

# An Enterprise Learning Strategy for 5 – 19 year olds in Newcastle



Implementation Date: September 2007  
Review Date: September 2008

# CONTENTS

	<b>Page</b>
<b>1. Vision and Definitions</b>	<b>3</b>
<b>2. Policy Context</b>	<b>4</b>
<b>3. An Enterprise Learning Strategy for Children &amp; young people in Newcastle</b>	<b>9</b>
<b>4. Management of the Enterprise Strategy</b>	<b>24</b>
<b>Annex 1 Ofsted definition of Enterprise Learning</b>	<b>25</b>
<b>Annex 2 Overview of Current &amp; Future RDA Activities in Enterprise</b>	<b>26</b>
<b>Annex 3 Enterprise Activity supported by Newcastle EBP</b>	<b>28</b>
<b>Annex 4 Young Enterprise</b>	<b>29</b>
<b>Annex 5 Enterprising Newcastle</b>	<b>30</b>
<b>Glossary of Terms</b>	<b>31</b>

## 1. Vision

Our vision is:

***“That every child and young person in Newcastle will have the opportunity to contribute to the improvement of their life chances through the application of enterprising skills, knowledge and attitudes which will empower them to progress successfully to adult life”***

### 1.1 Definitions

Enterprise is about the development of that range of personal skills, knowledge and understanding that prepare young people to provide a self motivated response to the challenges they face in earning a living, and the self-confidence to examine the option of self-employment following due consideration and analysis of risk.

There are many functional definitions of enterprise that would serve the purpose of drawing up the scope of this strategy. The Davies Review (*A review of enterprise and the economy in education*, HMSO, 2002) provides a useful starting point. It states that employability has the following three components:

### 1.2 Enterprise Capability

The ability to:

- handle uncertainty and respond positively to change
- create and implement new ideas and ways of doing things
- make reasonable risk/reward assessments and act upon them in one’s personal and working life.

Enterprise capability can also be described as: innovation, creativity, risk-management and a ‘can-do’ attitude and the drive to make ideas happen.

### 1.3 Financial Literacy

The ability to manage one’s own finances and to become questioning and informed consumers of financial services.

### 1.4 Economic and Business Understanding

The ability to understand the business context and make informed choices between alternative uses of scarce resource.

## **2. Policy Context**

### **2.1 National**

The Government shares the assessment of the Davies review of enterprise and the economy in education, which reported earlier this year, that effort to build a deeper and wider entrepreneurial culture must begin in schools. The review identified various ways to strengthen the links between the education system and business, as an important step in building a more enterprising society across the country.

#### **Davies Review**

The review found that schools already play a part in developing a more positive view towards careers in business amongst young people, though many lack the skills and confidence to turn positive attitudes into action during their future careers. Studies indicate that enterprise activities in schools can provide the means by which young people gain an awareness of the opportunities available to them in business, and develop skills and confidence that can help them to start up in business later in life. Enterprise activities also strengthen the relevance and understanding of pupils' mainstream work in school.

#### **Leitch Review**

The Leitch Review of Skills, published December 2006, outlines the UK's long term skills needs, and identifies five key drivers of productivity:

- Competition
- Enterprise
- Innovation
- Investment
- Skills

The review advocates raising aspirations through embedding a culture of learning, and encouraging individuals to take responsibility for their personal development.

## **Department for Education and Skills**

DfES statements on Enterprise education from Standards fund guidance 2005-06:

“From September 2005 an enterprise education entitlement will provide all KS4 pupils with the equivalent of five days’ activity focused on enterprise capability – innovation, creativity, risk-management and risk-taking, and a can-do attitude and the drive to make ideas happen – supported by financial capability and economic and business understanding.”

“All teachers must be trained to include enterprise in their subject areas in order to have a true impact in developing enterprising skills in the young people they serve.”

The DfES strategy for Primary Schools ‘Excellence and Enjoyment’

(2003) promotes the development of creativity encouraging schools to ‘make learning vivid and real’ and to ‘develop understanding through enquiry, creativity and problem solving’ Successful enterprise activity in primary schools can provide opportunities to nurture creativity, to develop self esteem, and increase self confidence. Primary Education is now the subject of a national review, which will report in October 2008.

### **Key Stage 3 Review**

The new Key Stage 3 curriculum is now under consultation. It is likely to put more emphasis on using the curriculum as a whole to develop general skills such as initiative, enterprise, and the capacity to learn independently, better preparing pupils for GCSEs and the new diplomas. There is growing evidence of the importance of these skills in all walks of life, and they are particularly valued by employers. These changes to the Key Stage 3 curriculum will be phased in over a three year period.

### **Secondary Curriculum Review**

The current review of the Secondary Curriculum identifies a number of elements of the personal development aspect of the curriculum, including:

Acquire the knowledge, skills and understanding relevant to working life

Young people will be able to:

- Understand the qualities and skills needed for working life
- Make creative and realistic plans for their transition into, through and beyond the 14-19 phase of learning
- Handle uncertainty and respond positively to change
- Embrace and implement new ideas and new ways of doing things
- Make reasonable risk/reward assessments and act upon them in a variety of contexts, both personal and work related.
- Understand the local, national and global contexts of the economy, work and enterprise, manage their own money and be questioning and informed consumers of financial services.

## **Qualifications and Curriculum Authority (QCA)**

QCA have outlined a framework for work-related learning at Key Stage 4 which incorporates the following elements for all students:

1. Recognise, develop and apply their skills for enterprise and employability.
2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.
3. Learn about the way business enterprises operate, working role and conditions and rights and responsibilities in the workplace.
4. Develop awareness of the extent and diversity of local and national employment opportunities.
5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.
6. Undertake tasks and activities set in work contexts.
7. Learn from contact with personnel from different employment sectors.
8. Have experience (direct or indirect) of working practices and environments.
9. Engage with ideas, challenges and applications from the business world.

QCA also encourage the development of creativity within the curriculum, which supports teaching and learning in Enterprise. According to QCA, when pupils are thinking and behaving creatively in the classroom, you are likely to see them:

- Questioning and Challenging
- Making Connections and seeing relationships
- Envisaging what might be
- Exploring ideas, keeping options open
- Reflecting critically on ideas, actions and outcomes

## **2.2 Regional**

### **ONE-NE (Regional Economic Strategy)**

Particular emphasis should be placed on young people as the future entrepreneurs of the north east. If only a small proportion of our young people were to start up in business the region would be nearer to closing the gap with the National average. This can only be achieved by providing a continuum of awareness throughout the education system, delivered with the support from the private sector.

Raising the aspirations and increasing the entrepreneurialism and educational/vocational attainment of our children and young people through partnership working is crucial.

*See Annex 2 for detail of programmes supported by ONE NE*

### **Enterprise Learning and the link with Science City programme**

Newcastle Science City will provide significant new opportunities to boost and transform the economic and social development of the North East. Education is a central strand of the Science City programme, and aims to effect major improvements in the participation and attainment of young people in Science and Technology.

There will be a strong link between the Enterprise Learning Strategy and Science City which will link to both the physical resource and the Continuing Professional Development (CPD) programme for teachers. The CPD programme will have a focus on investigative aspects of Science education with its link to entrepreneurial thinking. It is also proposed to carry out a feasibility study around the idea of establishing a 'Junior Incubator' in the Science Central area. This will focus on nurturing innovation and enterprise within the environment. The primary function would be for students to apply their knowledge of science, maths and engineering to formulate design ideas to provide business solutions.

## **2.3 Local**

### **The Newcastle Plan for Children and Young People (NPCYP)**

This is the key local planning document that drives the improvement of outcomes for children and young people in Newcastle. Focusing the work of a wide range of statutory and voluntary bodies, the Newcastle Plan for Children & Young People plans the action needed to improve the 5 outcomes for children identified in Every Child Matters. A key outcome is that children Achieve Economic Well-Being, and this section of the plan is the most closely related to the objectives of Enterprise Education Strategy. The following extracts demonstrate the importance of Enterprise Education to the Children and Young People's Strategy.

Children and young people should:

- Be supported to achieve a successful transition to adult life
- Engage in further education, employment or training on leaving school
- Have the opportunity to develop work related skills and participate in work related learning experiences to inform their future vocational choices
- Have the basic skills to function successfully in adult life.

- Have access to high quality impartial information, advice, guidance and support for their progression and achievement in all aspects of Achieve Economic Well-Being at times, places and in a format of their choice to suit their needs
- Have developed enterprising skills and positive aspirations and attitudes to employment and learning. Be able to think creatively and adapt to today's dynamic business environment
- Understand what it means to set up in business, see it as a positive life-option and possess relevant and transferable enterprise skills and financial awareness

**Key Achieve Economic Well-being outcomes from the NPCYP that the Enterprise Strategy needs to help to deliver are:**

- Support young people to become financially literate and enterprise aware
- Promote Entrepreneurship

**Newcastle Integrated Youth Strategy**

This strategy outlines four key areas of work:

- “Things to do and Places to Go”
- Volunteering
- Information Advice and Guidance
- Targeted Services

Opportunities for Enterprise activity and relevant information, advice and guidance will be included within these delivery areas.

**Regeneration Strategy for Newcastle**

For most people, a good education is the main route to success in work and life. For Newcastle, raising educational standards is the key to economic prosperity and social vitality. This means investing in our children to invest in the future.

**Better Fairer Opportunities for Every Learner**

- providing excellent opportunities for all children to learn, across the city and regardless of personal circumstance
- ensuring every learner is ready and able to learn, by tackling the full range of barriers that might prevent them from doing so, at all ages.

## **14-19 Strategy and Action Plan 'Every Learner Counts'**

'Every Learner Counts' was published in 2005, and outlines the plan for developing 14-19 learning within Newcastle. The development of Enterprise is clearly articulated in the Strategic Aims and Objectives.

### **Strategic Aim 1**

To raise the aspirations and develop the entrepreneurial skills of all young people by working together to create a culture of learning

**Key Objective 1.1** Raise levels of aspiration to ensure all young people maximise their potential.

**Key Objective 1.2** Engage young people in developing the skills of enterprise and creativity

The action plan contains specific activities to develop enterprise skills in young people.

**Enterprise in Newcastle (2004)** (produced on behalf of the Economic Development Directorate)

### Recommendations

- Engage people where they are already present and comfortable
- Create 'virtual' enterprise centres
- Appropriate role models and mentors
- Collaborative working amongst organisations
- Measurement of the impact of enterprise activities
- Developing measurable outcomes

### **3. An Enterprise Learning Strategy for Children and Young People in Newcastle**

#### **3.1 Current position**

There is already a significant amount of Enterprise Learning within the city, but there is a need to provide co-ordination to ensure overall coherence in delivery. In relation to external providers, the work is supported by a wide range of organisations and agencies, funded from many different sources.

Evidence shows there are a significant number of enterprise learning activities taking place in Newcastle. Key delivery organisations include Newcastle Education Business Partnership, Young Enterprise North East, Enterprise Revolution and Enterprising Newcastle. A local area network is in place, supported by the Tyne & Wear Education Business Links Organisation, which meets termly to work collaboratively on projects in schools and colleges. A pre-17 Enterprise Adviser Service has been developing action plans with senior managers in secondary schools, up until July 2006. Post-16 enterprise advisers have worked with post-16 institutions to develop a strategy for delivering enterprise in schools, colleges and universities. This is likely to continue until April 2008.

In the primary sector some schools undertake mini enterprise activities and also have business links. There is a need to provide further support for primary schools to develop this area and raise awareness of opportunities for enterprise activity in the primary curriculum, linked to the curriculum innovation work already underway, including the development of University of the First Age (UFA) and thinking skills. This is an essential area of work as there is a need to build Enterprise and Creativity skills from primary age upwards.

All Saints College has been designated as a Specialist School for Business and Enterprise, providing an exciting potential resource to drive the development of enterprise work forward in the city. The specialist status has enabled All Saints College to embed 'enterprise' skills within the delivery of the core curriculum and provide a range of tailored delivery of enterprise learning across the College. Based in the West End of Newcastle, the college has the task of breaking the current cycle of disadvantage which lowers aspiration and saps motivation in young people and their parents. The College seeks to:

- develop a culture of success and high aspiration, engendering a business and enterprise ethos and delivering education of the highest quality.
- enrich teaching and learning through innovation and change so that our students and our community are better equipped to reach their potential and make a contribution to economic development and community life.

As part of the SSAT network, All Saints College are able to offer a range of CPD programmes to Secondary Schools and Community Groups across Newcastle. The programmes range from 'Embedding Enterprise within the Curriculum' through to Community and Social Enterprise initiatives and networking events.

All Saints College also plays a key part in a strategic city-wide, multi-agency initiative *Enterprise in Newcastle*, funded through Neighbourhood Renewal coupled with Single Programme Funding and supported by *One NorthEast*. This initiative enhances the specialist status - for example, there are plans to launch a mobile enterprise unit, provide business advice workers and establish 'hatchery' units and a Credit Union.

The new Excelsior Academy in the west of the city (due to open in September 2008), will also have a focus on the development of Enterprise opportunities for young people.

Newcastle College has a college wide approach to the development of Enterprise skills in all of its student programmes. Examples of activity in conjunction with the Education Business Partnership include:

A joint venture between Newcastle EBP post 16 Advisory Service (Enterprise Revolution), Aim Higher and the School of Business and Care, called "Passport to an Enterprising Future", allowed students to increase their awareness of Enterprise Skills and post 16 progression routes in the School. The success of the venture has prompted other Schools to want to repeat the approach which was to have a day of carousel activities with Business representatives from the sectors of Business and Care to give a contextual prospective of the career progression routes and the likely Enterprise skills involved. Enterprise Revolution is now working strategically with the College to integrate Enterprise into the curriculum through Staff and Student development.

The EBP also facilitated a "Design Challenge" where Business Studies students had to redesign a youth-orientated facility on the site of the former Westgate House working alongside the appointed redevelopers Ryders HKS.

There are a range of projects already available with proven track records of quality and success:

- The Newcastle EBP offer tailored provision to schools and impacts on thousands of young people for minimal cost.
- Young Enterprise North East, an established enterprise education organisation with a proven track record in providing a progression of quality enterprise programmes
- Enterprising Newcastle, which focuses on business start-ups and works with others to develop enterprising skills and knowledge. Enterprising Newcastle works with schools and youth & play services to provide real life experience in running social enterprises.

Considerable potential exists to engage with Youth Services and the voluntary sector to support and build on current work by these agencies and providers.

## **3.2 Further Challenges**

Challenges facing enterprise learning in Newcastle identified by the working group include:

- The lack of synergy between funding streams discouraging collaborative partnership.
- The lack of clarity across policy initiatives for enterprise within the region
- The large number of Enterprise providers delivering different experiences to different quality standards.
- The need for innovation in developing opportunities and contexts in which the objectives of this strategy can be pursued
- The need for long-term investment in quality provision to create sustainable approaches to the support of Enterprise Learning

## **3.3 Aims**

3.31 Promote Entrepreneurship by increasing understanding and take-up of self employment options for young people

3.32 Support children & young people to become financially literate and enterprise aware

3.33 Provide opportunities for all children & young people in Newcastle to play a positive part in ensuring their own economic well being.

3.34 Identify strategic opportunities to create innovative structures through which enterprise activity can be supported.

3.35 Engage in dialogue with children, young people and employers to ensure that the Newcastle Enterprise Strategy and action plan is meeting the needs of all stakeholders.

3.36 Build capacity and coherence in the delivery of Enterprise Learning.

**Enterprise**

**Action Plan**

### 3.31 Promote Entrepreneurship by increasing understanding and take-up of self employment options for young people

Ref	Action	Specific Activity	Time scale	Lead Organisation	Resource	Age Group	Outcome Measure
3.31.1	Develop use of the Enterprise Launch Pad with Children and Young people	1 week Enterprise Tour of Primary Schools	Dec 2008	Newcastle EBP	Launch Pad vehicle EBP staff	5 – 11 yrs	200 children/young people have awareness of enterprise skills raised
		1 week Enterprise Tour of Special Schools	Mar 2008	Newcastle EBP	Launch Pad vehicle EBP staff	5 – 19 yrs	
		1 week Enterprise Tour of Secondary Schools	Nov 2008	Newcastle EBP	Launch Pad vehicle EBP staff	11 – 18 yrs	200 young people develop increased understanding of self-employment options
		1 week Enterprise Tour of Youth Work settings 'Be Your Own Boss'	July 2008	Newcastle EBP Newcastle Connexions	Launch Pad vehicle EBP staff	14-19 yrs	
		1 week Enterprise Tour of Newcastle College and Work Based Learning Providers	June-August 2008	Newcastle EBP UXL consortium Newcastle College	Launch pad	16-19 yrs	
3.31.2	Develop and apply a new Enterprise Impact tool, developed specifically for young people of all ages	Develop an impact measure in consultation with learners and 'pilot' before rolling out citywide.	June 2007 – August 2008	Enterprising Newcastle Newcastle EBP	EN and EBP staff NRF funding	5 – 19 yrs	Enterprise Impact measure produced.

### 3.32 Support children & young people to become financially literate and enterprise aware

Ref	Action	Specific Activity	Timescale	Lead Organisation	Resource	Age Group	Outcome Measure
3.32.1	Develop financial literacy skills in children and young people.	Develop a new programme building financial awareness through an enterprise skills model.	June 2007- April 2008	Young Enterprise North East Enterprising Newcastle (EN) EBP	Employers Neighbourhood Renewal Funding (NRF) 'Future Entrepreneurs	5 - 11 11-16 Post 16	Run 100 workshops supporting 2000 learners.  Support 100 teachers to understand and deliver the model
3.32.2	Develop understanding of the potential for Social Enterprise to benefit communities	Run 10 workshops on Social Enterprise with young people.	April 2007 - August 2008	EN	NRF LPSA	11 – 16 Post 16	10 workshops
		Conduct an audit of Social Enterprise development.	March 2008	EN	NRF	5 – 19	Audit report
		Support the development of 3 Social Enterprises in schools.	September 2007 – August 2008	EN	NRF	5 – 19	3 Social Enterprises

3.33 Provide opportunities for all children & young people in Newcastle to play a positive part in ensuring their own economic well being.

Ref	Action	Specific Activity	Timescale	Lead Organisation	Resource	Age Group	Outcome Measure
3.33.1	Embedding staff understanding of the role of enterprise experiences in helping children and young people to achieve economic well-being	<p>Provide staff development opportunities including:</p> <ul style="list-style-type: none"> <li>• Networks</li> <li>• Training sessions</li> <li>• Employer placements</li> </ul> <p>for a range of staff, including:</p> <ul style="list-style-type: none"> <li>• Youth workers</li> <li>• Connexions personal advisers</li> <li>• College staff</li> <li>• WBL staff</li> <li>• Employers</li> <li>• School staff, both teaching and non-teaching</li> </ul>	June 2007-August 2008	SSAT EBP Enterprising Newcastle Employers	To be confirmed	5 - 11 11-16 Post 16	Engage 100 staff in development activities

3.34 Identify strategic opportunities to create innovative structures through which enterprise activity can be supported.

Ref	Action	Specific Activity	Timescale	Lead Organisation	Resource	Age Group	Outcome Measure
3.34.1	Explore the potential of developing Centres of Excellence for Enterprise Learning	Commission feasibility study to cover:  Virtual centres Use of existing capital facilities	September 2007 – March 2008	Enterprising Newcastle	Single Programme	5 - 19	Comprehensive document outlining current capacity & potential for development

3.35 Engage in dialogue with children, young people and employers to ensure that the Newcastle Enterprise Strategy and action plan is meeting the needs of all stakeholders.

Ref	Action	Specific Activity	Timescale	Lead Organisation	Resource	Age Group	Outcome Measure
3.35.1	Work to continuously improve the Enterprise Strategy and action plan by consulting with all stakeholders.	Consult with children & young people using existing Children's Services structures.	September – August 2008	Strategy Manager	Partner Organisations	5 - 11 11 – 16 16 -19	Summary of consultation findings
		Incorporate evaluation from children & young people into all enterprise activities	September – August 2008	Strategy Manager			Produce a report summarising evaluative feedback
		Consult with a range of employers on the nature of enterprise activities offered and the scope of employer involvement	September – August 2008	Strategy Manager			Summary of consultation findings
		Consult with staff working with children and young people on the development of Enterprise learning	September – August 2008	Strategy Manager			Summary of consultation findings

3.36 Build capacity and coherence in the delivery of Enterprise Learning.

Ref	Action	Specific Activity	Timescale	Lead Organisation	Resource	Age Group	Outcome Measure
3.36.1	Develop clarity on current picture of Enterprise Learning within the city	Conduct audit of current 14-19 position	March 2007	Newcastle EBP	Funding from 14-19 strategy	14 - 19	Position statement on 14-19 Enterprise activities
		Conduct audit of enterprise learning 5 - 14	March 2008	Enterprise Strategy Manager	To be confirmed	5 - 14	Position statement on 5 - 14 Enterprise activities
3.36.2	Provide support to schools and groups delivering Enterprise learning	Produce a quality checklist to allow schools and groups to assess the quality of external enterprise provision.	First draft Dec 07 Final version March 2008	Strategy Management Group	To be confirmed	5 - 19	Production and distribution of quality checklist
		Encourage each school/institution to identify a member of staff who leads on Enterprise	July 2007- August 2008	Strategy Management Group	To be confirmed	5 - 19	Clear citywide communication network
3.36.3	Develop capacity to drive the implementation of the Enterprise Strategy across the city	Appoint Strategy Manager	TBC	Strategy Management Group	£50,000	5 - 19	Identified citywide lead, with support of institutions to drive Enterprise learning agenda
		Establish Enterprise Support team	TBC	Strategy Management Group	Support of partners		

### 3.4 Measurement

There is a need to develop reliable tools to measure the impact of enterprise provision. One North East apply the Enterprise Catalyst on a regional basis. This measure is currently being revised and there would be benefits in continuing to use this system to enable regional comparisons to be made. Enterprise impact measures, such as the Rickter Scale, can be applied usefully in certain situations, i.e. small groups. The development of a measure, specifically designed to be used with young people and adaptable to the needs of differing age groups, would, however, be advantageous. This would provide a more accurate and appropriate measure, providing consistency across Newcastle. This is a major area to be developed recognising that these outcomes may measure enterprise knowledge, understanding and young peoples' attitude to business start-up.

Work to be tackled in this area will include:

- Identify and apply an appropriate assessment tool to measure the levels of problem - solving in young people in Newcastle.
- Identify and apply an appropriate assessment tool to measure the levels of self – confidence in young people in Newcastle.
- Establish a robust methodology for the measurement of young people's skills and attitudes towards embarking on self employment in both a sheltered and a full market environment.
- Accepted techniques will be incorporated into the measurement of impact of this strategy. This will include sampling techniques.

A baseline position will be established

### 3.5 Outcomes and Targets

Target	
1	Increase the numbers of children & young people involved in Enterprise interventions by 10% per year over the baseline established in July 2007
2	Increase the measured levels of problem solving capability in children & young people involved in enterprise interventions by 10%
3	Increase the measured levels of self - confidence in children & young people involved in enterprise interventions by 10%
4	Increase the numbers of young people expressing an interest in self employment by at least 10% per year above the baseline figure established in July 2007.
5	Review and update the strategy in September 2008

### 3.6 Funding

There is a need for significant external funding to pump prime the highly innovative level of intervention that is needed to deliver a step change in enterprise learning for children and young people in Newcastle. This is particularly so if new capital projects are to be considered as part of the innovative approach.

Revenue funding remains erratic with many different streams and criteria.

- Post-16 Enterprise Revolution programme is a European Social Fund programme for which Newcastle EBP holds the contract –in place until December 2007.
- Some funding for enterprise projects has been available through the Tyne and Wear Business Link. The Business Links will be re-launched in 2007 as a single regional service (North East Business Link). Future financial support from this source is currently uncertain.
- Some funding is available through the Tyne and Wear Business Links Organisation for enterprise projects but only on a year by year basis.
- One North East provides some funding via their Future Entrepreneurs programme.
- Funding is provided direct to Secondary schools via the Standards Fund although not ring-fenced (£307,487 was allocated to Newcastle Secondary Schools for Enterprise Learning in 2006-07).
- Small initiatives such as Enterprise Business Week offer limited activity and resource for one-off projects.
- Big Boost funding is currently available to groups of young people aged 11 – 16 and 16 – 25 to develop social enterprise projects. Current applications from Newcastle are low. Enterprise activity which allows young people to experience enterprise hands on is the most effective way to truly embed enterprise learning and skills in young people. Enterprising Newcastle has worked with the Play & Youth Service to enable young people to access funding from the Big Boost for their enterprise.
- The Youth Opportunities Fund provides young people with resources to develop new and exciting projects, particularly those who are disadvantaged. The involvement of young people is central to this initiative

- The Youth Capital Fund aimed at enabling local authorities to develop new approaches to strategic investment in youth facilities, particularly in deprived areas. The involvement of young people is central to this initiative.
- Ward Committees have proven to be accessible sources of funding for individual projects.
- North East Enterprise Program (NEEP) provides schools with finance for Action Planning, teacher training (Continual Professional Development), enterprise curriculum development and delivery of enterprise activity to young people focusing support enterprise activity at KS3

LEGI – An announcement will be made after this year’s Treasury Spending Review, as to whether there will be a third bidding round for LEGI. If there is, funding to support this Enterprise Strategy will be included in a round 3 LEGI bid from Newcastle City Council to ensure a more collaborative and sustained approach to enterprise delivery, thus ensuring quality and measurable impact.

Neighbourhood Renewal Fund (NRF) – Enterprise has recently been identified as a priority by NRF and a bid will be made against these resources during 2007/08. Any application will be aligned to priorities identified through the Round 2 bidding process, with the potential to include Enterprise and Young People as a theme.

### **3.7 Local Regional Self-Employment**

The Enterprising Newcastle project, delivered by the City's Enterprise Support Team, aims to promote self-employment/social enterprise as a viable option for young people and the Young Enterprise Company, Team and Graduate programmes also offer young people the opportunity to try, first hand, the experience of running their own business. Newcastle EBP collaborates with Enterprising Newcastle to develop and deliver enterprise projects such as the Minibizz programme which encourages young people to develop their own enterprise initiatives and learn about self-employment through a 'real life' business experience.

The opportunity for an Enterprise Village, Enterprise Centre and Enterprise 'Launch Pad' will build on the experiences of young people and encourage them to take the next step in considering self-employment. These developments will provide Newcastle with a high profile hub of enterprise which will be accessible to all and raise the profile of regeneration within the city.

In the 2 years up to February 2006, The Princes Trust supported 97 young people to set up their own business in Newcastle. This is the only support agency focusing on business start-up within this age bracket. Other young people will, undoubtedly, have started up in business supported by other business support agencies but these figures are not currently available.

#### **4. Management of the Enterprise Strategy**

This strategy has been developed by a small working group with representation from:

- Young Enterprise NE
- Newcastle Education Business Partnership
- Enterprising Newcastle
- Newcastle School Improvement Service
- NCC Regeneration Directorate
- All Saints College
- LSC

To take the strategy further it is envisaged that a management group will be formed to include the above organisations and representation from:

- Private Sector
- Schools, Colleges Work Based Learning providers
- Connexions service
- Newcastle Play & Youth Services
- Community & Voluntary Sector
- Other appropriate partners

#### **The functions of this management group will be:**

To keep the strategy under review

Develop action plans to implement the strategy

Monitor and evaluate – progress will be regularly reported through the Newcastle Performance Management Framework

Report progress to: Newcastle Children & Young People's Partnership

Newcastle EBP Board

Regeneration Directorate

## Annex 1

### Ofsted definition of Enterprise Learning

#### Definition of enterprise learning

1. The definition used by Ofsted in *Learning to be enterprising* is based on the Howard Davies review.<sup>1</sup> There, enterprise capability is defined as:  
*'...the ability 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 a variety of contexts, both personal and work.'*
2. Such capability involves the development of knowledge and understanding of relevant concepts such as organisation, innovation, risk and change.
3. Enterprise learning requires an environment where pupils are expected to take personal responsibility for their own actions. They are given significant autonomy to tackle relevant problems or issues, which involves an element of risk as well as reward for their successful resolution. In other words, there is considerable uncertainty about final outcomes. In these learning situations teachers must be prepared to allow the uncertainty to evolve without interference. Mistakes need to be made by the young people in order for the experience to be real. Mistakes must be seen as learning experiences and not as failures. Such an environment might be the school, local community or business. Within these contexts, learning can be promoted by engaging pupils in an enterprise process or approach, which is akin to project working in a work-based context. Typically, the process involves four sequential stages:
  - **Stage 1.** Tackling a problem or identifying a need, by a team or groups of pupils, which requires the generation and development of ideas and discussion among pupils to reach a common understanding of what is required to resolve the problem or meet the need. For example, such activity could involve the manufacture of a product or provision of a service.
  - **Stage 2.** Planning the project or activity: breaking down tasks, organising resources, deploying team members, and allocating responsibilities.
  - **Stage 3.** Implementing the plan: solving problems, monitoring, evaluating and reviewing progress.
  - **Stage 4.** Evaluating processes, activities and final outcomes holistically: includes reflecting on lessons learned, and assessing the skills, attitudes, qualities and understanding acquired as a result of the process.

---

<sup>1</sup> *A review of enterprise and the economy in education*, HMSO, 2002.

## Annex 2

### Overview of Current & Future Regional Development Agency Activities in Enterprise

#### Future Entrepreneurs

The Future Entrepreneurs Programme aims to support initiatives/activities, which will create the entrepreneurs of the future. This will largely be achieved by working with young people and the key influencers of young people to raise awareness of enterprise and provide them with the necessary skills to help them start and stay in business.

The key activities to be delivered will be based upon gap analysis, need and return on investment. Activities will take place across three target groups:

- **Enterprise in Education** – this project aims to provide a continuum of enterprise awareness and activities in education to support young people, and those who influence them, including teachers, support/youth workers etc through a range of activities inside and outside of the education system.
- **Enterprise in Communities** – this project aims to work with and build on the current support infrastructure within community youth culture, and peer support groups to increase the awareness of enterprise and support the development of enterprising skills, attitudes and attributes
- **Enterprise Activities for Influencers of Young People** – this project aims to work with and build on the existing support infrastructures for those who actively influence young people, for example; parents, teachers, lecturers, youth workers and support workers. These activities should support their professional development and their understanding, skills and knowledge of the concepts of enterprise. This will enable them to influence young people and embed the idea of enterprise and self-employment as a viable career option.

#### The Northern Enterprise Education Programme (NEEP)

The focus for the programme will be to provide schools with finance for Action Planning, teacher training (Continual Professional Development), enterprise curriculum development and delivery of enterprise activity to young people focusing support enterprise activity at KS3. This will form a common strand across the three RDAs in order to increase the effectiveness of schools by:

- Assisting the school with the development and adoption (or enhancement) of an action plan that promotes a whole school approach to enterprise education. This approach provides real long learning embedding within the school culture and curriculum areas.
- Providing teachers with essential knowledge, skills and understanding of the theory and practice of enterprise education, increasingly as part of accredited training. Developing Enterprise Champions to embed the concepts and principles of Enterprise across the curriculum, develop materials for colleagues and promote a whole school enterprise ethos and philosophy. Has any one consulted with teachers?
- Providing young people with a range of enterprise experiences as part of the curriculum and as extra curricula activity.

## **Northern Way Enterprise for FE colleges**

Northern Way enterprise for FE colleges programme aims to strengthen and add value to the continuum of Enterprise Education that is developing throughout the North. It complements the Northern enterprise education programme and a number of other previous investments from RDA's.

It is forecast that up to 25% (10 colleges from each of the three regions) of the FE establishments within the north will participate in this initiative by 2008. Resulting in 90 staff development opportunities and 1,000 (6 hour) learning opportunities for FE students. It will also provide detailed knowledge and intelligence on a subject that it as yet not widely provided for within the sector, hence providing significant strategic added value.

Delivery methodologies to be adopted include:

- Enterprise education within the curriculum focused on sectors that have a propensity to start up in business.
- Supporting students to start up businesses and become self-employed, through providing guidance, signposting and where appropriate support to start up in business.
- Developing enterprising colleges, through the development of teaching staff and resources. Training teaching staff to act as champions for enterprise within FE institutions
- Produce reports and good practice guidance for dissemination further within the north and nationally for the development of the FE sector as a whole. This will include the provision of master classes and publishing reports and guidance notes.

## **Enterprise Skills for Young People**

The project proposes to work with young adults across the region to support the development of new business start-ups, to foster an entrepreneurial culture and raise aspirations to self-employment.

Single programme funding will be utilised to support start up loans and small scale grants, to develop a holistic approach to enterprise and skills support for young people at risk of disengagement, an underrepresented group identified in the Strategic Action for Enterprise and Business Support.

The project aims to provide:

- Awareness raising through events and marketing
- Skills development opportunities for young people
- One-to-one support to young people who are considering starting their own business
- Access to finance
- Individual business mentors for the initial 2-3 years of trading.

## Annex 3

### Enterprise Activity supported by Newcastle Education Business Partnership

Newcastle EBP provides a wide range of activities and experiences to support Enterprise in Newcastle working with young people from 5 to 25. This is not just working with schools but with the Newcastle College, Northumbria/ Newcastle Universities, employers and businesses in Newcastle. All staff at the EBP are trained in enterprise and assessment, the EBP has recently been approved as a regional consultant for the Key Stage 3 Northern Way Project managed by RTC North.

All the programmes offered by the EBP are designed to support the development of skills in young people and support curriculum targets, qualifications and employer needs. Examples of these include:

- High profile conferences and challenges at prestigious business venues.
- In school activities ranging from individual classes/assemblies through to full school year programmes
- Specifically designed activities, tailored towards work related learning, vocational pathways and developing enterprise/employability skills.
- Business Ambassadors, designated employees from relevant sectors trained by the EBP to deliver activities and support to schools and colleges
- Motivational speakers and 'experts' to raise aspirations and attainment of young people.
- Bespoke programmes designed to meet the needs of the learner in consultation with partner organisations.
- Professional development Placements and In service training for teachers, employers and other staff to develop enterprise knowledge, skills and understanding empowering them to embed Enterprise into their teaching.
- Work placements to provide young people with the opportunity to develop and practise new skills relevant to the workplace.
- Professionally designed and produced resources to support the delivery of Enterprise.

Newcastle EBP works in partnership with a variety of organisations at a strategic level, designing, planning and developing new initiatives and programmes such as Enterprising Newcastle, the Enterprise Launch Pads and the Regional Enterprise Group. The EBP also offers brokerage, introducing /appropriate delivery organisations to schools and colleges to support their enterprise projects. It manages and co-ordinates several programmes on behalf of schools, education and business.

The EBP also has a regional role in that it holds the contract for the Post 16 Enterprise Programme for Tyne and Wear 'Enterprise Revolution' and provides consultancy and activities to support other Education Business Partnerships in the North East. One of the key objectives of the EBP is ensure that all programmes have a measurable impact, it achieves this by conducting audits, monitoring and evaluating and providing assessment prior to and during activities and programmes to ensure that any development can be measured.

Examples of these can be seen on the EBP websites:

[www.newcastle-ebp.org.uk](http://www.newcastle-ebp.org.uk)

[www.enterpriserevolution.co.uk](http://www.enterpriserevolution.co.uk)

## **Annex 4**

### **Young Enterprise Activity**

Young Enterprise North East (YENE) is currently working with the following Newcastle partners:

- 6 primary schools
- 11 secondary schools
- 139 business volunteers within 38 employers
- 203 students on Graduate programmes with Northumbria and Newcastle Universities

West Gate Community College and All Saints College are YENE Beacon Schools and have YENE activities running across the whole school in every year group, working in close partnership with local employers.

## **Annex 5**

### **Enterprising Newcastle**

Newcastle City Council's Enterprising Newcastle (EN) initiative is delivered by the City Council's Enterprise Support Team. The Team is a key strategic partner in developing enterprise skills in young people through projects such as 'Minibizz'. EN aims to increase the number of business start ups and social enterprises across the city in order to secure the economic prosperity of the city in the long term. EN has a distinct strand of activity targeted at enterprise and young people and plays a distinct role in developing Enterprise Education by providing a 'real-life' business experience. Quality is assured by utilising advisers who are trained to a recognised business standard and have specialist knowledge, experience and the contacts within the broader business support network to factor in additional support for clients. EN's links with the 'mainstream' business support network means it is uniquely placed to add-value to support for young people and ensure enterprise progression through to start-up.

EN focuses on the right support for the individual and the outcomes in that person's progression into self employment rather than volume driven to gain future funding. EN can engage with many partners, and funders often developing collaborative projects such as the Enterprise 'Launchpad' with the private sector and 'Minibizz' with NEBP.

EN's private sector links ensure quality engagement with the local business community who can act as real life role models that young people can relate to and aspire to achieve in the same way. This is the most effective way in creating a can do attitude in young people when they can meet others from similar backgrounds who have become successful business owners.

Beyond school and youth club enterprise engagement, young people can be assisted with setting up their own real business through the economic development team, utilising mentors and financial support as well as the wider business support network.

EN plays a distinct role in embedding enterprise into the curriculum and the whole school or college or community culture by supporting and developing a Social Enterprise. It gives young people the opportunity to 'learn on the job' about the essential theory behind planning and developing a business and the chance to leave the classroom and make it happen; it can be as big or as small as it wants and can carry on growing year on year leading to active community links, raising standards all round and can create local employment. It can make the most of under-used resources and buildings by using them to meet social needs and can play a positive role in building a vibrant social economy.

## Glossary of Terms

CPD	Continuing Professional Development	RDA	Regional Development Agency
DfES	Department for Education and Skills	RTC	Regional Technology Centre
EBP	Education Business Partnership	SSAT	Specialist Schools and Academies Trust
EN	Enterprising Newcastle	UFA	University of the First Age
FE	Further Education	YENE	Young Enterprise North East
GCSE	General Certificate of Secondary Education		
HMSO	Her Majesty's Stationery Office		
KS3	Key Stage 3		
KS4	Key Stage 4		
LEGI	Local Enterprise Growth Initiative		
LPSA	Local Public Service Agreement		
NCC	Newcastle City Council		
NE	North East		
NEEP	North East Enterprise Project		
NPCYP	Newcastle Plan for Children and Young People		
NRF	Neighbourhood Renewal Fund		
OfSTED	Office for Standards in Education		
ONE-NE	One North East, (Regional Development Agency)		
QCA	Qualifications and Curriculum Authority		