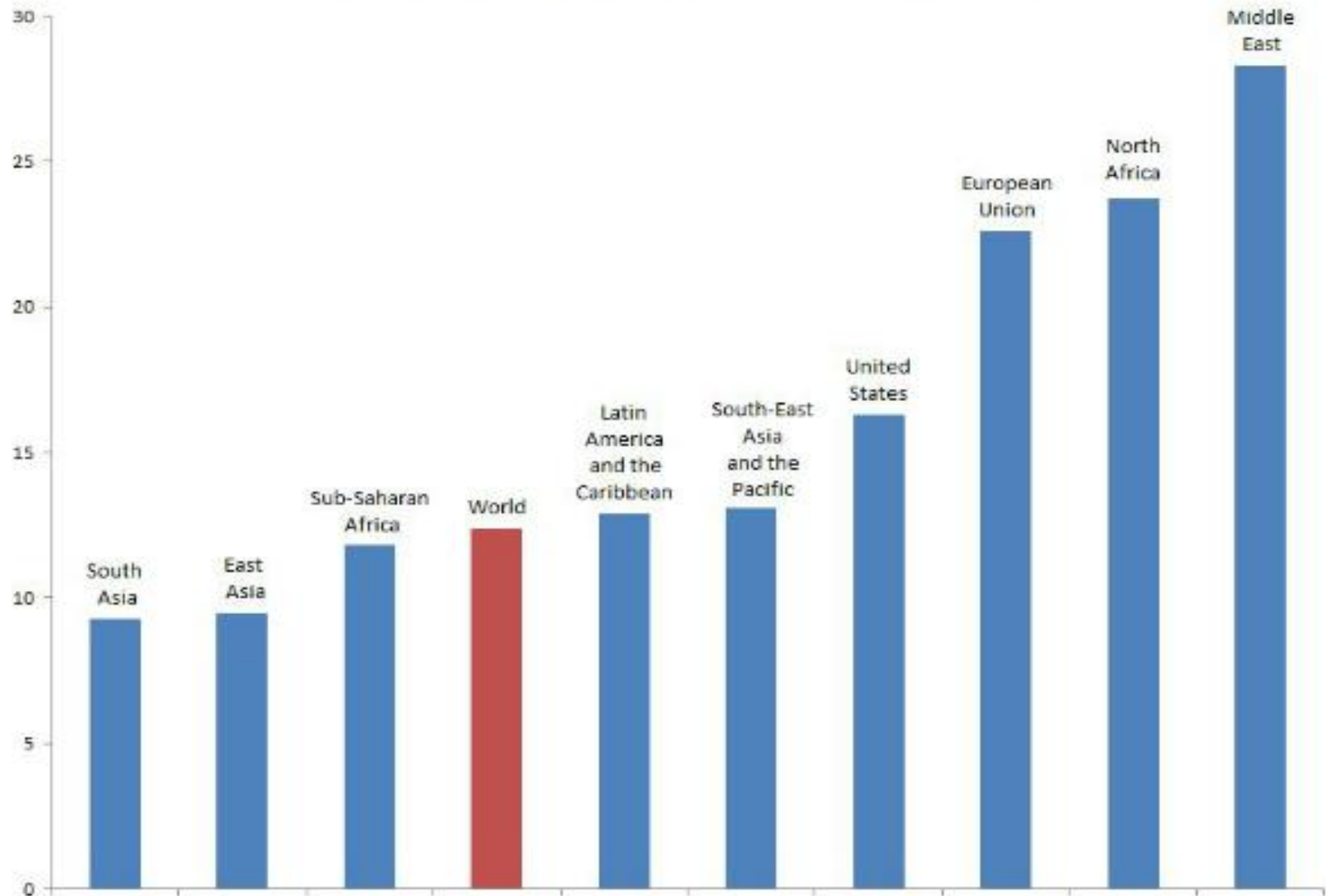
- Needed to participate in life, learning and work
- Feature in most educational and training choices and are usually a compulsory element
- Are usually contextualised to the programme
- A mix of embedded and discrete

Soft Skills / Employability Skills

- Personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skills set and ability (technical knowledge and competency)
- Graduates, however well qualified, need to be able to demonstrate a set of soft skills. Hard skills will get you an interview but it's soft skills that get you a job

SETTING THE SCENE

Global Youth Unemployment, % of Youth Ages 15-24



Activity 1

What skills do you look for when you are interviewing?



'Soft' Skills

Why are
these skills
necessary ?

Honest

Visionary

Confident

Creative

Determined

Realistic

Focused
Independent

Communication
Optimistic

**Takes &
manages risks**
Flexible

Organised
Listening skills

Motivated
**Does not give
up**

Flexible
Self discipline

Activity 2

Would you hire someone because you felt they had potential and would be successful even though they did not have the appropriate qualifications or knowledge?



What do employers say?

- A survey of 198 employers in the UK indicated that being good at communicating, a team player, confident and analytical were all more important than having technical knowledge.
- Not only do they need higher skills, but the character, determination and ability to communicate effectively helps to forge successful careers.
- Technical knowledge and qualifications are important and show a specific level of competency but these skills can be learned at the work-place

Enterprise Education....

- Is not only about starting a business
- Providing young people with skills needed to handle change and uncertainty
- Help them to understand their strengths and harness this to achieve goals
- Overcome challenges by adapting their skills
- Take a step towards making the change happen
- Ultimately create opportunity for all to benefit

Entrepreneurship in Education

- Enterprise Education should not be a standalone subject but embedded into curriculum and daily life at school, college, university
- Could be introduced as early as primary school
- A culture of enterprise cannot be embedded overnight
- Be based, as much as possible, in real situations instead of simulated environments
- Current education systems need support if it's going to adapt to such challenges
 - Policy at national level
 - National and local strategy & training which is on-going

Enabling teachers to deliver Entrepreneurship Education

- Pre-service training i.e. as part of the Teacher Training Programme
- In-service training i.e. CPD (Continuous Professional Development)

Enabling teachers to deliver Entrepreneurship Education



HARROW COLLEGE AS A CASE STUDY

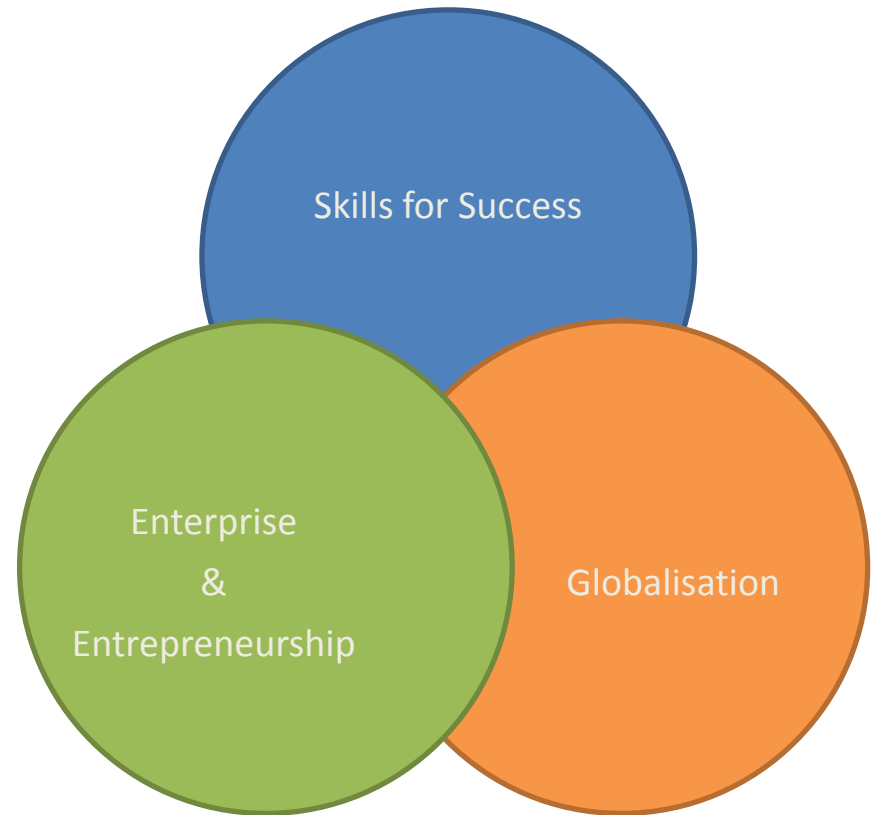
About Harrow College

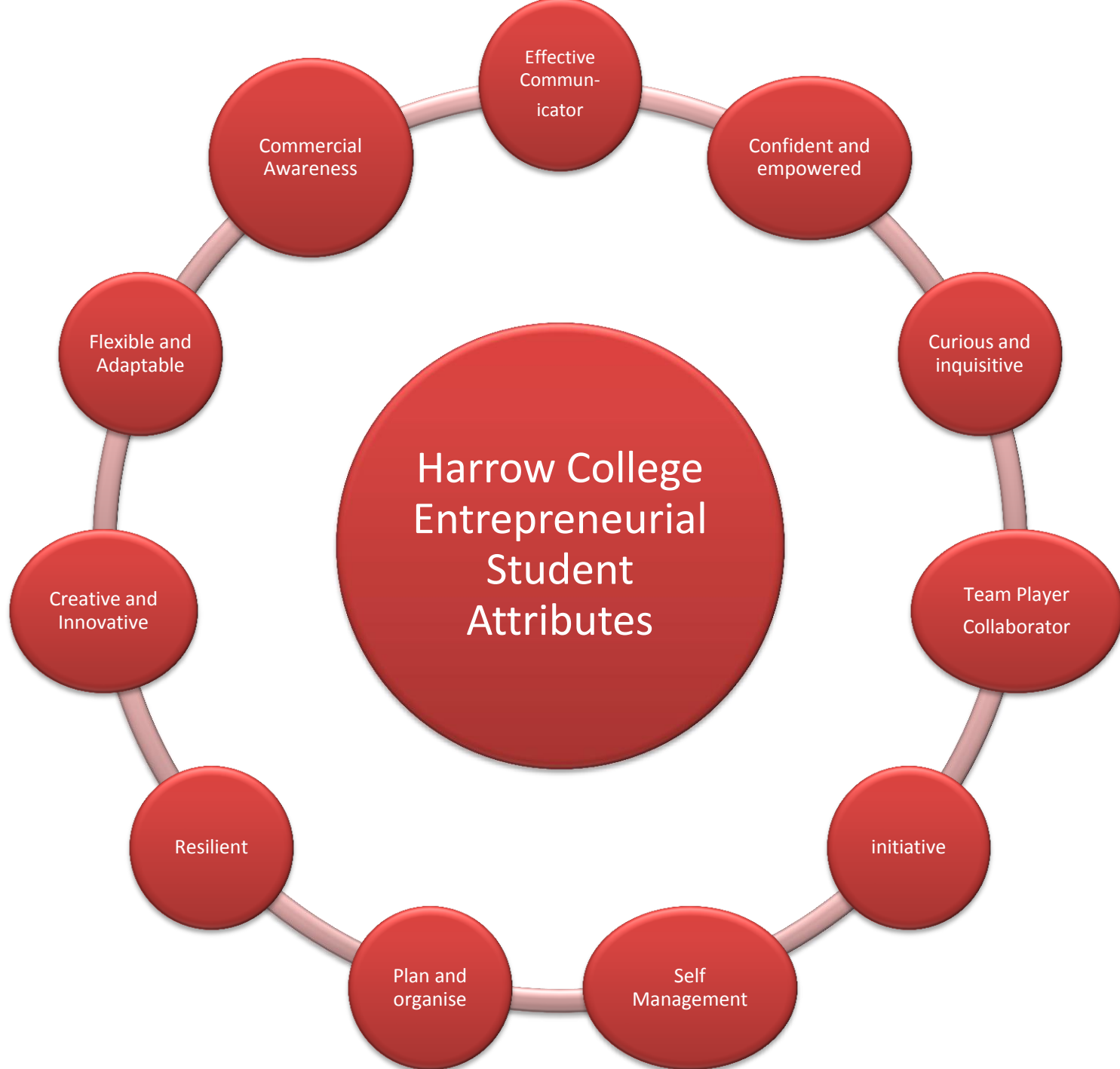


- 100+ years of delivery over both main campuses
- About 5000 students
- Working with businesses and their employees
- Centre for Excellence in Teacher Training & Train the Trainer

Our Priorities:

- **Giving young people the skills and qualifications which are internationally transferable and which will ensure that they can progress successfully into employment and/or enterprise.**
- How do we achieve this?
 - Place enterprise and employability at the heart of our programmes and our values
 - Develop a strategy which drives development in our full programme offer





Providing an Opportunity to Develop Soft Skills

- Student Ambassadors
 - Work in different areas of the college and have specific duties
 - Support events, act as ushers
- Student Union Council
- Enterprise Society
- Class Representatives
- Apprentices / internships

Providing a Real but Supported Environment to Develop Work Skills

- Hair and Beauty Salon called 'Image' open to real customers (£50K per year)
- Energize gym open to real customers (£20K per year)
- Bits and Bobs shop for staff and students (£20K per year)
- Commissioned work. One off project such as producing adverts for local businesses, health and safety videos for the London Metropolitan Police

Linking Employers to Young People

- **Dedicated Businesses Enterprise** Ambassador who works with our students. Our Ambassador is a successful and well known entrepreneur
- **Meet the Professional** events where professionals are invited to speak with our students
- **Local employers invited to give our students a mock interview.** British Airways are now using this as a way of offering internships and employment to our students
- **Harrow College Employer forum** which provides businesses with a space for meetings and so encourages their engagement with the College. Our hospitality students host the events

Effective Curriculum Delivery Linked to Industry

- Qualifications taught by teachers with industry experience and who continually update through training
- Every course has work related units
- Work-placement, internships, shadowing

Global Awareness

- Encourage our students to reach beyond their usual boundaries
- Internationalise the curriculum
- New experiences which bring wider understanding of world issues



Enterprise Passport Toolkit



- A tool designed to help the development of students' capacity for enterprise, innovation and initiative
- Currently being used successfully by 5000 students

Careers Advice and Guidance Team are Key Players

- All of the above is supported by all staff
- Specialist support through the Careers Advice and Guidance team
 - Highly qualified in this field
 - Support all students
 - Progression to university
 - Progression to work

Entrepreneurship Training for Teachers: CPD

- Continuous Professional Development (CPD)
 - Time allocated to training
 - Training is carefully planned, monitored and evaluated
 - Champions / Ambassadors / Lead Practitioners
 - Complete modules of formal training

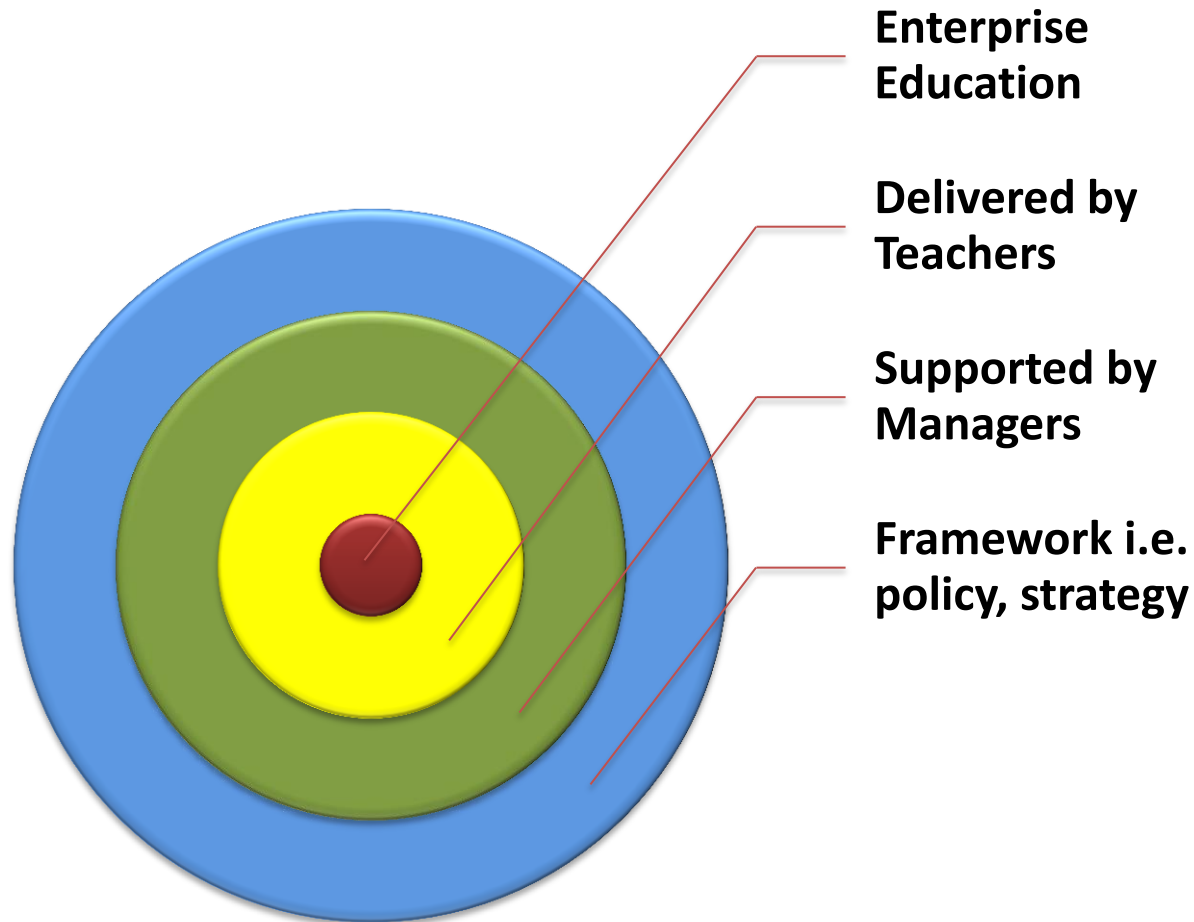
Entrepreneurship Training for Teachers: EDISON Project

- EU funded project: Netherlands, Spain, Italy, Austria, Ireland and UK
- Project goals:
 - Develop network on entrepreneurship education which reaches across all the countries mentioned above and which is transferable across different sectors
 - Edison 'Training the Trainer' programme for entrepreneurship **(Being piloted in 2015)**

Role of Education Leaders

- Policy, strategy and procedures
- Provide time and resources
- Lead by example
- Enable the culture within the organisation to support this work
- Support on-going training

To summarise: Entrepreneurship Education



How do these activities benefit our young people?

Provides students with:

- A chance to practice skills required for employment
- Real evidence/examples
 - to use on a CV
 - application form
 - and something positive to show a potential employer at interviews

Students become more:

- Enterprising
- Pro-active
- Motivated
- Empowered
- Self confident
- Focussed
- Able to set objectives
- Aware of the skills required for employment
- Motivated overall and showed these skills in their general studies

Final thought

What are the top 3 skills you would need to be at the top of your career?





Afshan Baksh
Head of Higher Education, Teacher Training and
International Development

abaksh@harrow.ac.uk

www.harrow.ac.uk