



# A Continuing Strategy Towards Enterprise Education in Staffordshire and Stoke on Trent

**2006 - 2008**



# lifting the lid on enterprise

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# 1 vision statement

By the year 2010 we will bring about a change in the culture within Staffordshire and Stoke-on-Trent, by encouraging the development of enterprise skills and promoting the idea of self employment as a realistic and rewarding career option. We want to develop in our young people imagination, tenacity, self discipline and creativity, skills which will be essential for life in the 21st Century.

# 2 context

Staffordshire is a large and diverse county, heavily dependant upon traditional manufacturing which employs 30% of the total working population. Additionally it also has a significant rural community based upon a declining agricultural sector.

As these traditional sectors of employment decline it is imperative that our young people have the appropriate generic skills to meet the needs of employment growth sectors and to challenge the widely held and fundamentally negative approach, to entrepreneurship and self employment as career options.

Only a relatively small proportion of the working population will become entrepreneurs, however all adults need to be enterprising in their approach to solving problems and able to cope with uncertainty and change. The development of such skills in young people is an essential part of the preparation for adult life.

We will make a unique contribution towards the Staffordshire economy by providing a range of diverse quality experiences for young people in school, college or the workplace, which will help them become more enterprising in their approach and attitude.

# 3 introduction

In 2001 Sir Howard Davies on behalf of the Government conducted a review of enterprise and the economy in education. His recommendations made in the review, including the funding of the equivalent of five days of enterprise learning for all young people at Key Stage 4 (aged 14) from 2005, have been accepted by the Government.

Furthermore, work-related learning at Key Stage 4 identifies enterprise learning as a key component and output.

This document sets out to articulate a strategic framework that will maximise the delivery of Enterprise Education for young people aged 5-19 in Staffordshire and Stoke-on-Trent and address policy issues.

The framework has drawn upon the expertise of representatives from key partner organisations in Staffordshire and Stoke-on-Trent (Annex 1) supported by the national expertise of the Centre for Enterprise Education at Manchester Metropolitan University. In it we make clear our vision, mission and aims. Similarly, we describe our strategic approach, phases of development and implementation, and programmes of events, activities and collaborating partners. We hold that policy formation should be an active, dynamic, consultative process involving all the key stakeholders. It should be emphasised that this document is the **beginning** of this process and is intended to complement, not replace, partner organisations' existing plans for enterprise education and activity.

A number of milestones have been identified to help chart progress towards achieving a coherent and co-ordinated model of delivery for enterprise education. These milestones are clarified below. A range of key initiatives, drivers and issues that underpin the construction of this strategy document, have also been identified.

	<b>NATIONAL</b>	<b>LOCAL</b>
<b>DRIVERS</b>	<p>Davies Review of Enterprise &amp; the Economy in Education 2002</p> <p>Work related learning statutory requirements KS4</p> <p>OFSTED Inspection Guidance Framework for work-related learning</p> <p>OFSTED report 'Developing Enterprising Young People' Nov 2005</p> <p>Aimhigher</p> <p>Sir Gareth Roberts' Review 'SET for Success'</p> <p>Dti report 'Innovation Report - Competing in the Global Economy: the Innovation Challenge'</p> <p>DfES - Five year strategy for children and learners</p> <p>Every Child Matters</p> <p>Youth Matters</p> <p>14-19 Implementation Plan</p>	<p>West Midlands Enterprising Generation Strategy</p> <p>West Midlands Framework for Regional Employment &amp; Skills Action (FRESA)</p> <p>Staffordshire Skills Alliance Strategy</p> <p>Staffordshire 14-19 Strategic Framework</p> <p>Stoke-on-Trent 14-19 Collegiate Plan</p> <p>Facing the Future: A Strategy for Education Business links in the West Midlands</p> <p>Addressing the Future: Regional EBL Case Studies</p> <p>North Staffordshire Enterprise options study</p> <p>Local Area Agreements</p>
<b>KEY INITIATIVES</b>	<p>Specialist Status arrangements</p> <p>Enterprise Insight</p> <p>Inclusion of Enterprise funding in the Standards Fund</p> <p>Schools Education Enterprise Network (S'EEN)</p>	<p>Enterprise Learning Opportunity Programme - North Staffs</p> <p>Countywide spread of Young Enterprise activities</p> <p>Primary Enterprise Programme - Stoke on Trent</p> <p>Phoenix</p> <p>Enterprise in Schools Programme</p>
<b>ISSUES</b>	<p>Integration of Enterprise within the WRL context into the main stream curriculum</p> <p>Equality of opportunity</p> <p>Managing enterprise education</p> <p>Evaluation and the assessment of enterprise skills</p> <p>Creativity and Innovation</p>	<p>Professional development of staff and SMT</p> <p>Entitlement of all young people across the key stages</p> <p>Quality Assurance of provision</p> <p>Sustainability of provision</p> <p>Employer understanding and engagement</p>

# 4 key principles and aims

## 4.1 KEY PRINCIPLES

The principles in respect of achievement of our vision are:

1. To ensure that enterprise education contributes fully to raising standards generally and particularly in raising the skills and capabilities of young people as well as meeting the needs of the economy.
2. To engage employers in the planning, development and delivery of activities.
3. To ensure that enterprise learning is inspirational, aspirational and an essentially enjoyable expression of skills, valued for outcomes and activities.
4. To ensure a co-ordinated county wide approach to enterprise education.
5. To make the benefits of enterprise programmes clear to young people, teachers, lecturers, employers, parents and the wider community.
6. To ensure that all programmes, events and curriculum activities are deliverable in practice. They must be achievable in all organisations.
7. To involve all young people aged 5-19 in an enterprise experience.
8. To build upon existing resources, partnerships and collaborations.

## 4.2 AIMS

Enterprise Education aims to help young people to become more enterprising, to become entrepreneurs but to more widely promote innovation and creativity in entrepreneurial contexts.

Enterprise Education aims to bring about a major expansion in the skills of Enterprise, Entrepreneurship and Innovation through:

- Building enterprise capability
- Focussing on enterprise activity
- Developing economic and business understanding
- Developing skills relating to financial capability
- Developing skills relating to sustainability and social responsibility

## 4.3 THE DAVIES REVIEW RECOMMENDATIONS

The Davies Review, **Enterprise and the Economy in Education**, is the framework that holds the whole area of Enterprise Education in place and we endorse and adopt his recommendations. His recommendations centre on the following different components:

- Enterprise capability
- Economic and business understanding
- Financial literacy

Enterprise capability is the most complex and variable of these recommendations. Davies defines it as:

“...the capability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and to act on them in one’s personal and working life.”

Enterprise capability consists of the experiences, activities and skills relating to:

- Business start-up and micro ventures
- Corporate enterprise
- Social enterprise
- Innovation
- Personal responsibilities

Economic and business understanding is the process of enquiry, focused on the context of business, central to which is the idea that resources are scarce so choices have to be made between alternative uses. This includes:

- Knowledge and understanding- familiarity with a range of economic concepts.
- Skills – the ability to take decisions and make judgements on issues with an economic dimension, investigate simple hypotheses and apply theoretical understanding to practical situations
- Attitude – an interest and concern in: economic affairs, responsible use of resources, challenges of business and its importance to society, responsibility of employers to the community and the environment.

Financial literacy incorporates the knowledge, skills and attitudes necessary to become a questioning and informed consumer of financial services and the ability to manage one’s finances effectively.

Enterprise learning requires an **environment** where pupils are expected to take personal responsibility for their own actions. They are given significant autonomy to tackle relevant problems or issues, which involves an element of risk as well as reward for their successful resolution. In other words, there is considerable uncertainty about final outcomes.

Such an environment might be the school, local community or business. Within these contexts, learning can be promoted by engaging pupils in an **enterprise process**, or approach, which is akin to project working in a work-based context. Typically, the process involves four sequential stages:

**Stage 1** Tackling a problem, or identifying a need, by a team or groups of pupils, which requires the generation and development of ideas and discussion among pupils to reach a common understanding of what is required to resolve the problem or meet the need. For example, such activity could involve the manufacture of a product or provision of a service.

**Stage 2** Planning the project or activity, breaking down tasks, organising resources, deploying team members, and allocating responsibilities.

**Stage 3** Implementing the plan, solving problems, monitoring, evaluating and reviewing progress.

**Stage 4** Evaluating processes, activities and final outcomes holistically; including reflecting on lessons learned, and assessing the skills, attitudes, qualities and understanding acquired as a result of the process.

#### **4.4 OFSTED REPORT 'DEVELOPING ENTERPRISING YOUNG PEOPLE AT KS4'**

The OFSTED Report 'Developing Enterprising Young People' published in November 2005 found that schools developing enterprise education effectively demonstrate the following features:

- A strong commitment by senior managers
- Effective leadership and management
- A common understanding of enterprise education
- Identification of clear learning outcomes
- Firm location of enterprise education in the curriculum
- Effective use of the existing curriculum
- Use of extra-curricular activities and suspended timetable days
- Provision for all, not just for the few
- Optimum use of teacher expertise
- Use of outside expertise
- Opportunities for continuing professional development (CPD)
- Effective assessment and monitoring of progress

## **5 sustainability**

In respect of sustainability two issues come to the fore. One is the sustainability of Enterprise Education itself and the second is the sustainability of what we teach children in terms of relevance to business and economic understanding and as future potential entrepreneurs. Enterprise Education as a subject will be sustained by the continuous professional development of teachers. Sustainability is reinforced by the Davies Review commitment to continued financial support. As far as the content of the subject of Enterprise is concerned it will be sustained by operational guidelines for teachers that will be continually monitored as in any other subject.

## **6 delivering the strategy**

We have identified a number of strands of activity that will be essential in taking the framework forward. Following each activity strand is the 'challenge', now amended to reflect recent experience.

## 6.1 PROFESSIONAL DEVELOPMENT

The increased awareness and involvement of those who will support and champion the delivery of enterprise education; teachers, lecturers, work based learning providers and employers, will need to feature highly in professional preparation and practice.

**The challenge here will be to provide appropriate training and support so that staff feel equipped to deliver activities with clear enterprise learning outcomes. A further challenge is to fully engage senior managers and raise their awareness of enterprise learning within and across the curriculum.**

## 6.2 WORK-RELATED LEARNING

Work-related learning is a key component of education. From September 2004 there is a new statutory requirement for work-related learning at Key Stage 4. Under this requirement: “all young people should experience some work-related learning at Key Stage 4”.

Work-related learning is defined as: “planned activity that use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work and working practices and learning the skills for work”.

As part of our vision young people need to be aware of the wider world issues. Work-related learning must gain parity of esteem with all other curriculum elements and thereby achieve a seamless, integrated fit within the education system.

What is traditionally included under the heading of work-related learning is in itself extremely valuable. However, much of this has not been designed to create an enterprise culture. The inclusion of enterprise education within a work related framework is new and designed to address this. Enterprise activities now augment the traditional content of work-related learning. Enterprise is not a subset of work-related learning: they clearly overlap and complement each other. Enterprise and work-related learning should be seen as discrete entities which exist interdependently.

**The challenge in work-related learning is to devise practical and effective programmes linked to enterprise education. These programmes need to provide young people with innovative enterprise experiences at all key stages. All programmes should provide progression through linked opportunities and activities.**

**The planned review of the work experience logbook format should also include enterprise education.**

## 6.3 EMPLOYER ENGAGEMENT

We acknowledge the existing contribution of businesses<sup>1</sup> in Staffordshire and Stoke-on-Trent in support of education, however we need to raise awareness within businesses of the unique contribution they can/do make to enterprise learning. There needs to be greater liaison between employers, work based learning providers and schools, providing both sides with a clearer idea of what they will gain from particular forms of engagement. We need to identify and achieve mutually beneficial strategies and objectives that are sustainable.

<sup>1</sup> Businesses includes public sector employers and the voluntary sector

**The challenge in respect of employer engagement is to promote existing and new ways of gaining business involvement in activities through corporate and social enterprise.**

**A further challenge is to be clear what employers want from us and what we want from them, and to develop new ways of engaging employers that are effectively co-ordinated.**

## **6.4 PARTICIPANTS AND PROVIDERS**

We are fortunate in Staffordshire and Stoke-on Trent to have a core group of participants and providers all of whom have contributed in the development of this framework.

**The challenge with participants and providers is to ensure full, effective and appropriate contribution in a wide and varied range of enterprise learning experiences.**

**The success of this challenge depends on effective networking, quality of provision and a consistent, collaborative approach.**

## **6.5 ENTERPRISE SUPPORT**

To date, 38 schools in Staffordshire and Stoke on Trent have accessed the Enterprise Advisory Service funded through the National LSC.

**The challenge is to ensure sustainable development after funding ends. This can be achieved by offering schools a practical, costed and differentiated menu of enterprise activities and challenges and additional Enterprise CPD, through the Schools' Education Enterprise Network (S'EEN).**

## **6.6 CREATIVITY AND INNOVATION**

We believe that creativity and innovation are integral parts of Enterprise Education. It is important to encourage students to be personally creative and innovative within a work-related context.

**This challenge is to extend opportunities for young people to recognise and gain the skills needed to develop creative solutions and ideas.**

**The challenge is now extended to also promote Creativity and Innovation and its contribution to Enterprise Education.**

## **6.7 CONTINUITY AND PROGRESSION**

We are committed to developing enterprise skills and learning for young people at an early age.

**The challenge is to provide enterprising learning opportunities for young people at KS1/2 to support successful transition into high schools.**

## 6.8 REGIONAL WORKING

We will work with our West Midlands Education Business Link Consortium partners in the sharing of effective practice and the development of a regional framework for Enterprise Education.

**The challenge is to maximise regional/local networks and expertise for the benefit of Staffordshire and Stoke on Trent.**

**This challenge is currently working well, however we need to ensure we keep a coherent and consistent view.**

## 6.9 ECONOMIC REGENERATION

Our framework will impact upon economic and regeneration agendas within Staffordshire and Stoke-on-Trent. It will address the identified need for a stronger enterprise culture amongst our young people who will become our future workforce and citizens.

**The challenge is to ensure that our strategic framework is aligned within economic and regeneration strategies and plans across Staffordshire and Stoke-on-Trent.**

# 7 management and evaluation

## 7.1 IMPLEMENTATION

A **Strategy Group** will review the effectiveness of the strategy and initiate and monitor an evaluation plan. Membership of this group will be based upon partner organisations identified in Annex 1, plus co-opted members including representatives from additional Business & Enterprise Colleges and other Business & Enterprise Services.

**The challenge for the Strategy Group is to drive the framework forward.**

## 7.2 EVALUATION

We will evaluate and review the whole framework and individual activities that relate to it as a part of our Milestones.

**The challenge is to ensure evaluation against the milestones engages all stakeholders and informs future planning and delivery.**

## 8 milestones

	MILESTONES	TIMESCALES	RESPONSIBILITY
1	Promote, enable and facilitate effective leadership from SMT and introduce approaches which allow us to achieve this	Ongoing	Enterprise Education Strategy Group
2	Undertake effective evaluation activities to chart strategic progress against the challenges and milestones a) scope evaluation b) gather data c) write report d) report to Strategy Group	a) Jun 06-Aug 06 b) Sept 06-Jan 07 c) Feb 07-Mar 07 d) April 07	Enterprise Education Strategy Group
3	Evaluate the impact of Enterprise Education, according to agreed impact measures, on teachers, students, teacher managers and groups that effect policy. a) define measures b) undertake evaluation activities c) write report d) publish report	a) Jan 07-Mar 07 b) Apr 07-Jul 07 c) Aug 07 d) Oct 07	Enterprise Education Strategy Group
4	Begin to investigate possible models to measure the impact of Enterprise Education for employers	Sept 06-Apr 08	Enterprise Education Strategy Group

## annex 1

### STRATEGY GROUP REPRESENTATION:

Business Enterprise Support

Business Link Staffordshire

businessdynamics

Centre for Enterprise Education, Manchester Metropolitan University

Stafford Chamber of Commerce and Industry

Staffordshire Children & Lifelong Learning Directorate

Staffordshire Partnership

Staffordshire SETPOINT

Staffordshire University (H.E. Full Circle)

Staffordshire Young Enterprise

Stoke-on-Trent Children's Services

Headteacher, Thomas Barnes Primary School, Tamworth

Assistant Headteacher, Fair Oak Business & Enterprise College, Rugeley

## annex 2

### GLOSSARY OF TERMS AND INITIATIVES

Title	Description
Aim Higher	A programme of widening participation activities related to the promotion of entry into Higher Education.
Davies Review of Enterprise and Economy in Education (2002)	A review of enterprise and the economy in education carried out on behalf of the government by Sir Howard Davies, then Chairman of the Financial Services Authority.
DFES – Five Year Strategy for Children and Learners (2004)	A strategy for Children’s services and for education and lifelong learning.
Dti Innovation Report (2005) Competing in the Global Economy: the Innovation Challenge	A report considering the contribution of innovation to increasing UK productivity & establishment of Britain as a key knowledge hub in the global economy.
Enterprise Advisor Service (2004)	Specialist enterprise support for a 1,000 schools nationally. Through the services of an Enterprise Advisor.
Enterprise Insight	Aiming to change public attitudes and present a more positive image to business and enterprise.
Every Child Matters; Change For Children (2004)	Arising from the Children Act, a framework for the inspection of children’s services, relating to 5 outcomes.
Framework for Inspection in England (2005)	An online resource for Self-Evaluation Form (SEF) for completion by all schools, measured against the outcomes framework.
OFSTED Guidance on the Inspection schools of Work Related Learning (2004)	Guidance intended to help inspectors and evaluate Work Related Learning at KS4.
OFSTED (2004) <i>Learning to be Enterprising</i>	An evaluation of enterprise learning at Key Stage 4.
OFSTED (2005) <i>Developing Enterprising Young People</i>	A report containing key features of the successful implementation of enterprise education at Key Stage 4.
SET for Success (2002)	A Review by Sir Gareth Roberts on improvement in UK productivity and innovation.

Title	Description
Specialist Status Business and Enterprise Colleges	Business and Enterprise Colleges place a special emphasis on the theme of enterprise education and work related learning.
Staffordshire Strategy for a World Class Workforce (2004)	A strategy to provide a comprehensive and coherent menu of mechanisms and programmes in support of the county's workforce development.
Venturi: Enterprise in a Box (2002) Alpha Educational Print	A recommended resource used by the Phoenix Aimhigher project.
West Midlands Framework for Regional Employment and Skills Action (FRESA)	A regional framework identifying priority actions/activities for sustained economic growth and competitiveness.
Work Related Learning Statutory Requirement (2004)	A statutory requirement for all young people at Key Stage 4 to experience Work Related Learning.
Young Enterprise Primary Programme	YEPP is a nationally endorsed modular programme, supported by activities, materials and resources, where role models engage pupils and help them to understand how and why individuals, families, communities and nations work together.



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