a Youth Enterprise and Entrepreneurship Strategy for Wales

- yes -

leucweti | Gymn
ac Entrepreneuriaeth
Strategaeth Menter
Entrepreneurship is central to the Welsh Assembly Government’s vision for the future. In *Wales: A Better Country*, we recognise that building a competitive, sustainable and prosperous Wales is a long-term investment.

To achieve these goals we must equip our young people with the attitudes, values and skills to succeed both in education and the world of work. Our young people need to be entrepreneurially confident to play a full and active part in the economy.

The Youth Enterprise and Entrepreneurship Strategy (*yes*) commits to making these aspirations a reality in Wales.

These core messages are also embedded in a range of Assembly Government policies. *Learning Country: Learning Pathways* 14-19 recognises the need for experiential elements in the development of young people. The *Entrepreneurship Action Plan* and *Wales for Innovation* stress the importance of generating the right culture and climate for home-grown success.

*Future Skills Wales 2003* further underlines the significance attached by Welsh employers to ‘soft’ or non-cognitive skills such as team working, creativity and initiative.

We see the development of entrepreneurship skills, values and attitudes as part of a lifelong continuum of learning essential to a young person’s experiences, from school through college and university into working life.

These assets and experiences are relevant and applicable within all stages of formal education and beyond – at work, when setting up a business, and throughout a lifetime of setting personal learning and career targets.

*yes* affirms that entrepreneurship skills are wider than just generating new business start ups. We need public sector and social entrepreneurs to modernise public services and maximise community potential as well as those who create and manage our home grown businesses.

*yes* acknowledges that positive strides are already being made towards key goals and targets. It offers common models of entrepreneurship learning and delivery for all partners in Wales to work towards. Central to its success will be a clear focus on the needs of our young people as they make their way through the learning continuum.

Important work remains to be done, from raising awareness and changing attitudes, through to increasing the capacity of our young people to recognise and seize enterprise opportunities. This cultural change affects not only young people but the intermediaries and institutions that influence them.

The Welsh Assembly Government and the WDA thank all partners who have contributed to the development of this Strategy. We look forward to delivering it with you.

Jane Davidson AM, Minister for Education & Lifelong Learning
Andrew Davies AM, Minister for Economic Development & Transport
+ introduction

This Strategy provides a common model of entrepreneurship learning and a delivery framework that will enable young people in Wales to be entrepreneurially aware and active.

The Youth Enterprise and Entrepreneurship Strategy aims to contribute to the goals of Wales: A Better Country through the Entrepreneurship Action Plan (EAP) by supporting and encouraging entrepreneurship amongst young people. In particular it aims, through partnership working, to:

- empower our education system to contribute towards a more entrepreneurial culture
- promote enterprise skills outside formal education
- encourage entrepreneurial behaviour whilst in employment
- develop the delivery infrastructure
- improve access to opportunities and learning pathways for individuals

This Strategy has been developed by the WDA in collaboration with numerous partners as part of an extensive consultation process and mapping exercise during 2003. The input of the many contributors listed in Annex 2 has been critical in shaping this document.

The WDA will be the lead body for implementing this Strategy as part of Key Actions 1 and 2 of the EAP but, recognising the need for collaborative delivery by a number of agencies and organisations, its work will be informed by a Monitoring and Evaluation Panel which will include representation from the key stakeholders in economic development and education.

Copies of Welsh Assembly Government strategies such as A Winning Wales, Learning Country: Learning Pathways 14-19 and Wales for Innovation, can be obtained from the National Assembly website www.wales.gov.uk

Copies of this document and of the Entrepreneurship Action Plan can be obtained from the WDA:
Phone: 08457 77 55 77
Email: enquiries@wda.co.uk
Web: www.wda.co.uk

For Text users, please use the prefix 18001 for the RNID Typetalk facility.

This information is also available in large print, Braille, Moon and audio formats. Please contact us for further information.
The economic ‘need’ which is the context of this Strategy is, by now, well rehearsed. The strategic agenda of the Welsh Assembly Government, *Wales: A Better Country*, promotes the vision of ‘a diverse, competitive, high added-value economy, with high-quality skills and education, that minimises demands on the environment.’

In its National Economic Development Strategy, *A Winning Wales*, the Welsh Assembly Government has set ambitious targets for improving the performance of the Welsh economy over the next 10 years. Many of these targets are delivered through Action Plans focusing on key themes such as Skills and Employment, Innovation and Entrepreneurship, alongside a range of other plans and strategies. The relationships of some of these to *A Winning Wales* are illustrated opposite.
The current picture is one of low unemployment compared to the UK average but higher levels of economic inactivity. The business stock is characterised by relatively high numbers of businesses in low value-added sectors and low numbers of businesses in the knowledge economy, where there is greater potential for growth. Wales’ GDP per head continues to lag behind that of most other UK regions and many European counterparts.

Promoting enterprise and nurturing high-value businesses and jobs in all communities are key strategic goals. The contribution of enterprise and entrepreneurship in this context is to increase the competitiveness of businesses, encourage innovation and ‘newness’ in the economy, provide a seedbed for future growth, increase economic flexibility, create jobs and reduce social exclusion. A fundamental aspect of improving economic performance will be to reduce the level of economic inactivity by raising the attainment and ambition levels of our young people.

Wales’ greatest asset in achieving these goals is our young people, their skills, ambition and drive. If Wales is to become a place where more people want to create and grow sustainable businesses, the right lifelong learning opportunities and skills support need to be in place.

Competing through cheaper labour costs is not a sustainable option for Wales in an enlarged EU and globalised economy. Raising skill, attainment and innovation levels is the way forward. It is vitally important that our young people are able and equipped to respond flexibly to the many opportunities and challenges that lie ahead. We must also recognise that we will need to be innovative and determined in delivering this change, given that the European Union’s Entrepreneurship Action Plan has set a similar agenda for the whole of the EU.

Actions stemming from the Entrepreneurship Action Plan and Learning Country: Learning Pathways 14-19 are already making headway in achieving these goals. The Skills and Employment Action Plan also identifies ways forward in bridging the education, skills and economic agendas. Engagement between business and education is not a luxury. It is essential to long-term sustainability and can bring immediate benefits.

The need for enterprise and entrepreneurship learning is important in helping to achieve these goals by:

- preparing our young people with confident and positive attitudes towards entrepreneurship
- equipping our young people with the skills, values and experiences they need to be entrepreneurially aware, active and successful

Putting these foundations in place will help start the entrepreneurship journeys of our young people and make the process of engaging with them in the future much more effective.
+ vision

To develop and nurture self-sufficient, entrepreneurial young people in all communities across Wales, who will contribute positively to economic and social success.

yes delivers a commitment to equip our young people with the aspiration, confidence, experience and skills to want to create opportunities for themselves.

At the heart of this Strategy is a clear understanding that entrepreneurship is not something that just a few special people are born with.

Entrepreneurship education is about developing young people’s attitudes and skills to help them realise their own potential. It is also about having the drive to turn ideas and opportunities into reality, enabling young people to be positive, proactive and successful in their approach to life and work.

Enterprise education is about providing the opportunity for young people to apply their skills and develop their understanding in practical ways.

In reality, the actions proposed in this Strategy cover both entrepreneurship and enterprise education in an integrated and seamless fashion.

A model for understanding and teaching entrepreneurship has been developed which, for the first time, breaks it down into transferable skills and measurable outcomes.

This model gives a meaningful structure to the concept of entrepreneurship, allowing it to be aligned with essential skills.

The ACRO model presents four key dimensions of entrepreneurial behaviour: Attitude, Creativity, Relationships and Organisation.

Attitude
- Self-knowledge, belief and confidence
- Motivation
- Determination
- Aspiration
- Competitiveness

Creativity
- Problem solving
- Innovation
- Spotting and creating opportunities
- Lateral thinking and ideas generation

Relationships
- Communication
- Working with others
- Managing difficult situations
- Negotiation, persuasion, and influence
- Presentation

Organisation
- Planning
- Managing resources
- Decision-making
- Managing risk
- Research and understanding the environment
- Vision and goal-setting
The entrepreneurship journey of young people progresses from increased awareness and positive attitudes, to learning entrepreneurial skills, through to practicing enterprise. For some, this will eventually mean starting a business but it is neither desirable nor appropriate to expect everyone to go that far.

However, the skills, knowledge and experience gained on the journey will be valuable assets to young people in all aspects of their lives, whether they choose to set up in business, work in a public or voluntary sector organisation, a multi-national industry or one of Wales’ many small and medium-sized enterprises. Young people need dynamic entrepreneurial qualities to fulfil their potential, whatever they choose to do.

The delivery of this Strategy naturally involves the activities and support being available in both the main languages of Wales. It will also contribute to the Welsh Assembly Government’s strategies on Sustainability, Equal Opportunities and ICT. Opportunities to maximise the use of ICT and new media will be a particular priority for this Strategy.

It is crucial that the public, private and voluntary sectors take ownership of the vision and delivery actions. The success of this Strategy will ultimately depend on genuine commitment and partnership working by all stakeholders.

The Action Areas in this Strategy are each delivered through a number of strands of work.

Many of these strands are already being delivered successfully by a range of agencies, institutions and organisations. Where gaps or new opportunities have been identified, these can be addressed in many cases by integrating complementary strands of work, partnership working and making more effective use of existing resources.

The Action Areas and Subsidiary Actions are summarised in Annex 1, along with lead responsibilities and timetables.

yes proposes delivering this model of entrepreneurship education through three main Action Areas based on Awareness, Learning and Support.

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1. **Awareness**
   Developing the culture

2. **Learning**
   Equipping young people with relevant skills, knowledge and experience

3. **Support**
   Providing an effective and demand-led support infrastructure

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The Action Areas and Subsidiary Actions are summarised in Annex 1, along with lead responsibilities and timetables.
A key goal of this Strategy is to create an entrepreneurial culture among our young people. It is equally important however, that institutions and intermediaries are persuaded of the value of the entrepreneurial culture and embed it in their organisational ethos.

Under Key Action 1 of the EAP, the Dynamo project is already making progress in developing the attitudes of young people in schools. This initiative will now also focus on the needs of young people in the post 16 environment and provide clarity and direction for institutions and intermediary organisations.

Local Education Authorities, school governors and head teachers have an important part to play in encouraging adoption of this Strategy, providing guidance, promoting best practice and monitoring progress.

In Further and Higher Education, the WDA’s Entrepreneurship Champions play a pivotal role in developing institutional strategies and engaging students across the board.

The Community Consortia for Education and Training (CCETs), 14-19 Networks and Young People’s Partnerships (YPPs) have a strategic role in raising the profile of entrepreneurship.

Engaging with young people outside the formal education system, especially the young unemployed, is a challenge. Self-employment or starting a business may not be seen as viable career path for many but working in partnership with Careers Wales and Job Centre Plus, as well as community and youth organisations, there are opportunities to engage with this group in order to build confidence and motivation.

As Future Skills Wales 2003 Generic Skills Survey demonstrated, employers value entrepreneurial attitudes in their young employees. The WDA can play a lead role in encouraging public sector employers to embrace the concept of ‘intrapreneurship’.

The private sector itself will need to demonstrate its commitment by acting as positive role models for young people. Partners such as the Chambers of Commerce, CBI, IoD, FSB and the Trade Unions are well placed to promote the benefits of engaging with education and promoting the value of entrepreneurial skills to their membership.

- Deliver a communications campaign to raise awareness of enterprise and entrepreneurship among young people
- Encourage all primary, secondary and special schools to include a strategy for enterprise and entrepreneurship within their development plans
- Support all FE and HE institutions in embedding entrepreneurship within their strategic planning processes
- Support CCETs, YPPs and 14-19 Networks to develop a strategic role stimulating entrepreneurship education
- Encourage all organisations working with children and young people, both within and outside formal education, to embrace enterprise and entrepreneurship in their provision
- Support employers in promoting the value of entrepreneurship to their young employees

Action Area 1
Awareness – Developing the Culture
Action Area 2
Learning – Equipping young people with relevant skills, knowledge and experience

- Embed enterprise and entrepreneurship within the school curriculum
- Embed enterprise and entrepreneurship within curriculum development in FE and HE
- Maximise the use of existing resources and develop new materials to support enterprise and entrepreneurship learning, both within and outside formal education
- Provide opportunities to apply entrepreneurial skills

Embedding enterprise and entrepreneurship as a cross-cutting theme in our education system will ensure our young people are best able to respond positively to opportunities. The WDA and ACCAC will support this process by developing and distributing materials for use in schools and colleges. Local Education Authorities have an important role promoting the use of these materials.

To ensure the materials are used effectively in the classroom, it is crucial that teachers are engaged in order to develop their understanding of the benefits of enterprise and entrepreneurship education. Tailored training in the use of the materials must include an understanding of the concept of entrepreneurship.

HEFCW and QAA will need to play a similar role in supporting and enabling Higher Education institutions to establish enterprise and entrepreneurship elements within existing and proposed courses. Quality benchmarks must be integrated from the outset.

The WDA will work with partners including, amongst others, individuals engaged in entrepreneurship education and entrepreneurs, to develop additional resource materials for use in entrepreneurship learning both within and outside formal education. This work will be guided by the mapping exercise of existing activities conducted in 2003.

Giving young people the opportunity to develop their knowledge and experience of enterprise is crucial if they are to enter the world of work with the confidence to act in entrepreneurial ways. While there is extensive education business links activity and a range of extra-curricular opportunities, with many examples of good practice, provision is variable across Wales. The WDA will continue to work closely with key partners to ensure that a range of opportunities is available at all stages of the young person’s development.
Action Area 3
Support – Providing an effective and demand-led support infrastructure

- Deliver a targeted marketing campaign for under 25s
- Develop a customer-focused business support service
- Promote best practice and develop peer support networks
- Facilitate innovation, knowledge transfer and commercialisation

Only a very small proportion of young people will decide to start a business while they are under 25 years old but for those who do, it is crucial that a responsive support infrastructure is in place. Their lack of confidence, skills and experience sets them apart from other start-up entrepreneurs and their needs require a specialist response. Their potential to start up in new sectors is crucial for developing the knowledge economy.

In the first instance, this means developing an integrated marketing campaign for this target audience as part of the EAP communications strategy, with Business Eye as the gateway for referral.

There are a number of disparate business support initiatives targeting young entrepreneurs. These need to be moulded into an integrated support service which includes training, mentoring, consultancy and financial support, as appropriate for each individual. During the start-up process, the emphasis must continue to be on learning and skills development in order to improve the success and sustainability of these new businesses.

While it is important to disseminate best practice between institutions, it is also necessary that young entrepreneurs develop both peer-to-peer and mentored relationships with the wider business community. Evidence suggests strongly that successful entrepreneurs often seek advice and support from other entrepreneurs. Enterprise clubs offer an opportunity to develop these relationships.

Innovation and entrepreneurship share many common goals and there are significant benefits from closer integration of EAP and Wales for Innovation activities. These include increasing the number of viable and innovative ideas through knowledge transfer in Further and Higher Education; developing high-quality environments in which these ideas can flourish, such as incubation centres, Techniums and CETICs; and maximising the commercial opportunities through initiatives such as the Technology Commercialisation Centre and Spinout Wales.

In Higher Education, economic development activity will be facilitated by incorporating earlier initiatives into HEFCW’s Third Mission Fund.
monitoring & evaluation

yes must be viewed as a long-term investment in the entrepreneurial potential, confidence, skills and abilities of Wales’ young people.

Individual projects and initiatives will have their own monitoring and evaluation processes in place. However, it is crucial that we understand the gross impact of the Strategy as a whole. A Monitoring and Evaluation Panel will be established to inform the response to changing strategic needs. The Panel will include representation from the key stakeholders in economic development and education.

In order to measure impact it is important to get the right mix of qualitative and quantitative indicators. The WDA will commission this research, in partnership with WAG, Estyn and ACCAC.

Measuring Qualitative Impact

• Establish a baseline of entrepreneurial skills and attitudes among young people in order to enable longitudinal monitoring and evaluation of yes through a tracking study. The ACRO model and its components will be used to measure added-value and impact on individuals. This may form the basis for Estyn thematic inspection in the longer term.

• Establish quality benchmarks to ensure continuous improvement of materials, resources and activities.

Measuring Quantitative Impact

• Measure progress against a set of high-level key performance indicators, including:
  –levels of youth economic inactivity and unemployment.
  –levels of entrepreneurial activity among the under 25s.
  –the number of business starts in sectors associated with young people (e.g. creative industries, ICT).
  –comparative data from other European and global regions.

• Measure progress against a set of high-level key performance indicators, including:
  –the number of young people experiencing enterprise and entrepreneurship education.
  –the number of young people considering self-employment as a viable career option.

• Measure the targets of individual initiatives and projects, specifically including:
  –the number of young people considering self-employment as a viable career option.
### Annex 1: Action Area

#### Awareness – Developing the culture

<table>
<thead>
<tr>
<th>Action Area</th>
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<th>Subsidiary Actions</th>
<th>Target Commencement Date</th>
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<tbody>
<tr>
<td>Deliver a communications campaign to raise awareness of enterprise and entrepreneurship among young people.</td>
<td>WDA</td>
<td>Develop and expand the Dynamo communications campaign, role model programme and innovative Dynamo Tour in Pod exhibition.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>WDA</td>
<td>Support the work of partner organisations by developing appropriate resource materials, maximising the use of ICT and new media.</td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>WDA / Careers Wales</td>
<td>Deliver a programme of training for teachers, careers advisers and others in the understanding of entrepreneurship and the use of materials and resources.</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>WDA / Careers Wales</td>
<td>Develop a calendar of awareness-raising events and awards e.g. Enterprise Week, Careers Wales Quality Award.</td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>WDA / HEFCW</td>
<td>Raise awareness of opportunities that exist for young people in Wales and those who wish to return to Wales, through initiatives such as Llywbyr and GO Wales.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Encourage all primary, secondary and special schools to include a strategy for enterprise and entrepreneurship within their development plans.</td>
<td>Local Authorities</td>
<td>Build links between local Economic Development &amp; Regeneration Plans and Education Development Plans.</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>LEAs</td>
<td>Include enterprise and entrepreneurship in guidance for school development plans.</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>Governors</td>
<td>Assist schools to develop, plan and monitor the delivery of enterprise and entrepreneurship education.</td>
<td>2006</td>
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<tr>
<td></td>
<td>Head Teachers</td>
<td>Encourage the inclusion of enterprise and entrepreneurship as part of the portfolio of school curriculum leaders.</td>
<td>2005</td>
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#### Support FE and HE institutions in embedding entrepreneurship within their strategic planning processes.

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<tbody>
<tr>
<td></td>
<td>ELWa</td>
<td>Adopt a strategic approach to entrepreneurship education in all post 16 providers’ annual planning processes e.g. FE institutional plans.</td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>WDA</td>
<td>Work with FE and HE Institutions to develop and monitor institutional strategic entrepreneurship plans.</td>
<td>Ongoing</td>
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<tr>
<td></td>
<td>HEFCW</td>
<td>Work with HE institutions to set out intentions for enterprise and entrepreneurship through Third Mission plans and HEI learning and teaching strategies.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>FEIs / HEIs</td>
<td>Include enterprise and entrepreneurship within the portfolio of a member of the senior management team / directorate of institution.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>FEIs / HEIs / Fforwm</td>
<td>Plan and monitor delivery of the strategy and share good practice, both internally and externally e.g. establish Entrepreneurship and Enterprise Steering Groups.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

#### Support CCETs, YPPs and 14-19 Networks to develop a strategic role stimulating entrepreneurship education.

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<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>ELWa</td>
<td>Include specific guidance to CCETs on their approach to entrepreneurship education within CCET annual recommendations.</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>WAG</td>
<td>Encourage 14-19 Networks and YPPs to focus on raising the profile of entrepreneurship education.</td>
<td>2005</td>
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</tbody>
</table>

#### Encourage all organisations working with children and young people, both within and outside formal education, to embrace enterprise and entrepreneurship in their provision.

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<tbody>
<tr>
<td></td>
<td>WDA</td>
<td>Encourage youth organisations to embrace entrepreneurship and enterprise in their activities and programmes.</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>Careers Wales / Delivery Partners</td>
<td>Implement the Careers Wales Entrepreneurship Action Plan.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Careers Wales / Delivery Partners</td>
<td>Review delivery methods with a view to maximising opportunities for students to develop entrepreneurial characteristics.</td>
<td>2005</td>
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</table>

#### Support employers in promoting the value of entrepreneurship to their young employees.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>WDA</td>
<td>Work with partners, including CBI, FSB, IoD, Chambers of Commerce and Trade Unions to promote awareness of the benefits of entrepreneurship skills among employers.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>WAG</td>
<td>Link with Employer Award for work related education to raise awareness of the benefits of entrepreneurship.</td>
<td>2006</td>
</tr>
<tr>
<td></td>
<td>WDA</td>
<td>Encourage public sector organisations to develop models of ‘intrapreneurship’. As part of this process, encourage private sector based placements and secondments.</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>ELWa</td>
<td>Develop an entrepreneurship and enterprise element within the Investors in People Award.</td>
<td>2005</td>
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</table>
Learning – Equipping young people with relevant skills, knowledge and experience

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</tr>
</thead>
<tbody>
<tr>
<td>Embed enterprise and entrepreneurship within the school curriculum.</td>
<td>WDA / ACCAC</td>
<td>Develop, publish and distribute enterprise and entrepreneurship curriculum materials.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>WDA</td>
<td>Develop appropriate training for schools and colleges in the use of the curriculum materials.</td>
<td>2005</td>
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<tr>
<td></td>
<td>LEAs</td>
<td>Provide advisory support for schools for implementation.</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>WDA</td>
<td>Develop appropriate learning materials highlighting the importance of social entrepreneurship.</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>WDA</td>
<td>Incorporate enterprise and entrepreneurship training opportunities in the Better Schools Fund.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>ACCAC</td>
<td>Provide guidance to schools on the implementation of the revised curriculum 5-19, including the promotion of enterprise and entrepreneurship.</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>WAG</td>
<td>Support the widespread adoption of Estyn’s approach to entrepreneurship described in the Common Inspection Framework.</td>
<td>2005</td>
</tr>
</tbody>
</table>

| Embed entrepreneurship and enterprise within curriculum development in FE and HE. | HEIs | Establish guidelines to embed enterprise and entrepreneurship within the validation process. | 2005 |
| | Fforwm / QAA | Encourage the inclusion of enterprise and entrepreneurship within all subject benchmarks. | 2006 |
| | HEFCW / QAA / HEIs | Ensure enterprise and entrepreneurship are within the framework for HE qualifications. | 2006 |
| | Professional Bodies (e.g. ACCA / CIM) / IEE / CIPD | Acknowledge enterprise and entrepreneurship within accreditation processes. | 2005 |

Maximise use of existing resources and develop new materials to support entrepreneurship and enterprise learning, both within and outside formal education.

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<tbody>
<tr>
<td>Maximise use of existing resources and develop new materials to support entrepreneurship and enterprise learning, both within and outside formal education.</td>
<td>WDA / Careers Wales / Delivery Partners</td>
<td>Develop new resources as identified in the mapping exercise conducted in 2003.</td>
<td>Ongoing</td>
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Provide opportunities to apply entrepreneurial skills.

<table>
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</thead>
<tbody>
<tr>
<td>Provide opportunities to apply entrepreneurial skills.</td>
<td>WDA / Delivery Partners</td>
<td>Provide young people (14-19) with opportunities to apply entrepreneurial skills e.g. through WRE, education business activities, Students In Free Enterprise (SIFE).</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Support – Providing an effective and demand-led support infrastructure

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<tr>
<td>Develop a targeted marketing campaign for the under 25s</td>
<td>WDA</td>
<td>Under Key Action 1 of the EAP, develop a targeted marketing campaign to signpost young people to the support services available.</td>
<td>2005</td>
</tr>
<tr>
<td>Provide a customer-focused business support service.</td>
<td>WDA / Delivery Partners</td>
<td>Review effectiveness of existing initiatives and integrate as demand-led support services for those seeking to set up in business.</td>
<td>2004</td>
</tr>
<tr>
<td>Provide continuing support for businesses with growth potential.</td>
<td>WDA</td>
<td>Provide continuing support for businesses with growth potential.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Promote best practice and develop peer support networks.</td>
<td>WDA</td>
<td>Facilitate the spread of good practice between institutions through communications and events.</td>
<td>2005</td>
</tr>
<tr>
<td>WDA / FEIs / HEIs</td>
<td>Maximise networking opportunities through the development of enterprise clubs.</td>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>Facilitate innovation, knowledge transfer and commercialisation.</td>
<td>WDA</td>
<td>Facilitate the generation of innovative ideas and knowledge transfer within FE and HE institutions.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>WDA / FEIs / HEIs</td>
<td>Provide high-quality environments to develop innovative businesses e.g. incubation centres, Techniums, CETICS.</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>WDA</td>
<td>Support the work of the Technology Commercialisation Centre to identify high-growth spinout opportunities.</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>HEFCW</td>
<td>Incorporate earlier initiatives into HEFCW’s ‘Third Mission Fund’, to deliver a single stream of funding in support of third mission activities in HE.</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

annex 1: action plan

annex 2: contributors

Statutory Education

- Clive Jenkins
- Hugh Griffiths
- Lindy Hutchinson
- James Mordecai
- Sally Jenkins
- Pam Tanner
- Peter Evans
- Philip Drakeford
- Steve Hadley
- Welsh Assembly Government
- ACCAC
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- Careers Wales West
- Maesgwyn Special School

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**Executive Support**
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- Daniel Jones, WDA
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**Special thanks to:**
- Tina Marley, WDA
- 6721 Ltd., Cardiff