VICTORIAN DEPARTMENT OF EDUCATION

MARCH 9TH 2007

DAVID GRAYSON
Introducing Business in the Community

• **A Business led charity** - purpose is to inspire, engage, support & challenge companies to continually improve the impact they have on society.

• **A Large Membership** - 750 + companies - including 71 FTSE 100. Members employ 12.4 million people in over 200 countries worldwide - 1 in 5 of the UK private sector workforce.

• **Developed Responsible Business Practice** as an integral part of the business model.
What is responsible business practice (or CSR)

Corporate Social Responsibility (CSR) describes a company’s approach to managing their business processes to maximise their positive impact on stakeholders both within the company and in wider society.

- CSR aims to deliver **bottom-line benefits and value creation** through responsible business practice.
- CSR is **not cheque book philanthropy** plus PR.

**CSR at its best is:**
- Aligned with corporate ambition
- Integrated with business processes
- A reflection of employee & corporate values.

“70% of global CEOs agree that social responsibility is vital for the profitability of any company” - PWC/World Economic Forum
The Three Commitments of Members

- **Inspire** – innovate and lead by sharing learning and experience
- **Impact** – on key social issues by engaging in collaborative action
- **Integrate** – manage and measure responsible business practice.
Clarity of purpose: ENGAGE

Collaborative Business Action on:

- Workplace
  - Basic Skills
  - Race
  - Gender
  - Health

- Marketplace
  - Supply Chain

- Community
  - Homelessness
  - Education
  - Rural
  - Regeneration
  - SME engagement

- Environment
  - Biodiversity
  - Climate Change
  - Waste Management

Benchmarking to SUPPORT & CHALLENGE
Focus upon priority strategic community issues –
the RED agenda for tackling disadvantage –
the WHAT, the WHY and the HOW

- Framework for collaborative action between campaigns and regions
- Agenda for campaigning approach
- Clear outputs required rather than purely inputs

**RAISING THE ACHIEVEMENT OF YOUNG PEOPLE**: To demonstrate how business can improve the opportunities for young people in the areas of basic skills, enterprise and employability and to engage business leadership in tackling priority areas of educational disadvantage.

**EMPLOYABILITY - REMOVING BARRIERS TO WORK**: To help disadvantaged individuals/groups find sustained employment by engaging business to provide training, work placement and employment opportunities which improve motivation and confidence and reduce perceived barriers to gaining work.

**DEPRIVED AREAS**: To engage business to work in partnership with key stakeholders to tackle priority issues in identified areas of deprivation.

**THE ISSUES: TACKLING DISADVANTAGE**

- **Raising** the levels of achievement of Young People
- **Employability** - Removing Barriers to Work
- Increasing Business Involvement in **Deprived** Areas

**Why do it?**
- The Business Case
  - inc. research

**How, what and when?**
- The Toolkit
  - leading to engagement with “Cares”…

**What’s the result?**
- The Kitemark
  - (was % Club & Community Mark)

**Where’s the recognition?**
- The Awards

The process
Amongst the innovations:

- 17 years of HRH The Prince of Wales’s Seeing is Believing
- Corporate Responsibility Index launched 2002
- 10 years of annual Awards for Excellence – “Oscars of CSR”
Inspiring change

Are you proud of your company's responsible business practice? Then give your company the Big Tick it deserves by entering the Awards for Excellence 2006.

Business in the Community's Awards for Excellence are the most prestigious UK awards recognising companies for integrating responsible business practice into all aspects of their business. Now in their sixth year, they are the primary means by which Business in the Community identifies, celebrates and communicates good practice in corporate responsibility.

For more information please visit:
www.bitc.org.uk/awards
1976: Prime Minister James Callaghan: Ruskin College “Great Education Debate”

1986: Industry Year >>>> Industry Matters;
: Boston Compact >>>> EBP

1987 onwards: City Technology Colleges, TVEI etc

1997 “Education, education, education”
<table>
<thead>
<tr>
<th>Business governors</th>
<th>Donation of equipment</th>
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<tr>
<td>Mentoring of heads, teachers, pupils</td>
<td>Promotion of enterprise eg enterprise mentors for mini-enterprises in schools</td>
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<td>Work experience for teachers, pupils</td>
<td>Sponsorship</td>
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<td>Input to curriculum development/ materials</td>
<td>Employee volunteering in schools</td>
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<td>Careers guidance including materials and talks</td>
<td>Teacher development</td>
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SOME NOTEWORTHY EXAMPLES

• Partners in Leadership
• Right to Read
• Young Enterprise
IDENTIFYING ISSUE FOR BUSINESS

BUILDING LEADERSHIP

PROMOTING AGENDA

MAKING THE BUSINESS CASE

SCOPING

LEARNING FROM EARLY ADOPTERS AND REFINING AGENDA FOR BROADSCALE

SHOW-CASENG & REPORTING
Evolution of work in education
Education is seen as a critical societal issue for business.

Business involvement in education has increased in quality and extent.

BITC has contributed substantially to that by its campaigning and support of member services.
But the education-business landscape is complex and confusing.

Education-Business links are not always as effective and efficient as they might be.

Organisations & initiatives have proliferated.

In a complex landscape, BITC is not always seen as the first port of call by its members for advice and...
Vision:

To help create tomorrow's competitive workforce by inspiring and engaging businesses to work in partnership with schools to raise the levels of achievement of young people, especially those in disadvantaged areas.
Five roles:

• Gathering and sharing knowledge
• Leading the debate
• Building and facilitating effective partnerships
• Supporting new initiatives
• Promoting the benefits of education-business links
Members’ Business-Education link activity supported by BITC & partners

Most companies are committed to supporting education, and they wish to do so in the most efficient and effective ways to make maximum impact. BITC provides support and guidance in making the business case for their involvement, and tailors its support to reflect its understanding that companies have different needs, and that involvement takes place at different levels: the Board and senior management, the CSR department, and staff. Companies’ involvement takes the form of corporate support, and voluntary activities by their employees, particularly in schools in challenging circumstances.

Corporately:
- For example, forming partnerships with schools, and sponsorship;
- Producing curriculum resources; Development of qualifications & skills; Apprenticeships; Diplomas; Training for teachers; Pupil and teacher visits; Guidance to suppliers.

Employee volunteering:
- Pupil support: e.g. careers advice, role models, work experience;
- Supporting learning: e.g. literacy and numeracy, languages, enterprise;
- School Management: e.g. Governors, specific advice and expertise on areas such as finance, property planning and sustainability.

Understand education-business link

Identify best practice; develop portfolio of member activities; to fill gaps, analyze, test and define activity

Support activity: Enterprise, Employability, Leadership & Management

BITC – Research and development

- **In education**: Looking at what other organisations are doing, the education system as a whole, education policy and schools’ needs.
- **In business**: Looking at what BITC members and non-members are doing and what their business needs are.
- **In education-business links**: identifying opportunities, developing and testing new activities, concepts and engagement models, and evaluating impact.

BITC Member services – Engagement and support

- **Encouraging** companies to do, to keep doing, to do more, with an emphasis on activity in schools operating in challenging circumstance **Developing** new programmes, leading to more effective engagement by companies and their employees.
- **Collaborating** with members and partner organisations. Harnessing experience and expertise to inform policy development and campaigning.

- Advisory services
- Training and seminars
- Programme management
- Networking and events
- Brokerage

Help and inspire young people to achieve their potential, thereby fulfilling BITC’s charitable purposes

Feedback – measuring impact

- Thought leadership
- Policy development
- Campaigning
- Lobbying

Research
- Benchmarking
- Measuring impact

Analysis
- Identifying best practice
- Reporting

Recommendation of portfolio of activities
- Programme development
- Piloting

Awards, profile and marketing

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Employability: *Businesses working with schools to inspire and equip students to enter the world of work.*

Enterprise: *Businesses working with schools to design and deliver relevant, challenging and engaging approaches to enterprise learning.*

Leadership and management skills: *Business and school leaders working together to enhance each other’s leadership and management skills.*
Knowledge and thought leadership

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<td>Benchmarking</td>
<td>Identifying best practice</td>
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<td>Measuring impact</td>
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Quality Assurance of EBPs PwC

A study of how things can be improved, simplified and clarified

Initial work by task force supported by BITC and NEBPN, and funded by Edge Foundation

Basis for future national strategy on how businesses and education can work together more effectively
Collaboration

• **Collaborating** with members and partner organisations. Harnessing experience and expertise to inform policy development and campaigning.

Identifying and developing relationships with partner organisations

Mapping of education-business links and production of a directory of Organisations
Welcome to the enterprise zone...

If you’re a student or a teacher this site is for you. The enterprise zone is all about how companies and organisations go about their business: their skills; their knowledge; their processes. And how these areas are applicable to enterprise across the curriculum in your school.
BITC and NEBPN are working with the DfES on a project to examine the delivery of work-related learning, focusing on roles, responsibilities and support systems.

BITC/ Skillset (the lead Sector Skills Council responsible for the development of the Creative and Media Diploma) and the London Development Agency - event to show how different ways of delivery of Specialised Diplomas are being explored.
PwC has prepared a report for the Government on School Leadership.

BITC Education is embarking on a project to facilitate more effective involvement of its Members in school leadership and management (work in progress, as discussed earlier today).
Helping young people achieve their potential through effective business-education links

- Understand education-business links
- Identify best practice; develop portfolio of member activities; to fill gaps, analyse, test and define activity
- Support activity: Enterprise, Employability, Leadership & Management

Activity by Members
- Corporately
- Employee volunteering

Activity by BITC
- Research and development
- Engaging and supporting

Feedback – measuring impact

Help and inspire young people to achieve their potential, thereby fulfilling BITC’s charitable purposes
## Don’ts AND Dos!

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<th>DO:</th>
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<tr>
<td>• think cash-cow</td>
<td>• see range resources</td>
</tr>
<tr>
<td>• Dictate</td>
<td>• Engage</td>
</tr>
<tr>
<td>• Launch, lunch, logo!</td>
<td>• Love longevity!</td>
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<tr>
<td>• Meet, bXXXXy meet</td>
<td>• use business energy &amp; expertise</td>
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MORE Dos!

- Use “Tupperware parties” – sector CEOs
- Menu
- Effective brokers: EBPs
- Network ferociously cross-sectors
AND FINALLY, A MESSAGE TO VICTORIA EDUCATION DEPARTMENT CHIEFS

• PUT YOUR BEST PEOPLE INTO THIS
• DEMONSTRABLY BACK THEM
• KEEP THEM IN POST FOR LONG ENOUGH TIME TO MAKE A DIFFERENCE