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Foreword

I commend to you this publication, a piece of research, which would not have happened without the support of Government Office West Midlands.



This research and accompanying recommendations, brilliantly undertaken by Paul Field, of UK Research Partnership, was commissioned to follow-through the Advantage West Midlands-led Framework for the Development of an Entrepreneurship Culture in Young People.

This publication aims to give you, our audience, a better understanding of the challenges and opportunities we face in further developing an entrepreneurial culture here in the West Midlands. One of the challenges is how we fund and resource, and better co-ordinate, activities around the development and nurturing of an entrepreneurial culture amongst people – a real opportunity being that, if we are successful in this nurturing, we will look forward to future generations of innovation and wealth creation within the West Midlands and beyond.

We all know that a successful business needs people who are 'entrepreneurial' (correct term being intrapreneurial!) and a successful economy needs entrepreneurs. Any sensible business will make an ongoing investment in the people they employ, as it is the staff we employ in business that become our knowledge base, our innovators and the people who ensure the success or, indeed, failure of our enterprise.

The market place, for us all, is tough and demanding and globally competitive and it is imperative that we employ people who can help move the business forward. It is ironic that having a relatively healthy UK economy (with stable interest rates and inflation and low unemployment) equals

recruitment difficulties, compounded, of course, by demographic changes (an ageing population). So, I guess where you

employ good people, the advice is 'keep them' and give them the space to breathe, be creative and help you develop your business.

Throughout 2004, the UK began to better promote and celebrate 'enterprise' and 'entrepreneurship', not least because of the successful lobbying of an organisation known as Enterprise Insight. During November 2004, the UK celebrated its first ever 'Enterprise Week' with over one thousand promotional and practical activities happening across the UK. I have to say that, whichever political party you choose to support, it is important to note that this current Government is committed to the 'entrepreneurial' agenda and has put in place a national framework where each young person, during his or her school life, will be afforded enterprise learning. Through this framework, young people will be better exposed to the exciting world of work in new and different ways, which is more than just work experience or work placements (although work experience continues to be a valuable source of enterprise learning for many young people).

In addition to schools, further education and higher education, there are a host of organisations involved in supporting and delivering enterprise learning amongst young people, disadvantaged communities and also to greater numbers of women. Organisations such as The Princes Trust, Shell Livewire, Young Enterprise, Businessdynamics, Education Business Partnerships and, yes, your local Chamber of Commerce and Business Links are all involved in this critical agenda. I would want to thank all of these organisations for their valuable input into this piece of research and publication.

The West Midlands has long been the home of innovation, inventors and invention and, through the much needed serious commitment of strategic bodies, education providers and other local deliverers of enterprise learning, long may it continue into future generations

Louise Beard

Chief Executive

Coventry & Warwickshire Chamber
of Commerce

This publication represents the first systematic attempt in the West Midlands to quantify the volumes of activity and funding needed to support enterprise learning and development amongst young people. It builds on important foundation work carried out to create a strategy for enterprise generation in the region during 2003/04.



I would like to thank Mark Tovey at Government Office West Midlands, Louise Beard and Hannah Williams at Coventry and Warwickshire Chamber, members of the West Midlands Entrepreneurship Group and other colleagues who contributed resources, information and

ideas to this project. Their continued enthusiasm for this work has been an essential source of encouragement for me and the team that produced it. I would also like to thank the team at UK Research Partnership - Rachel Field and Carole Flanagan - for insisting that their usual high standards be maintained in producing this report. Any errors in the analysis or calculations contained here are, of course, entirely my own.

Finally, I would urge practitioners, policy makers and funders to join forces in using this report as a practical resource to take the enterprise learning agenda a step further.

Paul Field

Managing Director

UK Research Partnership Ltd

1. Introduction

This report has been commissioned by the Coventry & Warwickshire Chamber of Commerce Entrepreneurship Hub on behalf of the West Midlands Enterprise Insight and Entrepreneurship Group¹, and with welcome support from Government Office West Midlands.

Recent research into the current state of play in supporting and stimulating enterprise education, training and support for young people and entrepreneurs in the West Midlands suggests that:

“... there is a growing recognition that the acquisition of appropriate enterprise skills is an integral factor in meeting the needs of both young people and business. These skills will enable young people to realise their potential and contribute to the prosperity of the region. They will also assist in providing the skilled workforce that a dynamic, value added West Midlands economy requires.”²

From a number of points of view, therefore, enterprise learning and the encouragement of a stronger entrepreneurial spirit amongst young people are seen as beneficial because they can:

- stimulate personal development;
- boost participation in further learning;
- deepen business engagement in young people’s development;
- encourage more business start-ups;
- accelerate business growth;
- improve the stock and quality of skills available in the local economy;
- encourage more creative and challenging involvement of young people both in the workplace and the community;
- open up new wealth creating opportunities.

¹ Core members include Chambers of Commerce, CBI, IoD, Prince’s Trust, Young Enterprise, businessdynamics, Shell Livewire, the West Midlands Education Business Consortium, Mercia Institute of Enterprise, Enterprise Advisor Regional Lead, LSC, AWM and GOWM.

² The Enterprise Generation: an overarching strategic framework to develop enterprising young people and entrepreneurs, Black Radley, January 2004.

1.1. Defining enterprise learning

According to the Davies Review (February 2002) the enterprise learning experience in education should focus on developing the knowledge and understanding, skills, attitudes and qualities needed by young people to underpin their:

- **Enterprise capability** – to handle uncertainty, respond positively to change, create/implement new ideas, and make reasonable risk/reward decisions.
- **Financial literacy** – to become a questioning and informed consumer of financial services with the ability to manage personal finances.
- **Economic and business understanding** – the ability to make judgements 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.

In practice, enterprise learning should aim to create what the University of Durham's Foundation for Small and Medium Enterprise Development (FSMED) calls the **enterprising person** (rather than just 'entrepreneurs'). The enterprising person is seen as self-confident, autonomous, achievement-orientated, versatile, dynamic and resourceful.

Desirable enterprising behaviours therefore include:

- acting independently on one's own initiative;
- actively seeking to achieve goals;
- flexibly responding to challenges;
- coping with and enjoying uncertainty;
- taking risky actions;
- solving problems creatively;
- opportunity seeking;
- commitment to making things happen;
- persuading others.

1.2. Strategic challenges

The *Enterprise Generation* report outlines a number of challenges ahead in the West Midlands, not least in overcoming the fragmented nature of enterprise education provision and some serious gaps in its geographical and social coverage. But the report also charts

achievements so far and identifies the tasks required to deliver a more integrated approach to enterprise learning and entrepreneurship in future. It argues that the broad strategic challenge is:

“... to build capacity within schools and colleges, to make enterprise learning an integral part of the curriculum. There is a need to inspire both young people and business to get involved and help create an enhanced approach to delivering this key agenda. Providers need assistance to develop new products and the corresponding delivery structures.”

The report focuses on the need to address five strategic objectives:

1. To integrate the delivery of skills for enterprising young people and entrepreneurs into the 5-19 curriculum.
2. To ensure that the providers of enterprise learning and development activities are delivering products and a level of service that meet the needs of young people, business and the West Midlands economy.
3. To engage more businesses in working with schools and colleges to provide real-life, relevant enterprise learning and development experiences.
4. To inspire young people to participate fully in enterprise learning and development and to understand its benefits and impact.
5. To assist the strategic bodies in delivering the objectives of their agreed strategies and to refine the strategic direction as appropriate.³

1.3. The funding framework – aims and objectives

The present report is designed to take this strategy a stage further by outlining the key components of a funding framework that will be capable of delivering actionable outcomes over a 3-5 year period. We have focused on a number of specific objectives, including, most importantly:

- Identifying the likely costs/budget required to deliver these outcomes.
- Identifying possible sources and packages of funding to support the resulting delivery plan.

³ These must include the West Midlands Regional Economic Strategy and the Regional Skills Partnership Strategy.

- Providing source materials, including the underpinning rationale and outline costs, to support specific funding bids at a regional, national or European level.

During the course of fieldwork for this project (summarised in Appendix 1), it became increasingly clear that the top priority for the funding framework and wider strategy should indeed be: *to integrate the delivery of skills for enterprising young people and entrepreneurs into the 5-19 curriculum*. All of the other priorities identified in the *Enterprise Generation* report either stem from, or help to deliver, this overarching and most challenging objective. We argue this for a number of reasons.

Following the Davies Review, the Government made a commitment to fund a five-day entitlement to enterprise education for all Year 10/Key Stage 4 students, starting in September 2005. Funding is to be channelled through individual schools, who will be given the purchasing power to choose how, where, when and by whom the five-day entitlement will be delivered. This model of funding is absolutely critical to the way service providers and policy-makers approach the challenges and tasks ahead because:

- This approach may well become the Government's preferred funding method for the foreseeable future. If and when the enterprise education 'entitlement' is rolled out to other Key Stage and age groups (which most providers argue should be the case), it will probably be via individual allocations of funding (either by right, by school specialist status or by some other competitive criteria).
- Individual schools (rather LEA areas or school sectors) will be defined as the consumer.
- Purchasing power and therefore choices over provision will be devolved to schools.
- The level of understanding of what 'enterprise education' means in practice will vary enormously from one consumer/school to another.
- The market for enterprise education is relatively underdeveloped, mixed and immature, and it will remain so for some years to come. By contrast, the supply side is increasingly sophisticated and experienced (notwithstanding the fragmented nature of supply, which in part reflects the uneven and immature demand side of the market).

There are clearly wide variations in levels of understanding of (and commitment to) the enterprise learning agenda in schools. Following on from the Chancellor's strong

commitment to this agenda, the LSC has been holding the contract to support Enterprise Adviser posts across the regions this year. These posts are designed to help schools in particularly disadvantaged areas 'gear up' for enterprise education in a variety of ways – by developing enterprise curriculum materials of their own, for example, or by improving teaching staff knowledge and skills.

The point we want to make here is that the capacity of *all* schools to make informed, appropriate and cost-effective decisions about their enterprise learning and development activities will be critical to:

- the quality of the enterprise learning experience for students;
- the sustainability/durability of enterprise education within the curriculum;
- the attractiveness of schools as serious places in which to do 'the business of business' for local companies that want to contribute their time, people and other resources to supporting enterprise activities;
- the success of existing providers – including schools and Education Business Partnership and Consortium members – in stimulating and maintaining learners' interest in enterprise.

Our main conclusion is that the enterprise education offer has got to resonate with what schools are already doing – by building on their established strengths and by overcoming acknowledged weaknesses. We cannot rely on ad hoc or 'bolt-on' solutions in the long-term. The key task, therefore, is to build the capacity of enterprise education consumers in order to make the market work more efficiently.

At the same time we need to be aware that not all young people engage with 'learning' at school – there will always be a gap in the market that will need to be filled outside the formal education system. There are thousands of young people – too many – who have become detached from learning and disengaged from school. This is why the likes of Prince's Trust, Young Enterprise and other providers, such as the Academy of Youth (who run the University of the First Age programme) have responded by providing an environment in which young people can engage in personal development and learning outside school.

Our view, nonetheless, is that the main focus of the funding framework must be on building the capacity and capability of schools in the first instance (a) to deliver enterprise learning activities themselves, (b) to make sound decisions about whether/which external providers are appropriate, and (c) to integrate these inputs within an established enterprise learning and development curriculum.

In what follows, we summarise what providers and others have been telling us about the scale and nature of the challenge ahead in terms of:

- the volumes of provision currently being delivered across the West Midlands;
- the range of capacity building work that is already being undertaken;
- the levels of delivery required to meet different demand scenarios;
- current and future funding needs.

We conclude with a summary of priorities for the funding strategy over the next 3-5 years and an outline of the short to medium term funding opportunities that might be pursued.

2. Supply

2.1. Direct delivery

We have found it necessary for this exercise to conduct extensive research into the nature and scale of enterprise learning providers and provision across the West Midlands. Without baseline figures and profiles, it would be impossible to measure the scale (and therefore likely costs) of both current delivery and future demand.

This mapping work has revealed a rich diversity of enterprise education and development activities, covering the full range of enterprise learning opportunities – from business-for-real exercises, through enterprise simulations to classroom teaching. The Figure 2-1 (Page 14) illustrates the diversity of the supply side and its resulting complexity.

2.1.1 How to read the supply chart

The top two lines of Figure 2-1 (in blue and green) chart where the young people we are aiming at are likely to be found relative to their Key Stages (KSs) and ages. Thus, for example, all KS1 children (5 to 7 year olds) and all others up to KS4 (14-16 year olds) will be in school. Beyond KS4, they will either be in the labour market, further education or, for an increasing number after the age of 18 years, higher education/university.

The red section in the bottom half of the Figure summarises who is delivering enterprise learning and development opportunities and programmes to young people in the West Midlands at the moment. It also shows the KS and age groups they cover and the numbers of young people estimated to be participating in their programmes each year (2003-2004). We can see at a glance, for example, that Education Business Partnerships (EBPs) are by far the largest providers of what is broadly defined as enterprise learning and development opportunities. Our estimates suggest that almost 55,000 young people between the ages of 5 and 18 participated in EBP programmes of one sort or another last year.⁴

In addition, specialist providers, such as Young Enterprise West Midlands (YEW) and businessdynamics, worked with over 30,000 young people between the ages of 4 and 19+, with YEW covering a much wider range of age groups.⁵

⁴ Source: *Education Business – West Midlands. Regional Enterprise Activity Mapping, Academic Year 2003/4, October 2004*. These figures cover a wide variety of work-related activities that EBPs define as enterprise learning and include estimates of delivery volumes in three EBP areas that have not been able to provide any statistics. Overall EBP estimates should therefore be treated as provisional.

⁵ Sources: YEW and businessdynamics.

Smaller, more specialised providers, including the Mercia Institute of Enterprise (MIE) and Prince's Trust, delivered support and training programmes to another 7,000 young people.⁶

We are aware, of course, that Enterprise Learning Pathfinder schools and specialist Business and Enterprise colleges are taking on more of a direct delivery role as well now, but it is not yet possible to measure the scale of their activities or pupil involvement.⁷ Other providers, too (such as Connexions and some LEAs), are working with young people under the Education Business Consortium umbrella, although the numbers involved are thought to be quite small.

Finally, we have put down a 'marker' here to indicate the future – and increasingly important – role of enterprise education as part of the new work-related learning entitlement that the Government is introducing from September 2005. This will require schools to deliver five days of enterprise learning and development to all Year 10/KS4 pupils.

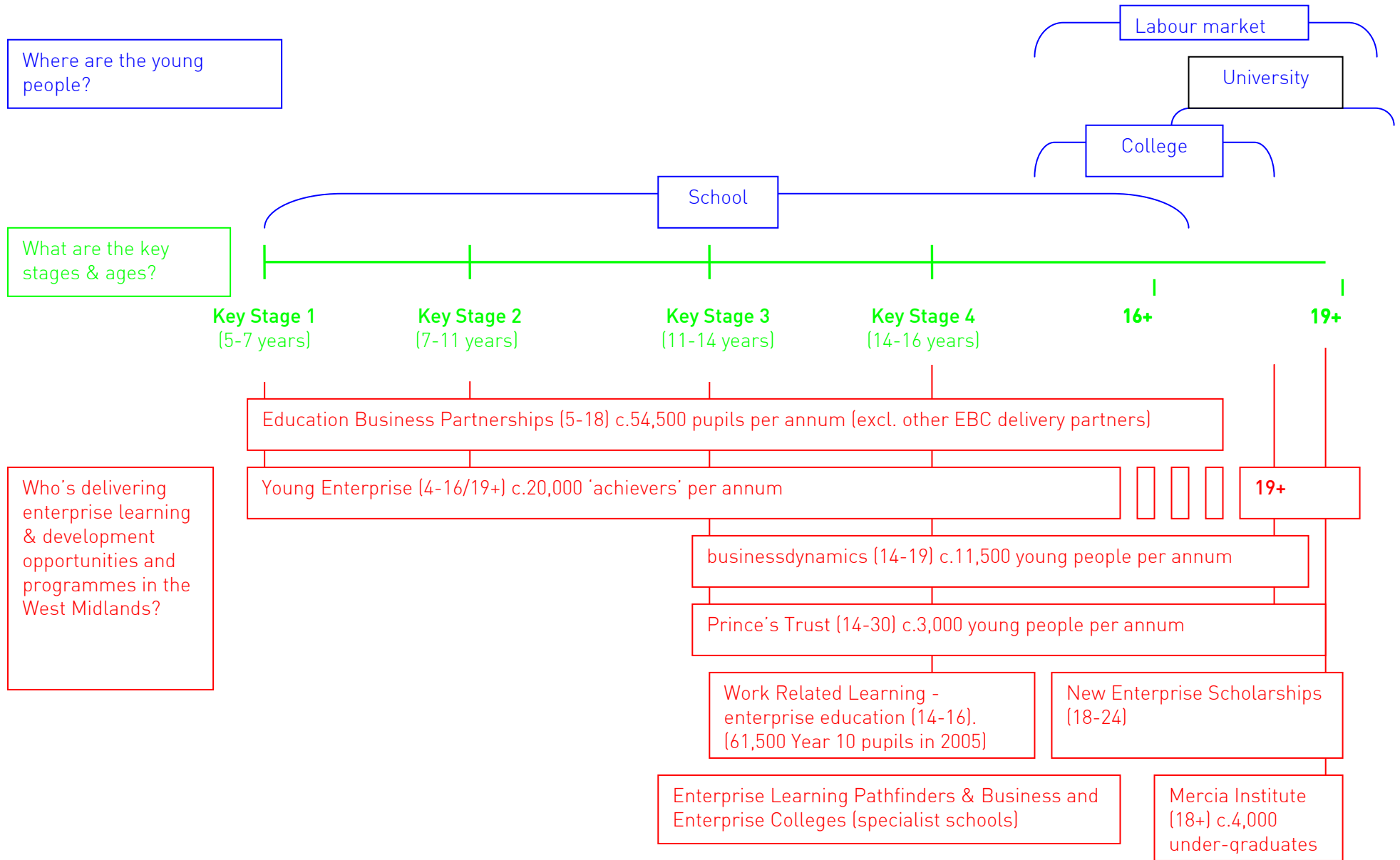
In 2005 alone, this will mean delivering enterprise education to more than 61,000 young people in 374 schools for a total of 1.5 million hours.

Appendix 2 profiles the main providers and summarises the sorts of activities they are delivering in schools and colleges at the moment. This suggests that most enterprise learning in the region is delivered as an extra-curricula activity by external providers.

⁶ Sources: Prince's Trust (West Midlands) and Mercia Institute of Enterprise, University of Warwick.

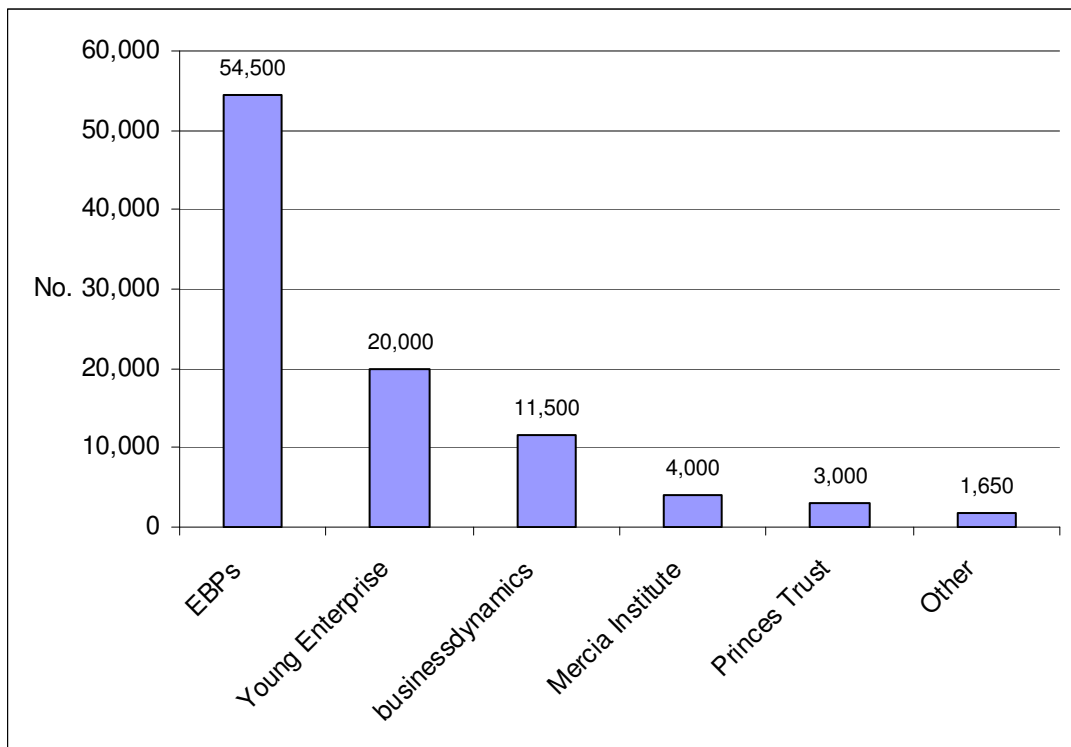
⁷ A total of 144 West Midlands schools were selected for the Enterprise Adviser service this year, including 18 Enterprise Learning Pathfinders and 9 Business and Enterprise Colleges.

Figure 2-1 Enterprise learning and development for young people in the West Midlands – current provision



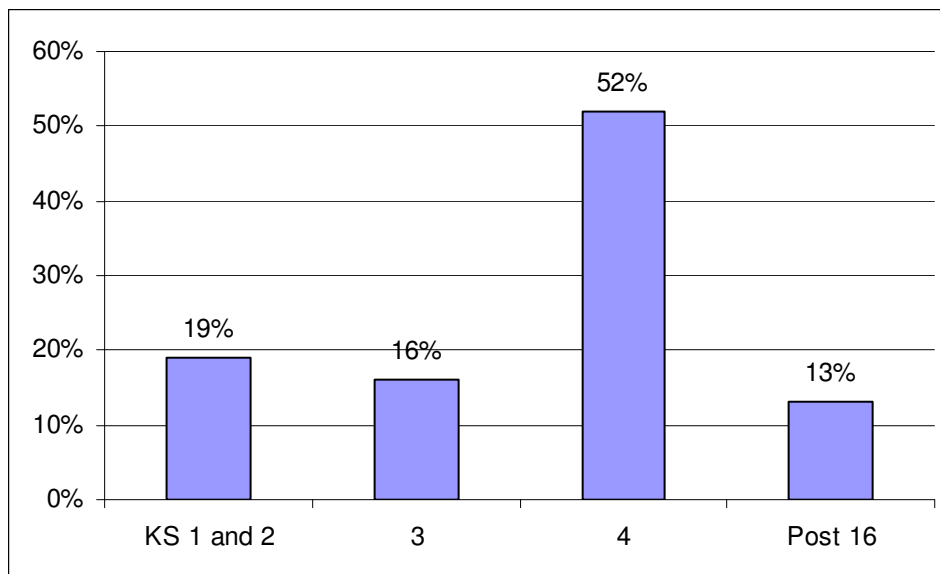
Overall, based on what we know from providers' own figures, we estimate that a total of around 94,650 young people (aged 5-18+) in the West Midlands will have experienced some sort of enterprise learning within the last year. The breakdown of the total by main provider is shown in Figure 2-2, below.

Figure 2-2 Enterprise learning numbers in the West Midlands by main provider (2003-2004)



We can also assign delivery to the specific Key Stage and age groups at whom these various enterprise learning activities are targeted. Figure 2-3 overleaf shows that over half (52%) of all the young people involved in enterprise activities last year were at KS4, aged between 14 and 16.

Figure 2-3 Participation in enterprise learning activities in the West Midlands by Key Stage (KS) and age



Post-16 activities include a very wide range of programmes. They cover work by the Prince's Trust with unemployed and other disadvantaged young people, for example, through to specialised enterprise training delivered by members of the Mercia Institute to undergraduate and graduate students in a number of West Midlands universities.

Most providers argue (and the Davies Review clearly implies) that enterprise education should really start as soon as possible and be delivered in successive, progressive learning steps throughout the young person's educational career. Given the profile of delivery and participation that we see emerging in the West Midlands, and in view of the Government's very welcome commitment to funding more delivery at KS4 from September 2005, we might conclude that there are serious gaps emerging at KSs 1-3 and post-16.

2.2. Capacity building

The other major challenge lies in equipping schools (and colleges) to acknowledge, identify and respond to their enterprise learning needs. With growing levels of interest in enterprise learning and a much higher policy profile from Government for this agenda, schools (and colleges) are under increasing pressure to acquire the knowledge, skills, internal cultures and external relationships (e.g. with local businesses) that they need to meet everyone's expectations.

This capacity building task has long been understood by most of the main providers listed in Figure 2-1 above. Many have been very active in working with schools and businesses to help them gear up for enterprise education, either as better informed consumers or as more skilled providers. The capacity building task can be broken down into a number of key components, as the Figure below suggests. They include providing:

- continuing professional development (CPD) opportunities for teachers;
- new experiences, skills and knowledge for business mentors/volunteers;
- new teaching materials, programmes and activities;
- other developments in the enterprise education curriculum.

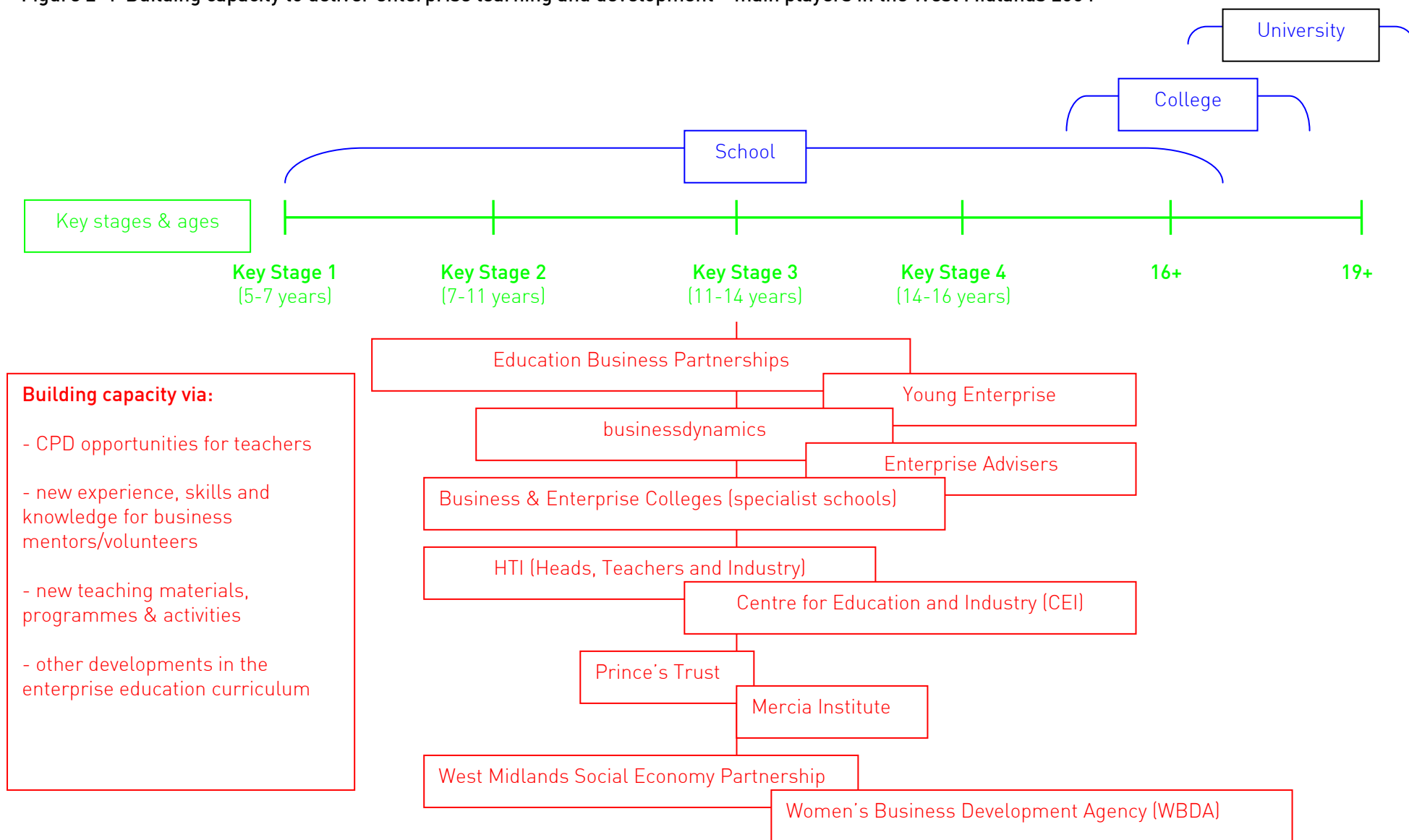
Figure 2-4 overleaf uses the same framework as before to sketch out where young people are in their education (from school to university) and what stage/age they have reached (from KS1 to 19+). But the red section in the bottom half of the picture is much more diverse. Here we see not only the main enterprise learning providers – such as the EBPs, YEWM and businessdynamics – but also the schools themselves, many of them working with Enterprise Advisers to embed new enterprise learning knowledge, skills, materials and methods.

The leading providers all stress that capacity building is integral to their delivery – either in the form of helping teachers learn more about business (e.g. via EBPs), or supporting volunteer mentors from local businesses and communities to deliver enterprise learning activities directly to young people (e.g. YEWM).

A host of other players enters the scene at this point as well. They include:

- HTI – working with senior teaching staff and managers in schools to develop their business skills.
- The WM Social Economy Partnership – who have developed entirely new course materials for schools to use in teaching children about social enterprise.
- The Women’s Business Development Agency – whose Women’s Empowerment Programme is capable of being ‘cascaded’ more widely for use with a range of other excluded groups, including young people.

Figure 2-4 Building capacity to deliver enterprise learning and development – main players in the West Midlands 2004



All of this suggests that, like the provider picture we painted earlier, there is a great deal of activity on the capacity building front but that it lacks coherence. **Our view is that serious resources need to be devoted to supporting and developing capacity building efforts on the ground and that, without this, the enterprise learning agenda will founder.**

We shall see in the following sections that capacity building within the main 'consumer units' (i.e. schools) is becoming an urgent priority if service providers are to avoid being overwhelmed by a demand that either cannot be met intelligently or funded adequately.

3. Demand

We have used the funds that the Government is making available to meet its five-day enterprise education commitment at KS4 (£60m) to calculate a unit cost for actual delivery. This gives us a benchmark figure upon which to base projected overall costs of delivery against a given level of demand. Demand itself has been modelled using the latest available figures from regional LEAs showing the numbers of young people on roll in West Midlands schools at each Key Stage.⁸

Our estimates suggest that, of the £60m being allocated in 2005-2006 to schools across England, the West Midlands can expect to receive £6.6m (the average for the English regions). This equates to just over £17,600 per secondary school, and an average £107 per head per Year 10 pupil. Spread over five days (25 hours of learning), this equates to £21 per head per day of enterprise education. This figure compares very well with the average cost of direct delivery reported by West Midlands EBPs in 2003-2004 (at around £20 per head).

The Table overleaf (Table 3-1) brings these figures together to yield a series of different demand scenarios. For example, if we assumed that we wanted to fund just 1 day (5 hours) of enterprise learning activity for all KS pupils in the West Midlands, using the Government's benchmark spending figure it would cost just over £4.9m (bottom row, third column of figures in the Table). At the other end of the scale, if we targeted all Key Stage groups in West Midlands schools for 5 days (25 hours) of enterprise learning, that would amount to over £24.8m in one year (bottom right-hand corner of the Table).

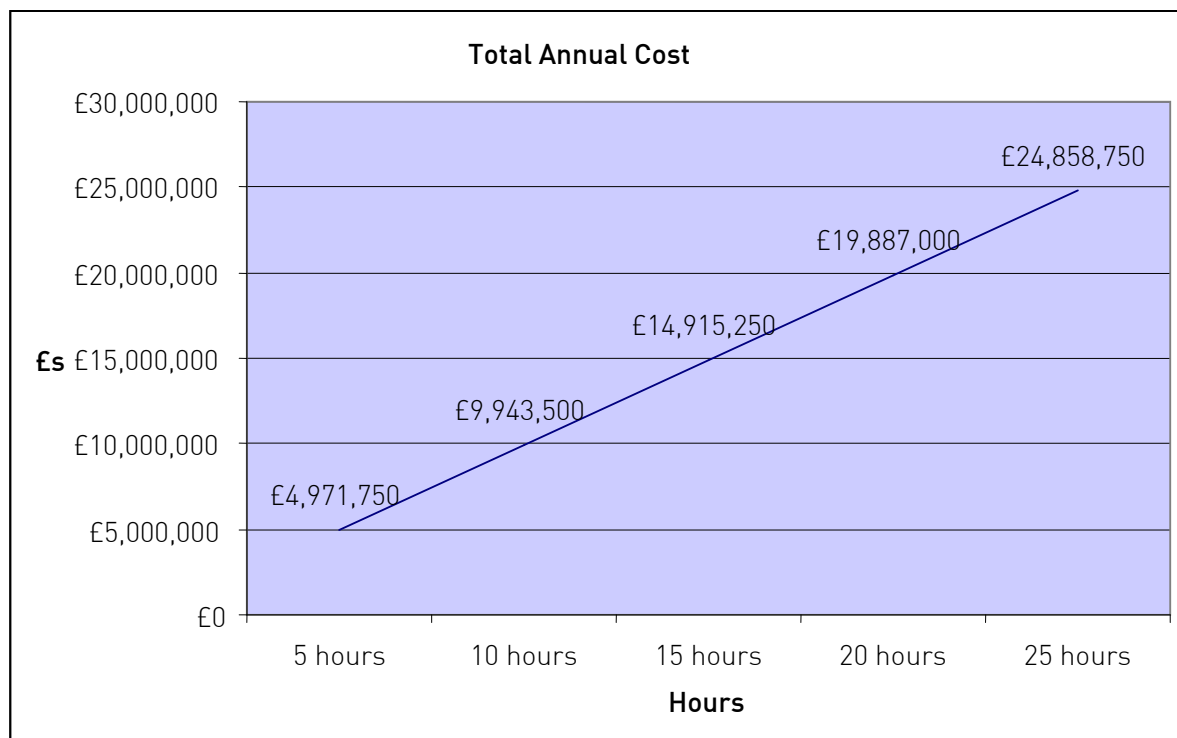
⁸ Appendix 3 contains additional information about the numbers of pupils currently on roll in each Year group in West Midlands schools (by LEA) and the number and range of schools involved in various enterprise activities.

Table 3-1 Demand scenarios

Key stage (and school Year)	Total no. students on roll in the West Midlands (2004/05)	Average students on roll per school Year	1 day (5 hours)		2 days (10 hours)		3 days (15 hours)		4 days (20 hours)		5 days (25 hours)	
			Total hours delivery	Annual cost (£)	Total hours delivery	Annual cost (£)	Total hours delivery	Annual cost (£)	Total hours delivery	Annual cost (£)	Total hours delivery	Annual cost (£)
1 (Years 1-2)	119,000	59,500	297,500	1,249,500	595,000	2,499,000	892,500	3,748,500	1,190,000	4,998,000	1,487,500	6,247,500
2 (Years 3-6)	223,000	55,750	278,750	1,170,750	557,500	2,341,500	836,250	3,512,250	1,115,000	4,683,000	1,393,750	5,853,750
3 (Years 7-9)	180,000	60,000	300,000	1,260,000	600,000	2,520,000	900,000	3,780,000	1,200,000	5,040,000	1,500,000	6,300,000
4 (Years 10-11)	123,000	61,500	307,500	1,291,500	615,000	2,583,000	922,500	3,874,500	1,230,000	5,166,000	1,537,500	6,457,500
Totals	645,000		1,183,750	4,971,750	2,367,500	9,943,500	3,551,250	14,915,250	4,735,000	19,887,000	5,918,750	24,858,750

We illustrate a series of these 'headline' figures in the next graph (Figure 3-1). This clearly shows that the unit costs of delivery would not vary with the age group, but total costs would depend on the numbers of learners involved (all learners in each KS group) and hours of delivery (from 5 to 25).

Figure 3-1 Modelling the costs of different demand scenarios



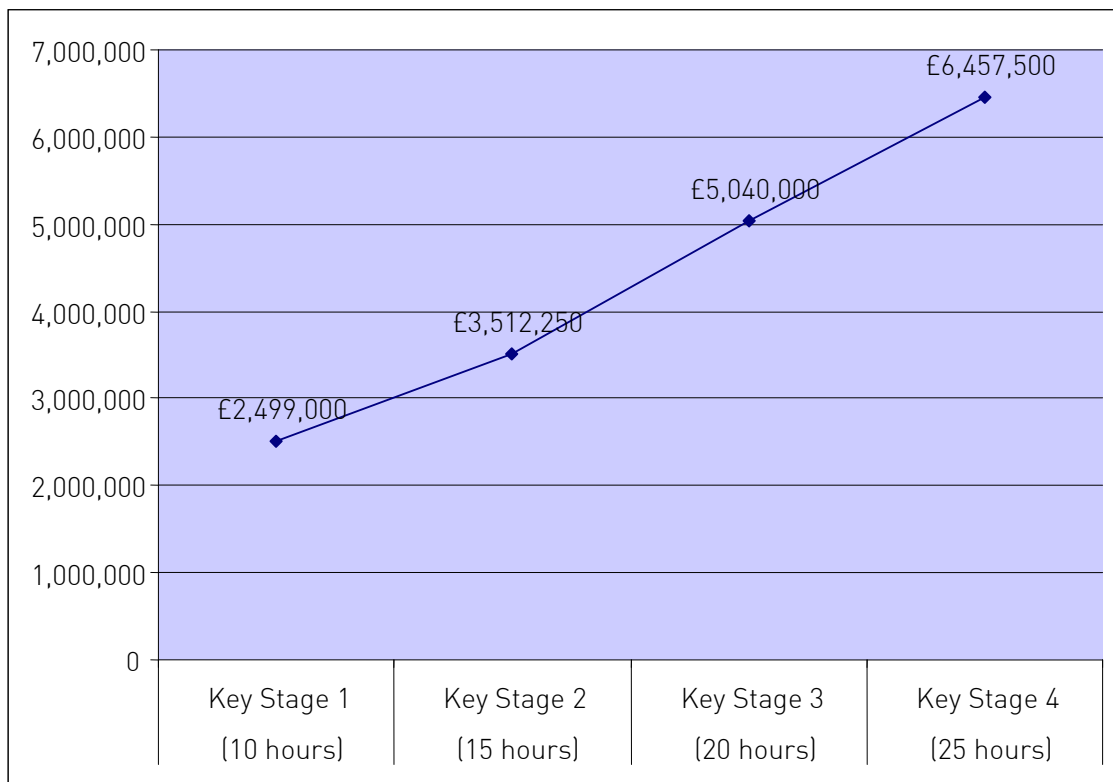
3.1 Ramping up delivery

We can now use the figures shown in Figure 3-1 to model different assumptions about the level and duration of delivery. For example, we could imagine a comprehensive programme of enterprise learning that 'ramps up' delivery according to a set of core organising principles. These principles include the requirement that enterprise education should be:

- *accessible* to all schools;
- *comprehensive* – in that it is delivered to all age groups;
- *progressive* – in that it builds on successive stages of learning;
- *integrated* both across the curriculum and with 'modules' of enterprise education that are delivered in a planned sequence (which is likely to include a blend of classroom-based learning, workshops, simulations and other 'bolt-on' enterprise activities).

For illustrative purposes, by applying these principles we might develop an initial model of delivery (and therefore of costs) that begins very modestly with, say, 10 hours of delivery (equivalent to 2 days) in Key Stage 1, 15 hours (3 days) in KS2, 20 hours (4 days) in KS3 and 25 hours (5 days) in KS4. The Figure below shows the costs that would be associated with such a model.

Figure 3-2 Ramping up delivery



It should be noted that we are not *recommending* such an approach but merely illustrating what a comprehensive and progressive model for the West Midlands might look like (and cost).

Taken together, these figures can be used as the building blocks for a funding framework to deliver enterprise learning opportunities to young people across the region. Our view is that, once a figure for unit costs has been agreed (whether or not it is based on the benchmark we have devised here), this should be treated as a constant for planning purposes and then modelled through different demand scenarios and assumptions about delivery over the next three to five years.

The other main conclusion at this point is that there is a huge gap between current supply and potential demand. Meeting the Government's 5-day commitment at Year 10 will be

extremely tough. In this context, even just thinking about a comprehensive, all-through enterprise learning programme becomes very daunting.

This suggests that a more realistic approach would be for providers and their partners to become more 'strategically opportunistic'. This means providers continuing to identify opportunities to deliver (and to fund delivery) as and when they occur, but to do so with a much clearer sense and vision of the long game – of what we all want to achieve in the longer term. This would require all providers to embrace the same vision and to regularly review their collective progress towards achieving its chief objectives.

4. Funding

The Table below brings together all the information we currently have about the main sources and applications of funding for enterprise learning and development in the West Midlands. These figures should be treated as provisional for the time being, as they are subject both to further refinement (as better data come in) and, we hope, to substantial additions (as new funding bids are submitted and succeed).

Table 4-1 Current and short-term funding for enterprise learning and development activities in the West Midlands

Provider	% of total funding for ...		Total
	Direct delivery ⁹	Capacity building ¹⁰	
Education Business Partnerships	90%	10%	£1.1m
Young Enterprise	10%	90% ¹¹	£700k
businessdynamics	90%	10%	£225k
Prince's Trust	90%	10%	£2.6m
Enterprise Advisers		100%	£1.5m
Mercia Institute	48%	52%	£250k
HTI		100%	£40k
Subtotals	£4.3m¹²	£2.1m	£6.4m
Work Related Learning – the 5 day enterprise education entitlement	100%		£6.6m
Totals	£7.6m	£5.4m	£13m

⁹ 'Direct delivery' means all enterprise learning and development services delivered directly to young people, including: class-based teaching, business simulation exercises, company visits with an explicit learning focus and content, enterprise competitions, away days, road shows, etc.

¹⁰ 'Capacity building' means all CPD activities for teaching staff that have an explicit business/enterprise learning focus and content, the development of new teaching materials, curriculum innovations, and work with business and/or community volunteers and mentors.

¹¹ Note: YEW spend the bulk of their resources on recruiting, training and supporting business and community volunteers to do all of their direct delivery. They therefore act more as brokers than providers, as such. This means that the 90% devoted to 'capacity building' is actually directly used to support delivery.

¹² This includes £600,000 of YEW's funding. This is a special case because most of their 'capacity building' directly supports delivery and, indeed, makes it possible. Most other major providers could probably continue with direct delivery without capacity building (at least in the short term). It therefore makes sense to count most of YE's funding as a direct contribution to delivery.

It should be noted that we have assumed for the sake of argument that half of all the funds allocated to schools to secure the five-day entitlement (£3.3m) will be spent on training teaching staff, developing or acquiring new teaching materials, and other capacity building activities. This does not mean, however, that the capacity building side of the equation is 'safe'. Enterprise Advisers, for example, will only be in post for a total of 15 months and, in any case, are working at best with less than half of all KS4 schools in the region.

This means that, at core, the West Midlands can probably draw on less than £4m worth of annual capacity building activity (that is, assuming that providers are able to achieve at least 'standstill' funding next year and beyond).

If partners to the strategy want to commit serious funding to capacity building (which we see as a priority over the next 3- 5 years), they should strive to see such activity being supported at every level in every school. If we assumed that half of all the enterprise education funding required to deliver a comprehensive, all-through service was to be spent on capacity building, that would cost three times more than current spending – i.e. around £12m per annum.

4.1 Future funding needs

Providers were asked to estimate their future funding needs. We were particularly interested to know what level of resources they would need to respond to any growth they foresaw in future demand. Typical growth forecasts, right across the provider community, saw predicted increases of anything between 40-200%, either to continue serving existing segments of the market or to penetrate new sectors, particularly post-16.

This very much confirms the direction in which we think the market is being driven. Our own estimates, for example, suggest that, compared with the Government's target from September 2005, there is a shortfall in delivery at KS4 to around 13,000 West Midlands children and over 1 million hours (assuming that each of the 48,000 KS4 pupils who do experience some sort of enterprise activity have no more than 1 day's learning on average).

5. Conclusions and recommendations

It should be clear from the foregoing analysis that there is a huge and growing opportunity both to deliver and develop new enterprise learning activities for young people in the West Midlands. We have seen that there is an impressive array of experienced and highly professional service providers in the West Midlands. Indeed, this region is very well placed to draw on the expertise of a number of national organisations that have local headquarters.¹³

However, the capacity to meet both known and potential demand in a growing market is limited, as is the funding available to support enhanced delivery. In this context we have come to a number of conclusions and recommendations:

5.1 Direct delivery gaps

Most providers argue (and the Davies Review clearly implies) that enterprise education should start as soon as possible and be delivered in successive, progressive learning steps throughout the young person's educational career. Given the profile of delivery and participation that we see emerging in the West Midlands, and in view of the Government's very welcome commitment to funding more delivery at KS4 from September 2005, we might conclude that there are particularly serious gaps emerging at KSs 1-3 and post-16.

Moreover, compared with the Government's target from September 2005, there is a shortfall in delivery at KS4 to around 13,000 West Midlands children and over 1 million hours (assuming that each of the 48,000 KS4 pupils who do experience some sort of enterprise activity have no more than 1 day's learning on average).

5.2 Capacity building shortfall

Serious resources also need to be devoted to supporting and developing capacity building efforts on the ground. Without this, the enterprise learning agenda will founder.

At core, the West Midlands can probably draw on less than £4m worth of annual capacity building activity (that is, assuming providers are able to achieve at least 'standstill' funding next year and beyond).

If partners to the strategy want to commit serious funding to capacity building (which we see as a priority over the next 3-5 years), they should strive to see such activity being supported

¹³ See Appendix 2.



at every level in every school. If we assume that half of all the enterprise education funding required to deliver a comprehensive, all-through service was to be spent on capacity building, that would cost three times more than current spending – i.e. around £12m per annum.

5.3 Unit costs

A figure for unit delivery costs needs to be agreed (whether or not it is based on the benchmark figure of £21 per head per 5 hour day that we have devised here). This should be treated as a constant for planning purposes and then modelled through different demand scenarios and assumptions about delivery over the next three to five years.

5.4 Strategic commitments

There is a huge gap between current supply and potential demand. Meeting the Government's five-day commitment at Year 10 will be extremely tough. In this context, even just thinking about delivering a comprehensive, all-through enterprise learning programme becomes very daunting.

A realistic approach would therefore be for providers and their partners to become more 'strategically opportunistic'. This means providers continuing to identify opportunities to deliver (and to fund delivery) as and when they occur, but to do so with a much clearer sense and vision of the long game – of what we all want to achieve in the longer term. This would require all providers to embrace the same vision and to regularly review their collective progress towards achieving its chief objectives.

5.5 Priorities for funding

Our main conclusion is that the enterprise education offer has got to resonate with what schools are already doing – by building on their established strengths and by overcoming acknowledged weaknesses. We cannot rely on ad hoc or 'bolt-on' solutions in the long-term. The key task, therefore, is to build the capacity of enterprise education *consumers* in order to make the market work more efficiently.

Notwithstanding the valuable and important work that certain providers are doing with disaffected, disengaged and marginalised young people outside the school system, the main focus of the funding framework at this time must be on building the capacity and capability of schools (in the first instance):

- to deliver enterprise learning activities themselves;
- to make sound decisions about whether/which external providers are appropriate, and
- to integrate these inputs with an established enterprise learning and development curriculum.

This implies that further work will need to be done to confirm and improve the quality of provision in some areas and to focus more of the work of key agencies specifically on their enterprise learning and development services.

A number of partners are in the process of bidding for funds to help either maintain or extend their own capacity to deliver next year (notably the regional EBC and Young Enterprise West Midlands). AWM is very unlikely to be able to find funds for capacity building in the way we have described it here, and funding to achieve the EU's entrepreneurship objectives will not be released for some time to come.

However, we believe specific preparations should be made now to bid for funds to build consumer capacity at a *regional* level. A series of sub-regional capacity building pilots could be devised aimed at working with teaching staff and senior school managers to help them acquire the necessary enterprise skills, knowledge and experience. Sub-regional pilots could explore different models of engagement, for example, between businesses and enterprise teaching teams. Others might fund the development of university taught CPD modules that have an explicit enterprise education focus. Lessons could also be applied to other pilot schemes based on the experience of local initiatives, such as the Coventry and Warwickshire Innovative Actions pilot, which appears to be developing capacity in schools in exactly the way we believe is needed.



6. Appendix 1 – Project methodology

The table below outlines, in summary form, the main tasks associated with achieving each of the projects' original five objectives.

Objective	Main tasks
1 Test and refine the <i>Enterprise Generation</i> action plan	<ul style="list-style-type: none"> - Set up project with sponsors - Consult with key WM stakeholders (x12) - Draw on best practice examples from other UK regions
2 Establish key components of an implementation and delivery plan	Desk research
3 Identify the likely costs/budget requirements	Desk research
4 Identify possible sources and packages of funding	Desk research and consultations with potential funders (AWM/DTi/SBS, LSC/ESF)
5 Provide source materials, including underpinning rationale and outline costs, to support specific funding bids	Produce draft funding framework

7. Appendix 2 – Provider profiles and programmes

7.1 Direct delivery

7.1.1 Education Business Partnerships (EBPs)

- Education Business Partnerships champion local education and business activity to increase the achievement of young people. There are eight such partnerships in the West Midlands Region. Working with delivery partners, they are involved in a wide range of activities. Examples include:
 - Enterprise work experience
 - Enterprise weeks
 - Key economic concepts
 - Enterprise Business days
 - Enterprise Challenge

EBP West Midlands regional offices

Birmingham and Solihull Connexions Services	Shropshire EBP
Judith Miller, Education Business Consortium Manager	Richard Jeary, General Manager
3rd Floor Charter House	Coppice House
100 Broad Street	Halesfield 7
Birmingham	Telford
B15 1AE	TF7 4NA
0121 248 8223	01952 681010
✉ judith.miller@connexions-bs.co.uk	✉ r.jeary.ebp@connexionsstw.org.uk
www.basenet.org.uk	www.shropshire-ebp.co.uk

Coventry & Warwickshire Education Business Consortium	Staffordshire Partnership
Dr Debbie Watson	Shan Jones
1 st Floor Tower Court	St Joseph's Court
Courtaulds Way	2-4 Lichfield Street
Coventry	Rugeley
CV6 5QT	Staffordshire
024 7670 7564	WS15 2EH
✉ debbie.watson@cswpconnexions.org.uk	01889 571999
	✉ staffpart@staffordshire.gov.uk
	www.staffpart.org.uk

Dudley Education Business Partnership
 Patrick Walker
 Saltwells Education Centre
 Bowling Green Road
 Netherton
 Dudley
 DY2 9LY
 01384 813719
 ✉ patrick.walker@dudley.gov.uk

Sandwell EBP
 Gary Clark, EBP Manager
 2nd Floor Black Country House
 Rounds Green Road
 Oldbury
 B69 2DG
 0121 569 2350
 ✉ gary_clark@sandwell.gov.uk
www.sandwellebp.co.uk

Warwickshire EBP
 John Botten, EBP Manager
 The Partnership Pavilion
 National Agriculture Centre
 Stoneleigh Park
 Warwickshire
 CV32 6RD
 024 7685 7830
 ✉ john.botten@warksebp.co.uk

Walsall EBP
 John Price, EBP Manager
 4th Floor Townend House
 Townend Square
 Walsall
 West Midlands
 WS1 1NS
 01922 424200
 ✉ jprice@walsallebp.co.uk

Wolverhampton EBP
 Tony Pitchers, Training & Dev Officer EBL
 Jennie Lee Centre
 Lichfield Road
 Wednesfield
 Wolverhampton
 WV11 3HT
 01902 555277
 ✉ tony.pitchers@wolverhampton.gov.uk

National website: <http://www.nebpn.org/>

7.1.2 Young Enterprise

Founded in 1963, the UK charity Young Enterprise runs a range of business and enterprise education programmes for more than 150,000 young people nationally each year through the support of 2,000+ businesses and 11,500+ volunteers. They provide a range of core, specialist and pilot programmes including:

- **Primary Programme modules**

1. Ourselves (4/5 year olds)
2. Our Families (6/7 year olds)
3. Our Community (7/8 year olds)
4. Our City (8/9 year olds)
5. Our Nation (9/10 year olds)
6. Our World (10/11 year olds)

Key Stage 4 (age 14-16) programmes

1. Learn to Earn
2. Project Business
3. Personal Economics
4. Enterprise in Action
5. Entrepreneurship Masterclass
6. Company Programmes
7. Team Programme

Higher Education

1. Entrepreneurship Masterclass
2. Graduate Programme

Young Enterprise West Midlands
 Enterprise House, Castle Street
 Worcester, WR1 3EN
 01905 744450

✉ Mark.Ashworth@yewm.org.uk

National website: <http://www.young-enterprise.org.uk>

7.1.3 **businessdynamics**

A business education and enterprise charity that aims to bring business to life for young people. Volunteers from companies introduce students, aged 14-19 years, to the

opportunities and challenges of business as well as helping them improve their key skills in preparation for the world of work. The range of work includes:

- **Business Awareness** – a two-day interactive programme giving 16-19 year old students an understanding of business and its crucial role in the economy. Participating students gain a practical understanding of key areas such as sales and marketing, human resources, management and design, and information technology. There is also the potential for themed Business Awareness programmes in specific industry sectors.
- **Blue Skies** – designed to encourage young people to consider setting up their own business. It has two key audiences: KS4 (14-15 year olds) and post 16 (16-19 year olds).
- **Special Needs** – young people with special needs, such as learning difficulties or disabilities, are provided with training to acquire the skills needed for the workplace.
- **Young Offenders** – young offenders are introduced to the world of work and given the skills and competencies needed for business. The programmes are led by role models from business and work to break the cycle of offending.

businessdynamics

Enterprise House, 59-65 Upper Ground

London, SE1 9PQ

020 7620 0735

✉ info@businessdynamics.org.uk

<http://www.businessdynamics.org.uk>

7.1.4 Prince's Trust

This UK charity helps people aged 14-30 through practical support including training, mentoring and financial assistance. They focus their efforts on those who've struggled at school, been in care, been in trouble with the law, or are long-term unemployed. Their activities include:

- **Business programme** – funding and support to help young people to start their own business.
- **xl clubs** – a team-based programme of personal development for students in their last two years of compulsory schooling.

- **Team programme** – a 12 week team-based programme of personal development training.
- **Development awards** – cash awards of £50-£500 for young people to access education, training and work.

West Midland Regional Office

Lye Business Centre

Enterprise Drive, Hayes Lane

Lye, Stourbridge

West Midlands, DY9 8QH

01384 892100

✉ webinfo@princes-trust.org.uk

<http://www.princes-trust.org.uk>

7.1.5 New Entrepreneur Scholarships

The New Entrepreneur Scholarships (NES) help people living in disadvantaged areas to start in business. It is funded by the Learning and Skills Council and managed by the National Federation of Enterprise Agencies, Association of Business Schools and Prince's Trust. It provides a comprehensive package of support, mentoring and funding in order to encourage and support the start-up and growth of new businesses. All business ideas within reason are supported, and social enterprise ideas are particularly welcomed.

- The business support phase forms the main part of the programme and normally involves between four and six months of training on a part-time basis. NES business support provides basic information needed to start-up and run a business. The programme includes assistance with developing a business plan, as well as other essential business skills such as basic bookkeeping, marketing and advice on presentation, selling and motivation.
- Each scholar can attend an induction, where they meet their co-scholars and course leaders. New scholars can discuss their background and business ideas and needs in confidence in order to develop a training plan. These initial discussions form the basis for the individual NES programme.
- Each region runs their business support slightly differently however. All provide a mix of session types such as: group workshops, seminars, and

one-to-one support. Additionally scholars may be invited to participate in regional networking days, presentations and business exhibitions.

West Midlands Office:

Business Enterprise Support Ltd, Fyrest House
Wetmore Road, Burton on Trent, DE14 1SN
01283 742408

✉ sofiab@enterprisesupport.org

National website: <http://www.nesprogramme.org>

7.1.6 Enterprise Learning Pathfinders and Business and Enterprise Colleges (specialist schools)

Business & Enterprise Colleges are intended to use their specialist status to raise standards of achievement and the quality of learning for all their students. In particular, they are expected to:

- Develop strong curriculum business links and teaching strengths in business education, financial capability, work-related learning and enterprise-related vocational programmes.
- Enhance economic and business understanding and a business and enterprise culture including an understanding of the ethical dimension of business, throughout the curriculum, e.g. through outcome based enrichment activities and involvement with national initiatives and competitions and involvement in local Education Business Link consortia.
- Invest and support the development of leadership skills of all their staff, including developing innovative ways of deploying staff.
- Cultivate a positive attitude toward risk taking and entrepreneurial attitudes.
- Become involved in national strategies (such as Enterprise Pathfinder projects) and other proposals to expand enterprise education.

The Business & Enterprise specialist colleges in the West Midlands are shown in the Table below.

Business & Enterprise specialist colleges in the West Midlands

LEA	School
Birmingham	Bordesley Green Girls School
	Bourneville School & Sixth Form Centre
	Fairfax School
	Holyhead School
Shropshire	Priory School
Solihull	Heart of England School
Staffordshire	Fair Oak High School
Stoke on Trent	Sandon High School
Walsall	Alumwell School
	St Thomas More Catholic School, Willenhall
Warwickshire	Higham Lane School
Worcestershire	Waseley Hills High School and Sixth Form Centre

Source: <http://www.dfes.gov.uk/>

7.1.7 Mercia Institute of Enterprise

The Mercia Institute of Enterprise (MIE) was launched in 2001 and is a partnership of all the West Midlands Universities led by the University of Warwick. MIE is one of 13 Science Enterprise Centres which have been set up to promote and develop enterprise and entrepreneurship in Higher Education. MIE designs and delivers high quality enterprise programmes and materials for students and business people.

Two working groups lead on the Institute’s key activities and projects: the Education Group, focusing on enterprise education, training, business liaison and e-Learning and the Enterprise Group, which oversees university spin-outs, tech transfer, such as the Enterprise Fellowship Scheme, and commercialisation of university assets in general.

As an example of their activities, their programme of events for Autumn Term 2004 is as follows:

- Build your own Business – 8 week evening course
- Enterprise Research Fellowship Scheme (ERFS)
- European University Association Conference, Maastricht

- VentureFest (EFS) – Patshull Hall, Burnhill Greet, South Staffs
- Mercia Doctoral Enterprise Research Colloquium – Aston Business School
- EnterpriseFest – Warwick University, Keele University, Wolverhampton University
- UKSEC Best Practice Workshop – Student Enterprise & Enterprise Hubs – Nottingham University
- After Lambert Employers and Higher Education Enhancing Employability Conference in London
- Warwick Certificate of Enterprise – free course to students
- European Forum for Innovative Enterprise – Karlsruhe, Germany

Mercia Institute of Enterprise
University House, University of Warwick
Coventry, CV4 8UW
024 7657 4002
[✉ mie@warwick.ac.uk](mailto:mie@warwick.ac.uk)
<http://www.mercia institute.com>

7.2 Capacity building

7.2.1 **Education Business Partnerships** – see above

7.2.2 **Young Enterprise** – see above

7.2.3 **businessdynamics** – see above

7.2.4 **Business & Enterprise Colleges (specialist schools)** – see above

7.2.5 **Prince’s Trust** – see above

7.2.6 **Mercia Institute** – see above

7.2.7 **West Midlands Entrepreneurship Hub**

Based at Coventry and Warwickshire Chamber, now taking the lead on provider/partner collaboration and on facilitating the West Midlands Entrepreneurship Group.

Hannah Williams

Coventry & Warwickshire Chamber of Commerce

[✉HANNAHW@cw-chamber.co.uk](mailto:HANNAHW@cw-chamber.co.uk)

024 7665 4321

<http://www.cw-chamber.co.uk>

7.2.8 **Enterprise Advisers**

The Learning and Skills Council runs the Enterprise Adviser Service to help schools fulfil their statutory requirement to provide work-related learning for all pupils at Key Stage 4. Around 100 Enterprise Advisers have been recruited in England to work with head teachers to forge and strengthen ties between schools and businesses. They work to ensure young people have good work based experience that will improve their enterprise and employability skills.

In addition, the Advisers are able to access development funds for additional resources, materials or services to support enterprise development in schools. For example, Stoke

Park School in Coventry qualified for Enterprise Pathfinder status, picking up an extra £18,720 of DfES funding as a result of their work with their Enterprise Adviser.

Sources: <http://www.lsc.gov.uk/National/Media/PressReleases/schoolsandbusiness.htm> and *Coventry Evening Telegraph*, 9th September 2004.

7.2.9 HTI (Heads, Teachers and Industry)

HTI was founded in 1986 by a group of senior business people as an independent, not-for-profit charity dedicated to enhancing leadership and management skills within schools. Their activities include:

- research into issues such as employability, inclusivity, risk education and the environment;
- development of resources;
- Leadership Secondment Scheme whereby educationalists are placed in business;
- the Leadership Programme for Serving Head teachers (LPSH);
- the National Professional Qualification for Headship (NPQH) for Head teachers in the West Midlands;
- skills-based training – the Skills for Leadership courses for educationalists, developed in conjunction with leading business partners and a range of teachers.

HTI Leadership Centre
 Herald Court, University of Warwick Science Park
 Coventry, CV4 7EZ
 024 7641 0104
<http://www.hti.org.uk/>

7.2.10 Centre for Education and Industry (CEI)

CEI is a national and international centre for the study and dissemination of information and experience of education-industry collaboration. It offers consultancy, teaching resources,

and research and evaluation services. Included within CEI are the NatWest Financial Literacy Centre and The Post Office Education Service.

Centre for Education and Industry
 University of Warwick, Coventry, CV4 7AL
 024 7652 3909

[✉ cei@warwick.ac.uk](mailto:cei@warwick.ac.uk)

<http://www.warwick.ac.uk/wie/cei/>

7.2.11 West Midlands Social Economy Partnership

The Partnership manage 'Regenerating the West Midlands through the Social Economy' – a social enterprise action research scheme. This Scheme aims to put in place a regional support framework for the development of social enterprises, and also to develop models of good practice. They manage 20 action research projects, including the 'Not [Just] for Profit' toolkit which is a new course to teach school children aged 14-19 years about social enterprise.

Lonsdale House, 52 Blucher Street
 Birmingham, West Midlands, B1 1QU
 0121 616 5064

[✉ admin@wmsep.co.uk](mailto:admin@wmsep.co.uk)

<http://www.wmsep.co.uk>

7.2.12 National Foundation for Teaching Entrepreneurship (NFTE)

NFTE is an international, non-profit organisation that targets socially excluded and disadvantaged young people and introduces them to the worlds of entrepreneurship by teaching them how to develop and operate their own business. The three core elements of NFTE are:

- creating and developing curriculum resources (text and Internet based);
- training teachers;

- student training and support.

South Lodge, Regent's College, Inner Circle
Regent's Park, London, NW1 4NS
020 7487 7698
www.nfte.org.uk

7.2.13 Women's Business Development Agency (WBDA)

A national organisation, based in Coventry, which provides women with the specific support and advice they need to start and sustain their own businesses. Their Women's Empowerment Programme is capable of being 'cascaded' more widely for use with a range of other groups, including young people.

Women's Business Development Agency
The Enterprise Centre, Coventry University
Puma Way, Coventry, CV1 2TT
024 7623 6111
admin@wbda.co.uk
<http://www.wbda.co.uk>

8. Appendix 3 – Schools, pupil numbers and enterprise education specialists in the West Midlands

Number of primary, middle and secondary schools in West Midlands

LEA	No. primary schools	No. middle schools	No. secondary schools	Total schools (excluding FE, and Special)
Birmingham	305	0	76	381
Coventry	86	0	19	105
Dudley	82	0	22	104
Herefordshire	84	0	14	98
Sandwell	97	0	18	115
Shropshire	144	0	22	166
Solihull	32	0	13	32
Staffs	291	14	55	360
Stoke on Trent	75	0	17	92
Telford and Wrekin	65	0	13	78
Walsall	103	0	20	20
Warwickshire	197	0	37	234
Wolverhampton	81	0	19	100
Worcestershire	184	33	29	246
Total	1,826	47	374	2,131

Source: West Midlands LEA websites, October 2004

West Midlands region pupil numbers for each Key Stage, plus Sixth Form and FE

LEA	Pupils KS1	Pupils KS2	Pupils KS3	Pupils KS4	Sixth forms 16-19	Total KS 1-4 plus Sixth forms	FE 16-19 (rounded to nearest thousand)	Grand total
Birmingham	13,741	13,637	13,211	11,800	missing data	52,389		
Coventry	7,323	14,731	11,354	7,249	2,861	43,518		
Dudley	7,483	15,606	12,452	7,249	415	43,205		
Herefordshire	3,682	7,744	6,211	4,005	412	22,054		
Sandwell	8,000	16,000	12,000	8,000	missing data	44,000		
Shropshire	9,020	12,681	10,434	6,911	1,232	40,278		
Solihull	5,162	10,930	9,098	5,954	789	31,933		
Staffs	18,743	38,293	31,512	20,512	7,100	116,160		
Stoke on Trent	5,623	11,240	9,070	5,969	482	32,384		
Telford and Wrekin	4,226	8,515	6,333	4,157	408	23,639		
Walsall	6,794	13,436	11,428	7,208	2,845	41,711		
Warwickshire	11,485	23,398	18,974	12,365	3,717	69,939		
Wolverhampton	5,878	12,166	8,838	8,838	2,439	38,159		
Worcestershire	12,153	24,313	19,453	12,519	3,965	72,403		
Total	119,313	222,690	180,368	122,736	26,665	671,772	81,000	752,772

Source: West Midlands LEAs, October 2004

Notes

- All figures cover academic year 2003-2004.
- Figures do not include Reception year which is part of the Foundation Stage.

Schools selected for the Enterprise Adviser service in the West Midlands

Sub-region	School
Birmingham & Solihull	Aston Manor School
	Al-Hijrah Secondary School
	Archbishop Ilsley Catholic School

Sub-region	School
	Bartley Green Technology College
	Bishop Challoner Catholic School
	Bordesley Green Girls' School
	Broadway School
	Cardinal Newman Catholic School
	Castle Vale School and Specialist Performing Arts College
	Cockshut Hill Technology College
	Colmers Farm School
	Dame Elizabeth Cadbury Technology College
	Four Dwellings High School
	Frankley Community High School
	George Dixon International School and Sixth Form Centre
	Golden Hillock School and Specialist Sports College
	Hamstead Hall School
	Handsworth Wood Girls' School
	Harborne Hill School
	Hillcrest School and Sixth Form Centre
	Hodge Hill Girls' School
	Hodge Hill School
	Holte School
	Holy Trinity Catholic School
	Holyhead School
	Kings Heath Boys' School
	Kings Norton High School
	Kingsbury School
	Lordswood Boys' School
	Lordswood Girls' School and The Sixth Form Centre, Harborne
	Moseley School A Language College
	Ninestiles School
	Park View School
	Perry Beeches School
	Queensbridge School



Sub-region	School
	Saltley School
	Selly Park Technology College for Girls
	Sheldon Heath Community School
	Shenley Court Specialist Arts College and Sixth Form Centre
	Small Heath School
	Smith's Wood School
	St Alban's CofE School
	St Edmund Campion RC School
	St John Wall Catholic School
	St Paul's Community Foundation School
	St Thomas Aquinas Catholic School
	Stockland Green School
	Swanshurst School
	The Archbishop Grimshaw Catholic School
	The College High School
	The Heartlands High School
	The International School and Community College, East Birmingham
	Turves Green Boys' School
	Turves Green Girls' School and Technology College
	Washwood Heath Technology College
	Waverley School
	Wheelers Lane Technology College
	Whitesmore School
	Yardleys School
Black Country	Aldersley High School
	Alexandra High School and Sixth Form Centre
	Blue Coat Church of England Comprehensive School
	Bristnall Hall High School
	Brownhills Community School – DfES Community Technology College
	Castle High School
	Colton Hills Community School
	Cradley High School

Sub-region	School
	Darlaston Community School
	Deansfield High School
	Frank F Harrison Community School
	George Salter High School
	Heath Park High School
	Holly Hall Maths and Computing College
	Holly Lodge High School
	Joseph Leckie Community Technology College
	Langley High School
	Manor High School (Foundation)
	Menzies High School
	Moreton Community School
	Moseley Park School
	Our Lady and St Chad Catholic School
	Parkfield High School
	Pendeford High School
	Pensnett School of Technology
	Rushall Community College
	Shireland Language College
	Sneyd Community School
	St Michael's CofE High School
	Stuart Bathurst Catholic High School
	The Alumwell School
	The Hillcrest School and Community College
	The Northcote School
	The Wordsley School
	Tividale High School and Community College
	Walsall Academy
	Willingsworth High School
	Wodensborough Community Technology College
	Wood Green High School College of Sport
Coventry & Warwickshire	Alderman Callow School and Community College



Sub-region	School
	Barr's Hill School and Community College
	Cardinal Wiseman Catholic School
	Ernesford Grange School and Community College
	Foxford School and Community Arts College
	Lyng Hall School
	Manor Park Community School
	President Kennedy School and Community College
	Sidney Stringer Community Technology College
	Stoke Park Community Technology College
	Woodway Park School and Community College
Hereford & Worcestershire	Baxter College
	Elgar Technology College
	Trinity High School and Sixth Form Centre
Shropshire	Ercall Wood Technology College
	Madeley Court School
	The Abraham Darby School
	The Lord Silkin School
	The Orleton Park School
	The Phoenix School
	The Sutherland School
Staffordshire	Berry Hill High School
	Birches Head High School
	Blurton High School
	Brownhills High School
	Chesterton Community High School
	Edensor High School
	Haywood High School
	James Brindley High School
	Longton High School
	Mitchell High School
	Newcastle Community High School
	Paget High School

Sub-region	School
	Sandon High School
	Thistley Hough High School
	Torc High School

Source:

<http://www.lsc.gov.uk/National/Documents/SubjectListing/FundingLearning/SchoolsandSixthForms/enterpriseadv/iser.htm>

Enterprise Learning Pathfinder Schools

LEA	Pathfinder Lead School
Birmingham	Bordesley Green Girls' School
	Bournville School and Sixth Form Centre
Coventry	Finham Park School
	Stoke Park School and Community Technology College
Dudley	The Holly Hall School
	Old Swinford Hospital
Solihull	Lyndon School
	Whitesmore School
Stoke-on-Trent	St Peter's Church of England High School and International Language College
Telford and Wrekin	The Lord Silkin School – Telford Cluster
Walsall	Alumwell Business and Enterprise College
Warwickshire	Higham Lane School
	Manor Park Community School
	Myton School Cluster
	Queen Elizabeth School
	The Trinity Catholic Technology College
Worcestershire	Dyson Perrins CofE High School
	Haybridge High School and Sixth Form Centre
	Waseley Hills High School – Business and Enterprise College

Source: <http://www.dfes.gov.uk/ebnet/download/Pathfinders%20in%2004-05.xls>

