



COUNTRY ANALYSIS of KEY COMPETENCIES
- Enter the name of your country and institution -

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1 Introduction

According to Mitchelmore and Rowley, (2010), although the concept of entrepreneurial competencies is used widely by government agencies and others in their drive for economic development and business success, the core concept of entrepreneurial competencies, its measurement and its relationship to entrepreneurial performance and business success is in need of further rigorous research and development in practice

2 Analysis of 10 Key Competences

2.1 Leadership

2.1.1 How much is leadership competence valued in society?

The Confederation for British Industry (CBI) identifies that the key skills required for a successful business are the same irrespective of the different company structures adopted by individuals. The clear difference in the type of company structure is clearly linked to the company aims. Companies House (Government body) provides a clear description of the company structures linked to business aims that supports the decision as to which type of structure individuals adopt for their business.

- Problem solving, persuasion and negotiation
- Creativity
- Personal accountability,
- Goal orientation,
- Interpersonal skills, - effective communication and ability to build rapport
- Teamwork

- Business planning and financial skills
- Leadership, - for enterprise

The European Youth Entrepreneur Initiative project (LdeV), in a piece of small scale research, asked young people how they would order entrepreneurial skills and leadership did not feature.

2.1.2 Is the leadership competence strongly embedded in society and culture?

According to Enterprise and Youth Unemployment - the Hidden Opportunity, 2013, there is lots of activity supporting young people and enterprise. However, much of the existing enterprise activity around the country is disjointed. This can be addressed by coordinating existing activity, perhaps with one or two additional initiatives, in to an over-arching strategy for youth enterprise at the local level.

Currently, enterprise activity, support and education in schools, colleges and universities is sporadic. The university sector has seen the largest growth in such activity in the past decade, driven by a combination of market forces and central government initiatives. Further Education, should have enterprise at its heart - vocational training and enterprise are natural bedfellows. But to really shift the dial culturally in society, and to get the broader benefits enterprise education brings, there is a need to embed enterprise into schools.

According to the CBI Education and Skills Survey 2011 employers indicated that their demand for people with leadership and management skills would grow in subsequent years.

According to TAKING THE LEAD: YOUTH LEADERSHIP IN THEORY AND PRACTICE, 2009, the nature and meaning of leadership is changing in response to a dramatically changing society, and the rise of complex challenges and the field of leadership has much to offer in terms of helping build up young people's skills and capacities in order to make positive contributions to their communities, alongside building their employability skills.

2.1.3 Is leadership competence taught in primary/secondary level education?

Like the FE sector, enterprise education in schools is patchy. According to the Royal Bank of Scotland, only 11% of young people received any form of enterprise education (including leadership) at school. Many schools work with Young Enterprise, or similar organisations, to bring some form of enterprise activity to students. But a small number of schools and organisations are embedding enterprise in the curriculum, as well as operating extracurriculum enterprise activities. According to the CBI Education and Skills Survey 2011 employers indicated that their demand for people with leadership and management skills would grow in subsequent years.

2.1.4 Is leadership competence taught in VET education?

Edexcel, the UK's largest qualifications awarding body is to develop two unique qualifications, a level 2 BTec diploma in understanding enterprise and entrepreneurship, and the level 3 BTec diploma in enterprise and entrepreneurship.

2.1.5 Is there a difference regarding leadership competence when assessed in terms of gender?

According to the Eye-i Leonardo de Vinci Small Partnerships project, those who are from migrant communities tended to have much stronger enterprise values and abilities, and see enterprise as a clear employment option primarily due to:

- the history and family experiences of discrimination that exist in mainstream employment markets towards migrant and immigrant communities
- a strong history of enterprise as the only means to secure economic wellbeing both in UK and country of origin/ancestral country

For those young people from disadvantaged communities unless there is a history of sole trading in the family linked to specific skilled trades, such as construction trades, then enterprise, social enterprise or cooperatives are not considered as being within their employment options.

2.1.6 Is the development of leadership competence supported via other non-formal educational offerings

F.e. training programmes/peer-learning opportunities

Enterprise colleges have been developed in major further education colleges. This initiative is being led by Peter Jones (also a dragon from the Dragons Den television programme.) 30 academies now provide 5 BTECs courses to level 5 , a guaranteed 4 weeks placement, with advice sessions from local entrepreneurs through business surgeries. The college programmes also teach young people that it is OK to fail, but the key is how you learn from the failures and continue to succeed.

Qualifications have also been developed for schools and include the NCFE level 2 certificate in Developing Enterprise Skills and the ASDAN framework for cooperatives.

Young enterprise in schools - established for 50 years in the UK and internationally the organisation mainly focuses on raising awareness amongst young people in schools about enterprise, awakening an entrepreneurial spirit. Over the last two years Young Enterprise is now delivering in higher education with a clear focus on company start up.

Examples of organisations supporting enterprise for young people include Prince's Trust; Young Enterprise; StartUp Loans Company; Rockstar Mentoring; School for Startups' Shell LiveWire; RBS Inspiring Youth Enterprise; Backr; Frederick's Foundation; Blue Orchid; Rod Aldridge Foundation; Peter Jones Academy; Sheffield Enterprise Pipeline; Innospace (MMU); Whalley Ridge School; etc.

2.1.7 To what extent is the acquisition of leadership competence facilitated by unemployment / other services?

Business mentorship is also available through the Department of Work and Pensions New Enterprise Allowance which offers support, help and mentorship to benefit claimants aged 18 or over and access to a loan facility up to £1000.00 to help with start-up costs.

According to Enterprise and Youth Unemployment - the Hidden Opportunity, 2013 one of the most common perceptions amongst people is that the benefits system is a disincentive to

enterprise. The New Enterprise Allowance (NEA), however, introduced in 2011, is a scheme designed to assist unemployed people who wish to start their own business. It is available to individuals aged 18 and over who are claiming Jobseeker's Allowance (JSA). Interested and eligible individuals are referred by Jobcentre Plus to a mentoring organisation, which matches them with a volunteer business mentor. The mentor assists the individual in drawing up a business plan, which is then assessed by the mentoring organisation. If the plan is approved, the individual can access financial support consisting of a weekly allowance of £65 a week for 13 weeks and £33 for the following 13 weeks, and access to a loan of up to £1,000 for business start-up costs. The business mentor continues to provide guidance for the first six months of the new business.

The government has stated the scheme's aim to be the creation of 40,000 new businesses by the end of 2013. So far, 26,000 unemployed people have started claiming the allowance, and can be assumed to be in the process of starting up their business. What is surprising and disappointing is how only 6.5% of those claimants are under 25 years old, representing a possible prejudice against young people starting up businesses within Jobcentre Plus.

2.1.8 Is leadership competence supported by adequate enterprise infrastructure?

incubation space, prototyping facilities, R&D, support, etc.

There appears to be substantial support available to entrepreneurs available in the UK. The majority of this appears to be online through a range of well-established websites, online forums, networks and mentoring support from established entrepreneurs. Recent estimates suggest that there are now nearly 68,000 social enterprises in the UK and it is clear that the UK Government would wish to see social entrepreneurship as one of the solutions to marginalization and deprivation in communities. Some of the more noted are:

- Social Enterprise UK
- Schools for Social Entrepreneurs
- Social Enterprise Alliance UK

Funding appears to exist from a range of sources too with the government encouraging investors to fund social enterprises especially those offering innovative solutions to issues in communities in the UK and abroad. The Coalition Government introduced the idea of the Big Society as a way of encouraging social enterprises in local communities. The Big Society has a budget of over £600M.

The Social Investment Business is the fastest growing social investor in the UK. It provides funding, support and long term strategic thinking to help third sector organizations – social enterprises, charities and community organizations – do more of what they do best. They manage funds totalling £400 million. The funds provide different funding and support to different types of organizations³⁷. Recently the focus has turned to developing Business Skills in social entrepreneurs with Oxford University offering a new sponsored programme for budding social entrepreneurs and the School for Social Entrepreneurs offering bespoke courses.

Regionally and nationally there is a lot of support for budding entrepreneurs across a range of levels supported by a real political push to encourage developments Start Up Britain is the government flagship campaign for developing enterprise. The Enterprise campaign is targeted at young people aged 18-30 (recently increased from age 24) as part of the Get Britain Working policy. The programme allocates £2500 of support to new start-up which includes cash funding and access to support. This initiative is media driven and is led by the entrepreneur James Khan (from the successful Dragons Den television programme). The programme provides

information, advice and guidance, funding, business mentoring and on line support to young people on start-ups with country wide pop up events and an annual conference.

The UK appears to be fortunate in the extensive range of support that exists for young people wishing to start any form of social enterprise. Young people aged 18 and over are encouraged through a range of offers including mentoring, funding, advice and guidance and this seems to be consistent across the country although naturally London seems to have the most opportunities and networks. Support also seems to differentiate with many networks, websites and funding opportunities specifically targeted at the young. This has been supported by competitions e.g. Ernst and Young 100 Young Entrepreneurs of the year.

2.1.9 To what extent is leadership competence evident amongst young entrepreneurs in the country?

The same skills needed by leaders are needed throughout our society. These include the social and emotional intelligence to understand other people that is turning out to be as important as IQ in explaining who succeeds. They include empathy, building an understanding of the lives of others, and learning to help teams to work together to solve problems. These are also the skills needed in workplaces – yet too often they are underdeveloped in formal education. However, there is a visible shift of mood, reflected by the fact that all parties are now supporting the idea of some national civic service for young people. The Youth of Today initiative, funded by the Department for Children, Schools and Families and the Department for Communities and Local Government, aims to increase the quality, quantity and diversity of opportunities for young people as leaders of change in their communities.

According to TAKING THE LEAD: YOUTH LEADERSHIP IN THEORY AND PRACTICE, 2009, the nature and meaning of leadership is changing in response to a dramatically changing society, and the rise of complex challenges and the field of leadership has much to offer in terms of helping build up young people's skills and capacities in order to make positive contributions to their communities, alongside building their employability skills.

2.1.10 What is the preferred format of the development of leadership competence amongst young entrepreneurs?

At its most basic level, enterprise education is learning how to start a business and enterprise education has to involve actual 'doing'. Students need to develop a plan and, preferably, explore it in a practical way, talking to customers and suppliers, pitching their ideas and even starting to trade. That's not to say classroom work isn't important. For many young people, they need to learn the basics of how to develop a business plan, the practical skills in finance and business admin or an introduction to social marketing. But for young people who you want to inspire, to introduce to the world of business and to develop some basic employability skills, the evidence suggests practical, hands-on involvement in a business idea is the critical core to good enterprise training.

There is considerable evidence to suggest that young people who engage in some form of enterprise training or education are more likely to start up a business in their career than those who don't. Two of the largest organisations involved in enterprise and young people, The Prince's Trust and Young Enterprise, both publish impact assessments that make this case. Out of 13,000 people who attended an Inspire information session with the Prince's Trust in 2012, over 20% eventually launched a business (through the Trust's Enterprise Programme).

2.2 Willingness to explore

2.2.1 How much is the willingness to explore valued in society?

According to Theo Paphitis, what matters in business more than anything else is passion. I could bore you for hours talking about the businesses I run, and I think the mark of every successful entrepreneur is that they put in that legwork. They understand the competition; they know their product and their market inside out; they are completely immersed in the business. For anyone who has that passion, who is open to technology and the changing world economy, and who gets the right advice, there has never been a better time to be an entrepreneur.

The CBI identifies that the key skills required for a successful business include problem solving, persuasion and negotiation and creativity.

2.2.2 Is the willingness to explore strongly embedded in society and culture?

According to Levent Altınay Catherine L. Wang, (2011), "The influence of an entrepreneur's socio-cultural characteristics on the entrepreneurial orientation of small firms", *Journal of Small Business and Enterprise Development*, Vol. 18 Iss 4 pp. 673 – 694, educational attainment of an entrepreneur makes a positive impact on a firm's entrepreneurial orientation. Educational attainment equips business owners with the skills and reflective mindsets of understanding customers and responding to their needs. Previous business experience of the entrepreneur also impacts positively upon a firm's entrepreneurial orientation.

Educational attainment also places market intelligence gathering and synthesising and acting proactively very high on a business owner's agenda. These lead to both informal and formal approaches to environmental scanning and creative and flexible thinking of market conditions. It was revealed that the educational attainment of the business owners contributes to their ability to think creatively, be flexible and respond to widely different situations.

Previous experience equips small business owners with the skills of identifying and responding to customer needs and collecting market intelligence by intuition.

2.2.3 Is the willingness to explore taught in primary/secondary level education?

From the research this is not clear although according to the report 'Leading curriculum innovation in primary schools', (Professor Mark Brundrett and Dr. Diane Duncan, Liverpool John Moores University, September 2010) there is a lot of work happening in the primary school curriculum which is designed to introduce innovation in education which, one can assume, includes the incorporation of new skills and competencies for pupils.

2.2.4 Is the willingness to explore taught in VET education?

From the research this is not clear although according to the Review of Vocational Education – The Wolf Report (2011), there is a mis-match between labour market requirements and vocational education provision education and training policies which are at odds with labour market dynamics.

One can assume therefore that the key competencies being discussed in this report are not adequately covered in VET education.

2.2.5 Is there a difference regarding the willingness to explore when assessed in terms of gender?

While not particularly assessed in terms of gender, in general terms, many migrants and their descendants are inclined to seek entrepreneurial opportunities as they feel marginalized from mainstream employment opportunities.

2.2.6 Is the development of the willingness to explore supported via other non-formal educational offerings?

Enterprise colleges have been developed in major further education colleges. This initiative is being led by Peter Jones (also a dragon from the Dragons Den television programme.) 30 academies now provide 5 BTECs courses to level 5, a guaranteed 4 weeks placement, with advice sessions from local entrepreneurs through business surgeries. The college programmes also teach young people that it is OK to fail, but the key is how you learn from the failures and continue to succeed.

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Examples of organisations supporting enterprise for young people include Prince's Trust; Young Enterprise; StartUp Loans Company; Rockstar Mentoring; School for Startups' Shell LiveWire; RBS Inspiring Youth Enterprise; Backr; Frederick's Foundation; Blue Orchid; Rod Aldridge Foundation; Peter Jones Academy; Sheffield Enterprise Pipeline; Innospace (MMU); Whalley Ridge School; etc.

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According to Enterprise and Youth Unemployment - the Hidden Opportunity, 2013 one of the most common perceptions amongst people is that the benefits system is a disincentive to enterprise. The New Enterprise Allowance (NEA), however, introduced in 2011, is a scheme designed to assist unemployed people who wish to start their own business. It is available to individuals aged 18 and over who are claiming Jobseeker's Allowance (JSA). Interested and eligible individuals are referred by Jobcentre Plus to a mentoring organisation, which matches them with a volunteer business mentor. The mentor assists the individual in drawing up a business plan, which is then assessed by the mentoring organisation. If the plan is approved, the individual can access financial support consisting of a weekly allowance of £65 a week for 13 weeks and £33 for the following 13 weeks, and access to a loan of up to £1,000 for business

start-up costs. The business mentor continues to provide guidance for the first six months of the new business.

The government has stated the scheme's aim to be the creation of 40,000 new businesses by the end of 2013. So far, 26,000 unemployed people have started claiming the allowance, and can be assumed to be in the process of starting up their business. What is surprising and disappointing is how only 6.5% of those claimants are under 25 years old, representing a possible prejudice against young people starting up businesses within Jobcentre Plus.

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According to Enterprise and Youth Unemployment - the Hidden Opportunity, 2013, there appears to be substantial support available to entrepreneurs available in the UK. The majority of this appears to be online through a range of well-established websites, online forums, networks and mentoring support from established entrepreneurs.

The UK appears to be fortunate in the extensive range of support that exists for young people wishing to start any form of social enterprise. Young people aged 18 and over are encouraged through a range of offers including mentoring, funding, advice and guidance and this seems to be consistent across the country although naturally London seems to have the most opportunities and networks. Support also seems to differentiate with many networks, websites and funding opportunities specifically targeted at the young. This has been supported by competitions e.g. Ernst and Young 100 Young Entrepreneurs of the year.

2.2.9 To what extent is the willingness to explore evident amongst young entrepreneurs in the country?

According to David Pickernell Gary Packham Paul Jones Christopher Miller Brychan Thomas, (2011), "Graduate entrepreneurs are different: they access more resources?", International Journal of Entrepreneurial Behavior & Research, Vol. 17 Iss 2 pp. 183 - 202 Graduate entrepreneurs seem to exhibit greater ability to access knowledge from a range of sources, with particularly strong ability for accessing government resources (both advice and national/international procurement contracts). In addition, they are also more likely to access university advice and more informal sources of advice (e.g. from family and friends). Moreover, sources of support linked to informal networks/trade associations, as well as the direct industry sources (customers and suppliers) are also more likely to be accessed by graduate entrepreneurs. Greater understanding is, however, still required as to what specifically underpins this behaviour.

2.2.10 What is the preferred format of the development of the willingness to explore amongst young entrepreneurs?

Enterprise education is learning how to start a business and enterprise education has to involve actual 'doing'. Students need to develop a plan and, preferably, explore it in a practical way, talking to customers and suppliers, pitching their ideas and even starting to trade. That's not to say classroom work isn't important. For many young people, they need to learn the basics of how to develop a business plan, the practical skills in finance and business admin or an introduction to social marketing. But for young people who you want to inspire, to introduce to the world of business and to develop some basic employability skills, the evidence suggests

practical, hands-on involvement in a business idea is the critical core to good enterprise training.

2.3 Ability to plan

2.3.1 How much is the ability to plan valued in society?

The CBI identifies that the key skills required for a successful business include problem solving, persuasion and negotiation, goal orientation, business planning and financial skills.

2.3.2 Is the ability to plan strongly embedded in society and culture?

According to Levent Altinay Catherine L. Wang, (2011), "The influence of an entrepreneur's socio-cultural characteristics on the entrepreneurial orientation of small firms", *Journal of Small Business and Enterprise Development*, Vol. 18 Iss 4 pp. 673 – 694, educational attainment of an entrepreneur makes a positive impact on a firm's entrepreneurial orientation. Educational attainment equips business owners with the skills and reflective mindsets of understanding customers and responding to their needs. Previous business experience of the entrepreneur also impacts positively upon a firm's entrepreneurial orientation.

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Previous experience equips small business owners with the skills of identifying and responding to customer needs and collecting market intelligence by intuition.

2.3.3 Is the ability to plan taught in primary/secondary level education?

Like the FE sector, enterprise education in schools is patchy. According to the Royal Bank of Scotland, only 11% of young people received any form of enterprise education at school.

Examples of organisations supporting enterprise for young people include Prince's Trust; Young Enterprise; StartUp Loans Company; Rockstar Mentoring; School for Startups' Shell LiveWire; RBS Inspiring Youth Enterprise; Backr; Frederick's Foundation; Blue Orchid; Rod Aldridge Foundation; Peter Jones Academy; Sheffield Enterprise Pipeline; Innospace (MMU); Whalley Ridge School; etc.

2.3.4 Is the ability to plan taught in VET education?

Yes, bodies such as Findcourses.co.uk offer courses in this and related areas. While Edexcel notes 1500 related courses.

2.3.5 Is there a difference regarding the ability to plan when assessed in terms of gender?

In a report by Talent Innovations in 2012, the company analysed the 360° feedback results of nearly 14,000 UK leaders and managers to identify the differences in how men and women were rated against a set of 18 leadership competencies. The results show that men are more strategic but women may make better project managers.

Women score higher than men in the competencies of planning and managing activities, respect & empathy for others and personal responsibility. Men score higher in strategic vision, commercial focus and personal impact.

2.3.6 Is the development of the ability to plan supported via other non-formal educational offerings?

Qualifications have also been developed for schools and include the NCFE level 2 Certificate in Developing Enterprise Skills and the ASDAN framework for cooperatives.

Young enterprise in schools - established for 50 years in the UK and internationally the organisation mainly focuses on raising awareness amongst young people in schools about enterprise, awakening an entrepreneurial spirit. Over the last two years Young Enterprise is now delivering in higher education with a clear focus on company start up.

Examples of organisations supporting enterprise for young people include Prince's Trust; Young Enterprise; StartUp Loans Company; Rockstar Mentoring; School for Startups' Shell LiveWire; RBS Inspiring Youth Enterprise; Backr; Frederick's Foundation; Blue Orchid; Rod Aldridge Foundation; Peter Jones Academy; Sheffield Enterprise Pipeline; Innospace (MMU); Whalley Ridge School; etc.

2.3.7 To what extent is the acquisition of the ability to plan facilitated by unemployment / other services?

Business mentorship is also available through the Department of Work and Pensions New Enterprise Allowance which offers support, help and mentorship to benefit claimants aged 18 or over and access to a loan facility up to £1000.00 to help with start-up costs.

According to Enterprise and Youth Unemployment - the Hidden Opportunity, 2013 one of the most common perceptions amongst people is that the benefits system is a disincentive to enterprise. The New Enterprise Allowance (NEA), however, introduced in 2011, is a scheme designed to assist unemployed people who wish to start their own business. It is available to individuals aged 18 and over who are claiming Jobseeker's Allowance (JSA). Interested and eligible individuals are referred by Jobcentre Plus to a mentoring organisation, which matches them with a volunteer business mentor. The mentor assists the individual in drawing up a business plan, which is then assessed by the mentoring organisation. If the plan is approved, the individual can access financial support consisting of a weekly allowance of £65 a week for 13 weeks and £33 for the following 13 weeks, and access to a loan of up to £1,000 for business start-up costs. The business mentor continues to provide guidance for the first six months of the new business.

The government has stated the scheme's aim to be the creation of 40,000 new businesses by the end of 2013. So far, 26,000 unemployed people have started claiming the allowance, and can be assumed to be in the process of starting up their business. What is surprising and

disappointing is how only 6.5% of those claimants are under 25 years old, representing a possible prejudice against young people starting up businesses within Jobcentre Plus.

2.3.8 Is the ability to plan supported by adequate enterprise infrastructure?

According to Enterprise and Youth Unemployment - the Hidden Opportunity, 2013. there appears to be substantial support available to entrepreneurs available in the UK. The majority of this appears to be online through a range of well-established websites, online forums, networks and mentoring support from established entrepreneurs.

The UK appears to be fortunate in the extensive range of support that exists for young people wishing to start any form of social enterprise. Young people aged 18 and over are encouraged through a range of offers including mentoring, funding, advice and guidance and this seems to be consistent across the country although naturally London seems to have the most opportunities and networks. Support also seems to differentiate with many networks, websites and funding opportunities specifically targeted at the young. This has been supported by competitions e.g. Ernst and Young 100 Young Entrepreneurs of the year.

2.3.9 To what extent is the ability to plan evident amongst young entrepreneurs in the country?

According to David Pickernell Gary Packham Paul Jones Christopher Miller Brychan Thomas, (2011), "Graduate entrepreneurs are different: they access more resources?", International Journal of Entrepreneurial Behavior & Research, Vol. 17 Iss 2 pp. 183 - 202 Graduate entrepreneurs seem to exhibit greater ability to access knowledge from a range of sources, with particularly strong ability for accessing government resources (both advice and national/international procurement contracts). In addition, they are also more likely to access university advice and more informal sources of advice (e.g. from family and friends). Moreover, sources of support linked to informal networks/trade associations, as well as the direct industry sources (customers and suppliers) are also more likely to be accessed by graduate entrepreneurs. Greater understanding is, however, still required as to what specifically underpins this behaviour.

2.3.10 What is the preferred format of the development of the ability to plan amongst young entrepreneurs?

Enterprise education is learning how to start a business and enterprise education has to involve actual 'doing'. Students need to develop a plan and, preferably, explore it in a practical way, talking to customers and suppliers, pitching their ideas and even starting to trade. That's not to say classroom work isn't important. For many young people, they need to learn the basics of how to develop a business plan, the practical skills in finance and business admin or an introduction to social marketing. But for young people who you want to inspire, to introduce to the world of business and to develop some basic employability skills, the evidence suggests practical, hands-on involvement in a business idea is the critical core to good enterprise training.

2.4 Ability to take decisions

2.4.1 How much is the ability to take decisions valued in society?

The CBI identifies that the key skills required for a successful business to include problem solving, persuasion and negotiation, personal accountability, business planning and financial skills and leadership for enterprise.

2.4.2 Is the ability to take decisions strongly embedded in society and culture?

There was no specific research information available on this question.

2.4.3 Is the ability to take decisions taught in primary/secondary level education?

Like the FE sector, enterprise education in schools is patchy. According to the Royal Bank of Scotland, only 11% of young people received any form of enterprise education at school.

Examples of organisations supporting enterprise for young people include Prince's Trust; Young Enterprise; StartUp Loans Company; Rockstar Mentoring; School for Startups' Shell LiveWire; RBS Inspiring Youth Enterprise; Backr; Frederick's Foundation; Blue Orchid; Rod Aldridge Foundation; Peter Jones Academy; Sheffield Enterprise Pipeline; Innospace (MMU); Whalley Ridge School; etc. Dragons Den star, Peter Jones also supports a Tycoon in Schools programme, which aims to "put enterprise at the heart of the education system".

2.4.4 Is the ability to take decisions taught in VET education?

Findcourses.co.uk has little in this regard while Edexcel notes some 1,100 courses with 'elements' of decision-making.

2.4.5 Is there a difference regarding the ability to take decisions when assessed in terms of gender?

According to Bitange Ndemo Fides Wanjiku Maina, (2007), "Women entrepreneurs and strategic decision making", Management Decision, Vol. 45 Iss 1 pp. 118 – 130, women, whether pushed or pulled into starting an enterprise, desire to make independent decisions. Lack of resources made them dependent on their spouses, thus limiting their capacity to make independent decisions. Those pushed into setting up subsistence enterprises had greater discretion in terms of decision making compared with those who started enterprises to exploit an opportunity and whose basic needs were comfortably met by the spouse's income. Other factors determining levels of decision making include: culture, level of education and poverty.

2.4.6 Is the development of the ability to take decisions supported via other non-formal educational offerings?

Young enterprise in schools - established for 50 years in the UK and internationally the organisation mainly focuses on raising awareness amongst young people in schools about

enterprise, awakening an entrepreneurial spirit. Over the last two years Young Enterprise is now delivering in higher education with a clear focus on company start up.

Examples of organisations supporting enterprise for young people include Prince's Trust; Young Enterprise; StartUp Loans Company; Rockstar Mentoring; School for Startups' Shell LiveWire; RBS Inspiring Youth Enterprise; Backr; Frederick's Foundation; Blue Orchid; Rod Aldridge Foundation; Peter Jones Academy; Sheffield Enterprise Pipeline; Innospace (MMU); Whalley Ridge School; etc.

According to Levent Altinay Catherine L. Wang, (2011), "The influence of an entrepreneur's socio-cultural characteristics on the entrepreneurial orientation of small firms", *Journal of Small Business and Enterprise Development*, Vol. 18 Iss 4 pp. 673 – 694, previous business experience of the entrepreneur impacts positively upon a firm's entrepreneurial orientation. Previous experience also equips small business owners with the skills of identifying and responding to customer needs and collecting market intelligence by intuition.

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2.4.9 To what extent is the ability to take decisions evident amongst young entrepreneurs in the country?

According to a report by Barclays Bank in 2012, entrepreneurs admitted to putting off decision making for fear of failure while a recent interview with Dragons Den investor, Peter Jones, identifies that a cautious stance still dominates SME decision-making in the UK.

2.4.10 What is the preferred format of the development of the ability to take decisions amongst young entrepreneurs?

Enterprise education is learning how to start a business and enterprise education has to involve actual 'doing'. Students need to develop a plan and, preferably, explore it in a practical way, talking to customers and suppliers, pitching their ideas and even starting to trade. That's not to say classroom work isn't important. For many young people, they need to learn the basics of how to develop a business plan, the practical skills in finance and business admin or an introduction to social marketing. But for young people who you want to inspire, to introduce to the world of business and to develop some basic employability skills, the evidence suggests practical, hands-on involvement in a business idea is the critical core to good enterprise training.

2.5 Ability to prioritize

2.5.1 How much is the ability to prioritize valued in society?

The CBI identifies that the key skills required for a successful business to include problem solving, persuasion and negotiation, personal accountability, business planning and financial skills and leadership for enterprise and one can reasonably assume that ability to prioritise is a key issue in these skills.

2.5.2 Is the ability to prioritize strongly embedded in society and culture?

The researcher could not identify any specific feedback in this regard.

2.5.3 Is the ability to prioritize taught in primary/secondary level education?

Like the FE sector, enterprise education in schools is patchy. According to the Royal Bank of Scotland, only 11% of young people received any form of enterprise education at school.

Examples of organisations supporting enterprise for young people include Prince's Trust; Young Enterprise; StartUp Loans Company; Rockstar Mentoring; School for Startups' Shell LiveWire; RBS Inspiring Youth Enterprise; Backr; Frederick's Foundation; Blue Orchid; Rod Aldridge Foundation; Peter Jones Academy; Sheffield Enterprise Pipeline; Innospace (MMU); Whalley Ridge School; etc. Dragons Den star, Peter Jones also supports a Tycoon in Schools programme, which aims to "put enterprise at the heart of the education system".

2.5.4 Is the ability to prioritize taught in VET education?

Findcourses.co.uk has nothing in this regard while Edexcel notes some approximately 200 courses with 'elements' of prioritising.

2.5.5 Is there a difference regarding the ability to prioritize when assessed in terms of gender?

In a report by Talent Innovations in 2012, the company analysed the 360° feedback results of nearly 14,000 UK leaders and managers to identify the differences in how men and women were rated against a set of 18 leadership competencies. The results show that men are more strategic but women may make better project managers.

Women score higher than men in the competencies of planning and managing activities, respect & empathy for others and personal responsibility. Men score higher in strategic vision, commercial focus and personal impact.

2.5.6 Is the development of the ability to prioritize supported via other non-formal educational offerings?

Young enterprise in schools - established for 50 years in the UK and internationally the organisation mainly focuses on raising awareness amongst young people in schools about enterprise, awakening an entrepreneurial spirit. Over the last two years Young Enterprise is now delivering in higher education with a clear focus on company start up.

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2.5.8 Is the ability to prioritize supported by adequate enterprise infrastructure?

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The UK appears to be fortunate in the extensive range of support that exists for young people wishing to start any form of social enterprise. Young people aged 18 and over are encouraged through a range of offers including mentoring, funding, advice and guidance and this seems to be consistent across the country although naturally London seems to have the most opportunities and networks. Support also seems to differentiate with many networks, websites and funding opportunities specifically targeted at the young. This has been supported by competitions e.g. Ernst and Young 100 Young Entrepreneurs of the year.

2.5.9 To what extent is the ability to prioritize evident amongst young entrepreneurs in the country?

Based on research there is no real evidence to demonstrate whether the ability to prioritise is evident amongst young entrepreneurs in the UK but there are calls for more education and training to be made available combining taught and 'soft' skills.

2.5.10 What is the preferred format of the development of the ability to prioritize amongst young entrepreneurs?

Enterprise education is learning how to start a business and enterprise education has to involve actual 'doing'. Students need to develop a plan and, preferably, explore it in a practical way, talking to customers and suppliers, pitching their ideas and even starting to trade. That's not to say classroom work isn't important. For many young people, they need to learn the basics of how to develop a business plan, the practical skills in finance and business admin or an introduction to social marketing. But for young people who you want to inspire, to introduce to the world of business and to develop some basic employability skills, the evidence suggests practical, hands-on involvement in a business idea is the critical core to good enterprise training.

2.6 Creativity

2.6.1 How much is creativity valued in society?

IT'S AN EXCITING AND PIVOTAL TIME FOR THE UK'S CREATIVE INDUSTRIES. RECENT STATISTICS SHOW THE SECTOR PUNCHES ABOVE ITS WEIGHT FOR THE ECONOMY, GENERATING £71.4 BILLION GROSS VALUE ADDED (GVA) IN 2012 – A 9.4 PER CENT INCREASE THAT SURPASSES THE GROWTH OF ANY OTHER UK INDUSTRY SECTOR. The creative industries generate value that spreads far wider than the sector itself: as a key part of a wider supply chain; as a driver of business for other sectors; and with 866,000 people in creative occupations outside of the sector, in addition to the 1.68 million jobs within the sector in 2012. The UK is a world leader when it comes to the creative industries and they play an important role in shaping how the rest of the world perceives the UK.

2.6.2 Is creativity strongly embedded in society and culture?

It is vital for future growth that the UK builds on its long history of excellence in the arts and culture and the talent it nurtures, to develop an ecosystem that brings together creativity and culture with technology, research and innovation. The creative industries also benefit from a unique and sophisticated ecology of public and private funding that gives the UK significant competitive advantage. A range of public and independent institutions provide a framework of support for new ideas, innovation, entrepreneurship and the development of talent that together help stimulate private investment and promote commercial success.

2.6.3 Is creativity taught in primary/secondary level education?

According to the CREATE UK, Creative Industries Strategy Report (2014), TO BOOST THE CREATIVE INDUSTRIES' COMPETITIVENESS, THE UK NEEDS AN INDUSTRY-LED SKILLS SYSTEM THAT ENABLES GROWTH IN COMPANIES OF ALL SIZES AND SUPPORTS ENTRY TO AND PROGRESSION WITHIN THESE INDUSTRIES FOR INDIVIDUALS FROM ALL BACKGROUNDS. THIS MUST BE UNDERPINNED BY AN EDUCATION SYSTEM THAT INCLUDES A COMMITMENT TO CREATIVITY AND THAT SUPPORTS YOUNG PEOPLE INSPIRED TO PURSUE A CAREER IN THE CREATIVE INDUSTRIES.

Since the CIC Skills Group's January 2012 report there has been a step change in joint action to address the key issue of industry ownership and investment in skills. To date, around £90 million of new industry and public co-investment has been generated to drive forward the report's recommendations, plus further investment by a number of employers. Some notable sector achievements over the last two years have included:

- The inclusion of computer science as part of the science element of the English Baccalaureate, a key goal of the Next Gen Skills Campaign.
- The recognition, following research and business intelligence, that in order to future proof this innovative sector, everyone working in them will need to have a fusion of creative, digital, STEAM (Science, Technology, Engineering, Arts, Maths) and business skills.
- Over 200 Higher Education courses and Apprenticeship programmes across creative subjects achieving the Creative Skillset Tick accreditation.
- Over 4,200 apprenticeship starts, creation of new higher apprenticeships and more paid internships, supported by new entrant schemes from Warner Bros, BBC, Channel 4, ITV, Sky and through the Institute of Practitioners in Advertising's Creative Pioneers, Creative Access placement scheme and Arts Council England's Creative Employment Programme, which is being delivered by Creative & Cultural Skills.
- The expansion of DCMS and Creative Skillset's Skills Investment Fund (SIF) to four new sectors in addition to film, with two new industry levies set up and collective funding agreed in high-end TV, animation, VFX and games.

A fuller list of achievements can be found in the strategy supporting documents on www.thecreativeindustries.co.uk

Undeniably, there has been a lot of progress but there are still challenges to tackle.

According to CREATE UK (2014), Industry and government should:

- Ask that the Ofsted inspection framework requires all schools and wider education providers to evidence their commitment to a broad and balanced curriculum including opportunities for young people to study a fused combination of creative, technical, scientific and entrepreneurial subjects. Ofsted should be required to produce an annual assessment report for the CIC to show progress on this commitment.
- Support the teaching of creative subjects, Intellectual Property awareness, computing and enterprise/business skills in the school curriculum.
- Celebrate and promote the spread, breadth and value of the creative industries for learners, parents and educators by:
 - Co-ordinating a creative industries-themed day/week as a careers 'Milkround' for schools; opening up creative industries workplaces and supporting flagship careers events; and utilising existing programmes better, such as National Apprenticeship Week, Back to School Week etc;
 - Joining up online and offline career resources, such Creative Choices, IdeasTap and Hiive, with other career networks such as National Careers Service and increasing awareness and engagement of these resources;
 - Connecting existing organisations such as STEMNET, Speakers for Schools and Inspiring the Future with creative industries ambassadors and speakers;
 - Industry adopting schools and strengthening direct partnerships at a local level.
- Align education and skills priorities and work across the Creative Industries Council (CIC), Cultural Education Partnership Group and Cultural Education Board.

Industry and government should also:

- Recognise the importance of bringing together research and innovation expertise with creative businesses and build relationships with universities and research bodies, like the Technology Strategy Board (TSB) and the Arts & Humanities Research Council (AHRC) Creative Economy Knowledge Exchange.

- Skills bodies should work in partnership with Local Enterprise Partnerships and local stakeholders (including those from Further Education and Higher Education institutions) to support the development and delivery of skills action plans that join local with national initiatives.

2.6.4 Is creativity taught in VET education?

Findcourses.co.uk has around 90 courses in this regard while Edexcel notes around 300 courses with 'elements' of creativity.

According to CREATE UK (2014), Industry and government should:

- Celebrate and promote the spread, breadth and value of the creative industries for learners, parents and educators by:
 - Co-ordinating a creative industries-themed day/week as a careers 'Milkround' for schools; opening up creative industries workplaces and supporting flagship careers events; and utilising existing programmes better, such as National Apprenticeship Week, Back to School Week etc;
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 - Industry adopting schools and strengthening direct partnerships at a local level.
- Align education and skills priorities and work across the Creative Industries Council (CIC), Cultural Education Partnership Group and Cultural Education Board.

Industry and government should also:

- Produce and participate in research programmes that identify skills gaps, shortages and diversity trends.
- Build on the proven success of creative business mentoring by joining up and expanding existing programmes run by Creative England, Creative Skillset and Nesta, and develop the 'Virtual Boards'³⁸ concept, peer-to-peer and online mentoring services to enable businesses of all sizes to connect and share experience and expertise.
- Consider using Group Training Association (GTA) models to help smaller businesses collaborate on and increase training opportunities that might be difficult to organise separately.
- Recognise the importance of bringing together research and innovation expertise with creative businesses and build relationships with universities and research bodies, like the Technology Strategy Board (TSB) and the Arts & Humanities Research Council (AHRC) Creative Economy Knowledge Exchange.
- Skills bodies should work in partnership with Local Enterprise Partnerships and local stakeholders (including those from Further Education and Higher Education institutions) to support the development and delivery of skills action plans that join local with national initiatives.

2.6.5 Is there a difference regarding creativity when assessed in terms of gender?

According to the Institute for Small Business and Entrepreneurship (2009) Creative industries are reported to employ in excess of two million people, directly and indirectly, and contribute some £60 billion per year to the British economy (DCMS, 2009). The sector includes designer fashion, film, theatre and the performing arts, advertising, architecture, publishing, broadcast media, recorded music, and arts & crafts. There is evidence that women are increasingly attracted to the creative industries.

However, women simply do not get the same recognition for their achievements as men. For example, in the US, female designers and executives predominate in the manufacture of women's clothing, yet men have won more industry honors and are featured more prominently in the media than women.

Women seem to be particularly well suited to working in the creative industries, either as employees or as entrepreneurs. For example, women possess many of the core characteristics of creative/entrepreneurial workers, such as independence, self-reliance, autonomy, flexibility, adaptability. In addition, the creative industries are appealing to women because some sectors accommodate home, flexible and part-time working, all of which may be required where family responsibilities are involved (Wilby, 2008).

Furthermore, in terms of entrepreneurship, women tend to set up the sorts of businesses that are typical of the creative sector, i.e. micro or very small enterprises, but service oriented, with a high value on the cultural, quality and human elements of the business. Finally, women are reported to be "portfolio workers par excellence", with their multi-tasking skills and experiences making them ideally suited to project-based enterprises (Gill, 2002). Thus, the creative industries may represent a huge opportunity for women to develop their entrepreneurial talent in the future. All that's needed, is a bit of gender balance when it comes to recognising creative achievements.

2.6.6 Is the development of creativity supported via other non-formal educational offerings?

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2.6.8 Is creativity supported by adequate enterprise infrastructure?

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2.6.9 To what extent is creativity evident amongst young entrepreneurs in the country?

According to Nestas report on 'Young Digital Makers', Surveying attitudes and opportunities for digital creativity across the UK (Oliver Quinlan, March 2015):

- Eighty-two per cent of young people say they are interested in digital making. However, half of young people make things with digital technology less than once a week or never.
- Parents are overwhelmingly supportive of digital making. Eighty-nine per cent think it is a worthwhile activity for their children. Seventy-three per cent encourage their children to make things with technology. Acting on these feelings, 53 per cent have purchased hardware or software to support their child in digital making. Many also see possibilities

for the future: 84 per cent agree that the skills associated with digital making are important for jobs or careers for their children. This is echoed by corporate engagement with the sector, with many large companies such as Google, Samsung and Virgin Media listed as supporters by the organisations surveyed.

- Only 12 per cent of parents felt informed enough of face-to-face digital making activities to signpost their children to them. A similar number said the same was true of online resources. Less than a third were aware of the existence of online resources, kits or face-to-face activities. Similarly, 71 per cent of teachers said they are not yet aware of the face-to-face opportunities to experience digital making available outside of the formal curriculum. So far only 8 per cent are using face-to-face opportunities provided by organisations

2.6.10 What is the preferred format of the development of creativity amongst young entrepreneurs?

Enterprise education is learning how to start a business and enterprise education has to involve actual 'doing'. Students need to develop a plan and, preferably, explore it in a practical way, talking to customers and suppliers, pitching their ideas and even starting to trade. That's not to say classroom work isn't important. For many young people, they need to learn the basics of how to develop a business plan, the practical skills in finance and business admin or an introduction to social marketing. But for young people who you want to inspire, to introduce to the world of business and to develop some basic employability skills, the evidence suggests practical, hands-on involvement in a business idea is the critical core to good enterprise training.

2.7 Taking initiative

2.7.1 How much is the competence of taking initiative valued in society?

According to the entrepreneur Theo Paphitis, what matters in business more than anything else is passion. He believes that the mark of every successful entrepreneur is that they put in that legwork. They understand the competition; they know their product and their market inside out; they are completely immersed in the business. For anyone who has that passion, who is open to technology and the changing world economy, and who gets the right advice, there has never been a better time to be an entrepreneur.

A report, conducted by Start Up Britain during its tour of Britain's universities and further education colleges in December 2012, revealed that 63 per cent of students are now looking to start a business.

More freedom and the desire to be their own boss were the main reasons – with 20 per cent believing they could make more money by working for themselves than getting a job.

2.7.2 Is the competence of taking initiative strongly embedded in society and culture?

Attitudes of non-entrepreneurial individuals to entrepreneurship remained subdued in 2012, although opportunity perception among non-entrepreneurial men increased slightly.

In the UK in 2012, for the first time since GEM records began, almost one quarter of working age individuals were engaged in entrepreneurial activity or intended to start a business within

the next three years thus demonstrating a significant number of people taking the initiative of commencing their own business. In the UK in 2012, 11.3% of working age adults expected to start a business within the next 3 years, a significant increase on 2011.

2.7.3 Is the competence of taking initiative taught in primary/secondary level education?

There is no direct evidence of this but the FE sector, like enterprise education in schools is patchy according to the Royal Bank of Scotland, and only 11% of young people received any form of enterprise education at school. Thus, one can assume that the competence of taking initiative is not widely thought.

2.7.4 Is the competence of taking initiative taught in VET education?

Findcourses.co.uk has around 20 courses in this regard while Edexcel notes some courses with 'elements' of taking initiative.

From the research, however, this issue is not clear although according to the Review of Vocational Education – The Wolf Report (2011), there is a mis-match between labour market requirements and vocational education provision education and training policies which are at odds with labour market dynamics. One can assume therefore that the key competencies being discussed in this report are not adequately covered in VET education.

2.7.5 Is there a difference regarding the competence of taking initiative when assessed in terms of gender?

According to the GEM report of 2012, UK levels of female early stage were 57% of male early-stage entrepreneurial activity – up from 49% in 2011.

Furthermore, first and second generation immigrants in the UK have significantly higher rates of early-stage entrepreneurial activity than others. This pattern is similar to France, but in the US, only first generation immigrants have higher rates.

2.7.6 Is the development of the competence of taking initiative supported via other non-formal educational offerings?

Young enterprise in schools - established for 50 years in the UK and internationally the organisation mainly focuses on raising awareness amongst young people in schools about enterprise, awakening an entrepreneurial spirit. Over the last two years Young Enterprise is now delivering in higher education with a clear focus on company start up.

Examples of organisations supporting enterprise for young people include Prince's Trust; Young Enterprise; StartUp Loans Company; Rockstar Mentoring; School for Startups' Shell LiveWire; RBS Inspiring Youth Enterprise; Backr; Frederick's Foundation; Blue Orchid; Rod Aldridge Foundation; Peter Jones Academy; Sheffield Enterprise Pipeline; Innospace (MMU); Whalley Ridge School; etc.

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2.7.7 To what extent is the acquisition of the competence of taking initiative facilitated by unemployment / other services?

Business mentorship is also available through the Department of Work and Pensions New Enterprise Allowance which offers support, help and mentorship to benefit claimants aged 18 or over and access to a loan facility up to £1000.00 to help with start-up costs.

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2.7.9 To what extent is the competence of taking initiative evident amongst young entrepreneurs in the country?

There was no clear evidence in this regard.

2.7.10 What is the preferred format of the development of the competence of taking initiative amongst young entrepreneurs?

Enterprise education is learning how to start a business and enterprise education has to involve actual 'doing'. Students need to develop a plan and, preferably, explore it in a practical way, talking to customers and suppliers, pitching their ideas and even starting to trade. That's not to say classroom work isn't important. For many young people, they need to learn the basics of how to develop a business plan, the practical skills in finance and business admin or an introduction to social marketing. But for young people who you want to inspire, to introduce to the world of business and to develop some basic employability skills, the evidence suggests practical, hands-on involvement in a business idea is the critical core to good enterprise training.

2.8 Digital competences

2.8.1 How much are digital competences valued in society?

According to the entrepreneur Theo Paphitis, a limiting factor in UK enterprise is a failure to engage with technology. According to Theo, anyone who believes that digital technology is not relevant or useful to their business is wrong, and their businesses will wither and fail. Technology is the single most important thing that is shaping business. We are witnessing the transformative equivalent of the Industrial Revolution every two years! This is changing the way we live our lives and it is changing the products and services we need. Who would have predicted the rise of Amazon or Google, and which company is next?

2.8.2 Are digital competences strongly embedded in society and culture?

Make or Break: The UK's Digital Future – a report from the House of Lords Committee on Digital Skills (2014) calls "for the vast majority of the population to achieve the level of digital literacy needed to fully participate in society". It highlights the need for a digital literacy agenda and calls for a dedicated figurehead in Government with responsibility for this area and endorses innovative ideas such as defining the internet as a utility service.

The committee also proposed that digital literacy be viewed as a core subject in schools and that it should be taught as an embedded subject within the curriculum and that digital skills could be improved by incorporating a digital element into FE courses and apprenticeships but would advocate that this too goes beyond digital skills and that there be a call for information and digital literacy to become part of the curricula as has been recommended for schools.

2.8.3 Are digital competences taught in primary/secondary level education?

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2.8.4 Are digital competences taught in VET education?

There are many training opportunities in this regard.

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2.8.5 Is there a difference regarding digital competences when assessed in terms of gender?

According to the 2014 report Digital Skills for Tomorrows World, The Young Digital Taskforce ran an informal survey within schools and across social media asking their peers and parents to name people working in the digital industries. Most people were able to name Bill Gates, Steve Jobs and Mark Zuckerberg without any trouble but then got stuck. Not a single woman was mentioned. No one mentioned a role model from black or minority ethnic communities. The same seems to be largely true of adults too: a later survey by McAfee showed that just over 70% of adults questioned had not heard of any of Sheryl Sandberg, Facebook COO, Martha Lane-Fox, founder of lastminute.com or Marissa Mayer, Yahoo CEO. However, 90% of the 4,000 surveyed had heard of Bill Gates and 78% recognized Mark Zuckerberg. Asked about the impression of people working in technology, the descriptions offered by the Young Digital Taskforce's peers swung between geeks bashing away on keyboards or of boring middle-aged men in badly fitting suits doing dull repetitive jobs.

2.8.6 Is the development of digital competences supported via other non-formal educational offerings?

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2.8.7 To what extent is the acquisition of digital competences facilitated by unemployment / other services?

Business mentorship is also available through the Department of Work and Pensions New Enterprise Allowance which offers support, help and mentorship to benefit claimants aged 18 or over and access to a loan facility up to £1000.00 to help with start-up costs.

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The government has stated the scheme's aim to be the creation of 40,000 new businesses by the end of 2013. So far, 26,000 unemployed people have started claiming the allowance, and can be assumed to be in the process of starting up their business. What is surprising and disappointing is how only 6.5% of those claimants are under 25 years old, representing a possible prejudice against young people starting up businesses within Jobcentre Plus.

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opportunities and networks. Support also seems to differentiate with many networks, websites and funding opportunities specifically targeted at the young. This has been supported by competitions e.g. Ernst and Young 100 Young Entrepreneurs of the year.

2.8.9 To what extent are digital competences evident amongst young entrepreneurs in the country?

iDEA – a new inspiring Digital Enterprise Award scheme launched in 2014 will support young people to gain the critical digital and entrepreneurial skills they need to set up and run their own business venture. Young people in the UK display significant entrepreneurial ambition. Indeed, a recent report from Unltd revealed that more than 55% of those aged 16-25 want to set up their own business and 14% are now in the process of doing so, compared with 8% only a year ago.

Despite this, a new YouGov survey, commissioned by Nominet Trust, has found that nearly two thirds (64%) of the 1,000 16-25 year olds interviewed, feel that formal education doesn't go far enough to help young people interested in entrepreneurship.

In order to service this generation better and boost young enterprise among 16-25 year olds, iDEA has been designed to support young people interested in setting up a new business venture. The Digital Enterprise Award will facilitate the lean, bootstrapping style of entrepreneurship preferred by young people, enabling them to build digital prototypes and test the viability of their business idea with prospective customers.

According to Annika Small, CEO of Nominet Trust, "Digital technology has fundamentally changed the nature of entrepreneurship, opening up new opportunities for young people to create businesses. However, much of the support currently available to young entrepreneurs is desperately out of sync with their needs. For example, in today's climate, many young people are reticent about taking out a loan, preferring to 'bootstrap' their way through the initial stages of their business.

2.8.10 What is the preferred format of the development of digital competences amongst young entrepreneurs?

Enterprise education is learning how to start a business and enterprise education has to involve actual 'doing'. Students need to develop a plan and, preferably, explore it in a practical way, talking to customers and suppliers, pitching their ideas and even starting to trade. That's not to say classroom work isn't important. For many young people, they need to learn the basics of how to develop a business plan, the practical skills in finance and business admin or an introduction to social marketing. But for young people who you want to inspire, to introduce to the world of business and to develop some basic employability skills, the evidence suggests practical, hands-on involvement in a business idea is the critical core to good enterprise training.

2.9 Competitiveness

2.9.1 How much is the competence of competitiveness valued in society?

According to Keith Willey, despite the drive towards competitiveness enforced by the recent global economic recession, business will still have to work hard for growth because more than likely markets and industry have moved on substantially since the last cycle. We've all seen the impact of recession on business models. Newspapers for example have transitioned from print to digital consumption and on the high street, there has been a move to online shopping even for categories such as furniture which will retain bricks and mortar operations.

2.9.2 Is the competence of competitiveness strongly embedded in society and culture?

Britain has dropped two places in a survey of the best places in the world to do business largely because of the difficulties companies face getting hold of credit, according to the World Economic Forum's annual survey 2013. Britain's relative decline, though, was caused largely by "access to financing", which was the most "problematic factor" for doing business, having worsened since 2012.

An improvement in tax rates, regulations, and the "capacity for innovation" was offset by a fall in the "ease of access to loans". According to the report, "Excellent innovation and strong institutional environments are increasingly influencing economies' competitiveness,".

2.9.3 Is the competence of competitiveness taught in primary/secondary level education?

There is little evidence available in this regard.

2.9.4 Is the competence of competitiveness taught in VET education?

Findcourses.co.uk and Edexcel both note courses with 'competitiveness'.

The UK government provided funding in 2012/13 of up to £50m, with an additional £200m in the second year - subject to evidence of high-quality proposals from employers and ongoing evaluation. It was designed to test different approaches, come up with new ways of engaging employees and potential employees, other firms and their supply chains to develop new ways of investing in skills, and working with the further education and skills sector.

It was open to collaborative proposals from businesses of all sizes and from all sectors of the economy subject to applicants demonstrating how public investment would leverage private investment, support apprenticeships and show a commitment to raising skills levels in their sector or supply chain.

2.9.5 Is there a difference regarding the competence of competitiveness when assessed in terms of gender?

No evidence was found in this regard.

2.9.6 Is the development of the competence of competitiveness supported via other non-formal educational offerings?

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2.9.9 To what extent is the competence of competitiveness evident amongst young entrepreneurs in the country?

There is no great evidence of this but there is some anecdotal evidence of competitiveness amongst young entrepreneurs and by the very nature of entrepreneurship, entrepreneurs must be competitive in order to succeed.

2.9.10 What is the preferred format of the development of the competence of competitiveness amongst young entrepreneurs?

Enterprise education is learning how to start a business and enterprise education has to involve actual 'doing'. Students need to develop a plan and, preferably, explore it in a practical way, talking to customers and suppliers, pitching their ideas and even starting to trade. That's not to say classroom work isn't important. For many young people, they need to learn the basics of how to develop a business plan, the practical skills in finance and business admin or an introduction to social marketing. But for young people who you want to inspire, to introduce to the world of business and to develop some basic employability skills, the evidence suggests practical, hands-on involvement in a business idea is the critical core to good enterprise training.

2.10 Ability to think critically

2.10.1 How much is the ability to think critically valued in society?

Like Ireland, there is no specific evidence of 'ability to think critically' being viewed as a specific 'competence' in UK society. However, the UK's education system helps play a fundamental role in fostering a spirit of inquiry and a strong sense of the value of learning among students; it is the positive engagement that students have with higher education that stimulates the imagination and makes innovation possible. The quality of their learning experiences and the environment in which students learn will shape the future development of society. The people who enter higher education in the coming decades are the job creators, policy-makers, social innovators and business leaders of the future.

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2.10.3 Is the ability to think critically taught in primary/secondary level education?

According to a 2012 article in The Guardian, critical thinking as a subject has been around in schools for many years. However, the overwhelming majority of Universities do not offer UCAS points for grades in critical thinking. One such institution for example gives the wonderfully vague claim that "it is hoped that evidence of a student's critical abilities will be found in their past and predicted examination performances".

2.10.4 Is the ability to think critically taught in VET education?

Findcourses.co.uk has around 100 courses in this regard while Edexcel notes almost 500 courses with 'elements' of 'critical thinking'.

2.10.5 Is there a difference regarding the ability to think critically when assessed in terms of gender?

There was no evidence available in this regard.

2.10.6 Is the development of the ability to think critically supported via other non-formal educational offerings?

Young enterprise in schools - established for 50 years in the UK and internationally the organisation mainly focuses on raising awareness amongst young people in schools about enterprise, awakening an entrepreneurial spirit. Over the last two years Young Enterprise is now delivering in higher education with a clear focus on company start up.

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2.10.9 To what extent is the ability to think critically evident amongst young entrepreneurs in the country?

There was no evidence available in this regard.

2.10.10 What is the preferred format of the development of the ability to think critically amongst young entrepreneurs?

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3 Prioritization of Competencies

3.1 Methodology

The methodology involved review of primarily online material including reports, commentaries, journal articles, statements, etc. and an expert analysis questionnaire conducted online.

Reports and Articles

- Enterprise and Youth Unemployment - the Hidden Opportunity, 2013
- CBI Education and Skills Survey 2011
- TAKING THE LEAD: YOUTH LEADERSHIP IN THEORY AND PRACTICE, 2009
- 'Leading curriculum innovation in primary schools', (Professor Mark Brundrett and Dr. Diane Duncan, Liverpool John Moores University, September 2010)
- Review of Vocational Education – The Wolf Report (2011)
- Ndemo Fides Wanjiku Maina, (2007),"Women entrepreneurs and strategic decision making", Management Decision, Vol. 45 Iss 1 pp. 118 – 130
- Barclays Bank in 2012
- CREATE UK, Creative Industries Strategy Report (2014),
- CIC Skills Group's January 2012
- Institute for Small Business and Entrepreneurship (2009)
- 'Young Digital Makers', Surveying attitudes and opportunities for digital creativity across the UK (Oliver Quinlan, March 2015):
- Start Up Britain, December 2012,
- GEM Report UK 2012

- Make or Break: The UK's Digital Future – a report from the House of Lords Committee on Digital Skills (2014)
- Digital Skills for Tomorrows World 2014
- World Economic Forum's annual survey 2013

Journal Articles

- Siwan Mitchelmore, Jennifer Rowley, (2010), "Entrepreneurial competencies: a literature review and development agenda", International Journal of Entrepreneurial Behaviour & Research, Vol. 16 Iss 2 pp. 92 – 111
- Levent Altinay Catherine L. Wang, (2011), "The influence of an entrepreneur's socio-cultural characteristics on the entrepreneurial orientation of small firms", Journal of Small Business and Enterprise Development, Vol. 18 Iss 4 pp. 673 – 694
- David Pickernell Gary Packham Paul Jones Christopher Miller Brychan Thomas, (2011), "Graduate entrepreneurs are different: they access more resources?", International Journal of Entrepreneurial Behavior & Research, Vol. 17 Iss 2 pp. 183 – 202

Web Searches

- European Youth Entrepreneur Initiative project (LdeV),
- Edexcel
- Eye-i Leonardo de Vinci Small Partnerships project
- Findcourses.co.uk
- iDEA – Digital Enterprise Award scheme, 2014
- The Guardian

3.2 Results

It should be noted that, like Ireland, many reports reviewed during the desk research point to a need to innovate and change in terms of Entrepreneurship Education and programmes in the UK and that learning and training needed to take account of structured learning but also of the socialisation of the learner, thereby introducing new methods of supporting and encouraging entrepreneurship.

In looking at the desk research weighting below one can see that issues such as Ability to Plan, Creativity, Ability to Prioritize and Ability to Make Decisions are rated as the lesser competencies whereas they are more highly rated by the experts. This is because these issues cannot be easily delivered through formalised learning structures – rather they are intuitive

based on the individual and are better developed through practice as well as facilitation by expert guidance.

Results based on Desk Research	Results based on Expert Feedback
1. Creativity	a) Ability to Make Decisions
2. Digital Competencies	b) Creativity
3. Willingness to Explore	c) Taking Initiative
4. Ability to Plan	d) Willingness to Explore
5. Leadership	e) Ability to Prioritize
6. Taking Initiative	f) Ability to Think Critically
7. Ability to Make Decisions	g) Leadership
8. Ability to Prioritize	h) Ability to Plan
9. Ability to Think Critically	i) Digital Competencies
10. Competitiveness	j) Competitiveness

Based on this observation, creativity and willingness to explore are key competencies for youth entrepreneurship while competitiveness is not. Otherwise, it is difficult to identify a clear pattern in terms of what are viewed as the key competencies for youth entrepreneurship in the UK.

4 Expert Stakeholder Input

According to UK experts the key competencies that entrepreneurs should have are:

- Ability to take decisions
- Creativity, taking initiative and willingness to explore
- Ability to prioritise and ability to think critically

Leadership and ability to plan are viewed as being less important while digital competencies and competitiveness are viewed as being the least important of the competencies in question.

Of the competencies considered as part of this study the ones which were, according to the experts, most frequently lacking in young people in the UK are:

- Taking initiative and leadership (although they were not viewed as being important for entrepreneurs)
- The ability to take decisions and the ability to think critically are also viewed as lacking amongst young people
- Ability to plan, competitiveness, willingness to explore and creativity were viewed as somewhat lacking
- Digital competencies were not a problem issue

According to the experts, when young people lack these competencies they do act as barriers to entrepreneurship:

I have not employed good people as they have shown a lack of these skills mentioned and I've regretted employing someone who shows a lack of these skills

They are a large barrier, especially given how many new businesses fail

Unless they have these skills I don't think you can be successful

Certainly all the competencies listed are important for successful entrepreneurship - though many young people do exhibit these

Entrepreneurial flair can compensate for competency deficiencies. On the other hand the competencies can lead to someone with more average entrepreneurial flair being successful

If they lack the key competences this has a knock on effect in their drive, motivation and confidence to set up business

However, they also believe that other issues come into play such as parenting, peers, community, opportunities, experience, confidence and communication and the support environment for young entrepreneurs (access to mentors, networks, funding, people to work with, a place to work...), as well as appropriate careers guidance, training, funding streams and support are also big factors.

Other key barriers which young people face when trying to start a business include:

- Funding (a major issue)
- Support coaching and support networks
- Sources of information (government, state and agency support)
- Fear of failure

Additional barriers that young migrant or minority entrepreneurs experience include:

- Language, cultural and family issues
- Difficulty in accessing / availing of state / agency supports and market knowledge
- Racial bias

These barriers could be addressed through the provision of language, cultural as well as support outside of their own group possibly through incubation facilities with support networks, advice from peers, external experts, etc. (shelter from the harsh conditions outside but help in evaluating ideas).

5 Conclusion

Based on the outcomes of this analysis, the key competence required by UK entrepreneurs (as with Irish entrepreneurs) is the drive and ambition to take the initiative in starting a new business. Thereafter, the ability to take decisions, to prioritise and to think critically are viewed as important. According to the experts, when these competencies are lacking amongst young people then they do act as barriers to entrepreneurship.

Other issues also come into play such as influences of parenting, peers, community, opportunities, experience, confidence (overcomin the fear of failure) and communication and the support environment for young entrepreneurs (these are important as they provide access to mentors, networks, funding, people to work with, a place to work...), as well as appropriate careers guidance, training, funding streams and support are also big factors.

Apart from that, it is difficult to identify a clear pattern in terms of what are viewed as the key competencies for youth entrepreneurship in the UK. It is an evolving landscape and it is recognised that there is a need to innovate and change in terms of Entrepreneurship Education in the UK and that learning and training needed to take account of structured learning but also of the socialisation of the learner and the economic and labour market context thereby highlighting a need for new methods of supporting and encouraging entrepreneurship.

Of the competencies considered as part of this study the ones which were, according to the experts, most frequently lacking in young people in the UK are the ability to take decisions and the ability to think critically. The ability to plan, competitiveness, willingness to explore and creativity were viewed as somewhat lacking and according to the experts, when young people lack these competencies they do act as barriers to entrepreneurship.

These issues cannot be easily delivered through formalised learning structures – rather they are intuitive based on the individual and are better developed through practice as well as facilitation by expert guidance.

Therefore a blended approach, such as that proposed in the I SEE YOU project is called for.