

# Developing Enterprise Culture in the East Midlands – The East Midlands Enterprise Culture Strategy

**A strategy prepared by *emda***

June 2009

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**DEVELOPING ENTERPRISE  
CULTURE IN THE EAST  
MIDLANDS**

**THE EAST MIDLANDS  
ENTERPRISE CULTURE  
STRATEGY**

**June 2009**

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## **FOREWORD**

This paper sets out the case for a more co-ordinated approach to enterprise culture in the East Midlands, capturing the work undertaken by the regional Employment & Skills Productivity Partnership's *Enterprise Culture Task & Finish Group* chaired by emda's Andrew Morgan. It was amended in June 2009 to take into account further work done by the newly formed Enterprise Culture Strategy Group, also chaired by Andrew Morgan.

Establishing a culture of enterprise is an essential element underpinning the ambition of the East Midlands to be a flourishing region by 2020. Put simply, to achieve this goal the region needs to be more enterprising, and this involves the development of enterprise skills for those in employment, for those starting and developing businesses, and also for those in the public sector.

To be clear, this is not focusing just on starting up new businesses – it runs across a far wider agenda, from nurturing enterprise skills in young people, to addressing unemployment, unleashing enterprise and innovation within organisations and meeting the employer demand for staff with the key skills they need.

This paper gives us the context for enterprise skills, quite simply, a starting point on which we can work in partnership to nurture a 'can do' society. The report highlights the opportunities that enterprise skills development can create across a range of economic development activity – from tackling worklessness through to nurturing high growth businesses.

I look forward to hearing of the progress of the East Midlands Enterprise Culture Steering Group which will respond to the key issues within this report.

I hope you will find it useful and informative.

**Jeff Moore, Chief Executive, emda**

## 1. INTRODUCTION

*Conventional thinking suggests that entrepreneurial behaviour solely relates to starting a new business. Recently though, the term enterprise has been used to convey the need for a more dynamic cultural change where entrepreneurial behaviour is utilised to address not only economic but social and environmental challenges. Thus, enterprise is not only a vehicle for wealth creation opportunities but also a catalyst for other socio-economic benefits.*

*A Flourishing Region: Regional Economic Strategy for the East Midlands 2006 -2020*

- 1.1 Most people have their own opinion of enterprise and an intrinsic understanding of what it means to them. The critical issue for the East Midlands, indeed nationally, is that these definitions do not equate and result in complex relationships that can lead to ineffective delivery. Essentially there is a wide range of understanding as to what enterprise is, and what it is not, and a corresponding danger of policy makers, funders, educators and delivery agents talking at cross purposes.
- 1.2 What is clear, however, is that many partners across the region recognise that there is much more to being enterprising than starting businesses. There are strong competitiveness and productivity arguments for enhancing the provision of enterprise skills in education and more broadly for embedding an enterprise culture across the East Midlands.
- 1.3 These arguments underpin the need to embed enterprise culture throughout the region's workforce, from tackling worklessness through using enterprise skills to improve communication and other key skills, to increasing key skill levels for those in employment, supporting enterprising behaviour from the employed 'intreprenuer', and finally increasing business start up and survival rates. Ultimately, of course, this should lead to high growth high economic value businesses.
- 1.4 Nevertheless, making the case for enterprise capability and culture is more challenging in times of economic challenge. This is fully recognised in the approach taken to develop an Enterprise Culture Strategy, and no case is being made in this report for further delivery resources to support the Strategy.
- 1.5 This report sets out the evidence and arguments for embedding enterprise culture in education and competitiveness networks in the East Midlands, and provides recommendations as to structures in terms of regional leadership and delivery.
- 1.6 This paper is prepared on behalf of the East Midlands Development Agency to enable the establishment of a regional strategy for enterprise culture. This work has been supported by members of the East Midlands Enterprise Culture Task & Finish Group and the Enterprise Culture Strategy Group, and has involved contributions from a range of individuals and organisations drawn from education, policy, funding and economic development agencies. Their assistance, insight and guidance is very much valued and appreciated.

## LANGUAGE, DEFINITION AND TERMS

- 1.7 It is important to have precision in terms of definition and terminology. 'Enterprise', 'entrepreneurship', 'entrepreneurial activity', 'entrepreneurial capability' and 'enterprise skills' are examples of the plethora of terms linked to enterprise. As an example, in education entrepreneurial activity is largely recognised to be a skill whereas in economic development it usually refers to business start-up rates.
- 1.8 The Enterprise Culture Task and Finish Group signed up to the definition set out by Davies Review of enterprise education - this definition has been the one around which most educational reform has taken place since 2002 and against which most educators would be able to map their contribution. The Davies definition, with a focus on enterprise capability, financial awareness and business acumen, argues that enterprise expands beyond the narrow interpretation of business start and growth. The Davies definition encompasses the skills, competencies and attitudes needed to negotiate work and social life, fundamental concepts to underpin a strategic regional approach to the development of enterprise capability in the East Midlands.

This paper uses the term 'enterprise capability' to mean development of the enterprise related skills and competencies of an individual, and 'enterprise culture' as a local and regional condition/ambition.

- 1.9 The definition of enterprise culture set out by the Howard Davies Review of Enterprise and the Economy in Education (February 2002) is set out in full in Annex 1.
- 1.10 The demand for enterprising people is an ambition of many Government departments. However, no one organisation is responsible for drawing together such ambitions into one national, or regional, cohesive approach. Additionally, policy makers, funders and providers have a differing interpretation of the term 'enterprise'. The critical issue for the East Midlands, indeed nationally, is that these definitions are not interchangeable, hence result in complex arrangements and ineffective delivery.
- 1.11 Of the region's main funding partners, neither the Learning & Skills Council, Government Office East Midlands nor *emda* are provided with funding to nurture enterprise skills. It is recognised that limited enterprise development budgets have been allocated, non-ringfenced, directly to all secondary schools/Academies. In addition, some schools/sixth form colleges benefit from further funding through 'specialist school' or 'Centre of Vocational Excellence' status.
- 1.12 This lack of accountability and subsequent responsibility by any one organisation to 'drive forward' the enterprise skills agenda demands the development of a strong, cohesive partnership working to a clear shared strategy. Such an arrangement would require drawing together all enterprise educators and policy makers on the understanding that, through establishing a shared strategic partnership the longer-term outcomes of a culture of enterprise can be achieved.
- 1.13 At the time of reviewing this report, the economic climate has changed substantially. The Enterprise Culture Strategy Group views the development of enterprise capability as being critical, although pressures

on funding will limit ongoing spend. The report notes that such changes take 'a generation' and return on investment will not be in the short-term. The core skills and 'can do' attitude nurtured through enterprise skills development will provide employers with the skills set they need to respond to market changes and the much-anticipated economic upturn.

- 1.14 The Enterprise Culture Strategy is intended to raise decision and policy maker awareness about the importance of the role of enterprise culture in delivering regional and local ambitions about addressing worklessness, raising employment expectations and delivering enterprise. As such, the Enterprise Culture Strategy is focused on making the case, supporting advocacy, and supporting coordination across relevant partners and networks.

## 2. NATIONAL AND REGIONAL POLICY PRIORITIES

- 2.1 This section comprises a focused summary of prominent regional and national enterprise policy. The agenda is complex, underlined by the range of different partners and priorities involved, and this section aims to establish a common ground approach. A more comprehensive document list is set out in Annex 3.
- 2.2 A key issue at the Government departmental level is that enterprise straddles the responsibility of the DBERR, DCSF and DIUS. This cascades down to the 'parallel' networks issue, which was a key finding of the 2007 feasibility study, highlighting that competitiveness/business and education networks were different and somewhat disconnected.
- 2.3 A range of policy initiatives over time have placed enterprise firmly in the domain of local and regional economic development and competitiveness. Enterprise and entrepreneurship (i.e. business starts) has become a core policy objective of regional development agencies, sub regional and local partnerships and other public sector and non departmental public bodies with a stake in local and regional development. As a direct consequence of this, partnerships and networks supporting entrepreneurial (business start-up) activity are relatively well developed.
- 2.4 In contrast 'enterprising capability' provision tends to involve different and somewhat disconnected networks, which can create issues around leadership and ownership of local and regional enterprise priorities. In effect there are two parallel, and disconnected, networks that have a core role in terms of enterprise and enterprise education:
- **Education:** Mainstream education providers (LEA's, schools, HE and FE sectors, 14 to 19 Partnerships), Education Business Partnerships and prominent education providers (such as Young Enterprise).
  - **Economic Development & Competitiveness:** emda, East Midlands Business, employment, skills & productivity partnership, LSC, sub-regional economic partnerships and prominent skills and enterprise education providers (The Prince's Trust, Business Dynamics).
- 2.5 The remainder of this section summarises key regional and national policy relevant to enterprise capability and culture.
- 2.6 There are strong competitiveness and productivity arguments for developing Enterprise Capability in the East Midlands. These arguments underpin the need to embed enterprise culture throughout the region's workforce:
- Tackling worklessness through using enterprise skills to improve communication and other key skills.
  - Increasing key skill levels for those in employment.
  - Supporting enterprising behaviour from the employed 'intreprenuer'.
  - Increasing business start up and survival rates.
- 2.7 Ultimately, of course, this should lead to high growth - high economic value businesses. Most strategic partners recognise the essential value of enterprise capability and culture, and also recognise that this entails much



more than starting a business. Enterprise capability therefore runs across a far wider agenda than business starts: from nurturing enterprise capability in young people, to addressing unemployment, unleashing enterprise and innovation within organisations and meeting the employer demand for staff with the key skills they require.

- 2.8 **Regional Economic Strategy (RES) 'A flourishing region'** sets out the Region's aspiration and vision to 2020. Enterprise culture is a cross-cutting subject which is important to two of the three Themes outlined in the RES; specifically raising productivity and achieving equality. Enterprise capability is explicitly identified as important in three strategic Priorities; employment learning & skills, enterprise & business support and economic inclusion as well as being interwoven throughout the document. This reflects the diversity and impact of the agenda.
- 2.9 Aligned with the RES, **The Business Birthrate Strategy (BBS)**, published by *emda* in 2006, outlines four key strategic objectives:
- Building an enterprise culture;
  - Increasing the number of people considering starting a business;
  - Increasing business start-up rates; and
  - Ensuring that new businesses survive and grow.
- 2.10 On first consideration, it would appear that the BBS is advocating enterprise capability to increase the number of businesses. The strategy makes clear that *'enterprise skills also have social benefits, as enterprising employees and entrepreneurs can use them to engage in active citizenship and social enterprise'*. Importantly, the BBS notes that *'businesses require more employees with enterprise skills. Four out of the five skills most demanded by employers are 'enterprise skills' demonstrating that these skills have wider applications than just starting a business'*.
- 2.11 Clearly, whilst focusing on increasing business start-up rates, the BBS recognises the importance of enterprising people within the workplace to boost the region's economic performance and business growth. The need for enterprising people is therefore a priority to ensure the region's economic stability and competitiveness in emerging global markets.
- 2.12 It is also important to recognise the importance of the science, technology, engineering and mathematics (STEM) education in the region. **The East Midlands STEM Partnership** supports getting more young people switched on to STEM and into the industries that need them. The STEM Partnership is part of a huge drive to improve the numbers of young people taking STEM subjects at higher levels and is key part of the RES vision to make the East Midlands more prosperous.
- 2.13 **National Government policy on enterprise** has tended to be published by the Treasury, with three key documents being relevant:
- 2002's 'Enterprise Britain: A Modern approach to meeting the enterprise challenge'.
  - 2004's 'Creating an Enterprise Culture'.
  - 2008's Enterprise Strategy: Unlocking The UK's Talent.

- 2.14 The most recent (2008) strategy aims to make the UK both the most enterprising economy in the world, and also the best place to start and grow a business. It is designed to unlock the nation's entrepreneurial talents; boost enterprise skills and knowledge; help new and existing business get funding to start up and grow; and ease the burden of regulation.
- 2.15 The Strategy sets out five key enablers to take forward the Government's policy for enterprise in the UK, with the first and second being especially pertinent to enterprise culture:
- A culture of enterprise.
  - Knowledge and skills.
  - Access to finance.
  - Regulatory framework.
  - Business innovation.
- 2.16 The importance of enterprise education was highlighted in the DfES-commissioned '**Review of Enterprise and the Economy in Education**' by Howard Davies. Citing a qualitative shift towards self-employment and, in terms of the labour market, the growing demand for entrepreneurial behaviour, Davies argued that young people seeking work in the future will need to be more flexible and entrepreneurial in their attitudes.
- 2.17 The concepts outlined by Davies in his report indicate that enterprise capability is not only about starting up a business, but also imperative to the skills, competencies and attitudes to negotiate all realms of work and social life. These concepts are fundamental in the establishment of a regional policy for enterprise skills development.
- 2.18 Davies elaborates that a young person's enterprise capability depends on their financial awareness, business understanding and enterprise skills. In designing activities that will support and develop young people's enterprise capability, Howard Davies suggests that student-led, experiential activities involving self-contained projects which draw on the expertise of local business people will have maximum effect.
- 2.19 The third, equally important element to enterprise skills development is support to local communities. The Davies Report highlights the impact of enterprise capability for individuals within communities, but these skills can be equally applied to tackle issues of employability and worklessness. Young people 'not in education, not in training' (NEETs) can, through enterprise skills development, develop the confidence and skills required to break the cycle of unemployment and social disengagement.
- 2.20 The review of skills by Lord Leitch (**Skills in the UK: the Long Term Challenge**) is the final paper in the suite of recent Government policy and guidance documents tackling the skills agenda, and builds on the Davies Review. Lord Leitch stated that Britain needs to focus on 'economically valuable skills' that bring higher pay for workers and improved productivity for employers.

- 2.21 The Government produced its response to the Lord Leitch's review of skills in July 2007, outlining its plan for implementing some of the findings of the review<sup>1</sup>.
- 2.22 The **Local Government and Public Involvement in Health Act 2007** shifted local government performance management from a service to an outcome based framework. The outcomes to be achieved through **Local Area Agreements** (LAAs) are often complex and multifaceted, requiring creative cross-cutting solutions from a range of partners working effectively together towards shared priorities.
- 2.23 Upper tier local authorities in England have negotiated new LAAs with their Government Offices. LAAs are, in effect, delivery plans for an area's Sustainable Community Strategy over the next three years. They provide the basis for monitoring performance against The New Performance Framework for Local Authorities and Local Authority Partnerships: Single Set of National Indicators.
- 2.24 It is particularly important that enterprise capability is central to the increased role of local authorities (post sub national review) in driving forward economic development. This includes ensuring that enterprise culture and capability is specifically noted in new LAAs, and that enough enterprise related measures, drawn from the New Performance Framework for local authorities (in the absence of a discreet 'culture of enterprise' measure), are included to support any enterprise related priorities. Table 3.2 (contained in section 3) highlights which enterprise capability related priorities and indicators have been selected in each of the region's eight Local Area Agreements.
- 2.25 **The Sub National Review of Economic Development and Regeneration** (SNR) was launched in 2007, outlining an increased role for local authorities in the provision of economic development and related activities. RDAs will lead the development of a new, single integrated regional strategy, working closely with local authorities and other partners, which will bring together Regional Economic Strategies and Regional Spatial Strategies.
- 2.26 In November 2008 the Government response to public consultation on SNR was published (**Prosperous Places: taking forward the review of sub-national economic development and regeneration**). This signals the Government's intention to make detailed proposals for the following:
- The creation of an economic assessment duty on upper tier and unitary local authorities.
  - Mechanisms for local authorities to set-up formal collaborative arrangements on economic development (such as Multi Area Agreements and Economic Improvement Boards).
  - Production of the new regional strategy and reformed regional governance structures.
  - Delegation of decision-making by RDAs to local authorities and sub-regional partners.

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<sup>1</sup> World class skills: implementing the Leitch Review of skills in England, DIUS 2007

- 2.27 Another key development is the extension of the school leaving age to 18 and the transfer of LSC responsibilities for 14 to 19 to local authorities, as detailed in the Raising Expectations White Paper of 2007. However, Local Authorities will not control or manage further education colleges, which will be directly answerable to the DCSF. Local authorities have a duty to ensure all 17-year-olds are in education or training by 2012.
- 2.28 Proposals for adults include creating a Skills Funding Agency to oversee the development and performance of the FE sector. The new agency is expected to streamline the funding process to FE colleges and other training providers. It will manage a range of adult training and skills services such as the new National Apprenticeship Service (NAS) and the National Employer Service (NES).

### **Summary**

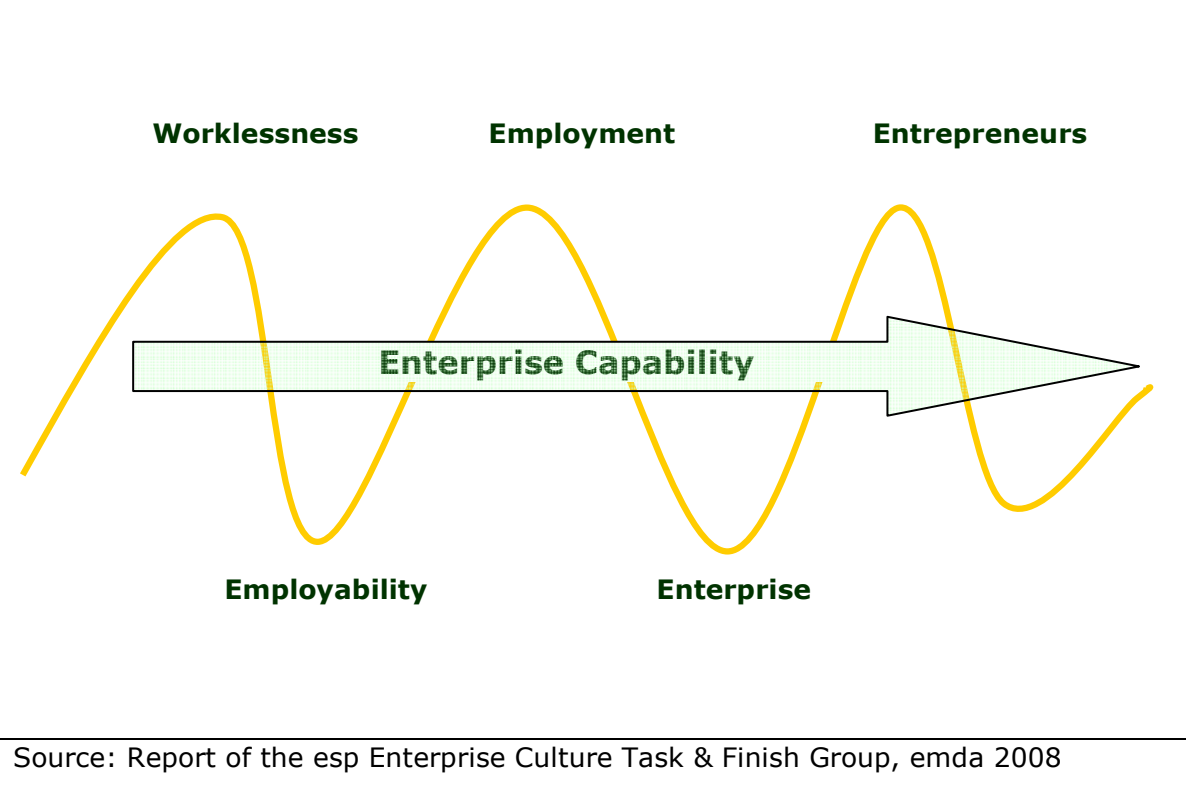
- 2.29 It is clear that in policy terms, enterprise capability culture increasingly cuts across a range of regional and national policy areas. There is a pressing need to ensure that the region gets best value from a range of enterprise related activities and developments moving forwards.
- 2.30 In this context it is particularly important that enterprise capability is central to the increased role of Local Authorities (post sub national review) in driving forward economic development. This includes ensuring that enterprise is specifically noted in Local Area Agreements, and that enough enterprise related measures, drawn from Performance Framework for Local Authorities (in the absence of a discreet 'culture of enterprise' measure), are included to support any enterprise related priorities.
- 2.31 Beyond Local Area Agreements, there remains a clear need to promote and champion enterprise skills through emerging and existing initiatives, including (but not limited to):
- 14 – 19 agenda, (including activities to reduce the NEET group in the region).
  - Working Neighbourhoods Fund.
  - LEGI.
  - ERDF and ESF provision delivered through the region's Competitiveness Programme.
  - HEFCE policy, including expansion of the third stream of higher education.
- 2.32 The SNR response creates an opportunity for the Enterprise Culture Strategy Group to make the case for enterprise culture and capability to feature prominently in terms of local assessments of economic conditions, and also in the new single regional strategy.
- 2.33 In conclusion, there is an array of relevant policy levers that recognise the importance of Enterprise Culture in education, regeneration and competitiveness terms; not least the Government's Enterprise Strategy, the Leitch Review, the Davies Review, the Regional Economic Strategy and the Regional Business Birthrate Strategy.

### 3. UNDERSTANDING THE 'ENTERPRISE JOURNEY'

#### MAKING THE ECONOMIC CASE

- 3.1 The generation of an enterprise culture is pertinent to an individual's development throughout their lifetime, from early childhood (creativity, simple risk analysis) through to adulthood. Enterprise capability is a cross cutting theme regardless of age and socio-economic status influencing the full range of policy making on skills and economic development.
- 3.2 There are strong competitiveness and productivity arguments for developing Enterprise Capability in the East Midlands. These arguments underpin the need to embed enterprise culture throughout the region's workforce:
- Tackling worklessness through using enterprise skills to improve communication and other key skills.
  - Increasing key skill levels for those in employment.
  - Supporting enterprising behaviour from the employed 'intreprenuer'.
  - Increasing business start up and survival rates.
- 3.3 Ultimately, of course, this should lead to high growth - high economic value businesses. Most strategic partners recognise the essential value of enterprise capability and culture, and also recognise that this entails much more than starting a business. Across the board, there is consensus that any activity that develops enterprise skills and culture in the region is positive. Such work develops problem solving, raises aspirations and supports individuals in working as part of the Team.
- 3.4 Enterprise capability runs across a far wider agenda than business starts, from nurturing enterprise capability in young people, to addressing unemployment, unleashing enterprise and innovation within organisations and meeting the employer demand for staff with the key skills they require.
- 3.5 Establishing a culture of enterprise is therefore an essential element underpinning the ambition of the East Midlands to be a flourishing region by 2020. Put simply, to achieve this goal the region needs to be more enterprising, and this involves the development of enterprise capability for those in employment, for those starting and developing businesses, and also for those in the public sector.
- 3.6 Enterprise capability represents a horizontal or cross cutting theme (a 'Golden Thread') in the skills set of individuals; a '**golden thread**' that is as relevant to effectively supporting the long term unemployed and benefit claimants as it is for the knowledge driven graduates of the region who may be looking to start a business building on research developed in the laboratory. This golden thread (set out in Figure 3.1) highlights the importance of enterprise capability across a range of activities targeted at a range of groups.

**Figure 3.1: 'Golden Thread of Enterprise Capability'**



3.7 The Golden Thread model is a useful mechanism in covering the whole of the working age population, with all partners able to position their activities and priorities at points along the Golden Thread model. The elements of the Golden Thread are set out below:

- **Worklessness:** Raising an individual's aspirations, problem solving and team working skills is included in entry level courses leading to a Level 1 qualification. There is a wide range of existing provision – often related to regeneration programmes (e.g. New Deal for Communities, Working Neighbourhood Funds) or through Job Centre Plus. The Princes Trust Team Programme is an excellent example of just this sort of programme.
- **Employability:** Enterprise Capability skills should be incorporated into all education and course provision – typically through work experience provision, 14-19 diplomas, FE and HE offer as well as job brokerage initiatives. These should equip people with the skills that employers demand alongside the technical or sector specific skills they need.
- **Employment:** For individuals progressing through formal education, enterprise capability should be embedded in all curricula to equip every individual with the key skills where as an employee, potential employee or entrepreneur, they can engage and be innovative, creative and productive in an enterprising economy.
- **Enterprise (in employment):** To provide added value in the expansion and growth of existing companies, there is an emphasis on problem solving, communication, team working and transformative leadership. This is about building the confidence of individuals so they

are better able to suggest improvements in their organisation, to identify new markets or adopt alternative processes that increase efficiency, increase productivity and lead to sustainable business growth.

- **Entrepreneurship:** The development of enterprise capability clearly provides the necessary skills to enable an individual to consider starting up a business as a viable option, should they wish to do so.

(Source: Report of the esp Enterprise Culture Task & Finish Group, emda 2008)

## UNDERSTANDING PROVISION

- 3.8 The remainder of this section summarises the core / statutory provision for enterprise capability in the East Midlands in the context of the Golden Thread model.

### *Enterprise capability in education*

- 3.9 In terms of statutory provision of enterprise capability in education, up to the age of 19, the statutory providers are schools (governed by Local Authorities) and the Learning and Skills Council. Whilst this position is due to change in 2010, following the proposals set out in the Raising Expectations White Paper, it is useful to summarise current responsibilities.
- 3.10 At the **primary level**, schools are not mandated to provide a formal curriculum enterprise element. However, introducing enterprise ideas in young people is widely recognised to be beneficial, although provision is dependent upon the attitudes within each school. Enterprise capability provision is more effective when preparatory work has been done at primary level – as recognised by *emda* who have recently funded Young Enterprise activity at the primary level in the region.
- 3.11 At the **secondary level**, following the Davies Review, work related learning became a statutory requirement for 14-16 year olds in September 2004, and DfES/DCSF provided funding of £180m over three years from September 2005 to support enterprise learning for this age group.
- 3.12 Secondary schools are funded by DCSF to support the delivery of Enterprise at Key Stage 4, and are required to provide five days of enterprise learning per year. However, this is not a national curriculum requirement, and as a consequence there is a lack of guidance or monitoring as to how this money is spent, leading to a mixed market, with much provision sold direct to schools by private sector providers, with concerns about the quality and consistency of this offer. Nevertheless, many secondary schools have successfully extended on this and included enterprise education provision for Key Stage 3 and 5 students.
- 3.13 The position of enterprise in the curriculum was clarified by an announcement in May 2009 by the Schools Secretary on personal, social and health education (PSHE). There will be a statutory PSHE programme of study by 2011, and pending a consultation, will be the first time enterprise has been a statutory element of the curriculum. This announcement followed a review of PSHE by Sir Alistair MacDonald.

- 3.14 **Further Education's** focus on enterprise capability tends to be mainly vocational. FE priorities are determined by LSC priorities and targets set at the national level. LSC National Priority 3 (better skills, better jobs, better lives) is a good fit with enterprise capability and culture.
- 3.15 **Higher Education's** enterprise focus often depends upon the specific faculty and subject area. Enterprise itself is a core element of research focus for most university business schools, with the region being well equipped in terms of the research capability and capacity in the East Midlands, although there can be a tendency for research driven faculties to focus on technology spin off and innovation led approaches rather than enterprise culture. Arts and humanities tend not to be engaged with this agenda.

### **GOLDEN THREAD AND MAINSTREAM PROVISION TO 19**

- 3.16 The Enterprise Culture Strategy Group emphasised the need to develop the Golden Thread model further to incorporate mainstream education age ranges, and the funders of these ranges, to fully capture activity across the parallel education and economic networks that are responsible for enterprise culture in the region.
- 3.17 The Golden Thread model captures enterprise capability progression in the adult skills and economic development arena, whereas there is significant activity across a range of mainstream education age bands as noted above and set out in Table 3.1 below.

<b>Table 3.1: Enterprise Provision and Funding in mainstream funded age groups</b>		
Age group	Provider	Principal mainstream funder (2010)
5 to 11	Schools (and specialist provision sourced by schools)	DCSF and Local Authorities
14-19	Schools (and specialist provision sourced by schools)	DCSF and Local Authorities (LSC up to 2010)
16-19	Schools, FE Colleges, Employers	DCSF and LSC (SFA post 2010)
19+	FE Colleges, Employers, Universities	LSC (SFA post 2010), HEFCE

In terms of the Golden Thread model, **mainstream provision in the age bands above determines the position on the Golden Thread** an individual begins their post 19 enterprise journey.

- 3.18 Table 3.2 and 3.3 (at the end of this section) set out statutory and core providers, and maps their provision against the Golden Thread model.

#### *Specialist Schools and Academies Trust*

- 3.19 The Specialist Schools and Academies Trust (SSAT) is a national body part funded by the DCSF, delivering the Government's Specialist Schools and Academies programme. The Government's aim is that by 2010 all schools will be specialist or academies. The Trust seeks to give more young people



access to a good secondary education by building networks, sharing practice and supporting schools.

- 3.20 Specialist schools are nearly all state-funded, non-selective schools dedicated to accepting pupils with a wide range of ability. Schools specialise in teaching the arts, business & enterprise, engineering, humanities, languages, mathematics & computing, music, science, sports, applied learning and technology.

#### *Academies*

- 3.21 Academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities. Some are established educational providers, and all of them bring a record of success in other enterprises which they are able to apply to their Academies in partnership with experienced school managers.
- 3.22 Sponsors challenge traditional thinking on how schools are run and what they should be like for students. They seek to make a complete break with cultures of low aspiration which afflict too many communities and their schools. On establishing an academy, the sponsor sets up an endowment fund, the proceeds of which are spent by the academy trust on measures to counteract the impact of deprivation on education in their local communities.
- 3.23 Academies are set up with the backing of, but not maintained by, their local authority. Due to the structure and approach of the academy education model, there is usually a high-level of enterprise skills development taking place across the curriculum.

#### *Enterprise and regional competitiveness*

- 3.24 The Golden Thread model covers a range of interventions and activities with a strong enterprise capability element for adults. Whilst many of the organisations involved have statutorily defined roles and remits (such as Local Authorities, *emda*, Job Centre Plus etc), spending on enterprise related activity is defined by regionally and locally determined strategies and plans (for example the RES and Local Area Agreements), and are often funded through issue or area specific projects and programmes.

## UNDERSTANDING PROVISION: CASE STUDY EXAMPLES

- 3.25 An illustrative example of how enterprise in education is delivered is set out below:

### **Enterprise Day – Residential Theme Park**

The staff at a Leicester Community College wanted to host an Enterprise Day with a main activity that would boost enthusiasm and encourage creativity in the students. The main motivational drive for this event was to introduce the students to new concepts and processes. Business volunteer involvement was especially important in showing the students what they can achieve through study, hard work and a genuine interest in something; also by having pride in work, life and achievements.

Due to its city centre housing estate location, the Community College's student base consists mostly of students with English as a second language. Many students are below average achievers and for many other reasons (socio economic) their aspirations for life are limited.

Problems to overcome included barriers to learning such as:

- Behavioural issues.
- Attention spans.
- Language barriers.
- Cultural barriers / differences.
- Special Educational Needs.

Learning was focused more on widening the horizons of the students existing knowledge and improving their enterprise and employability skills, rather than providing them with hard facts and figures.

To address communication issues, behavioural problems and SEN's tasks were set with a softer approach to learning. Students were involved in the activities with minimal written instructions and the main task (Residential Theme Park) was extremely flexible in its brief. Every one of the seven classes carried the task out in a different way - some were extremely creative, some were very methodical; some worked in small groups, some in larger. This in itself demonstrates the benefits of enterprise in a learning environment. Giving students autonomy over their learning, opportunity to understand consequence, being effective individuals etc. had a diverse and positive effect on students experience.

At the end of the day there was real feeling of team work, achievement and learning. Volunteers and teachers reported hearing students talking about the activities on the way out of the school at the end of the day; a sure sign that they were engaged and enjoyed the activities and structure of the day.

(Source: Leicestershire Education Business Company)

- 3.26 Further case studies are set out in the Annexes to this report as examples of current enterprise skills and culture activity. They illustrate examples of provision that fit, in whole or in part, the 'golden thread' model set out in Figure 3.1. They have been generated from secondary material that has been either sent directly from projects, or sourced from publicly available documentation. The first seven are original case studies that were appended to the 2008 Enterprise Task & Finish Group report, with the supplementary case studies being kindly developed specifically for the Enterprise Culture Strategy:

- A: Young Enterprise - Primary Programme.
- B: South Nottingham College - Balls to Poverty/Building Tomorrow Today.
- C: De Montfort University - Enterprise and Entrepreneurship.
- D: Start Up With The Prince's Trust.
- E: Business Breaks for Young People.
- F: LEGI Virtual Enterprise Academy.
- G: The Prince's Trust Team Programme.
- H: Education Business Partnerships (supplementary).
- I: Enterprise Learning Partnerships (supplementary).
- J: Skills for Enterprise (supplementary).
- K: Job Maets (supplementary).
- L: Enterprise Ecologies (supplementary).

3.27 Table 3.4 maps these case studies against the Golden Thread model kindly provided for inclusion in this paper.

**Table 3.2: Statutory and core provision mapped against Golden Thread model**

(X = some contribution, XX = substantial contribution, XXX = major contribution)

Organisation / Provider	Mainstream Provision (up to 19)	Worklessness & Employability	Employment	Enterprise	Entrepreneurship
Connexions	<b>XX</b>	<b>XX</b>	<b>X</b>		
Business Link	<b>X</b>		<b>X</b>	<b>X</b>	<b>XXX</b>
Education Business Partnerships	<b>XX</b>	<b>X</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>
Emda	<b>X</b>	<b>X</b>	<b>XX</b>	<b>XX</b>	<b>XXX</b>
Further Education Institutions	<b>XX</b>	<b>X</b>	<b>X</b>	<b>X</b>	
Higher Education Institutions		<b>X</b>		<b>XX</b>	<b>XX</b>
Job Centre Plus		<b>XXX</b>	<b>XX</b>		
Learning & Skills Council	<b>XX</b>	<b>X</b>	<b>XXX</b>	<b>XX</b>	<b>X</b>
Local Authorities	<b>XXX</b>	<b>XXX</b>	<b>XX</b>	<b>XX</b>	<b>X</b>

**Source: DC Research 2009****Table 3.3: Pre 'Golden Thread' provision by age bands**

(X = some contribution, XX = substantial contribution, XXX = major contribution)

Organisation / Provider	Ages 5 to 11	Ages 11 to 14	Ages 14-19	Ages 16 to 19 (vocational)
Schools / School sourced provision (funded by DCSF / Local Authorities)		<b>XX</b>	<b>XX</b>	
Schools (funded by <i>emda</i> )	<b>X</b>	<b>X</b>	<b>XX</b>	
FE Colleges (Funded by LSC (SFA post 2010))			<b>X</b>	<b>XXX</b>
Education Business Partnership			<b>XX</b>	<b>XX</b>
Employers (apprenticeships / Train to Gain etc)	<b>X</b>	<b>XX</b>	<b>XX</b>	<b>XX</b>

**Source: DC Research 2009**

**Table 3.4: Indicative case studies mapped against Golden Thread model**

(X = some contribution, XX = substantial contribution, XXX = major contribution)

Organisation / Provider	Worklessness & Employability	Employment	Enterprise	Entrepreneurship
Young Enterprise Primary Programme		X	XX	XX
South Nottingham College - Balls to Poverty/Building Tomorrow Today			XX	X
De Montfort University - Enterprise and Entrepreneurship			X	XX
Start Up With The Prince's Trust	XX		X	XXX
Business Breaks for Young People	XX	X	X	XX
LEGI Virtual Enterprise Academy	X	XX	XX	XX
The Prince's Trust Team Programme	XXX	XX	X	
Enterprise Learning Partnerships	X	XX	XXX	XX
Skills for Enterprise		XX	XXX	XX
Job Maets	XXX	XX		
Enterprise Ecologies	X		XX	XX
Education Business Partnerships in the East Midlands	X	XX	XX	X

**Source: DC Research 2009**

## 4. EVIDENCING THE CASE FOR ENTERPRISE INTERVENTION

- 4.1 It is essential that the rationale for coordinated and enhanced enterprise skills and culture provision is evidenced, both in terms of need, and ongoing performance (to measure whether enterprise interventions are delivering intended impacts).
- 4.2 The need for evidence is tempered with the recognition that robust and meaningful measures of enterprise are problematic in terms of fully capturing the strategic value of activity. Additionally, enterprise culture is often seen as a cross cutting theme within course provision and as such, the ability to distil its influence in engendering an increase in enterprise culture is fraught with difficulty. The central dilemma in balancing this horizontal influence is an acceptance that real resources for enterprise skills and culture will follow tangible outcomes. There is a concern therefore that some partners will struggle to engage with what some perceive to be a nebulous concept.

### Enterprise in Education Feasibility Study

- 4.3 The Enterprise in Education feasibility study, commissioned by *emda* and completed in May 2007, found that there was a considerable amount of activity concerning enterprise and enterprise skills in the East Midlands. Whilst the market was complex in terms of provision, the study found that educators have the opportunity to access a wide range of services from a wide range of providers.
- 4.4 The table below summarises the SWOT analysis contained in the full feasibility report in relation to the provision of enterprise in education in the region.

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>▪ Considerable existing provision, and track record of provision</li> <li>▪ Enterprise in education on policy agendas</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>▪ Consistency and quality of provision</li> <li>▪ Lack of priorities or strategic approach</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>▪ Current high profile of enterprise</li> <li>▪ Need and appetite for regional lead and coordination</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>▪ Failure to exploit current window of opportunity</li> <li>▪ Inability to engage LEAs in priority setting</li> </ul>

### Economic Inactivity and Worklessness

- 4.5 There remains a significant number of individuals within the working age cohort that remain economically inactive, a portion of which form part of the worklessness cohort and can be considered hardest to reach. As Table 3.1 highlights, over half a million individuals within the region are considered economically inactive.

<b>Table 4.1: Economic Inactivity Rates – East Midlands</b>		
Location	Number	Percentage of Location Population
Derby City	33,300	24.2
Derbyshire	79,000	17.4
Leicester City	46,000	25.5
Leicestershire	62,200	16.2
Lincolnshire	75,400	19.3
Northamptonshire	64,800	16.1
Nottingham City	47,100	27.0
Nottinghamshire	97,800	21.5
Rutland	3,600	16.3
East Midlands	<b>509,200</b>	<b>19.6</b>
Source: Annual Population Survey Apr 06 - Mar 07		

4.6 From the employment perspective the 2005 National Employer Skills Survey sets out the top five skill deficiencies where skill shortage vacancies exist.

- Technical and Practical Skills (53%).
- Customer Handling Skills (38%).
- Oral Communication Skills (35%).
- Problem Solving Skills (34%).
- Team Working Skills (34%).

4.7 All of the top five have an enterprising element, underlining the importance of enterprise capability and culture in delivering more appropriately equipped individuals that enhance the operation and competitiveness of existing businesses.

### **Enterprise Culture**

4.8 Research published by the Global Entrepreneurship Monitor (GEM) and the Small Business Household Survey, reports that attitudes to entrepreneurship are largely positive and that self-employment as a career choice is becoming increasingly popular. However, despite these reported positive steps forward, rates of entrepreneurial activity in the UK remain moderate by international standards. The GEM's 2006 report shows that the UK's rate of Total Entrepreneurial Activity (TEA) has fallen from 7.7% in 2001 to 5.8% in 2006.

4.9 Many other G8 nations saw even more dramatic falls in TEA which was mainly attributed to the post-2000 economic downturn. However, the UK's relatively poor performance when compared with Canada and the USA suggests that the UK faces a fundamental enterprise challenge.

4.10 At the regional level, the latest GEM data suggests that levels of early stage entrepreneurial activity in the East Midlands are comparable with the UK average (6.1% compared to 5.8%). Attitudes to entrepreneurship are also relatively positive in the region- the proportion of people in the region expecting to start a business in the next three years is similar to the UK average, while fear of failure is slightly lower in the East Midlands (34.3% compared to 35.8%).

- 4.11 The **Regional Index of Sustainable Economic Well Being** is a composite measure of economic well being. This enables us to take account of factors such as the value of voluntary work, the costs of pollution, the quality of the natural environment and the costs of crime. It enables the region to measure its aspirations to ensure that economic growth and increased productivity are shared for the benefit of the whole region and that our ambitions for increasingly cohesive, inclusive and participative communities are being fulfilled.

### **Enterprise and Entrepreneurship in Higher Education**

- 4.12 A survey of higher education institutions throughout England was undertaken to assess the landscape for enterprise and entrepreneurship in England<sup>2</sup>. The survey found that 11% of students are engaged in some form of enterprise or entrepreneurship learning in England. Provision of this nature is dominated by business and management schools (61% of all provision) and embedding enterprise and entrepreneurship education across all disciplines and faculties is a major challenge.
- 4.13 The vast majority of provision is at the undergraduate level (80%), highlighting the need to enhance provision of this nature at the postgraduate level. In addition, just over half of universities have the basic infrastructure in place for enterprise and entrepreneurship. The statistics highlight the scale of the challenge demanded in terms of scaling up and embedding enterprise and entrepreneurship education across higher education provision.

### **Enterprise Week**

- 4.14 The East Midlands has the benefit of existing evidence in addition to national and regional datasets, with Enterprise Week well established in the region. *emda* were quick to recognise the potential value of the Enterprise Week campaign and saw the clear need for regional co-ordination. The 'Enterprising Streak' campaign seeks to promote enterprise skills not only during November but throughout the year.
- 4.15 In 2007, Enterprise Week partners delivered over 400 events, reaching an estimated audience of 40,000 young people, but, importantly involving over 1200 different partnership interactions. This provides clear evidence of the power of the campaign and its relevance, but also highlights challenges faced in terms of quantifying, measuring and attributing the direct impact of enterprise related outcomes.

### **MEASURING ENTERPRISE CULTURE PROGRESS**

- 4.16 The 2008 report of the Enterprise Culture Task & Finish Group was clear that the acceptance of enterprise capability and culture as a strategically enabling factor that will unlock regional performance means that it is neither feasible nor reasonable to measure or track progress of specific interventions. In particular:

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<sup>2</sup> Enterprise and Entrepreneurship in HE, National Council for Graduate Entrepreneurship, 2007



- Policy makers will need to accept 'after the event' assessment of headline trends as a measure of enterprise capability and culture (such as regional skills levels, higher order job creation and productivity as measured by GVA per head).
  - This should be combined with a Strategic Added Value assessment of influence of enterprise and enterprise skills on these headline trends.
- 4.17 Nevertheless, specific interventions should be measured whenever it is both possible and useful to do so.
- 4.18 Building on the approach set out in the 2008 report, progress on enterprise capability and culture can be monitored through a combination of the following approaches:
- Existing regional economic intelligence mechanisms (such as the Regional Index of Sustainable Well Being) supplemented by available national level research (such as the Global Entrepreneurship Monitor).
  - Development of a regional enterprise capability and culture basket of indicators.
  - Periodic Strategic Added Value evaluative assessments as to impact of regional and sub regional activities.
- 4.19 With regard to the basket of indicators approach, the new LAA performance framework means that local authorities are now no longer assessed on the quality of the services they provide, but on the outcomes that they, and their partners, deliver in the local area. The outcomes are drawn from The National Indicator Set for Local Authorities and Local Partnerships (a total of 198). Local areas choose 35 indicators which most closely relate to the priorities of the area, and set targets for them, against which performance is judged.
- 4.20 Table 4.2 below sets out some enterprise capability related indicators from the National Indicator list, and maps their relationship in the context of the Golden Thread model as developed in Section 3. Table 4.3 shows which East Midlands LAA's include these indicators in their chosen 35 priorities.

<b>Table 4.2: Relationship between National Indicators and Golden Thread model</b>				
National Indicator	Worklessness & Employability	Employment	Enterprise	Entrepreneurship
NI 79 Achievement of a Level 2 qualification by the age of 19	X			
NI 80 Achievement of a Level 3 qualification by the age of 19		X		
NI 81 Inequality gap in the achievement of a Level 3 qualification by the age of 19		X		
NI 82 Inequality gap in the achievement of a Level 2 qualification by the age of 19	X			
NI 90 Take up of 14-19 learning diplomas	X	X		
NI 91 Participation of 17 year-olds in education or training	X	X		
NI 110 Young people's participation in positive activities	X	X	X	X
NI 117 16 to 18 year olds who are not in education, training or employment	X	X		
NI 152 Working age people on out of work benefits	X	X		X
NI 161 Learners achieving a Level 1 qualification in literacy	X	X		
NI 162 Learners achieving an Entry Level 3 qualification in numeracy		X	X	
NI 163 Working age population qualified to at least Level 2 or higher		X		
NI 164 Working age population qualified to at least Level 3 or higher		X		
NI 165 Working age population qualified to at least Level 4 or higher			X	X
NI 171 VAT registration rate				X
NI 172 VAT registered businesses in the area showing growth				X
NI 174 Skills gaps in the current workforce reported by employers		X		

**Source: DC Research 2009**

<b>Table 4.3: Enterprise Related Priorities in East Midlands Local Area Agreements</b>									
National Indicator	Derby	Derby shire	Leicester	Leics	Lincs	Northants	Notts	Nott City	Rutl and
NI 79 Achievement of a Level 2 qualification by the age of 19									<b>X</b>
NI 80 Achievement of a Level 3 qualification by the age of 19									
NI 81 Inequality gap in the achievement of a Level 3 qualification by the age of 19									
NI 82 Inequality gap in the achievement of a Level 2 qualification by the age of 19									
NI 90 Take up of 14-19 learning diplomas							<b>X</b>		
NI 91 Participation of 17 year-olds in education or training									<b>X</b>
NI 110 Young people's participation in positive activities	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>				
NI 117 16 to 18 year olds who are not in education, training or employment	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
NI 152 Working age people on out of work benefits	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	
NI 161 Learners achieving a Level 1 qualification in literacy									
NI 162 Learners achieving an Entry Level 3 qualification in numeracy									
NI 163 Working age population qualified to at least Level 2 or higher		<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>
NI 164 Working age population qualified to at least Level 3 or higher	<b>X</b>				<b>X</b>	<b>X</b>			
NI 165 Working age population qualified to at least Level 4 or higher			<b>X</b>						
NI 171 VAT registration rate						<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
NI 172 VAT registered businesses in the area showing growth	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>			
NI 174 Skills gaps in the current workforce reported by employers									

**Source: DC Research derived from analysis of EM LAA Priorities, 2009**

## **DEVELOPING A BASKET OF ENTERPRISE CULTURE INDICATORS**

- 4.21 The East Midlands Enterprise Culture Strategy Group has considered a basket of enterprise related indicators as a component of a wider approach (as set out in paragraph 4.16 above) in measuring regional enterprise culture progress). Whilst considered potentially useful in developing a measurement framework for enterprise culture progress in the region, the Group was mindful of the implications entailed in establishing measurable targets that were outside the scope of influence for an Enterprise Culture Strategy, and / or vulnerable to external influences (such as changes to funding regimes, national priorities or macro-economic conditions). The Group were also clear that such a 'basket' needed to reflect longer term generational change rather than a year on year progression.
- 4.22 Within these caveats, the Group agreed that a basket of between 5 and 10 indicators would be appropriate. With the exception of the GEM indicator, the indicators below utilise existing data and indicators to measure the 'conversion rate' of entrepreneurial culture into enterprise activity. There is value in selecting indicators that are established performance measures for either the LAA's or regional organisations, as using existing indicators negates the need for costly and additional surveys.
- 4.23 The Enterprise Culture Group first developed a longlist of indicators in February 2009, following which advice was sought from the emda research team and Job Centre Plus to ensure the approach was aligned as far as possible with key Regional Economic Strategy RES and national labour market indicators. The approach to indicator selection was refined further by:
- Selecting the closest match of indicators to capture activity along the 'Golden Thread' with a balance between economic development and education indicators.
  - Ensuring where possible that selected indicators adhere to data principles of time series availability and data certainty (in terms of future availability).
  - Using a combination of RES and NI indicators selected by the 9 Local Area Agreements in the region.
- 4.24 It is important to note that there are ongoing concerns about the sample size and underlying methodology of a number of the indicators included in the 198 National Indicator set. To address this issue directly, the basket uses a RES or Employment, Skills and Productivity Partnership (esp) indicator where there is a direct choice between this and a corresponding National Indicator.
- 4.25 This process has resulted in a revised and shortened basket of indicators, set out in Table 4.5, which the Enterprise Culture Strategy Group can use to track progress of the conversion of enterprise activity into enterprise culture over time.

<b>Table 4.5: Revised Basket of 'Enterprise Culture' LAA indicators</b>			
Indicator	Priority for LAA / Organisation	Intended direction of progress	% of England / UK average?
NI 110 Young people's participation in positive activities	5 LAAs	↑	No
NI 117 16 to 18 year olds who are not in education, training or employment	8 LAAs	↓	Yes
NI 152 Working age people on out of work benefits*	6 LAAs	↓	Yes
NI 163 Working age population qualified to at least Level 2 +	6 LAAs	↑	No
NI165 - Working age population qualified at Level 4*	1 LAA	↑	No
NI 171 VAT registration rate* (per 10,000 adult population)	4 LAAs	↑	Yes
Employment Rate (LFS)*	JC+	↑	Yes
Self Employment (LFS)	JC+ / Business Link	↑	Yes
3 Year Business Survival Rate (ABI)*	Business Link	↑	Yes
GVA Per Hour Worked (ONS)*	<i>emda</i>	↑	Yes
Total Entrepreneurial Activity (GEM)	<i>ESP</i>	↑	Yes
<b>Notes:</b>			
<ul style="list-style-type: none"> <li>▪ * denotes a direct relationship to a Regional Economic Strategy indicator</li> <li>▪ 'Intended direction of progress' refers to whether positive progress results in an indicator grows or shrinks</li> <li>▪ '% of England/UK average' represents DC Research's suggestion as whether regional performance should be relative to national performance</li> </ul>			

4.26 In terms of assessing impact over time (for example in evaluation and strategic added value assessment), it is important that activity is captured that sits behind these headline indicators. This is best illustrated by activity that is captured under the headline measures contained in Table 2 above. For example, in terms of business start ups, useful measures such as the number of graduate firms established, and number of graduate firms active (measured using HEBCI), and the number of social enterprise start ups are very useful indicators for subsets of activity captured by NI 171 (either directly or by proxy).

4.27 It is also important for the Enterprise Culture Strategy Group to monitor how the indicators in Table 4.5 relate to trends in terms of mainstream school age performance. Whilst there is no obvious indicator that matches the approach set out above (commonly accepted linkage, existing data, time-series, data certainty etc), there is value in selecting appropriate proxy measures where a regional (or sub regional) increase in the

indicator has the potential over the longer term to contribute towards a related increase in enterprise capability.

4.28 It is well understood that whilst enterprising activity and enterprise capability is delivered across the curriculum, it is not captured in a meaningful way. Notwithstanding this, regional performance against the following indicators could be compared against those in Table 2 to provide proxy measures in terms of Key Stage 2 and GCSE:

- NI 73: Achievement at level 4 or above in both English and Maths at Key Stage 2 (PSA 10 and a National Target).
- NI 75: Achievement of 5 or more A\*-C grades at GCSE or equivalent including English and Maths.

4.29 NI 73 and NI 75 are statutory measures (and also part of PSA 10 and a National Target) and therefore are present in all of the LAAs in the region. The next logical step on the enterprise journey is to look at engagement in post 16 education, which is covered by NI117 in Table 4.5 above.

## 5. EAST MIDLANDS ENTERPRISE CULTURE STRATEGY

- 5.1 The previous sections set out the rationale and the economic and policy case for supporting enterprise culture in the region, alongside a suggested approach as to how progress could be tracked over time. The final element in a regional Enterprise Culture Strategy is a set of objectives that articulate the role of this activity in the medium to long term.
- 5.2 The Enterprise Culture Strategy Group is clear that the role of the Strategy is to influence and persuade policy makers and deliverers as to the importance of, and their role in, enterprise culture and enterprise capability related activity. This approach recognises that the **resources, policy rationale and measurement tools already exist**, and that the task for partners is to continue to advocate the importance of enterprise culture in achieving the RES ambition of becoming a flourishing region by moving away from being a 'low skill low pay' region, towards high skill and higher paid employment and enterprise opportunities.
- 5.3 Put simply, to meet these ambitions, **the East Midlands needs to enhance enterprising capability:**
- For those in employment.
  - For those starting and developing businesses.
  - For those in the Public Sector.
- 5.4 The Enterprise Culture Strategy objectives need to influence future local and regional policy making, and enable the East Midlands to take full advantage of future opportunities to further influence and embed enterprise culture. Opportunities influence in the short to medium term include:
- The new single regional strategy and local assessments of economic conditions.
  - Collaborative economic development arrangements (such as Multi Area Agreements and Economic Improvement Boards).
  - Local Authority approaches to 14 to 19 provision.

### REGIONAL ENTERPRISE CULTURE STRATEGIC OBJECTIVES

- 5.5 To support this activity, the Enterprise Culture Strategy Group's role and approach is to continue to make the case through **ongoing enterprise culture advocacy:**
- To provide clarity and raise awareness of the importance and relevance of enterprise culture to the East Midlands.
  - To provide a regional focus for, and influence local partners about, enterprise culture.
  - To link together enterprise culture activity across the Golden Thread model.
  - To develop an approach to track progress in raising enterprise capability and enterprise culture across the East Midlands.

## **ANNEX1: DEFINITION OF ENTERPRISE**

**Enterprise capability:** 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 act upon them in one's personal and working life. This depends on the development of:

- Knowledge and understanding of concepts - organisation, innovation, risk, change;
- Skills - decision-making (particularly under conditions of uncertainty), personal and social, leadership, risk management, presentational;
- Attitudes - self-reliance, open-mindedness, respect for evidence, pragmatism, commitment to making a difference;
- Qualities - adaptability, perseverance, determination, flexibility, creativeness, improvisation, confidence, initiative, self-confidence, autonomy, action orientation.

**Financial literacy:** 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. Financial literacy can be divided into three interrelated themes:

- Knowledge and understanding - familiarity with a range of concepts such as money, credit and investment;
- Skills and competence - budgeting, financial planning and personal risk management;
- Attitudes - taking responsibility for the wider impact and implications of money and financial decisions on individuals, business and the community

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

- Knowledge and understanding - familiarity with a range of economic concepts such as the market, competition, price, efficiency and economic growth
- Skills - the ability to take decisions and make judgments on issues with an economic dimension, investigate simple hypotheses and apply theoretical understanding to practical situations.
- Attitudes - 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

Taken from the Howard Davies Review of Enterprise and the Economy in Education (February 2002).



## **ANNEX 2: CASE STUDY EVIDENCE**

## **A: YOUNG ENTERPRISE – PRIMARY PROGRAMME**

### **Positioning along the "Golden Thread" of Enterprise Capability**

The Young Enterprise Primary Programme is specifically *designed for pupils aged 4 to 11 years old* across a period of five lessons. The Young Enterprise Primary Programme is specifically designed for pupils aged 4 to 11 and *provides building blocks for skills development and understanding of the world of work*. The Primary Programme consists of six modules, one for each year of Primary education, which are run either in one full day or over 5 weekly sessions.

### **Explanation of the Initiative**

Business and local community volunteers work in partnership with classroom teachers to deliver the sessions within the curriculum. The six modules pupils are engaged are:

- *Ourselfs (4/5 year olds)*; Focuses on individuals and the roles they play in society as workers and consumers; Basic concepts of earning, saving and working together are taught through fictional characters within a 'read aloud' storybook and The ideas are reinforced through practical activities and by volunteers and children sharing their work and play experiences.
- *Our Families (6/7 year olds)*; Identifies what a family is and how family members work together to achieve their goals; Pupils learn to identify and distinguish between a need and a want and Pupils also see how different family members are able to satisfy their needs and wants by working.
- *Our Community (7/8 year olds)*; Leads pupils through a discovery of how different people and businesses operate within the community; Pupils learn how to take responsibility for their community through voting and decision making and They are also taught the importance of money moving through the community and how the Government works in order to supply services for the well-being of its citizens.
- *Our City (8/9 year olds)*; Identifies businesses that can be found in a typical city and the types of workers they require and Pupils learn how workers apply their skills to their jobs and how their jobs make a difference in the city.
- *Our Nation (9/10 year olds)*; Introduces the pupils to the basics of starting a business and The pupils discuss career options, production techniques, marketing and sales presentations relative to a business they might set up.
- *Our World (10/11 year olds)*; Pupils learn that countries of the world rely on each other for their resource needs and wants and Through a trading game, enterprise challenge and presentation, pupils aim to simulate and understand the global challenges faced by nations.

### **Additionality for Enterprise Capability in the East Midlands**

The six modules can be stand-alone but the greatest impact is felt to be achieved if pupils experience each module successively and build upon previous knowledge, ideas and skills from reception through to Year 6. The Programme also *supports core elements of the National Curriculum*, particularly literacy, citizenship and personal and social health education (PSHE). The Primary Programme increases understanding of how the world works, fosters attitudes for success and promotes lifelong learning and skills development. Pupils gain a *basic appreciation of the skills, knowledge and understanding they will need in adult life* as producers, consumers, managers of household and business budgets, as employers and employees, and as citizens.

## **B: SOUTH NOTTINGHAM COLLEGE – BALLS TO POVERTY / BUILDING TOMORROW TODAY**

### **Positioning along the "Golden Thread" of Enterprise Capability**

The college has facilitated a number of extracurricular activities aiming to embed *Enterprise & Innovation skills* across the *further education curriculum*. *Balls to Poverty* is classed as an Innovation in Curriculum Leadership Development which is embedded enterprise activity in the form of a social enterprise fundraising. *Building Tomorrow Today* involves Practical Teaching and Learning and throughout the year students engage in social enterprise fundraising.

### **Explanation of the Initiatives**

*Balls to Poverty* – The college sends a group of young men to South Africa as ambassadors by football coaching young people from some of the most deprived communities in that country, distributing free footballs to local children and playing in a prestigious tournament. Within this is also an education programme that begins at the start of the academic year, which *reinforces academic achievement and builds in the additional social and diplomacy skills* required for them to successfully carry out their responsibilities. Students are required to *engage in social enterprise and fund raising activities*, on average each member of the squad who represents the college will give 40 hours of their spare time to this end. *Balls to Poverty seeks to influence positively students' aspirations, motivations, behaviour and life choices* by giving them the opportunity to not only see the realities of life for others so much less advantaged than themselves but then get a chance to do something about it.

*Building Tomorrow Today* – The project has made a significant contribution to the expenses of Gambian students studying at the college and the setting up of a Travel & Tourism school in Gambia. Short defined exercises with tutors are facilitated which involve *detailed feedback on performance and facilitating self-assessment and/or peer evaluation*. Students need the skills, self-confidence and support to make the most of these opportunities. The project's objective was twofold; firstly *access opportunities for practical, real life evidence towards achievement of their course of study* and secondly to underpin previous classroom learning using a culturally diverse and untapped learning environment not found in Western Europe.

### **Additionality for Enterprise Capability in the East Midlands**

*Balls to Poverty* – The project has had a significant impact on the recruitment and retention of students, their *achievement record as well as a positive effect on aspirations*, and increasing the number of student applications to the college. Wider benefits have also been demonstrated to the community with recognition of the projects local achievements with further partnerships and opportunities. Many students have also referred to staff influencing how they perceive themselves and the work done to *lift basic employability skills* providing an education that extends beyond the standard curriculum.

*Building Tomorrow Today* – The project has evolved to *deliver outstanding practical teaching and learning that dominates the educational experience of learners*. Student involvement is total; *they are given real responsibility for very real problems*. Tutors act as facilitators, support learners (build aspirations, develop self-confidence and social skills) helped through knowledge and experience gradually built up over time on previous visits. The work challenges students, *stretching them by requiring learners to work alongside professionals from a variety of organisations*.

## **C: DE MONTFORT UNIVERSITY – ENTERPRISE AND ENTERPRENEURSHIP**

### **Positioning along the "Golden Thread" of Enterprise Capability**

Throughout 2007 De Montfort University worked extensively with local Further Education colleges and schools with Sixth forms to deliver a two day enterprise programme to over 40 students. The University also won a bid to deliver entrepreneurship education to disabled potential entrepreneurs to help those in the East Midlands into self-employment. The programmes aim to provide the basic skills and knowledge needed to set up and run a business, helping people to get their ideas off the ground and giving them the best chance of success.

### **Explanation of the Initiatives**

The two day enterprise programme involved ideas workshops and product/service development sessions which were followed by attendance at the University open day. Participants also had the opportunity to build on their ideas in their spare time and to enter a Business Planning competition with prizes totalling £700. The materials for the enterprise programme were developed by Leicestershire Education Business Corporation in conjunction with the University to suit the age of the audience. The programme was part funded by the European Social Fund (most of the participants were from Objective 2 areas) and Higher Education Innovation 3 funding. Input was provided by Leicester North West Alchemy to support the marketing and co-ordination in the Beaumont Leys area of Leicester.

The entrepreneurship education to disabled people's marketing was mainly via trusted intermediaries working with the disabled. The programme began with a short course, 'Starting in Business', followed by individual mentoring, it also covered how to write a business plan and issues such as finance, sales, marketing and business growth. Two courses were developed through close partnership working between the enterprise team, academics from the business school and the Student Services department.

The first mini-foundation course was designed to engage participants and whet the appetite to take their ideas forward. Materials were produced in a variety of printed formats. The sessions were videoed and sub-titled for participants to use after the event to support their learning. Signers and note takers were provided to support individual needs, and taxis were provided to support the travel needs of some participants. The second course is a fully accredited University Certificate in Professional Development in Business Enterprise (UCPD). The 60 credit course has been developed with inclusivity in mind and as such case studies include reference to disabled entrepreneurs. The course is also available on the Blackboard VLE to allow 24/7 access to the materials. Business mentors worked with those wishing to pursue their idea further, supporting them through the business planning stage, or signposting them to further training and regional support. The event culminated in a celebration event and exhibition for regional support agencies in partnership with Princes Trust and Skills for Enterprise. There were over 60 attendees with a wide variety of disabilities.

### **Additionality for Enterprise Capability in the East Midlands**

Teachers were invited to attend the open day which followed the two day enterprise programme, and materials made available to them for future work in schools. The projects provide a great opportunity for entrepreneurs in the region to develop their innovative plans. The entrepreneurship education to disabled people was felt to address many barriers to self-employment including access to start-up funds, fear of losing benefits and lack of accessible training and support services.

## **D: START-UP WITH THE PRINCE'S TRUST (SUWPT)**

### **Positioning along the "Golden Thread" of Enterprise Capability**

SUWPT is a region-wide enterprise development and start up programme designed to raise awareness about opportunities for enterprise and to promote business start up and self employment as a viable career option for young people aged 14-30 years.

### **Explanation of the Initiatives**

The Prince's Trust is a national charity supporting disadvantaged young people to overcome barriers and get their lives working through practical support including training, mentoring and financial assistance. The programme is part-funded by Objective 2 European Social Fund, European Regional Development Fund Objective 2, and emda Single Pot. Activities are delivered in the counties in the East Midlands and there are four key areas of support provided as part of the programme:

- Start up development activity: whereby assistance is given to young people to develop and implement business ideas;
- Grant Support: non-repayable grants to help young people test, develop and establish new business ideas and start-ups;
- Loans: low interest repayment loans to new business starts;
- Ongoing Support: provision of Mentors and additional support to achieve business sustainability.

Although there are minor differences in process of delivery between counties the overall approach is consistent. The approach can be summarised as follows; initially, an enquiry can be received from a number of sources and once eligibility is established, an application pack is sent out. On receipt of an application form, a further assessment of eligibility is carried out (to ensure that information initially provided at the enquiry stage was accurate). Business Support Managers within each county will hold a one-to-one session with the applicant. They will then continue to work closely with the applicants to develop a business plan to a stage when it is ready to go forward to the Loans Panel.

Following the approval of an application at the Loans Panel, an administrative function is undertaken (where clients will open bank accounts, undergo credit checks etc). Once approved for funding, the client is assigned a Business Mentor. During the first year, a Mentor meets with their client on a monthly basis. In the second year, they meet on a quarterly basis. Most clients do not require Mentor support after two years, although it is provided by SUWPT into the third year if necessary.

SUWPT have put together a collection of downloadable guides covering all aspects of starting a business including for example, Your business plan; Forming your business; Finding premises; Legal lowdown; Understanding tax; Professional business behaviour; Developing your business and Sources of help.

### **Additionality for Enterprise Capability in the East Midlands**

The Prince's Trust has a strong brand is perceived as an organisation with the expertise and experience of working with hard to reach young people. SUWPT also provides the important emotional and confidence building support that is often critical for the target group. SUWPT is primarily aimed at disadvantaged geographies, is comfortable taking the risks that are essential to deliver such ambitious programmes, it has energy, and is in tune with the socio-economic priorities of regional partners.

## **E: BUSINESS BREAKS FOR YOUNG PEOPLE**

### **Positioning along the "Golden Thread" of Enterprise Capability**

Business Breaks for Young People uses enterprise to inspire young people from deprived areas of Nottingham. The project mainly works with young people that have been excluded from mainstream education or are at risk of exclusion. The young people attend the project throughout the school year, during which time they are equipped with the skills, experience and support required to set up their own business.

### **Explanation of the Initiatives**

The project was established in 2004 and is run by Nottinghamshire Business Venture, and supported by the Greater Nottingham Partnership and Nottingham City Council; it is felt to be an innovative community based enterprise programme. Each programme provides mentoring support, one-to-one coaching and practical training across a variety of subjects including marketing, financial planning, personal presentation and communication strategies. The project aims to capture young people's imagination, and then encourage and support them to set-up their own business.

Real businesses are created and as a result students earn an income, which for many of them may be a first experience, and have employment opportunities immediately upon leaving the programme. Furthermore, all the businesses involved in the project are encouraged to support their own community in some way. At the end of the project the young people are still supported for at least a further six months. All the young people who participate in the programme are also encouraged to access the support of other business support agencies and youth projects, which they are introduced to throughout the year.

The young people they have worked with have been some of the more 'disengaged students', who find accessing mainstream lessons difficult at times. However, it is reported that the students have been very keen to participate in this project and this has had a knock on to their attitude and commitment within other areas of school. This project shows young people a different way of learning through a practical and positive approach to all aspects of enterprise and business start up.

### **Additionality for Enterprise Capability in the East Midlands**

Business Breaks for Young People was recognised for its success through being announced as regional winner of the Enterprising Britain 2007 Awards for the East Midlands. As well as providing practical business skills, the programme raises the aspirations and self-esteem of the young people involved. At the end of the programme, participants are more likely to remain in school and complete their education. This benefits the school and the local community, whether or not the individual student establishes a business.

The Business Breaks project aims to ensure all the young people gain something of value, from numeracy skills to taking action to start and run their own business. Confidence and self esteem levels soar and aspirations are raised. High levels of trust are built and maintained throughout the programme and enterprise skills are set in motion. Business Breaks has been recognised for its crucial role in helping inner city schools and outer estate schools develop trading businesses run by young people and encouraging the creation and growth of businesses and social enterprises throughout the area.

## **F: LEGI VIRTUAL ENTERPRISE ACADEMY**

### **Positioning along the "Golden Thread" of Enterprise Capability**

The Enterprise Academy aims to deliver real benefits for young people, their schools and communities in the area. It uses the best of local talent, celebrates and builds on best practice. It will make an important contribution to the continued rise of aspirations, economic well-being and prosperity in the area through the development of enterprise understanding, skills and culture.

### **Explanation of the Initiatives**

There is a LEGI in the North Derbyshire and North Nottinghamshire areas of the East Midlands, involving the Ashfield, Bolsover and Mansfield Districts. The virtual enterprise academy is a complete world of supported learning, working with the best of local talent to develop enterprise and business skills in partnership with six focus schools in Ashfield, Bolsover and Mansfield during 2007/08 with three more schools being included in 2008/09. The six focus schools are: Sutton Centre Community College and The Holgate School in Ashfield, The Bolsover School and Shirebrook School in Bolsover and Queen Elizabeth's Endowed School and The Manor School in Mansfield.

no limits is leading this project and are working in partnership with the initial focus schools to develop enterprise learning. The work of the Enterprise Academy is designed to support schools in developing all aspects of enterprise learning including: Enterprise Capability, Business and Economic Understanding, Financial Capability and Enterprise Projects. The developments also support aspects of the Economic Wellbeing strand of Every Child Matters, Citizenship, and elements of the new Diplomas.

The initial phase of work for these schools will include enterprise-focused student workshops, enterprise training for teachers, on-going consultancy with teachers, and will culminate with an enterprise challenge event in March 2009. The Academy embraces the understanding that employability is a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.

Within its Vision and Guiding Principles the academy has highlighted the importance of "soft" competencies in a small business economy including the ability to communicate orally at a high level; reliability, punctuality and perseverance; knowing how to work with others in a team; knowing how to evaluate information critically; knowing how to work independently without close supervision; being confident and able to investigate problems and find solutions; being resilient in the face of difficulties; being creative, inventive, enterprising and entrepreneurial; taking responsibility for, and being able to manage, one's own learning and developing the habits of effective learning

### **Additionality for Enterprise Capability in the East Midlands**

The Enterprise Academy supports all the students involved to experience an education which consciously and systematically develops the competencies and characteristics of enterprising people, thereby reducing dependency and enabling them to enjoy prosperity and economic well-being. Furthermore, the development of enterprise capability aims to arise from a shared model with clear progression routes and accreditation. The Academy's favourably viewed example of such a model encompasses a positive attitude through to self-management, application of numeracy and IT, team working, business and customer awareness, problem solving and communication and literacy.

## **G: THE PRINCE'S TRUST TEAM PROGRAMME**

### **Positioning along the "Golden Thread" of Enterprise Capability**

The Team Programme is a full time 12-week personal development course. The Programme is for UK residents aged 16-25 who are not in education, employment or training, and involves young people being part of a team of 15 people for 12 weeks developing personal and employability skills.

### **Explanation of the Initiatives**

Approximately 650 Teams run each year in 300 locations through 100 Delivery Partners, which include FE Colleges, Fire and Rescue Services and youth organisations. The Team Programme helps 16-25 year olds – the majority unemployed – through team-building activities in the community to develop motivation, skills and confidence.

The 12 Week Programme consists of:

- **Introduction & Icebreakers:** Designed to allow the team to get to know each other through icebreaking activities and energisers.
- **Team Building Residential:** An outward bound residential where teamwork is the key. This week comprises of team building activities such as canoeing, rafting and caving. These residentials are arranged at various national locations.
- **Team Project:** This is where the team chooses a project in the local community. It can be anything as long as it is benefiting the community. An example of this may be re-decorating a community centre, making it a clean, fresh environment for all that use it.
- **Individual Work Placement:** Members of the team are given the chance to find a work placement for themselves. The aim of this it to allow every individual to gain first hand experience, confidence and knowledge in a profession of their choice.
- **Next Steps Week:** This is where the volunteers attend a CV writing and interview technique workshop. The week also includes an educational workshop e.g. drugs awareness.
- **Preparation for the final team challenge:** During this week the team will make the preparations for the final team challenge through organised fundraising to complete the final task.
- **Final Team Challenge:** Like the project this challenge can be anything that the team decides to do; whether it be a soup run for homeless or organising a day event for under privileged children.
- **Final Team Presentation:** The team plans, prepares and organises a presentation to mark their achievements over the period of the course. This includes an award ceremony. The team invite friends, family and the local community to participate in their celebrations.

The Teams work towards a City & Guilds qualification and a certificate in Personal, Teamwork and Community Skills.

### **Additionality for Enterprise Capability in the East Midlands**

The Team Programme has the ability to work with a very challenging client group and begin the process of reengagement with learning. Whilst targeted at the NEET client group and tackling worklessness related issues, Team has a number of enterprising elements, especially in relation to the Community Project and the Team Challenge.



## **H: EDUCATION BUSINESS PARTNERSHIPS**

### **Positioning along the “Golden Thread” of Enterprise Capability**

Leicestershire Education Business Company is one of five Education Business Partnerships (EBP's) within the Region. EBP's work with business to support young people aged 5-19 through the provision of activities and events for enterprise, work related learning, employability skills and Science, Technology, Engineering and Maths (STEM). In the East Midlands, EBP's provide bespoke advisory services to schools to assist them in the appropriate curriculum support that aids learning about work, for work and through work. As an example, LEBC's Radiate with Health activity embeds enterprise capability into the curriculum in a series of Key Stage 4 science lessons by setting the learning in a real work context that they can identify with through experience. Radiate with Health is aimed at students of all levels. It gives an opportunity to engage in and to understand complex ideas through experience of a working environment, to see how people use a range of skills in the workplace to function as a team, and to analyse their own skills for enterprise and employability.

### **Explanation of the initiative**

Radiate with Health was written by LEBC Enterprise advisory staff at the request of a secondary school teacher who wanted to invigorate science lessons. LEBC arranged for the science teacher to visit a local dental surgery for a day to shadow the work being done by the dental team from the receptionist to the hygienist and dental surgeons, to help them contextualise the student learning. The bespoke Radiate with Health programme can be adapted to fit into 4 or 6 hour-long science lessons. Set in the context of a dental surgery, students have to understand and assess the real risk of radiation to themselves and others. They work in teams to complete tasks based on real scenarios requiring that they keep themselves and others safe from the threat of radiation in the workplace. Students start the programme with background information required by the curriculum on how radiation reaches them and the natural and man-made radiation they could be exposed to. Equipped with information their task is to assess real risk and establish a safe environment for a dentist to practise and use X-ray machinery. Having completed their assessment, they visit a dental practice to compare their own plans with the 'real' environment. They find out about team member's roles in the surgery and assess the radiation risk to each, from the cleaner to hygienist, nurse and dentist. Realistic patient scenarios mean they have to make real-life assessments of risk to patients and staff. As well as the health risks, they assess the real costs of safety measures and examine where cost-cutting might add risk. They make decisions about where to place appropriate safety equipment and how to interpret and design operating instructions. They see the wide range of radiation risk and how to assess risk in a variety of ways. They measure their existing skills against those required in a real working context, assess their ability to participate effectively, evaluate their learning and how it took place.

### **Additionality for Enterprise Capability in the East Midlands**

Teachers have an opportunity to see their curriculum in action and enhance their own professional development. Students can see the relevance of the curriculum to a range of potential employment aspirations; embedding enterprise capabilities into the curriculum enhances their appreciation of both the curriculum and their own enterprise capabilities. Students can go back to the employer, in some cases as employees, and are able to evaluate the skills they learn in school in the context of the workplace.

For your nearest EBP please refer to [www.nebpn.org](http://www.nebpn.org).

## **I: SKILLS FOR ENTERPRISE**

### **Positioning along the "Golden Thread" of Enterprise Capability**

Skills for Enterprise Ltd ('SfE') is a Leicestershire-based not-for-profit organisation established to help individuals and businesses to develop their potential. Now the county's leading business start-up agency delivering to a wide cross section of the market place, the organisation retains its specialism for supporting entrepreneurs in disadvantaged areas. It delivers both the Business Link Start Up Service programme in Leicestershire and also works with individuals to increase their chances of employability through upskilling and job placement activity.

### **Explanation of the Initiative**

SfE is a creative and fast growing organisation established to help individuals and businesses to develop their skills and potential. This is achieved through training, mentoring, job placement activity and support around business start up. The company receives funding from emda, European Regional Development Fund, UFI Limited, the Learning and Skills Council and through its own, commercially driven, activity. There are 3 key areas of support delivered as part of the service:

- **Business Start Up:** SfE is the lead provider to *emda* for business start up provision across Leicestershire and the Welland SSP areas delivering both pre-start activity (Regional ERDF Ecologies Programme), start-up activity (Business Link Start Up Service) and additional support activity for women (Leicester Business Women, ERDF). Delivery includes one to one business advice, coaching and mentoring, delivery of training workshops and facilitation of networking opportunities (both online and face to face). During 2008-09, SfE delivered 6 hours of training to over 1000 individuals and supported over 615 new business starts, resulting in the creation of over 900 new jobs.
- **Skills Development:** SfE has a proven track record of improving the skills of its customers, either through its learndirect contract which supports the development of literacy, numeracy and IT skills, and also through the delivery of an NVQ offer. The organisation also supports individuals facing redundancy through the Response to Redundancy initiative providing advice and guidance in relation to career development and training, and working to place individuals into employment opportunities. During 2008-09, SfE has supported almost 300 learners across Leicestershire, 136 of whom have gone on to achieve their first National Certificate in Literacy or Numeracy.
- **Ongoing Support:** Provision of Mentors and additional support to achieve business sustainability. During 2008-09, SfE supported 401 businesses to be sustainable after 12 months of trading.

### **Additionality for Enterprise Capability in the East Midlands**

SfE is developing a strong brand and local awareness as an organisation which supports the development of individuals and businesses. Through recently successfully securing two ERDF projects, the organisation is starting to develop a more rounded offer which supports the emotional side of starting a business, particularly focussed on those in disadvantaged areas and women, particularly through the use of enterprise coaching, aligning itself particularly well to the emergence of the Solutions for Business brand.

## **J: ENTERPRISE LEARNING PARTNERSHIPS**

The central aims of the project, which is operating across all 150 Local Authority areas across England, is to add value to existing enterprise education initiatives, to support all sectors of education 5-19 to improve both the quality and quantity of enterprise education in England and to have a positive impact on learners.

### **Positioning along the "Golden Thread" of Enterprise Capability**

The Enterprise Network model fits within the education section of the 'Golden Thread' model. The aim of the network is to create sustainable partnerships between primary, secondary and special schools as well as Further Education Providers, local businesses and Education Business Partnerships/Regional Development Agencies.

### **Explanation of the Initiative**

The Enterprise Network is the result of the contract awarded to the Specialist Schools and Academy Trust (SSAT) from the DCSF to move the School's Enterprise Education Network (S'EEN) forward into the next phase. The contract calls for support for enterprise education from 5-19 and challenged the SSAT to produce a plan which was more flexible, responsive to local need and sustainable beyond the end of the project. It is envisaged that the ELPs will be schools, colleges and organisations within the LA who wish proactively to support enterprise education. Each ELP will be given funding to support the enterprise journey for 5-19 year olds within their area.

The vision for the network is to create a sustainable network of 50-60 Enterprise Learning Partnerships (ELPs) including all 155 LA areas with some LA's joining together to make an effective partnership. ELPs are a group of schools and organisations within the LA area who wish proactively to support enterprise education. Each ELP will be given funding to support the enterprise journey 5-19 within their geographical sphere of influence. ELPs will work to support all schools in their area across all phases 5-19 to improve the quality and quantity of enterprise education.

### **Additionality for Enterprise Capability in the East Midlands**

There are currently four Enterprise Learning Partnerships in the East Midlands region – Nottinghamshire, Leicestershire, Derbyshire and Lincolnshire & Rutland. It is hoped that soon Northamptonshire will also have reached an agreement on the formation an ELP.

Whilst it is early days, the ELP Boards in each respective area have already submitted a set of plans for developing enterprise learning. Such activities and events planned include; primary school CPD sessions on integrating enterprise into the curriculum, hosting a launch conference to promote the existence of the ELP and the creation of a number of exciting 'enterprising' projects aimed at engaging primary and tertiary education providers linked by enterprise – areas which have been identified across the region as needing more support.

For more information on the Enterprise Network, please visit the enterprise village website:

[www.enterprisevillage.org.uk](http://www.enterprisevillage.org.uk) and click on 'East Midlands'.

## **K: JOB MAETS (MULTI AGENCY EMPLOYMENT TEAMS)**

### **Positioning along the "Golden Thread" of Enterprise Capability**

JOBMAETs (Multi Agency Employment Teams) is a multi agency approach to tackling worklessness and skills issues. It aims to:

- Address the needs of those individuals facing significant barriers to work.
- Help those most disadvantaged in the labour market.
- Inspire and empower individuals to achieve their potential.
- Provide the skills needed to find sustainable work.

JOBMAETs directly contributes to Enterprise Capability in the region by supporting those not in work to address key issues that have resulted in worklessness and develop and enhance employability skills.

### **Explanation of the Initiative**

The 2007-2010 European Social Fund JOBMAETs programme across the East Midlands was launched in June 2008. It is led by the Learning and Skills Council (LSC) and the Department of Work and Pensions (DWP) who work through contracted provider partners to deliver six JOBMAETs projects.

The six JOBMAETs are direct delivery groups that serve a specific local area, with these areas being Derby City, Rural Derbyshire (Derbyshire High Peak, Derbyshire Dales, Amber Valley, Erewash and South Derbyshire), North East Derbyshire (Chesterfield, Bolsover and North East Derbyshire), Leicestershire & Northamptonshire, Lincolnshire & Rutland, and Nottinghamshire. Their purpose is to draw together employer-facing staff with client-facing staff to identify local needs, priorities and actions required to place workless people into jobs.

A core principle of the programme is that specialist service providers (drugs, debt, health etc) and voluntary and community groups and organisations will work together to provide a seamless service to help disadvantaged customers into work.

The East Midlands Employment, Skills and Productivity Partnership (esp) supports the programme and its incorporated activities because it:

- Draws on local knowledge to develop responses and co-ordination to meet customer needs
- Provides contact and support networks for the target groups through outreach provision
- Offers ongoing support through links with supporting specialist agencies and community networks
- Works closely with employers.

### **Additionality for Enterprise Capability in the East Midlands**

JOBMAETs is one of the major new programmes to help people get into work and achieve the government's challenging target of 80% employment in the UK. The aim of the programme is to provide the comprehensive help needed to support people (including the long term unemployed, people moving off invalidity benefit, carers and single parents) to move into sustainable employment.

JOBMAETs is making the "customer journey" central and aims to provide the all round support that people will need as a "seamless service", which includes direct liaison with employers to capture their needs and expectations.

## **L: ENTERPRISE ECOLOGIES**

### **Positioning along the "Golden Thread" of Enterprise Capability**

This project focuses the 'enterprise ecologies' approach on 5 disadvantaged area groups in Nottingham. Tailored enterprise policy will be applied depending on the needs of each area, addressing enterprise and economic disadvantage in these deprived communities and thus achieving sustainable socio economic development.

The main aim of the project is to stimulate enterprising activities within these communities. Across these geographical areas the delivery of the project ranges from accessing the markets to supporting the survival rate and diversifying the economy.

### **Explanation of the Initiative**

Delivered by Nottingham Business Ventures, Enterprise Ecologies seeks to deliver enterprise stimulation activities in disadvantaged communities across Nottingham and remove barriers to enterprise and entrepreneurship through the 'ecologies' approach.

Five communities have been identified as 'enterprise ecologies': Clifton, Dunkirk, Lenton, Hyson Green and Lenton. Each enterprise ecology has different characteristics and each requires a tailored solution. In terms of activities, within these 'enterprise ecology' models the project activities will aim to:

- Promote an awareness and interest in enterprise through the development of bespoke pre start programmes (including social enterprise and informal economy)/targeted promotion events
- Deliver business support, coaching, & mentoring
- Tackle barriers & constraints to enterprise, such as property infrastructure/business crime.

The project will assist in the stimulation of enterprise, contributing to both business and job creation. Business performance will be improved through dedicated business support at the inception and development stage, which will contribute to the sustainability of businesses.

### **Additionality for Enterprise Capability in the East Midlands**

There is a lack of sustainable business ideas and confidence in a few of the communities. As each community is different, Enterprise Ecologies have developed an approach accordingly.

The project engages with many clients that have already utilised the Business Link services in the past. Typical clients receive 1:1 basis support, and tend to need more 'hand holding' than typical clients accessing support through mainstream business link services. The five Enterprise Ecology communities tend to have a high level of community engagement and volunteering, and to date have been very responsive to the Enterprise Ecologies approach.

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