

Introduction

Ÿ%L%L%o.>Ÿ>Ÿ.Ÿ, ">Ÿ, L's~"pL}, HL~>B>LL^%bHYB>, ~>~H%B>.L 5pLs~
..>Ÿ~L~%ps.%ŸŸp%Ÿp, , %Ÿ~HB, LnL%ŸL..A^HnL~"pL^n>..AL"ŸLL~LHYB>, ~>~H^
L} ... , Ÿ} L~" 5ps%L... , ^"Ÿ, QL^%Ÿ~%Ÿp"%Ÿ, } >Ÿ~>, ~> %Ÿ%ŸLŸ, N "AY%ŸL%Ÿo
Ÿ, Ÿ~"LL^%Ÿfi~"L^...Ÿ%Ÿo HŸ%Ÿo%Ÿfi' %Ÿo "N"pL, ŸL^> fi' Ÿ...Ÿ >, ~"Ÿ"Ÿp, Ÿ%Ÿ, Ÿ~
"pLs~B >A, ^>, ~ŸŸp%Ÿp, , %Ÿ~HB, LnL%Ÿf>Ÿ, ~"pLs~LŸ.L^ %Ÿo>~HLŸ.L^Ÿ~BL", ~
Ÿ ... , ŸL^>LL^%bHYB>, ~AL~LT ~nŸ, Ÿ~n~.L, ..L "pL} %ŸŸL%Ÿ~H"pLs~L} ... , ŸL^%Ÿo
f^, } ~"pLHLŸL, ..} L~"Ÿ, N">L~"Ÿ.s.Ls~L%Ÿo "AYsHs~n%Ÿo, ~nL^B } } Ÿ~ŸŸB ~LB, ~%Ÿo
"ps%ŸB >A, ^> ŸLLO, ^"Ÿ } >LŸŸH^ŸL%Ÿo, %ŸŸL, Ÿ"B } L%ŸL^L} ... , ŸL^%Ÿ~H%ŸBŸŸŸ

f s%Ÿs~"Ÿ, HYBLHs~ fi' %ŸL~ , ŸŸL L%ŸA s%ŸLH's~"pL^>LL^%Ÿ%ŸL} 5pL^L>L~
BY~L~"Ÿ Ÿ fi' %Ÿ, } , ŸL~ L} ... , ŸL^%ŸB, %ŸŸ>ŸŸŸŸB", %ŸŸŸ.L%Ÿ~H%ŸL%
, NAY%ŸL%Ÿo Ÿ~>L%ŸL%Ÿo >L, N"pLŸ>ŸL, N"pL } L"pLŸ%Ÿd~HŸ, Ÿs~nŸŸp~"pL
LHYB>, ~%ŸB", ^Ÿ>%Ÿo } .L^ŸL>Ÿ : , Ÿs~n>, ~n%ŸL~>LL^%ŸL>HL^%Ÿ~H%ŸoŸs~
LHYB>, ~%ŸQ fi' %ŸoŸs, ~"pLs~%Ÿo... , ^"Ÿ, } LL^"pL^LŸ, Ÿs~n~LLH%ŸoN"pLHYB>, ~
%Ÿ%ŸL} 5pLŸHLŸL, ..B>LL^%Ÿo.>~%ŸN%ŸL~LŸB ~LB, ~%ŸŸpL} ... , ŸL^%ŸA, ŸL^s~n
L} ... , ŸL^~L>, ~%Ÿs.%Ÿo%ŸŸL>Ÿ~HL~%ŸL^AL^TM^>Ÿn~} L~"ŸŸp~"pL^N%Ÿo
Bp>~ns~n>A, ŸŸ} >ŸL"

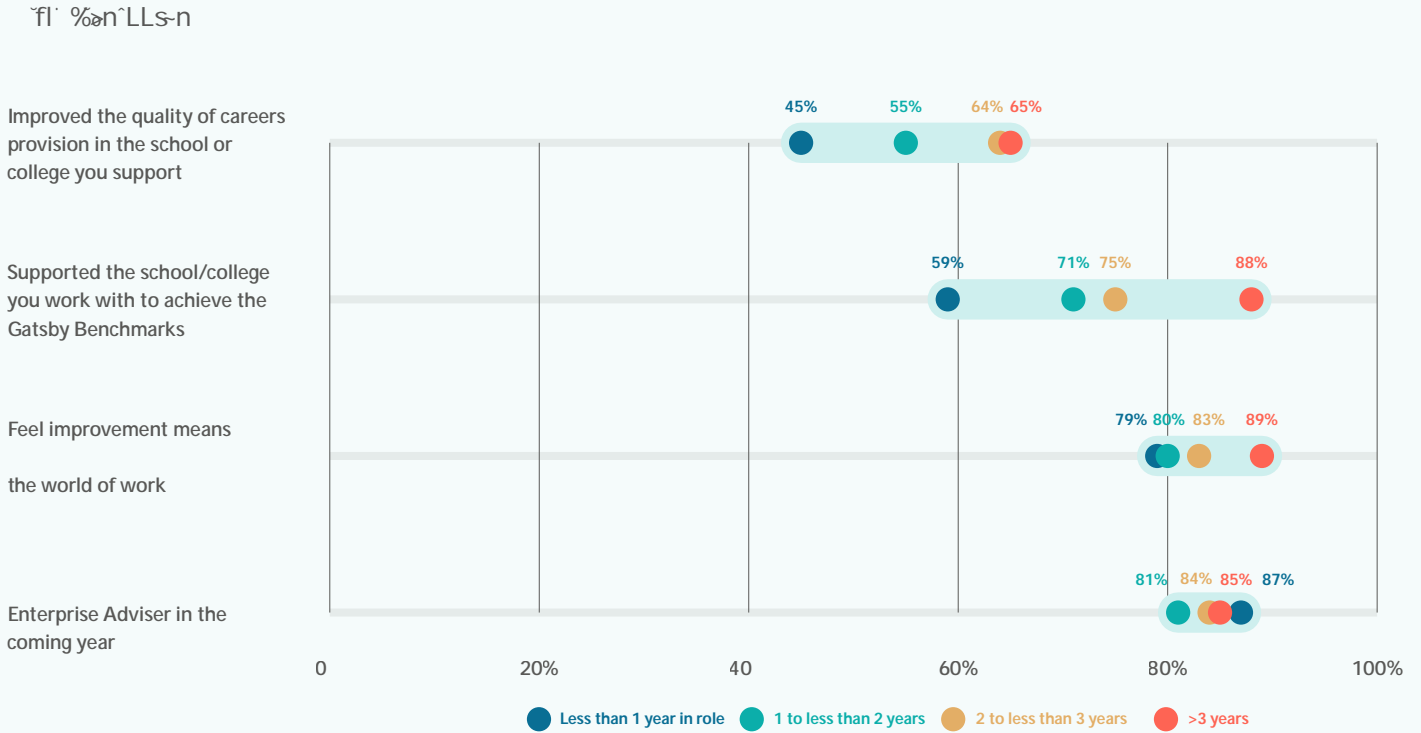
5pLs~LO, ^"Ÿp>ŸALL~A, %ŸL^LHAY~"pL^n, Ÿs~n~>, ~>~L^Ÿ, ŸŸ, N^>LL^%Ÿo
ŸŸYA%Ÿo >LL^%ŸŸYA%Ÿb~%ŸL>Ÿn~} L~"ŸŸp~, B>LB ~, } ŸB...ŸŸŸs L%Ÿ~H>BBL^L^>L^
>BpŸLŸL} L~"Ÿ, N"pL ŸŸ>%ŸŸŸ. L~Bp} >Ÿ%Ÿo

5pL fi' %Ÿ%ŸLŸ~>~AL"ŸLL~ŸLA^Ÿ>ŸŸ>~H) >Bp~ "ŸN BY%ŸH, ~"pLŸŸ ...>B", N
"pL fi' Ÿ, L, ~%Ÿp, , %ŸB LnL%ŸL} ... , ŸL^%Ÿ~HŸŸ, Ÿ~n~.L, ..L >%ŸoLŸ... ^s~n>L>%ŸL^
NŸ~"pL^~>s~s~n>~H%Ÿo... , ^" 5ps%ŸL>Ÿ fi' %ŸB } ..L^LH^"pL^%ŸŸLŸŸŸ5ps%ŸA^ŸL~n
LŸ... , ^L%ŸpLŸŸLŸŸT~Hs~n%ŸL, } ~"pL^%ŸŸLŸŸ

5ps%ŸL>~%Ÿ%ŸLŸŸL%Ÿo%Ÿ%Ÿo ŸŸ, ">ALŸŸ ... , ŸL} L~"ŸŸŸpBL>~AL~LT"%ŸL^>~
%ŸoŸLp, HL^%ŸŸŸ, ŸLH^"ŸŸ>%ŸoŸpŸpŸpŸp%Ÿo... , ^"ŸŸs L%Ÿo } , ŸL", ^> , ^Lj LŸAAL^
>nSL} , HL^, ^"Ÿ>nL^"fi' %Ÿo... , ^"Ÿ>~HH^ŸL^n^L>L^ŸŸŸ ...>B"

"~L%Ÿo, ~%Ÿo", ~"pL^LŸL^s~B^L>%Ÿn~LLHN^L~n>nL} L~"AL"ŸLL~AY%ŸL%Ÿo%Ÿo~H
LHYB>, ~"pL^, L, NpL^p, Ÿ h pp^, 1 8 , >, ~L Ÿr HM...Hs~

Fig. 1: More EAs feel that the improvements they have made means students are better prepared for the world of work



3. Y'BL ~ fl' fl' ~3Y'cLY' ~-~L-Hs-n", B ~ ~YL's~, L's~pL'B } s-n~L>~* > , "pL~%*

Insight 2

work is leading to uptake

& ~n %o cs-nfi~"L^...S%o Hcs%o%of sCL} , ^L>E>L~L%oN>...L~ BL%ps.%>~H"LBp~sB> ..>"pE>¥%Eps%L>H%o s-B'L>%dH"LB'Ys} L~"N, } ~, B> %Bp, , %o~HB LnL%o%o...., ^ ~n%YHL~"~">~%o, ~%d, } %dB, ~H>¥ LHÿB> , ~s", E, ^y

- **72%**, Nfi' %oof>E>L~L%oN apprenticeships and technical pathways in schools and colleges has increased as a ^L%o", N"pLs'E, ^y
- 5pL~ÿ} AL~, Nfi' %dL..., ^"s-n%YHL~"%o^L } , ^L>E>L, N>...L~"sBL%ps.%o~H"LBp~sB> ~ pathways is **up 28%pts** on last year
- **207** employers have recruited apprentices N, } ~, B> %Bp, , %o~HB LnL%o%o~L%o", N EA outreach

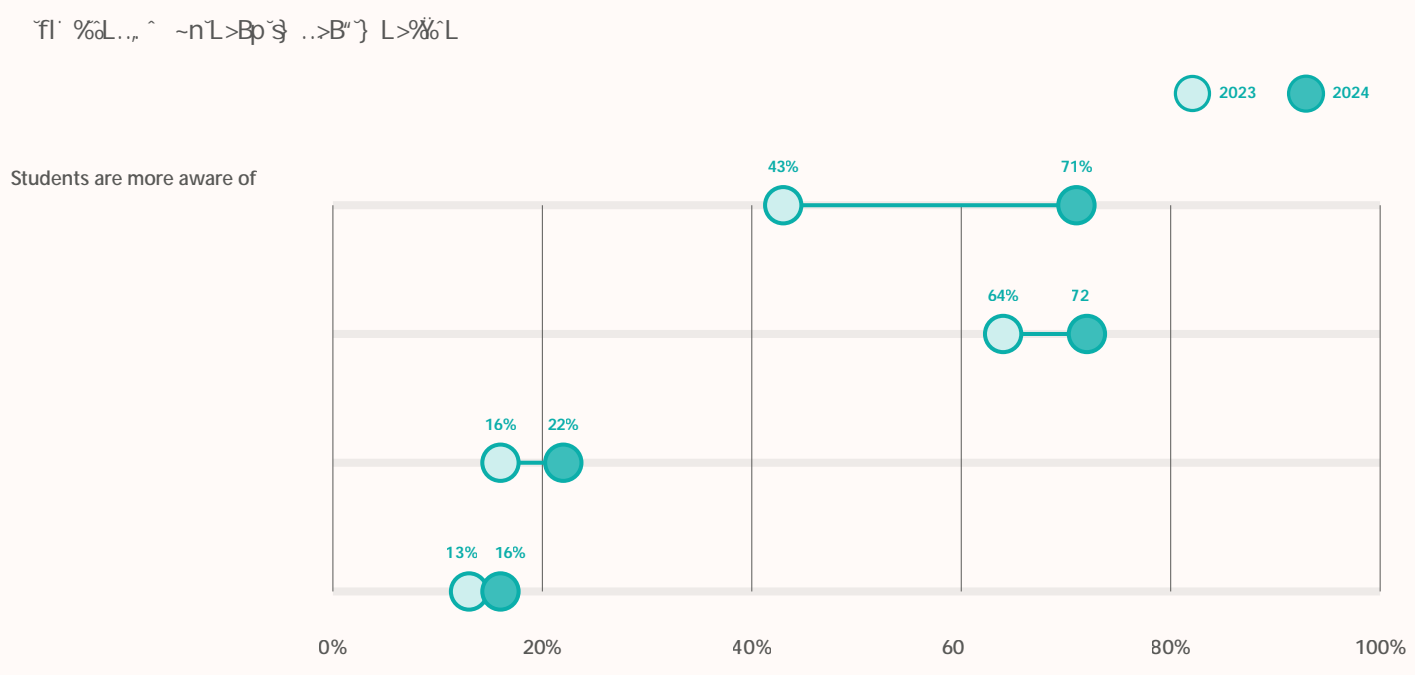
5pL LB ~, } ¥%o., wB" LH", B'L>L>Nÿ"pL~ } ss ~-LE wA%AY ~ } LL ~n"pL %s %oLLH%oNL} ... ¥L %E s AL yL¥ 3ÿ...., ^ ~n¥, Y~n..L, ...L s", >...L~ BL%ps.%o~H"LBp~sB> ..>"pE>¥%ep>" } >"Bp A, "p"pLs's-"L^L%o%>~HLç, çs-nE, ^yN ^BL HL} >~H%E s } >yL>~ç ... ^">~"B ~"sAY , ~: L } Y%o>%oY~HL%o~HE p>"%s %b} ... ¥L %dLÿsL>~H'p, E "pL%o~LLH%o } >¥Bp>~nL, çL~ } L'fi' %o.¥>çs>~, L'AY>} ..s¥s-n"pL ç>ÿL, N >...L~ BL%ps.%o~H'A's-ns-n"pL} ~, ~sNL B ~LB ~nLHÿB> , ~E s'p"pL >A, Y~ } >yL">~HL~>A s-n..>"~L^%ps.%E s'p>...L~ BL%ps...., çsHL%o ~ A, >HL~%YHL~"%o, ^ÿ~s L%o

<, Y~n..L, ...L %B>^LL~L>Hs-L%o~H>E>L~L%oN"LBp~sB> ..>"pE>¥%o ç ... , çL>%opL¥"~>~%o, ~"p, Ynp %dB, ~H>¥%Bp, , E s'p ~ , N<L>~ ~ %YHL~"%dL..., ^ ~n"p>"pL¥Y~HL%o~H>...L~ BL%ps.%o ~ , NL} ... ¥L %E p, B } ..L"LH"pL'fi} ... ¥L ~3">~H>H%o%dH"p>"pLs'LHÿB> , ~, Y"L>Bp ~ %A's-ns-n>...L~ BL%ps.%o~", "pL, ^n>~%o, ~ "N ^"pL } , %dL~n>nLH n, Y...~, ^~L^%o ~L'fi} ... ¥L %o

~ Nfi' %dL..., ^"LH"p">E>L~L%oN>...L~ BL%ps.%o~H"LBp~sB> ~ pathways

HHS, ~> ¥~ ...%BL~ ; Nfi' %dL., ^"LH"p>"pLS'L} ... ¥L^%o
 p>CL~LB'YsLH>...:L~ BL%M, } , B> %Bp, , %o^B LnL%e%e~L%o", N
 "pLS'L~n>nL} L~" EpsL~ , Nfi' %dL., ^"LH"pLS'L} ... ¥L^p>%e%e^"LH
 , ^s} ...; CLH"pLS'>...:L~ BL%ps...; n>} } L 5ps%Y~HL^B L%oPL's} ..>B~
 , Nfi' L~n>nL} L~" ..> B'Y> ^¥s~>g~s~nL} ... ¥L~LLH%e sp"pL'B^LL~
 >%e> , ~%oN¥, Y~n~L, ...L ~>H"p>"%YHL~", ... ~n'N ^"LBp~B> ; ~
 >...:L~ BL%ps...; Y"L%e^L's-B'L>%en¥EL s-N ^} LH~>H%e...; ^"LH">%oPL¥
 ^>~%o, ~N, } %eB ~H>^¥LHYB> , ~s~", "pL'E, ^yN^BL~

Fig. 2- EAs are having an impact on apprent ceship awareness and recruitment



3, Y'BL fi' ~3Y^dL¥ ~3^YHL~>E>L~L%e fi' %dL%o, ~Hs~n", "pL%e CL¥* ~2LB'Ys} L~">~H>E>L~L%e~3 ~%fi' %e p, ~
 %e...; ^"LH">%Bp, , ^B LnL's~"pL">%eYL>~*

Insight 3

EAs report increasing business, from their work

“Being an Enterprise Adviser has both personal and professional benefits. It allows me to connect with our college to help improve the quality of education and support the local community. It's a great way to give back and make a difference.”

Key data

- 95% say that business engagement is a good thing

“Being an Enterprise Adviser has both personal and professional benefits. It allows me to connect with our college to help improve the quality of education and support the local community. It's a great way to give back and make a difference.”

Richard Hardesty,
Enterprise Adviser

Fig. 3 – EAs think that business engagement with education is enhancing workforce diversity, skills, and economic growth

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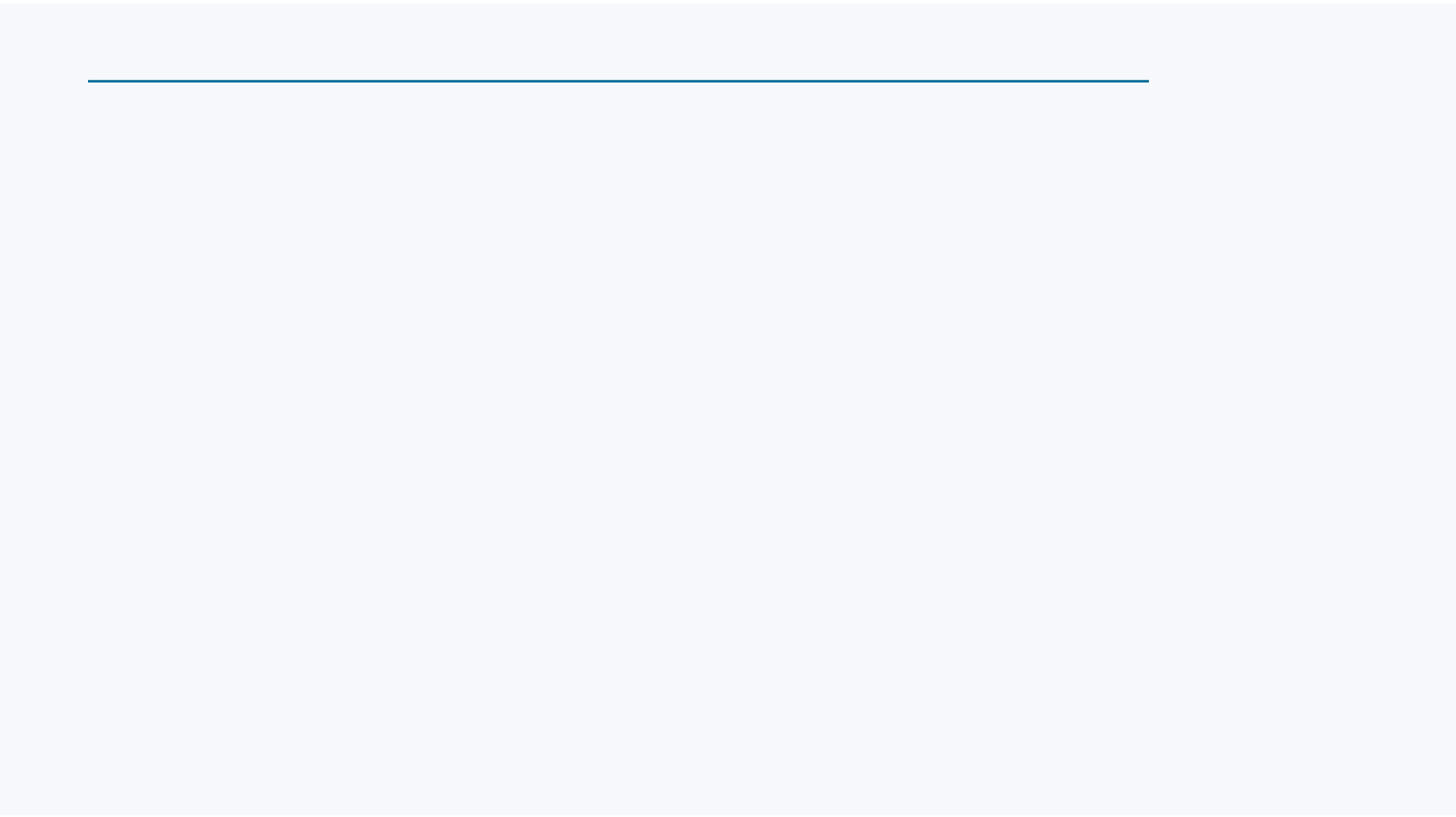
Fig. 4 – EAs are having a range of impacts on businesses, institutions, and the wider economy

Figure 4: EAs are having a range of impacts on businesses, institutions, and the wider economy

3. The impact of EAs on businesses, institutions, and the wider economy

Businesses are experiencing a range of impacts from EAs, including increased costs, reduced productivity, and changes in demand. Institutions are also facing challenges, such as increased regulatory burdens and changes in the operating environment. The wider economy is being affected by these changes, with some sectors experiencing growth and others facing challenges.

The impact of EAs on businesses, institutions, and the wider economy is complex and multifaceted. It is important to understand these impacts in order to develop effective policies and strategies to address them. This report provides a comprehensive overview of the current state of EAs and their impacts, and offers recommendations for how to manage these impacts effectively.



Where next for our national business volunteering community?

fl' %e'L' >~s'Ln' >..>'", N'pL' >LL' %e' YA', QL' ~, %e-HB, LnL' %e >B', %e%l-n >~H': sp'pL' >A, Y' } >yL' ~>..sH'pL' e, C's-n' AY' %eL' %e%e %e, Y' ~LL' %e-B'L' >%e-n' %e n' s' L' H'Y'B' >', %e d' > } L' s' %eap' %e QL' s' n' %, Y' ~n' ..L, ..L' >H' s' L' B' ' e' s' e' .., s' ~s' ~, } , HL' ~e, 'y...>BL' %e' s' p' %e d' .., ~' %e, e' %e pL' L' %e L' ~", N'pL' s' s' ..>B'

SpL' ~ * > , ~> '9, Y' ~LL' %e, Y' ~B' s' N' ~, 'n' >~s' %e , ~%e* ~ 9, 5s' L' : L' ~ Spent' L' .., ~' N' L' %e d' %e B' ~ ~YL' H' B' p' >~nL' s' ~C, Y' ~LL' s' n' ~' ~H' s' H' Y' > %e ~H' AY' %e L' %e %e L' , , ys' n' ~, Y' %e ~pL' s' %e s' %e } , L' j' L' %e A' %e ~, 'p' >CL' ~pL' %e, ~nL' %e s' ..>B' '5pL' >LL' %e fl' ~L' ..: %e ~, } ..>~%p' >%e ~", H'Y' B' L' H' s' %e L' e' ~ nsL' fl' } , HL' ~ns' s' n' C, Y' ~LL' %e } , L' B' p, s' L' s' ~>B' L' L' > ~n' pL' s' s' ..>B' fl' %e e' s' %e 'AL' >A' L' ~, B' ~ ~YL' ~, e, 'y' e' s' p' , ~L' %e d' B' s' B' L' H' Y' B' > , ~s' %e 'Y' , ~ ž, e' L' CL' ~s' N' pL' %e ..L' N' ~pL' %e ~, e' p' >CL' ~pL' j' L' %e Ass' %e ~, ..: , C' s' H' ..: , W' B' A' >%e d' H' %e .., ~' >~H' ..>' ~L' e' s' p' } Y' ..L' s' %e 'Y' , ~%e N' pL' s' B' p, , %e n

, CL' e' pL' } s' n' %e .., %e CL' N' L' L' H' A' >B' y' N, } ~' p, %e > ^L' >H' %e >H, ... ~n' pL' >nsL' >...: , >B' s' H' B' >' L' %e pL' L' j' B' >B' ~, N' pL' ~L' e' } , HL' ~ L' %e L' s' d' ~BL' H' s' ..: , CL' H' j' L' %e Ass' %e >, Y' ~H' p, e' ~pL' %e L' ~n' >nL' e' s' p' %e p, , %e ~H' B, LnL' %e ~ >B' y' ~, e' L' H' L' H' ~pL' s' B' L' >%e d' H' >TM' >B' CL' ~L' %e N' pL' fl' ~, L' ~ ~L' .., ~' L' H' ~pL' %e p' >CL' pL' ..L' H' ~, ~>B' L' L' >' L' s' ..>B' ~

"I have been an Enterprise Adviser for a school to develop an award-winning business plan as recognised by the East of England Business Awards, as recognised by the East of England Business Awards. I have supported and grown the wider business community in the area."

Dan Lamoon, Enterprise Adviser

Next steps for EAs

1. Reinvent work experience

: psL' s' %e s' .., ~' >...: L' B' s' ~L' ~pL' ..: , n' L' %e e' L' CL' } >HL' ~pL' L' %e e' >%e } , ^L' ~, H' : L' L' B' Y' ^L' ~' %e L' s' >ns' s' n' ~pL' >...: , >B' e' L' ~>yL' ~, e, 'y' L' %e L' s' d' ~BL' %e "p' >~s' %e ~n, s' n' ^>pL' ~' p' >~>, ~L' , Q' B' ~~L' B' L' H' ~, 'y' L' %e %e %e ~H' p' >%e } L' >%e ^>A' L' s' ..>B' ~N' ^' %, Y' ~n' ..L, ..L' >~HL' } .., %e L' %e

2. Remove apparent barriers

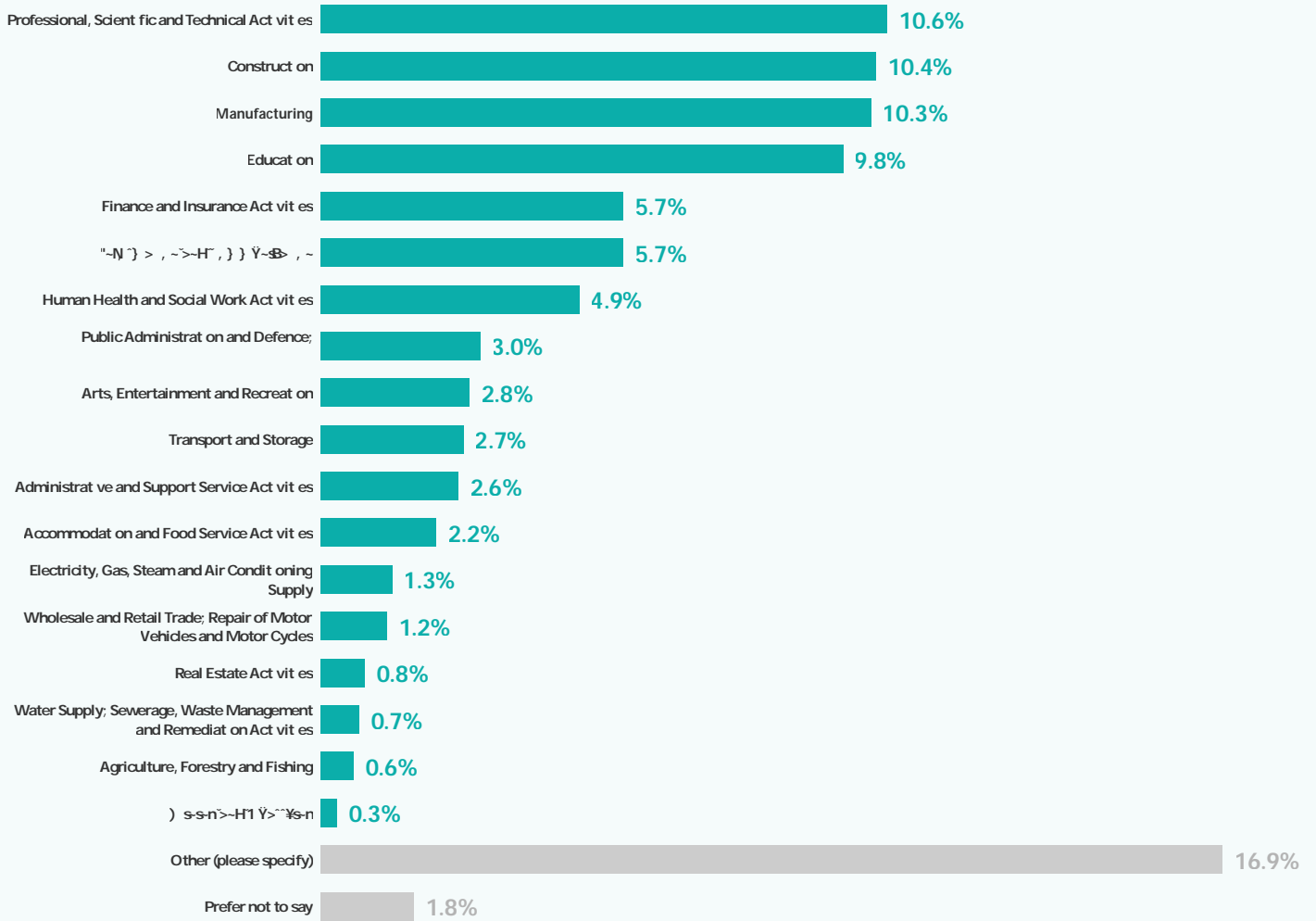
: e' >L' ~L' %e N' >...: L' ~ BL' %e s' %e p' >%e B' L' >%e d' H' %e ~s' T' B' >~' %e AY' ~e L' L' %e 'y' L' L' ~, ~ B' ~CL' ~ %, Y' ~n' ..L, ..L' %e ~L' L' %e %e ~, Y' ..: >yL' '5p' %e } L' >~%e >B' y' s' n' A' ^>e' %e %e %, Y' ~n' ..L, ..L' %e ^, n' L' %e ~, ~, ~>...: L' ~ BL' %e s' %e ~H' , "pL' ~L' B' p' >B' >..>' p' e' >%e e' s' p' >~ L' } ..p' >%e ~n' , e' "p' %e d' B' , %e

3. Upskill the education workforce

fl' C' s' H' ~BL' ~L' %e %e p' >~' L' >B' pL' ^%e ^L' , ~L' , N' pL' ~As' n' L' %e s' j' Y' L' ~BL' %e ~%, Y' ~n' ..L, ..L' %e H' L' B' s' %e } >ys' n' fl' %e ^L' ..L' N' B' %e ~..>BL' H' ~, %e .., ~' %e s' n' '5L' >B' pL' ^fl' ~B' Y' ~L' %e

Technical note

Fig. 9 - What industry do you work in?



3. YBL ... fl' fl' '3Y'CLY' ... fl' %dL%o. -Hs-n", "pL s-HY%o¥tYl%o, ~s~"pL %o'CLY'*

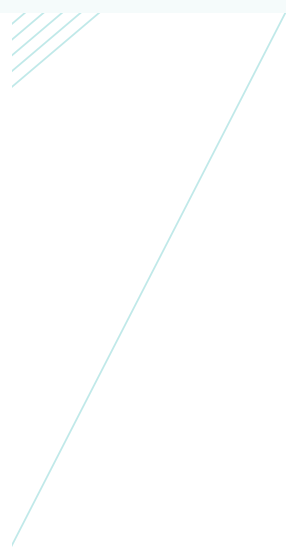
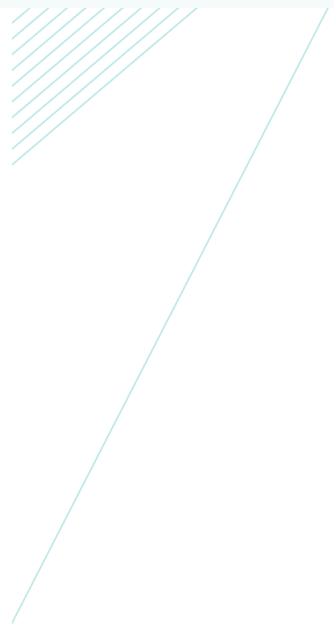


Fig. 10 - What kind of support do you provide?

fi' %oL... ^ ~n1>Bp`%&... ^"} L>%%L

3. Y'BL ~ fi' fi' ~3Y'CLY' ~ fi' %oL%a -Hs-n", ~pL %& CLY' *



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