

**Comhairle Nan Eilean Siar
Department of Education**

EVALUATION REPORT

Determined to Succeed
Enterprise in Education
in the Western Isles

Prepared by
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March 2007

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Particular thanks is due to Iain Stewart and all members of the Enterprise in Education Team who made all information and background papers, and other documentation available as well as co-ordinating and arranging for interviews, focus groups and other evaluation activities such as the production of case studies to take place.

Executive Summary

The evaluation of Determined to Succeed/Enterprise in Education was undertaken by Bob Bissell on behalf of the Department of Education, Comhairle Nan Eilean Siar. There was an identified need to provide an in-depth review and evaluation of Determined to Succeed in the Western Isles, which captured activities and progress, as well as provided information on planning, delivery and support of Enterprise in Education in the future.

Objectives

The objectives of the evaluation were to:

- review and report on work and activities of Determined to Succeed and Enterprise in Education in the Western Isles
- review the appropriateness, value and impact of the current model of a Central Team to support Enterprise in Education in the Western Isles
- Review current workbased vocational provision provided through Determined to Succeed
- Review and report on issues related to the shift in emphasis of Determined to Succeed from Entrepreneurship to Enterprise in Learning and Teaching i.e. from the 'make and sell' approach to 'embedding in the curriculum'
- Review and report on key areas of success, achievement, impact and value of Enterprise in Education in the Western Isles and possible areas for future development and support.

Methodologies

A range of methodologies were used in undertaking the evaluation. These included the following:

- Scoping Exercise
- Background Research
- Designing Evaluation Instruments, Methods and Approaches
- Telephone Interviews
- Focus Groups with Key Stakeholders
- Report Writing.

Background Research

The background research highlighted that significant quantitative and qualitative changes and progress have been made through Determined to Succeed and Enterprise in Education, building on a strong platform of work which had been established.

Positive feedback had been received from HMIE and there was also a strong evidence base that Determined to Succeed and Enterprise in Education was making a very large and effective contribution to overall Department of Education aims and objectives.

It was also making a highly significant contribution to the achievement of national priorities. There was clear evidence from the background research and wide variety of documentation reviewed that significant achievements and progress had taken place since 2003. A key driver has been the recognition of the importance of enterprise in education to the specific needs and context of the local economy and community in the Western Isles.

Conclusions

Determined to Succeed has been very successful in the Western Isles. Iain Stewart's leadership, foresight, expertise, experience, expertise, experience and determination together with all the members of his team, have been an extremely significant factor in its success.

The Enterprise in Education Team has great vision, superb contacts and is very professional in all areas of their work and activities.

Structures are now in place for a variety of provision and valued and impressive support is provided throughout all aspects of Determined to Succeed/Enterprise in Education in the Western Isles.

There is a strong evidence base for the conclusion that Determined to Succeed/Enterprise in Education has met and indeed exceeded many targets set out by the Scottish Executive.

Achievements, impact, and value were all rated very highly by a wide range of stakeholders.

The Enterprise in Education Team and the Department of Education have achieved a high degree of success in planning, implementation and dissemination of Enterprise in Education activities.

An extremely strong and effective platform has been established for future development, both generally for Enterprise in Education, and for its links and influence on quality improvement and a Curriculum for Excellence.

A robust and effective system for Performance Management Review in terms of the activities of the Enterprise in Education has been established.

The key driver in the success and achievements is Iain Stewart and the Enterprise in Education Team, and the Department of Education.

An effective and joined up approach to planning and activities has resulted in coherent and effective implementation of Determined to Succeed.

A key factor in relation to impact and achievement is the fact that activities and the overall implementation is both needs driven and contextualised for Western Isles needs. The needs of pupils and staff who support them is always at the forefront of decisions, approaches and methods used by the Enterprise in Education Team.

A small and very committed team has had a huge impact on its success, and has effectively used a 'hub and spoke' model to drive change forward.

The approach of the Enterprise in Education Team and its early recognition and action to emphasise outputs and impact, rather than inputs has made a significant difference. It is much further ahead than the vast majority of other authorities in this important area.

The Enterprise in Education Team provide a strategic overview for DtS/EinE activities and successfully position it in the context of the local economy, community and the education agenda.

The activities of Enterprise in Education are making a difference at local level. They are bringing a coherence to different initiatives related to Enterprise as well as making an emerging contribution to developments associated with A Curriculum for Excellence.

Accredited work based vocational learning has been a major achievement. The move from a position of zero and non-accredited provision to one where large numbers of young people are achieving certification has been impressive.

Similarly the impact on both the primary and secondary sector, on pupils and staff has been considerable.

E in E has been particularly successful in the primary sector – it is now more embedded in the primary curriculum, not an addition.

There is a new focus provided through DtS, but one which builds on a sound and impressive foundation of work undertaken previously, and a strong and successful track record of good practice which was generated, fostered and supported by the Enterprise in Education Team.

Western Isles Department of Education and the Enterprise in Education Team have been successful in taking forward a range of areas ahead of many other Local Authorities.

Perspectives on Performance

All of the key stakeholders involved were extremely positive of all major areas covered as part of the evaluation. The key role, support, and importance of the Enterprise in Education Team was highlighted by all.

Significant achievements and innovative activity related to use of resources, events, staff development and CPD, dissemination and publicity, and work based learning provision were highlighted.

Similarly, effective links to employers, good communication systems and other key areas were seen to be significant in its success.

All stakeholders identified that the work of the Enterprise in Education Team was making a significant difference to quality improvement, and to a Curriculum for Excellence developments. It was also having a major impact on pupils and many staff.

Recommendations

The existing model of a central team for Enterprise in Education is extremely successful and should be continued.

There is a need to further strengthen a very strong and successful central team to avoid issues related to work overload and the need to 'train for succession'.

The dedicated central Team and the 'hub and spoke' model work extremely effectively, but there is a need to strengthen both the hub and spokes, through additional staff with a remit for Enterprise in Education. This will ensure that effective practice and success is sustained, consolidated and further enhanced.

The key role which Determined to Succeed/Enterprise in Education has in assisting achievements in relation to the four quadrants of ACfE should be recognised and reflected in both structures and future planning and support for both areas.

In relation to Western Isles Determined to Succeed activities and as part of coordinated planning and articulation of Determined to Succeed/Enterprise in Education in the context of A Curriculum for Excellence, there are key advantages in considering a phased and staged approach to merging the activities of the team into the main Quality Improvement structure.

The success of the model of support used in the Western Isles related to Determined to Succeed/Enterprise in Education has a much wider potential use in supporting key aspects of support for ACfE. There is an opportunity to capitalise on the experience and expertise which has been successfully used by the Team in planning, co-ordination and successful implementation of its activities for DtS for other areas such as ACfE and AifL.

HMIE guidance under Management and Support of Staff indicates the importance of strategic responsibility for Determined to Succeed/Enterprise in Education being allocated to a senior member of EA staff, and that Determined to Succeed/Enterprise in Education is identified in the remits of quality improvement officers (or local variants of that role and title).

It is recommended there should be re-designation of the School Industry Liaison role and a re-grading to take into account expanded roles and responsibilities. It is recommended that there is a need for re-grading of other members of the Enterprise in Education Team to also reflect increased responsibility and wider remits, as a result of the success of Determined to Succeed.

It is recommended that successful staff development and training and CPD activities are further supported, and that the potential of a curriculum led staff development activity for DtS and ACfE is explored.

It is recommended that the successful development of work based learning provision which has been achieved through Determined to Succeed is further enhanced through more effective school/college links, as well as additional provision of this type being provided by identified schools where there is both a need and a demand for additional relevant vocational provision for young people.

There is an opportunity to take stock and review in more detail, current and future arrangements for Work Based Vocational Learning in the Western Isles to ensure that the most relevant, appropriate and cost effective arrangements are made to meet the needs of young people. It may be appropriate to examine and review, in more detail, this important area of Determined to Succeed before decisions are made about future provision.

It is recommended that use is made of some of the ideas and suggestions for further marketing and promoting DtS and EinE to ensure that everyone makes the key links between education, enterprise, business, community and achievement and success.

It is recommended that opportunities to build on the effective dissemination and publicity are taken forward, as part of future planning and implementation.

The potential for a focussed action research project on the 'make and sell' approach, as opposed to the current emphasis on an embedded approach across subjects in Determined to Succeed, should be considered. This could be linked in to an ACfE subject area, such as Craft and Design, Business, or other identified area and would be a suitable 'real' project for senior pupils. Once could be undertaken in the Nicolson Institute and one in Sgoil Lionacleit.

It is recommended that a focussed action research study on parents' attitudes and perceptions to Determined to Succeed/Enterprise in Education is considered. Again, this could link in to a real investigation by senior pupils and reporting of parent views on both Enterprise in Education and A Curriculum for Excellence.

It is recommended that the case studies are provided to DtS and the Scottish Executive for inclusion on their websites as examples of good practice.

Determined to Succeed in the Western Isles

There is a strong evidence base for significant achievements in Enterprise in Education in the Western Isles. The strap line for the initiative in the Western Isles is 'improving the life chances of young people'. This evaluation highlights that this is happening and that the Western Isles Department of Education is 'Determined to Succeed' in this in the future.

Introduction

This evaluation report has been produced for Comhairle Nan Eilean Siar Department of Education by Bob Bissell.

The focus of the evaluation is Determined to Succeed, the Scottish Executive initiative designed to promote Enterprise in Education, and the way in which it has been planned and delivered in the Western Isles.

Audience and Purpose

The main audience for this evaluation report is the Western Isles Department of Education and the Enterprise in Education Team. However, it may also be of interest to a range of other key audiences and stakeholders who have played, and will continue to play a key role in supporting and contributing to activities linked with Determined to Succeed and Enterprise in Education. This would include school staff, young people, parents, college staff, employers, the community, Young Enterprise Board, Careers Scotland and the Scottish Executive.

It may be appropriate that in relation to these different audiences and their different needs, only key messages and outcomes would be made available.

A range of presentation materials have been provided in the evaluation report for this purpose, which may also assist in marketing, promoting and disseminating the main findings.

These are included in Section C, Key Areas, Components and Findings.

Background and Context

The Determined to Succeed Initiative, although it has its own specific aims and objectives, is part of an overall vision related to Lifelong Learning in Scotland.

Lifelong Learning in Scotland

Our vision of lifelong learning in Scotland is to provide the best possible match between the learning opportunities open to people and the skills, knowledge, attitudes and behaviours that will strengthen Scotland's economy and society.

Scottish Executive Lifelong Learning Strategy.

It means that lifelong learning provision in Scotland must be relevant; responsive; in touch. It must also be coherent and of high quality wherever and however it is delivered.

The vision chimes closely with other strategic developments across the Scottish Executive, notably A Curriculum for Excellence, A Smart, Successful Scotland, Closing the Opportunity Gap and Choosing Our Future: Scotland's Sustainable Development Strategy. It fits with the ambitions and objectives of key stakeholders. But most importantly, it encapsulates what the Scottish Executive wants their lifelong learning policies to achieve for Scotland.

Determined to Succeed

Determined to Succeed is the Scottish Executive's strategy for Enterprise in Education. It aims to help Scotland's young people develop self-confidence, self-reliance and ambition to achieve their goals – in work and in life.

An important aspect of the DtS strategy in contributing to a 'smarter Scotland' is the role of pupils, parents, teachers, businesses and local authorities and their contribution to making Scotland's young people determined to succeed.

Commitments to Excellence

A commitment to excellence is an important part of Scotland's educational tradition. The tradition is based upon:

- celebrating achievement and excellence
- respecting learning and its importance to community and individual
- widening opportunity
- balancing practical and academic skills
- prioritising schools as special places, capable of making a difference and creating opportunity and challenge for every child
- developing citizenship and positive values

Meeting the Needs of Young People

We must place children and young people at the heart of new approach; it is their needs we are striving to meet

Continuous Improvement

The challenge of a fast changing world requires a culture of continuous improvement. Improvement cannot be imposed; schools must each be empowered and motivated to take responsibility for their own continuous improvement and to target excellence. This requires an active partnership of teachers, parents, pupils and communities. That partnership will be supported and enabled by education authorities and the Scottish Parliament.

(Targeting Excellence – Modernising Scotland’s Schools)

Determined to Succeed; Targets and Achievements

Determined to Succeed is a success – providing enterprise learning opportunities in all employment sectors to students across the country. The results so far have been terrific. They have significantly exceeded our targets. We now have over 7,000 school/business partnerships, far in excess of the target of 2,000 we set three years ago. Over the same period, Determined to Succeed has helped boost those involved in Young Enterprise Scotland’s activity from 4,000 to 41,000. This benefits not only the young people involved but also our future economic prospects. I want to ensure that all of Scotland’s young people have the skills needed to prepare them fully for the world of enterprise and work. That is why we are continuing to develop the strength of the existing school and business partnerships as well as building new ones.

Determined to Succeed goes a long way to building confidence, ambition and an entrepreneurial outlook among students and we are committed to improving access even further to enterprise learning opportunities for all our young people.

**Nicol Stephen, Deputy First Minister.
Keynote Address: Young Enterprise Scotland Conference
13th November 2006**

An important aspect and reference point of this evaluation of Determined to Succeed in the Western Isles is to take into account this background and context for Lifelong Learning, Commitment to Excellence, Meeting the Needs of Young People, Continuous Improvement, and DtS Targets and Achievements.

Background to the Evaluation of Determined to Succeed/Enterprise in Education in the Western Isles

A national evaluation of Determined to Succeed was published by the Scottish Executive in March 2006. Whilst this was felt to be useful in evaluating broad themes and the general direction and thrust of Determined to Succeed, it clearly reflected a country-wide and mainland reality and, as a result, was felt to be of limited use in the Western Isles context.

Phase One of Determined to Succeed was nearing its end and it was thought that an evaluative report would assist in informing and providing feedback to the Scottish Executive on its impact in the Western Isles.

In addition, the CnES Education Department was undertaking a reorganisation in 2006/2007 and it was thought that an evaluative report would assist in informing this process.

As an example of the need for a Western Isles focused evaluation, the national evaluation contained under recommendations the following:

'The Scottish Executive needs to consider how they can further support small authorities with very limited DtS funding to make progress towards implementing DtS...small local authorities may, for example, want to consider linking together with other similar authorities in order to employ one shared EDO tasked with particular targets such as increasing business involvement or embedding Enterprise in Education into secondary schools.'

The question for Western Isles, as with other small authorities e.g. Orkney, Shetland, is who would they share with, as well as the practicality of this suggestion where any DtS budget would be spent on air fares, travel and subsistence due to their geographical isolation.

In view of the above, there was an identified need for a more in-depth and locally-based evaluation study of Determined to Succeed and Enterprise in Education. This would provide a more forensic examination of key areas of activity, and take account of particular contextual factors which operate in the Western Isles. It would also explore and report on specific objectives which were set by the Department of Education, in terms of informing future priorities and approaches in this important initiative.

During the period of this evaluation, another national report was commissioned, and its findings have just been published.

The national evaluation will provide some useful information to take forward particular areas on a national basis. It will also assist Western Isles to compare the key areas of success, impact, value and achievement which are evidenced in this report, with more general conclusions and findings from the national report. In this sense it will provide a useful benchmark and reference point in terms of Western Isles performance and achievement compared to other local authorities and the national picture.

This evaluation report will provide a useful evidence base for reporting to the Scottish Executive and Determined to Succeed for the period 2006/2007, as well as providing information to both of particular areas of success which have not been highlighted or emphasised sufficiently in the recent national report.

Specific Objectives

The specific objectives of the evaluation were to:

- review and report on work and activities of Determined to Succeed and Enterprise in Education in the Western Isles
- review the appropriateness, value and impact of the current model of a Central Team to support Enterprise in Education in the Western Isles
- Review current workbased vocational provision provided through Determined to Succeed
- Review and report on issues related to the shift in emphasis of Determined to Succeed from Entrepreneurship to Enterprise in Learning and Teaching i.e. from the 'make and sell' approach to 'embedding in the curriculum'
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Approach and Methodology

There are many different types and purposes of evaluation. In order to identify the type, purpose, scope and range of evaluation required for this evaluation report, meeting with the Enterprise in Education Team was held, as well as individual meetings and discussion with the Enterprise in Education Team Leader, Iain Stewart.

The meeting with the Enterprise in Education Team in Stornoway had a dual purpose. Firstly, it was to provide information, ideas and materials related to evaluation generally, but also to scope possible key areas for investigation, get agreement on audience, purpose and specific objectives, as well as to review possible ways of information gathering and reporting.

A number of areas were identified as being important, including getting perspectives from key stakeholders on performance, approaches and methods which would be appropriate and fit for purpose, and the provision of background information and data which could inform the final evaluation report.

Key content areas were also explored and agreed.

As part of the process, a suggested format for gathering information from schools, related to Enterprise in Education activities/case studies was agreed. This provided the format for the case studies which are included in the Appendices Section.

Draft discussion agendas were developed and agreed for telephone interviews, focus groups with staff and with pupils. These are also included in the Appendices Section.

Telephone Interviews and Focus Groups were then undertaken which provided a rich source of information, opinions and views and perspectives from the range of Key Stakeholders. This is included in Section B, Perspectives on Performance, but is also reflected in Section C, in terms of findings, conclusions and recommendations.

Information gathering, review and analyses was then completed, followed by the report writing stage. This incorporated the findings of earlier background research, as well as review of the most recent national evaluation.

The Content and Format of the Report

Some of the key content areas which are covered in this evaluation report are outlined in the diagram overleaf. Coverage of these and other areas is provided in three different sections of the report.

Section A: Background Research

This section provides information gathered from a range of sources. It also provides data on various activities such as work experience, events, work based vocational learning, CPD and staff development and training, as well as a range of processes, approaches and materials which have been used for planning, co-ordination and implementation.

Section B: Perspectives on Performance

This section provides information, opinions and views of key stakeholders.

Section C: Key Areas, Components and Findings

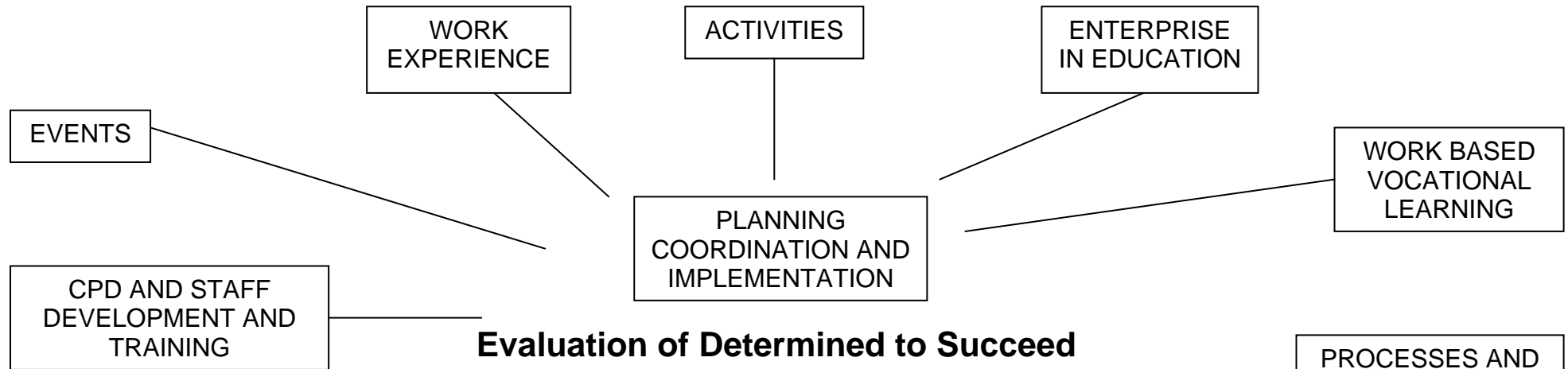
This section provides reports on some Key Areas and Components which are critical for future success, e.g. dissemination, staff development and training, quality improvement, links to ACfE, as well as Key Findings related to the specific objectives of the evaluation, conclusions and recommendations.

A Strengths, Challenges, Opportunities and Threats (SCOT) analysis, and Key Questions Answered information are also included in this section of the report.

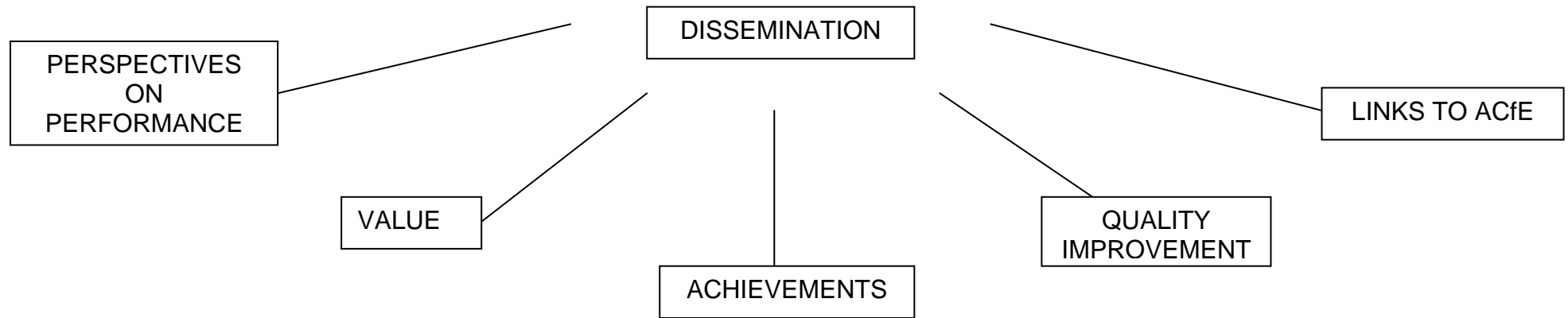
Appendices

There is a comprehensive Appendices Section of the Evaluation Report, which includes summary data from January 2003 – March 2004 linked to national priorities, Case Studies of Enterprise in Education, and ideas for promotional material. The Discussion Agendas used in the evaluation with key stakeholders are also included there.

**Evaluation of Determined to Succeed/Enterprise in Education in
Comhairle Nan Eilean Siar**



Enterprise in Education



SECTION A

Background Research

Background Research

This section provides information reviewed and analysed as part of the background research undertaken as part of the evaluation.

It is designed to provide data on the successful development of Enterprise in Education in the Western Isles over the period 2003-2006, and the way in which it has contributed to Department of Education aims and specific objectives, as well as to national priorities.

It also provides some detailed quantitative and qualitative information on key areas of activity and work undertaken as part of Determined to Succeed during 2005-2006.

HMIe Inspection of Western Isles Department of Education

In the HMIe Inspection of Western Isles Department of Education in January 2003, Education for Work and Enterprise together with pre-school were the only departmental functions that were rated 'very good'.

The report also highlighted under the section 'support for secondary schools' the considerable achievements and successes of both work and enterprise.

"A very good and imaginative range of education for work and enterprise education to broaden pupil's experience and opportunities had been developed over a number of years. These initiatives were highly successful, did much to widen pupils' experience of the world of work and were supported very well by the Department"

In the same report seven key strengths were identified, one of which was the quality of initiatives to promote enterprise in education and education for work.

A strong platform for future development had been established in 2003. The Determined to Succeed initiative provided an opportunity to build, strengthen and enhance support for Enterprise in Education activities, and to extend the range, scale and depth of the Education for Enterprise Team's and the Department's work in these areas.

Western Isles Council Department of Education Aims and Objectives and Determined to Succeed

The Western Isles Council stated aim for the Education Department is 'Aiming for Advancement'. Under this heading its specific objectives are for:

- A first class education service
- an inclusive quality culture
- access and opportunity for all learners
- a desire for continuous improvement
- an appreciation of the value and uniqueness of the physical and cultural environment of the Western Isles

In relation to the Determined to Succeed Initiative in the Western Isles, the evidence base for its contribution to achievement of these specific objectives is strong. The evaluation has illustrated that it has been a first class response to the initiative, and that it has greatly enhanced enterprise in education activities in terms of scope, range and type of support provided to all key stakeholders.

The Enterprise in Education Team has made a significant contribution to quality development and quality improvement. Access, opportunity, and inclusion are also important elements which underpin its work with young people and staff who support them.

A key driver in its wide range of activities has been the importance of education to the specific needs and context of the local economy and the community in the Western Isles. Enterprise in Education and the contribution which Determined to Succeed can make, is as much an economic imperative as an educational one.

Enterprise in Education/Determined to Succeed and Contribution to National Priorities

The Enterprise in Education/Determined to Succeed Summary Report January 2004-March 2005 provides a strong evidence base for the Comhairle's Department of Education in achieving national priorities.

The specific contribution of Determined to Succeed and the work of the Enterprise in Education Team is extremely impressive and makes a highly significant contribution to the achievement of national priorities. The national priorities are:

National Priority 1 Achievement and Attainment	To raise standards of educational attainment for all schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.
National Priority 2 Framework for Learning	To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.
National Priority 3 Inclusion and Equality	To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.
National Priority 4 Values and Citizenship	To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.
National Priority 5 Learning for Life	To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

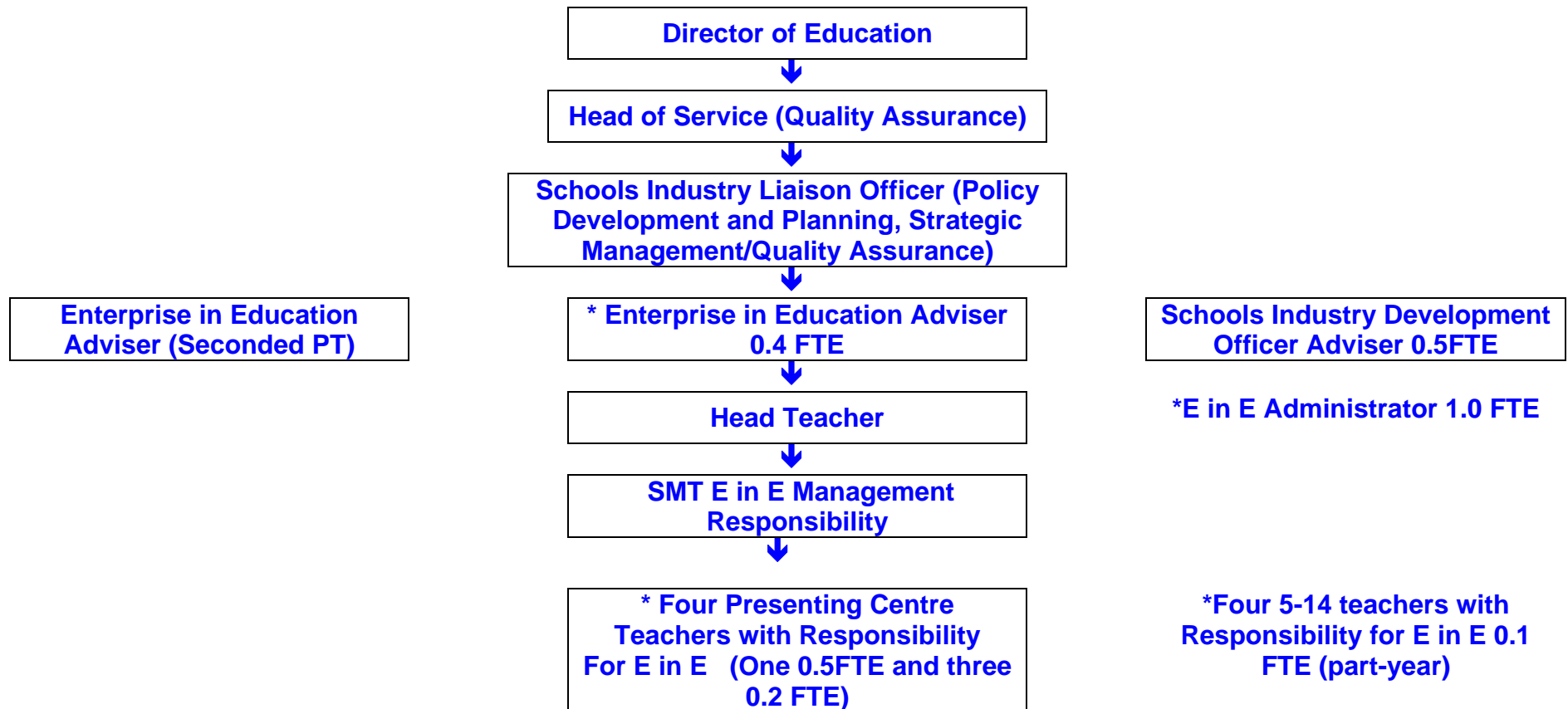
Appendix 1 provides a comprehensive description and evidence base of the way in which Enterprise in Education Continuous Improvement makes this highly significant contribution to national priorities.

It also provides information on the level and range of Enterprise in Education activities which were achieved during the period January 2004 – 2005. Significant quantitative and qualitative improvements and change were achieved during this period.

Management and Staffing Structure

These significant improvements were achieved through an effective and appropriate management structure using a dedicated central team and a "hub and spoke" model as illustrated on the following page.

Determined to Succeed/Enterprise in Education Management Structure



*Funded by DtS

Activities and Achievements in 2005 – 2006

Building on a wide range of successful activities and new developments which had taken place in 2004 – 2005, the Enterprise in Education Team achieved significant success in 2005 – 2006, consolidating key areas of its work as well as enhancing and broadening the scope and scale of its activities.

Processes, Materials and Activities Supporting Enterprise in Education

The Enterprise in Education Team has effective processes in place to ensure that all schools are making provision for pupils to undertake experiential entrepreneurial activities. These include an impressive and comprehensive range of processes, materials and activities.

- Local Authority and School Enterprise in Education policies
- Local Authority Improvement Plan
- Local Authority Department of Education Development Plan
- School Development Plan
- Regular structured visits to schools to plan, monitor and support Enterprise in Education
- Local Authority DtS Planning/Evaluation Forms
- Enterprise Entitlement Grid
- Materials and support to all CnES Enterprise Gateway Events, CnES Enterprising Options, Go for Enterprise, Up for Enterprise, Get into Enterprise, Get into Business, Young Enterprise, CnES Celebration of Enterprise, CnES SI Enterprise Days.

Support from Business and Sectors

In quantitative terms, given the context of Western Isles, the number of businesses and sectors which have supported these entrepreneurial activities is impressive. 147 businesses covering 16 sectors were involved spanning a wide range of areas. Significant numbers were achieved in the following sectors – Agriculture and Fishing, Business Services, Creative and Media, Education, Health and Social Work, Hospitality and Leisure, Manufacturing/Engineering, Social/Personal Services, Professional Services, Retail and Wholesale, and Transport/Storage/Distribution.

Other sectors covered with smaller numbers included Construction, Electricity/Gas/Water, Financial Services, Mining and Quarrying, Public Administration/Defence and Publishing and Printing.

Communication

Examples of different forms of effective communication which have been used include the following:

- Letter to all parents of S4 pupils related to work experience
- Extensive press coverage in the local press
- Individual school communication on enterprise activities
- School newsletters
- A 'Celebration of Enterprise' events. It is a Western Isles wide DtS branded initiative tailored to each school to send out to all parents and the business community.

The 'Celebration of Enterprise' events showcase enterprise activity in all schools, facilitating the sharing of good practice amongst schools, and publicising enterprise activity for parents and the wider community.

Evidence of Impact

The October 2005 HMIE Follow Up Inspection report on CnES Education Department stated *'The impact of enterprise activities on young people and staff was being carefully monitored using an imaginative case study approach which focussed on measurable outcomes and the achievement of core skills.'*

The Enterprise in Education team have also been piloting a new 'evaluation/evidence gathering process – the Enterprise VoxBox™, which is proving to be a very useful tool in measuring impact on pupils, as well as providing evidence of success, which can be used in promoting and further publicising achievements.

School/Business/Community Links

All 40 primary and secondary schools had substantial and effective links with their local business/community, reflecting a commitment to both a local and national target for this particular objective. The Scottish Executive has identified the need for a significant increase in the involvement of the business community in all Scotland's schools, and the Local Authority and the Enterprise in Education Team have been successful in doing this in the Western Isles.

In total there are 147 active business/community partners who are supporting a range of enterprise activities in schools.

In Lewis, there are 112 business/community partners involved, in Harris 26, in Uist 37 and in Barra 16.

Lewis has eighteen Primary, five 5-14 schools and 1 presenting centre. Harris has four Primary, 1 presenting centre (5-18). Uist had seven Primary, two 5-14 schools and 1 presenting centre. Barra has two Primary schools and 1 presenting centre (5-18)

This is a significant achievement in this particular area of DtS and Enterprise in Education.

In addition a total of 344 business/community groups support work experience in S4 and S6.

Enterprise in Education and Inclusion

Determined to Succeed provision for young people at risk of becoming NEET (Not in Education, Employment and Training) is also significant.

In this context, the Determined to Succeed and Enterprise in Education activities operate within the CnES Inclusion Strategy, and make an impact through a number of specific contributions:

- Expansion of accredited work-based vocational learning
- Alternative Curriculum Education for pupils excluded from mainstream school with targeted enterprise and vocational provision
- Enterprise in the S1/S2 Curriculum – a pilot in Sgiol Lioncleat which provided pupils who were at risk of falling into the NEET category with enterprising development opportunities
- Tailored vocational provision for disengaged pupils (and those at risk of becoming disengaged) and pupils with learning difficulties.

Effective Planning and Processes

The Local Authority Improvement Plan makes it clear how the recommendations will be implemented. Almost all schools have featured Enterprise in Education within their School Development Plans as 'Action', 'Maintenance' or have embedded Enterprise in Education.

There are effective processes in place to monitor and record how schools have incorporated Enterprise in Education in their School Development Plans. A number of steps are taken to ensure this. These include the following: schools are given advice through Departmental Policy Guidelines, the Department of Education's Business Plan and through the Enterprise in Education Team support/monitoring visits. School development Plans are retained centrally in the Education Department.

An impressive feature is that in some schools Enterprise in Education itself has progressed from a designation of 'Action' through 'Maintenance' to 'Embedded'.

Entitlement to Enterprise in Education

By June 2006, 100% had been achieved.

Entitlement 2005/06	Primary	Secondary
Western Isles School Roll	2,131	1,823
Pupils Achieving Entitlement	2,066	1,808
Pupils Enterprise Activities	4,322	3,405

The pupils Enterprise Activities constitutes 'pupil per enterprise' information which is additional to the required 'enterprise per pupil' data.

On average each pupil has had double the annual entitlement, which represents a considerable growth in Enterprise in Education activity. It also marks significant progress towards the embedding of Enterprise in Education, as required by the Scottish Executive and HMIE. The HMIE Follow UP Report on the CnES Education Department in October 2005 highlighted: *'the number of enterprise activities on schools had significantly increased, exceeding targets set'*.

The number of entrepreneurial pupil experiences in 2005-2006 totalled 3,378 covering 661 activities. In primary, there were 1970 including 602 activities, and in secondary 1,408 covering 59 activities. (involving 147 business in different sectors).

Work Based Vocational Learning Provision

A key recommendation in DtS is that all pupils over 14 must have an opportunity for work based vocational learning linked to accompanying relevant qualifications. This has been achieved in the Western Isles, and there is a growing number of opportunities. However, the range is limited, and not all pupils would consider these as appropriate for them.

Development of work based vocational learning courses has taken place in line with the economic needs of the local/regional and national communities. In addition, there has been engagement of economic regeneration agencies. In DtS planning and reference to appropriate research and economic strategy documents e.g. Creative Communities of the Future, Western Isles Enterprise 2005 has taken place. A total of 344 employers have been involved.

CPD Enterprise in Education Opportunities

In a two year period, there were 428 Enterprise in Education CPD activities for primary and secondary teachers. The total of the Western Isles teaching cohort is 475.

Effective Monitoring

The Enterprise in Education team has put in place a structured programme of planning, support and evaluation visits to all schools, to ensure progress towards the annual entitlements to enterprise for pupils.

In addition, schools use an Enterprise in Education Planning/Evaluation process to provide evidence of pupil achievement in Enterprise in Education. This has been an effective way for both assisting planning as well as providing evidence of impact, and recognised by HMIE in their Inspection Report of October 2005 as 'imaginative'. It has also received extremely positive feedback from the DtS Team and other Enterprise Co-ordinators in other authorities.

Strategic Partnerships

The Education Department is involved in a range of strategic partnerships to engage with local businesses and organisations to improve the provision of Enterprise in Education and to ensure that the business community is more fully involved.

It works informally with Careers Scotland in delivering a range of aspects of DtS which include Enterprising Options, Celebration of Enterprise, Careers Box.

There is an active engagement and considerable commitment to partnership working, and effective business and community links have been established in the Western Isles.

Although due to the size, geography, the nature of the local economic base and schools, there were no formal partnerships, there are an impressive range of informal partnerships and links which have been established with key stakeholders.

Enterprise in Education Activities

During 2004-2005, six enterprise activities which were undertaken enhanced school environments.

During the same period, twelve Gaelic enterprises were undertaken by pupils, contributing to inclusion and equality.

There was a significant increase in pupil enterprise activities under the Determined to Succeed Initiative during Dec 2003 – March 2005 in both primary and secondary schools.

Primary Pupil enterprise activity rose from 403, (Jan - Dec 03) to 2572 (Jan 04 – March 05), a 538% increase.

Secondary pupil enterprise rose from 575 enterprise experiences (Jan - Dec 03) to 3115 (Jan 04 - March 2005), a 442% increase.

Events

Between Jan 2004 and March 2005, there were a number of key events which supported Enterprise in Education.

Four Enterprise Showcase Events were held to celebrate, publicise and cascade good practice throughout the Western Isles.

Almost all S3 pupils participated in a series of successful entrepreneurial skills events, Enterprise Gateways. These included 15 local business role models.

A successful renewable energy enterprise challenge was run for all Primary 7 pupils in the Western Isles, with 30% of the Primary cohort participating in the latter competitive stages.

Parents and carers of all pupils, i.e. over 4,000 and all private/public/voluntary sector organisations (810) were informed of Determined to Succeed and invited to a series of information/consultation events on Enterprise in Education. The consultation informed the successful 'Innovation Fund' proposal to the Scottish Executive, which in turn has facilitated the growth in accredited work based vocational learning.

Work Experience

Accredited Work Experience (with Core skills) pilot programmes at Intermediate 1 and Intermediate 2 were introduced in two of four presenting centres in 2004-2005.

Flexible work experience placements (NI/SL/Ace) were arranged to meet the needs of fifteen individual pupils. This provided appropriate, relevant and useful additional support for these pupils, some of who were disengaged and part of a Xmas learners group.

An extremely effective Interview Skills programme is in place for all S4 pupils, supported by Transco, BT and Careers Scotland.

Resources

Resources to support Gaelic were also produced in 2004 – 2005. The Enterprise in Education Team co-ordinated the translation, production and launch of 'Iomairt' – Gaelic Enterprise materials.

Enterprise Rooms were established in 3 of the 4 presenting centres during 2004 – 2005.

Staff Development and Training

The Determined to Succeed Initiative in the Western Isles has recognised the importance of staff development and training in underpinning effective implementation of Enterprise in Education activities. Both in terms of quantity and quality, there is a strong evidence base for effective planning, delivery and evaluation of staff development and training opportunities being provided for staff as part of the initiative.

Between January 2004 and March 2005, 190 primary and secondary teachers participated in highly rated Enterprise in Education INSET and associated CPD, representing 40% of the overall teaching cohort. Twenty-three Gaelic medium teachers participated in Enterprise in Education training, representing 50% of the total GMU teaching cohort.

In addition, the Enterprise in Education Team (including those in the Department and in schools) also participated in CPD related to enterprise and their own role. This included Leadership Development Training, the Enterprising School, the Enterprising Teacher, Project Management and Performance Management.

Work Based Vocational Learning

An analysis of vocational attainment undertaken between January 2004 and March 2005 provided the evidence base for the introduction of award-bearing vocational courses for pupils in S3 and S4. These developments represent a very significant improvement in accredited provision for pupils.

A number of new award bearing vocational courses were introduced to reflect the needs of the local economy.

As an aspect of quality assurance, a range of vocational contexts for learning were introduced:

- College based – New ‘Skills for Work’ in Construction (Int 1) , Marine Skills (MCA Cert)
- Schools based – Construction – Roof Slating/Tiling and Painting and Decorating (NPA), PC Passport, Travel and Tourism (Int 1 & 2), Hydroponics (as a commercial context for learning).
- Business based – (Uists and Harris Boatbuilding Yards). Traditional Boatbuilding and Maintenance course (currently subject to SQA validation). This was a Western Isles devised and produced course.

145 pupils started accredited WBL courses.

13 employers supported WBL courses.

A draft partnership agreement was initiated between the Education Department and Lews Castle College.

Staffing

Teachers with responsibility for Enterprise in Education were established in 3 of 4 presenting centres (0.2-0.5 FTE) and some S1-S2 schools (0.1 FTE).

New Business Development

During 2004-2005 there were 126 new business engagements with schools (excluding work experience).

A new business engagement database was developed during the same period to manage collaboration with private/public/voluntary sector.

Case Studies and Measurement of Impact

An evolving and increasingly successful Case Study format was introduced for Enterprise in Education planning and evaluation and as an approach to the measurement of Enterprise in Education impact on pupils.

These incorporate the Enterprise in Education Quality Indicators. The Department of Education and Back School participated in the consultation and piloting phases of the Enterprise in Education Quality Indicators.

Significant core skills development was reported in returns by schools. A further revision is underway to move from 'pupils per enterprise' measurement to 'enterprise per pupil'.

On the basis that Enterprise in Education is as much an 'economic imperative' for the Western Isles as an education initiative, Enterprise in Education was established as a Departmental Local Improvement Objective.

SECTION B

Perspectives on Performance

The Directorate
Head Teachers – Secondary
Head Teachers – Primary/S1-S2
Teachers
Careers Scotland
Young Enterprise Area Board
Further Education
Perspectives of Employers
Pupils' Perspectives

The Directorate

The Enterprise and Education Team

The Directorate is very confident about Stewart and his team. The fact that they are energetic and enthusiastic practitioners and have achieved success means that they are permitted to 'run with things'. They are viewed as a very experienced and a very able team, which has driven the whole Enterprise in Education agenda forward with major achievements. Positive feedback has been received from both HMIE and the Scottish Executive Determined to Succeed team

The Enterprise in Education team has given it focus. A dedicated team has been essential. If it was split into the responsibility areas of Quality Improvement Officers it wouldn't work. It is important to keep the focus and agenda there.

The Enterprise in Education team simplify, and make it easy for staff to understand the initiative. 'If it was mainstreamed i.e dispersed to schools, we would have to reinvent the team. It provides essential support and has been a key factor in taking things forward as well as accessing additional funding'.

Schools are engaging with the Enterprise in Education agenda much more now and a great deal of this is due to the commitment and energy of Iain Stewart and all members of the team.

The Enterprise in Education team have been very successful in being awarded a large amount of discretionary funding - £56,000 for 2 years. It was indicated that if funding from the Scottish Executive was not sustained, then there would be difficulties in further progressing and building on previous and current achievements.

Areas which have been particularly successful

A number of areas were highlighted by the Directorate. These included the following:

- CPD for teachers has been very successful and achieved impact.
- The DtS initiative has enabled almost one third of the teaching cohort to access CPD opportunities related to Enterprise in Education and related areas, a considerable and impressive achievement.
- Improving the leadership capabilities of teachers.
- Involving probationers in enterprise activities.
- 32 Managers in the Nicolson Institute, including all Principal Teachers participated in the ELIS activity. Significant progress has been made in engaging senior staff for an agenda of change.
- A wide range of enterprise activities and successful work experience e.g. S1/S2 Enterprise Days, Renewable Energy Competitions, and Enterprise Gateway events.
- Celebration of Enterprise and Showcase events although there is potential to expand these.
- Developments in work based vocational learning.
- Involving pupils through e.g. pupil councils, schools forums
- Use of Enterprise VoxBox™ and Career Box
- More effective partnership working.

Links to a Curriculum for Excellence

The Directorate clearly see the links to A Curriculum for Excellence, and the fact that these will 'merge' with Determined to Succeed/Enterprise in Education activities.

Work Based Vocational Learning

Impetus to work based vocational learning opportunities for young people has been very successful although there is a recognition that there is still a need to do more. HMI positive feedback on this area has been very good. It highlighted the innovative and imaginative provision which had been developed.

Baseline information in this area as well as other areas of Enterprise in Education is now in place and progress has been made on a number of fronts, and the Directorate is aware of the need to consolidate a range of achievements and successes, as well as taking development further forward.

Planning

Enterprising Activities in curriculum and school development plans are a 'key component for the A Curriculum for Excellence, and also link to Assessment is for Learning agenda. The Directorate has ensured that there is joined up planning in relation to authority, school planning, DtS planning and linked to other local economic improvement objectives.

The work and contribution of the Enterprise in Education team in taking forward key aspects of planning for DtS was recognised. The way in which the use of a proforma to assist schools in this area and provide feedback on performance was seen to be very useful, not only in planning terms, but also in getting feedback on performance. It was also thought that it would be important to get feedback from Quality Improvement Officers on the way in which Enterprise in Education was making a difference in school performance in a range of different areas.

Impact

The initiative is impacting on schools in the primary and secondary sector in different ways but there has been visible change in attitudes to Enterprise in Education, as a result of the work and efforts of the Enterprise in Education team.

Pupils now have an awareness of enterprise and what's involved and its importance, not just to themselves, but to the local community and its economy. Many staff are commenting on the positive impact that it is having on many pupils.

The ELIS pilot has also been very successful in taking a change agenda forward and it is hoped to build on this through activities related to A School of Ambition.

Employer Links

It was felt that the Western Isles has been too good at exporting some of our best young people. There was an identified need to continue to build up good links with employers, and have good partnerships with external agencies and local businesses. The link between education, enterprise, employment and community needed to be further strengthened as part of an overall strategy to ensure that young people had a future in the Western Isles.

Western Isles has a limited economic base and its economy and employment are not its strongest feature. The need to equip young people with vocational skills and opportunities for self-employment were highlighted. It was recognised that more could be done, and that this was an economic, as well as an educational imperative for future success of the Western Isles and its people.

Work Experience

The Directorate view work experience as having been very successful and worthwhile, and it has been a significant and important development which has worked well in preparing young people for the world of work, over many years.

Flagship Activities

The Directorate also highlighted the importance of 'flagship' activities in Enterprise in Education e.g. Boat Building – Harris, and Roof Slating and Tiling, as well as other new developments which were being planned to further support work based vocational learning provision.

It was recognised that given the wide geographical area and other contextual factors, which operate in the Western Isles, that there was a need to explore innovative and effective ways in which work based vocational learning provision could be developed to support the needs of young people.

Head Teachers - Secondary

Central Rather Than Peripheral

'Enterprise in Education/Work Experience was previously seen as somewhat peripheral and marginal. Suddenly, staff have woken up to the fact that this is at the centre of things. There is a recognition that it has broader significance, including its contribution to making better citizens, not just more enterprising young people'.

Support of the Enterprise in Education Team

'It has been very successful. A key factor has been the work of Iain Stewart and his team. They have determination, foresight, have great vision and great contacts'.

'It could be said that it is easier to make an impact and success in a smaller area. However, this doesn't take into account the particular circumstance of the Western Isles and the particular challenges it faces'.

'The team is thoroughly professional and has been extremely successful in its activities'. Effective links with Western Isles Enterprise, SQA, CITB, the Scottish Executive and other key players were all highlighted.

'The Enterprise in Education team provided ideas, but also provided back up and support for ideas from schools – 'we are never left wondering what to do next'.

The importance and value of the support was highlighted.

'Time is a resource we don't have. The E in E team is very important to that. They create time for us, and they create learning experiences for teachers.'

'It is good to have a local member of the Enterprise in Education Team and she has made a significant contribution to success in the school'.

'It has made a difference in a number of ways e.g. planning conferences, school planning. Previously, there was not a local presence, so this has been really beneficial. E in E team absolutely believe in the mission and the message'.

'The enterprise co-ordinators are all a team. It improves communication. It also has a cascade effect in relation to good practice. More focus and information on what's going on across a range of schools. It provides a platform for showcasing as well as challenging current practice'.

A Curriculum for Excellence

'A Curriculum for Excellence is building on the success of Determined to Succeed. The contribution is substantial in making methodologies for learning and teaching central to the curriculum and to various subjects' contribution to ACfE'.

Impact on Pupils and Added Value

'It has added value considerably and made a substantive contribution to quality improvement. It has made young people more self-analytical. It has developed their skills, particularly core skills and made them focused on what they are doing. It helps stimulate their creativity'.

'By the end of skills based courses, you can see differences in pupils. There are differences in students and differences in behaviour. Some students have been turned around through enterprise e.g. those who used to truant, now attend'.

'Does impact on other lessons and on other subjects and makes school more bearable for some students. There is a need to use school as a resource for all pupils, to ensure that all students can benefit – enterprise provides that for some students who previously didn't engage. We need to ensure that they are active consumers of the school. Importance of being an active learner – young people can make connections to enterprise and its relevance'.

'In relation to the Boat-building Project for example – students were so eager and so focussed. It was breathtaking'.

Making a Difference and Benefits of Enterprise in Education

For many young people, it has made a difference. Previously, discrete units were provided, now they can achieve a full 2 year course and get certification.

It has meant that pupils are more motivated and driven, and it has had a valuable impact on parents, staff and the school generally. The benefits of enterprise 'spills over' into other areas, which is a really positive feature for us

Parents are increasingly seeing the value of work experience and enterprise, and the link between these and potential employment/self-employment activities.

Recent storms highlighted the shortage of vocational skills in a number of areas. This together with potential building developments e.g. new schools, will mean that there will also be an increased demand for vocational skills training and employment opportunities for young people. There is increasing recognition of the value of certain vocational skills as a result.

There may be an increased need in the next 5-6 years reversing a downturn in the previous 10 years. There is a real opportunity to prepare young people for employment/enterprise on the Western Isles rather than seeking opportunities elsewhere.

'Iain Stewart and the whole Enterprise in Education Team have been a huge support for secondary staff to work on enterprise and work experience. Through the use of Enterprise valuable evaluative materials, not just for the impact and achievements related to enterprise, but for a variety of different purposes'.

Learning for Work is now seen as a legitimate part of the curriculum, and Enterprise in Education has had a key role in supporting students in learning for work.

‘This is an exciting initiative; there is so much we can do, money is available and we have so much support we can take forward ideas and improve achievement and opportunities for young people.’

- Development work has picked up through the work of the team
- Enterprise in Education team has shown rigour, robustness, and build in quality assurance. They rigorously evaluate their work.
- Quality improvement gains and greater engagement of schools/parents with the Enterprise agenda.
- We need to consolidate our progress, and we still need additional resources.

Pupils’ Involvement

‘Getting pupils involved in enterprise S1-S2 enterprise event, a quality event (through questions and VOXBOX™ – children enjoy and get success from it. Taken the strain away from the organisation’.

‘Pupils engage with enterprise – they love the active involvement and taking more responsibility’.

Added Value

‘Anything that improves parent’s understanding of enterprise and the needs of a changing curriculum is good, and the work of the Enterprise in Education Team has done that’.

‘It has allowed us to build partnerships with stakeholders’.

‘Has resulted in raising young people’s awareness in a variety of ways’.

‘Determined to Succeed materials and support very helpful and useful.’

‘Most people who run businesses here, went to school here. If we are to develop enterprise and encourage entrepreneurship for the benefit of the local economy and the survival of communities the work which is now being undertaken through Enterprise in Education is critical to future success in the Western Isles’.

Other Points Made

- Promoting confidence building.
- Building learning and skills.
- Making peer assessment less threatening.
- Contributing to sustainability and to engagement and inclusion.
- For some secondary teachers, Enterprise in Education was seen as a primary school activity – it isn't any more.
- For the size of the local business community, we are fortunate to have a range of providers. What, why, how of enterprise – teachers now recognising its importance. Concentrating more on the methodologies and the process.
- Need to celebrate our successes.
- Need for additional Work Based Learning Provision in Schools
- Need to look at different different models for WBVL
- Future development points to integrated vocational education provided in different ways.
- It would be good to have an enterprise co-ordinator in every school.
- Has enabled staff in all S1 and S2 schools to have an enterprise role.
- Imperative of community engagement - a reality in Western Isles.
- Communication, staff development and training and events all rated very highly.
- Added value is enormous and is rated very highly.
- Need for additional staff and the continued and reinforced support of the E in E Team.
- Use of Enterprise Voxbox™ was highly valued.
- Continued need for staff development.
- Citizenship Enterprise Audit perhaps needed.
- Links between enterprise and Gaelic and business.
- Work enterprise - people value it and it works well.
- School/college links as well as other models of workbased vocational learning.
- Not just enterprise skills developed, but provision and development of lifeskills.
- Puts value on outcomes, and links to ACfE .
- Key links to subject areas through enterprise.
- Success of new courses in workbased vocational learning.
- The importance of continuation of funding from Scottish Executive in terms of this important area of curriculum and the particular needs of young people in the Western Isles.
- The importance of reversing population decline and the essential role that enterprise can play in encouraging self employment as well as helping sustainability of communities.
- Enterprise being seen as an economic imperative as much as an educational one.

Head Teachers of Primary S1/S2 Schools

Head Teachers of Primary and S1/S2 Schools were very positive about the success, value and impact of Determined to Succeed and Enterprise in Education activities.

Quality Improvement

It has contributed to quality improvement and has helped get people focused. It has also helped with self evaluation and extended quality improvement in schools and helped with the emerging ACfE agenda. It has moved some of the barriers in terms of the contribution of DtS/E in E related activities have had to ACfE

The work of the internal co-ordinators – have been a big outcome for schools as well as the active and committed involvement of the central team.

It has helped to exemplify the good things that are taking place in schools, not just for Enterprise in Education but more generally. Enterprise VoxBox™ has helped with this.

Dissemination and Publicity

It has been a tremendous success. Schools themselves could do more on this area, and perhaps they could be helped to do that even more. Some schools are not selling themselves enough related to achievement.

Enterprise in Education Team Support

Under Determined to Succeed and Enterprise in Education in the Western Isles, a great deal of successful work has been undertaken. Schools are now taking more responsibility with the support of the central team.

Young people are getting a great deal out of it. Extensive support has been provided by individual team members and by the E in E Team overall.

E in E Team has always been available to help in any way, and in every way, to foster the initiative and its development. Every effort has been made by the Council's Team to support different aspects of the initiatives. Without them, we wouldn't be where we are now.

Four presenting centres were provided with additional funding to support enterprise. Submission of Action Plans and Evaluation of their activities were valued in helping their own planning and implementation of Enterprise in Education.

'It's meant a structure – a supportive and helpful structure – to what was already started in some schools. It has helped considerably though, in taking things forward with the support of a central team'.

Impact on Pupils

It has helped young people to make decisions about their future, as well as improved their achievement in schools.

One teacher commented:

“If something is good, we should say it is good. It has helped us to help young people in giving them an education for life.”

However, it was also highlighted by the same teacher, of the danger of losing momentum if support was not continued. In any initiative, it is important to consolidate progress, it is important to do this otherwise there would be a loss to what had already been gained.

‘Though Enterprise in Education pupils take responsibility, it improves their confidence and their self-esteem. They take a pride in it and what they have achieved.’

Contributions were also identified by some staff related to citizenship, and the contribution Enterprise in Education made to this area.

Enterprise VoxBox™

Enterprise VoxBox™ has been used, and students and staff positive about it, and the skills they have developed through Enterprise in Education and the use of the Enterprise VoxBox™. Pupils were also extremely positive about it, and about the skills they developed through the enterprise related activities.

Enterprise VoxBox also provided an opportunity to develop communication skills. One teacher highlighted the importance and effectiveness of this cross-over with English/communication related to solo talks and other presentation skills. The importance and value of students doing things for a real purpose, and communicating for a real purpose, was highlighted.

Primary/Secondary Transition

There was a recognition that there was a need for effective transition between primary and secondary related to enterprise activities.

One teacher felt that sometimes there is no seamless transition. Confidence of pupils was built up in primary, then there was a loss of momentum in S1 and S2 related to this.

Staff Development and CPD

Staff who had experience of their industry placements were also very positive about the experience, highlighting that it was refreshing, gave them new insights, and all wanted to do another one.

Some staff felt that training should be continued and involve all staff. Co-ordination role of the Enterprise in Education team was highly valued. The value of having an Enterprise Showcase every year to exchange good practice, where staff, parents and pupils can see the wide a diverse range of enterprise activities, was also highlighted.

Parents' Views

Parents have been positive about enterprise (although some not initially) and enterprise has helped them get more involved with the school. It has helped access, and parents putting forward ideas for the future on this and other areas.

A Curriculum for Excellence

'It links in brilliantly with A Curriculum for Excellence and the four capacities. It's shouting at you. It links up to these and provides stepping stones for their achievements – and staff are seeing it now. They recognise that it's contributing to achieve participation and achievement and most importantly to the four capacities'.

Other Areas Highlighted

Enterprise in Education was seen also as promoting adults involved in the classroom and for making links to the needs of special groups e.g disabled.

It was felt that Enterprise in Education had provided an effective bridge between parents, the community, the school and local business.

Also the links between Gaelic drama groups with the local church and publishing activities were highlighted.

Business links can be difficult but the work of the Enterprise In Education Team in stimulating school/business links had assisted greatly in this area.

Video links were also highlighted as a possible source for future support for both staff and pupils. One teacher commented very positively on one such link which charted the progress of an employer who had built a refrigeration company and how this would benefit secondary pupils, especially early school leavers.

Additional financial support and continued support for creative enterprising activities were highlighted as needs for the future.

Teachers

Teachers highlighted that most schools are involved in a wide variety of different projects – from production, selling, marketing, mini-companies to other enterprise related activities involving school/community/business links. All were very positive about the wide range of support which had been provided by the Enterprise in Education Team in a wide range of areas, and highlighted that significant progress and change had occurred through enterprise in education activities.

It was felt that Enterprise in Education had provided real added value in a large number of ways.

Impact on Pupils

For some pupils we are not giving them enough, and they are not getting enough out of school if they don't have access to activities like these. One teacher commented that the real impact was the pupils' attitude to school and to learning. It was felt that this was the key and it had unlocked for some pupils, opportunities for them to change their attitude, become engaged in active rather than passive learning, work in collaboration with others and assist in them developing better relationships with peers as well as with teachers. They were having fun and learning at the same time.

The importance of the opportunity of every child, in every year group, to get the chance to engage in enterprise related activities was highlighted by one Teacher.

It was also felt that pupils were now also more aware through various enterprise related projects of their role as citizens in the local community and the importance of social responsibility. Involvement in fund-raising, charity related work, in visits, in aftercare and with senior citizens all assisted in this area.

One teacher commented on the success of enterprise in nurturing children 'I saw a sparkle in their eyes for the first time. Suddenly, it was more relevant for them, they were 'doing things for real', and it was more meaningful'. Another highlighted how pupils were 'energised' and took more responsibility themselves.

Enterprise in Education was viewed as 'one of the key elements of education today' and has provided 'real opportunities for learning'. One commented that it has 'inspired many pupils' and made a real difference to how they viewed the school and their learning. 'I see a light going on, they become animated and excited, and have a real sense of purpose'.

Teachers highlighted that motivation of pupils increases and when the teacher steps back, young people take the opportunity to get engaged, get involved and become more receptive to what they are doing.

'If we could just transfer what happens in enterprise to other areas of our teaching and learning, we could be making such a difference to many more young people, and for their future'.

It was felt that education, community, business, adults and teachers have all benefited from the support provided by the Enterprise in Education Team.

Enterprise in Education Team Support

Enterprise in Education support through visits and the stimulus to undertaking new activities was valued and the team were doing their job very effectively.

Gaining access to expertise from outside the school also assisted motivation. The fact that the very good education business links

Dissemination and Publicity

Dissemination and publicising activities were seen as good, reflecting in various articles about activities/events in the local press as well as a higher profile in schools and the community.

Staff Development and CPD

Staff also identified the opportunities which DtS had provided them with related to their own continuing professional development, not just in-service staff development and training programmes, but where they met other teachers involved e.g. SETT Conferences or Enterprise Conferences. The sharing of experience beyond the Western Isles and the sharing of Good Practice was seen to be both important and valuable. INSET Programmes for the Enterprising School and the Enterprising Teacher, and other enterprise related staff development were highly valued.

Work Experience

Work experience was clearly valued by teachers, the outcomes were seen to be positive and that it benefited young people. Key benefits highlighted included increased confidence, ability to work on their own initiative, provides opportunities to make informed decisions about their future.

Other Areas

Opportunities to learn skills from the local community – involving local crafts people was highlighted and valued providing examples of successful role models for them related to running their own small business/enterprise.

The impact on subjects and the links to a Curriculum for Excellence were also highlighted by teachers in assisting to evidence the four quadrants.

Other points which were made by teachers included the following:

- Raising awareness of the importance of enterprise
- Encouraging an ethos in young people
- It has been developmental
- It has enabled us to value our own environment and our own values
- It has taught us to appreciate beautiful things
- It has provided a structure – for what people are already doing – but has made people focus on what is important
- It is inclusive
- It is bringing out the best in pupils in a different way
- It has greatly assisted capacity building
- It is making learning fun – hard fun – and relevant to real life
- It has been inspiring
- It's about collaborating
- Its promoted capacity Building
- It has been engaging
- It has achieved success
- There is pressure to do more, and we need to do more for our young people, for their future in the Western Isles.

Careers Scotland

Careers Scotland representative gave a very high overall rating for the success, achievement, impact and value of Determined to Succeed and Enterprise in Education. It was described as a step in the right direction – employers wanted a more able, willing and informed workforce, and there was a real need for the changes which the initiative had successfully brought about to be continued and sustained in the future for the benefit of both the local economy and the community.

The importance of working together was emphasised. It was seen as equally important that the initiative was not just being education driven, but involving other key partners. The value of local authority, schools and Further Education to plan and co-ordinate, in an effective way, for the delivery of work based vocational learning was also highlighted by Careers Scotland.

The value of ensuring that college, school, careers links were strengthened was highlighted. Careers Scotland representative did feel more involved in working together for common goals.

Work Experience

Careers Scotland rated work experience as very good, particularly in relation to the scale of the task. With new legislation, more support is required for employers and the task and the challenge is now greater with more paperwork and safeguards required.

Extended Work Experience

The values of Extended Work Experience between August to December was highlighted. Schools were coming to access this at points of transition where review of personal learning was taking place. This does allow Careers Scotland to engage with pupils on a different level. Pupils get more support of a generic nature, on how to consider their options through different types of experience. The importance of pupils being 'career resilient' and the effective use of good resources such as CD ROM on Work Experience, the interview game, materials for employers to assist their understanding were also highlighted. A raft of activities to support work experience and supporting young people's choices of future career was still seen as a very high priority. Extended work experience for the Xmas leaver group was critical for many young people, while work experience was celebrating 20 years of successful activities. Continued work on dissemination and publicity will be important in this as in other areas of enterprise in education.

Marketing and Promotion

Careers Scotland felt that one area which could be additionally supported in the future included more opportunities for planning a programme of activities that assist in promotion to parents and employers. It was felt that schools needed further support in this.

Communication

Careers Scotland thought that communication was quite good, but identified the importance of working together and communicating effectively from both sides. Events were rated as very good, as was sharing best practice, although again there were always opportunities to do more.

A particular example was given related to the use of evaluations of pupil responses to events. It was thought that these could be analysed more, and it specifically if there was a multi-agency activity, then the evaluation of different partner contributions was reviewed. It was felt that this could assist future planning. There could also be an opportunity for mini-events to take place.

Added Value and Success

Added value was identified in relation to encouraging more multi-agency working. New initiatives also contributed to this e.g. SVQ and work-based vocational learning developments, and as a result of DtS and Enterprise in Education, schools 'were opening their doors more'.

Careers Scotland rated the success highly. Has worked closely with Enterprise in Education team and an agreed plan over that time.

Events and Activities

The Enterprise Roadshow in the community in Uist and Barra provided an arena in the community to display enterprise activities, showcase success. Careers Scotland and Enterprise in Education provide effective advocacy for enterprise; are champions for the initiative – and can promote activities and the effective co-ordination through Enterprise in Education.

Other Areas Highlighted

- Sometimes difficult for parents and the community to understand its importance
- Community education links are essential
- Enterprising Options Conference annually is successful
- SVQ boat building has been successful
- Guidance teams recognise the need to encourage enterprise activities, enterprise awareness and needs of business. The important role of staff, however still needs more to be done here
- Sabbaticals to Industry
- SVQ in Hospitality – the idea came from business and has been taken forward.
- There are still more opportunities to work together more in schools.
- Determined to Succeed initiative has encouraged more networking as a national programme
- E in E team provides very good support
- There is a willingness within the Enterprise in Education Team and the department to engage.
- Need for more supported employment
- Record of Needs – more should be done there.

Young Enterprise Area Board (YEAB)

The Young Enterprise Area Board was extremely positive about the impact which had been made in the Western Isles through Determined to Succeed and Enterprise in Education.

Work experience was rated very highly by YEAB. Very often involved and consulted fully before work experience takes place, and pupils were usually well matched.

Events

Events which were organised and delivered by Determined to Succeed and Enterprise in Education were viewed as excellent and rated very highly. Effective organisation, energetic participation and engaging content were all highlighted as being key factors in its success.

School/College Links

School/College links were viewed as good but in some cases it was felt there could be more done. There were opportunities to do more in work based vocational learning.

Business Links

There were many examples of effective education/business links and is a very successful area, and rated very highly.

These were thought to be very good for a small community. A core of people were involved; and this could be even further developed. A need for more cohesion was identified, as in some cases it was a bit fragmented.

It was thought that this was an issue for LA to take forward.

Previously no Young Enterprise Area Board existed. After four years it has now developed into a strong unit, and its activities and profile have been stimulated through Determined to Succeed. It is one of 18 Area Boards.

The opportunity to access some elements of funding has been crucial and pivotal to its development.

On specific areas the support was also highly valued by YEAB e.g. to assist with travel costs to get teams to events it has been extremely helpful. The training and experience which has featured have been really useful and YEAB would welcome additional support in the future.

In smaller communities it was felt that it was sometimes easier to make connections to the community. A high rating was given for the activities and achievements in Enterprise in Education in this area.

Enterprise in Education Team and Support

“They provide superb support, and are a brilliant team. They are always available, always responsive and provide consistent excellent support. They work with their heart and their heads, and are fully committed to the objectives of Determined to Succeed and Enterprise in Education”.

“They are creative, forward thinking and make things different, such as events. A huge amount of work goes into these activities”.

The Enterprise in Education Team “Is facilitating, helping, supporting to great effect, enabling us to be more effective in our work”.

It provides an opportunity to pull everyone together with a shared agenda.

A number of organisations and individuals are doing similar things, so it is important to ensure that collaborative approaches are strengthened.

Effective Impact

YEAB highlighted the effectiveness of a range of different aspects of the Initiative , and rated the use of resources, communication, staff development and training, events and sharing best practice very highly.

The rating was very high from Young Enterprise Area Board in terms of its impact on pupils, somewhat less so for impact on the school and staff, although there were definite changes being made there.

The Young Enterprise Area Board was very positive in relation to the overall rating for the success, achievement, impact and value of Enterprise in Education and Determined to Succeed.

Determined to Succeed has given them locally access to a team which is fully supportive of their aims and activities.

They also emphasised the importance of DtS/EinE in allowing them to develop as a region.

It was also highlighted that it permitted a better use of resources for individual tailored support and to develop entrepreneurship. Without the Initiative both progress and pace of development and change would have been slower.

It was felt by YEAB that perhaps there was a need to develop some national materials, especially for primary programmes, to avoid replication/duplication across authorities. Many materials fairly similar in different areas, and this could be rationalised at a national level.

Further Education

It was felt that Determined to Succeed and Enterprise in Education is clearly making a difference locally. It is bringing a coherence to the various initiatives, particularly in relation to work experience, vocational learning, skills for work and a Curriculum for Excellence.

Enterprise in Education Support

Overall, its activities and impact was rated as good and its support was valued.

‘It has provided a new focus, building on previous good practice. Generally very effective in its activities and operations, and has assisted in taking various new areas and developments forward.

It was thought that the Young Enterprise Scheme was very successful locally, and tailored to what was appropriate for the Western Isles.

The Enterprise in Education Team were successful in engaging people, and business locally. Work experience placements were well structured from an employers’ perspective. Students are not ‘shoehorned’ in to work experience placement.

Education/Business Links

Education/business links were seen as good rather than very good, with strong business support locally, although there are obvious constraints. Links work very well, despite the lack of major employers. Several hundreds of work placements, and useful 16+ options. School industry liaison team’s focus is mainly with schools themselves.

It was thought that there is now a more coherent plan for Skills for Work.

Future support which was identified could include the following:

- More joint planning of activities of vocational training
- Focus on where opportunities not taken up at all
- Improved cooperation and planning
- Use of different fora – Lifelong Community Learning Forum. It would be useful to discuss Enterprise in Education as part of its agenda.

Events

Enterprise in Education events and activities were seen as very good.

‘The 16+ options event is very well managed, and well delivered, reflected in good evaluations’.

Involving young people from everywhere, and meetings with young business people were particularly valuable.

There was always good feedback from college staff who attended these events. Projects supporting vocational opportunities are helpful, and have real value, in helping prepare young people for College and working life.

Work Experience and School/College Links

Work Experience reflects a mature partnership from the council and others. It was thought that School/College links were very good in the Stornoway area. When it comes to other areas e.g. Barra – there is a lack of provision for vocational education.

There had been a twenty year partnership, and recent increase in funding it was felt had been used to good effect. Support had been received from the local authority for specific equipment, software and hardware packages. This involved the use of whiteboard/monitors and interactive resources. There could be a case study example of good practice related to this.

A motor vehicle course for school pupils had been developed with some success illustrating the importance of school/college links in this and in other areas.

Dissemination and Publicising

Doesn't have a high profile elsewhere e.g. not reflected on council's website. Updating required on general information on the website e.g. reference to School Liaison Team. There were no case studies nationally, although much good practice existed. There is perhaps a need for more self-publicity of achievements.

Perspectives of Employers

Employers were very positive about a range of different aspects, and recognised that many significant changes were being achieved as a result of the Determined to Succeed Initiative.

The Enterprise in Education Team

The high degree of effort and success of the Enterprise in Education Team was highlighted by employers. The Enterprise in Education Team was viewed as being 'very switched on', and an excellent rapport had developed between the team and employers. Their work was seen as highly impressive in this critical area, in taking forward key activities which were making a difference.

Key Features

Key Features which were highlighted by employers included the following:

- Enterprise Company Schemes
- Talks for businessmen
- Effective networking
- Getting through to Business people
- Employers goodwill and getting employers 'on-side'.

Work Experience

One employer thought that at first it was difficult to engage, but highlighted that now links between education/vocational/business were developing interesting areas for future involvement of pupils, schools, employers and the community. Significant goodwill had been generated through work experience, and also this provided a useful and effective platform for other enterprise in education activities.

Parental Involvement and Awareness

It was felt that parental involvement had substantially increased and parents were more aware of what Enterprise in Education was and its value and importance. Like other groups, however, employers recognised that there was 'always more to be done' in this area.

Other Features

Other features which were highlighted included the following:

- Employer talks given to schools were more in evidence
- Local entrepreneurship/innovation progress in a number of areas
- Young adults now had a good insight into the world of work and enterprise
- There was more evidence of impact on the school and on many staff.

Making a Difference

One employer highlighted that a problem which had been a feature of previous educational provision was the failure to give young people responsibility and to develop confidence. Enterprise in Education meant that no longer were they 'being treated like kids', and it was having a positive influence on their personal development as well as their confidence and self esteem. It was felt that this was starting 'to pay dividends' and that significant change was taking place in young people, and many staff who supported them, related to being more enterprising.

Pupil Perspectives

This section provides a range of perspectives of pupils from the Nicolson Institute and Sgoil Lionacleit. Ten pupils from S5 and S6 and S1 and S2 were interviewed using a discussion agenda. Information and their opinions and views on their experience, the learning and skills they had gained, as well as the support they received are highlighted.

Describing the Experience

Pupils described the experience in the following ways:

- It is fun
- It teaches you a lot
- You gain all kinds of skills
- Gives you an insight into how business is run and its various operations
- Helps you to learn new skills, and appreciate the whole process
- Gives you a good overview as well as helping you to develop business skills

Others in 6th Year felt it was:

- Inspirational
- Interesting
- Encouraging
- Made you think
- Provided an opportunity to develop your skill set
- It really helps you to realise what you are good at
- It sparks your creative thinking

Pupils interviewed didn't think there were any major improvements needed in what was provided – everything was done to assist where it was required.

Overall, all of the activities they were involved in as part of Enterprise in Education were viewed as excellent. They felt that all pupils benefited and they encouraged others to get involved in it.

Support from Teachers

Support from teachers was valued related to specific tasks as well as providing general advice and materials provided. Teachers and Enterprise in Education Team staff were responsive to any needs that arose, and the balance of support and independence was seen as appropriate.

Some pupils identified the need to have more guidance at the start related to basic aspects related to running a business, but still valued highly what had been provided.

Staff were approachable, helpful and inputs from Enterprise in Education Team, Young Enterprise Board, as well as inputs from others was highly valued. The genuine interest shown by all of those involved was highlighted as being both supportive and valuable.

The various opportunities for pupils to learn from other successful business people was felt to be inspiring.

The important role of business advisers was highlighted in relation to Marketing, Research, Production prototype. They helped us to get on track at the right time and to identify where and what we might need. We now have an appreciation of what it takes to start a company, and the skills you require.

Work Experience and Work Shadowing

A different type of work related experience is a feature for 6th Year – work shadowing. Pupils welcomed the opportunity to do this, and build on the experience and skills they had gained during their Work Experience in S4. It was felt that they would benefit more as they were more mature and welcomed the opportunity to develop more advanced skills.

Some pupils felt that it was right not to offer provision in 5th Year, both for work shadowing and for some enterprise activities more generally – due to the time factor involved in these activities and other competing pressures in school.

Developing Skills through Enterprise in Education Activities

Some pupils identified that they had developed skills in the following:

- Self-discipline
- Planning
- Organisation
- Logistics

They also highlighted that their meetings skills had also improved as well as knowing how to forward plan and work together effectively. They also had a greater understanding of:

- Control
- Influence
- Leadership

They had identified that their activities meant that they now know that they had to 'go that extra mile' to achieve success.

Learning Gained

- A great deal of learning has been gained
- Problem solving
- Persuasion skills/negotiation skills
- Confidence
- Better understanding of business roles
- 'It is good fun, you get a sense of achievement from fulfilling it'
- Use of initiative
- Giving other people a chance - helps shy pupils gain more confidence
- Young enterprise creates more independence
- Learned a lot from Work Experience
- Marketing techniques
- Enthusiasm
- Gave me skills that I didn't realise I had – learning without realising
- It taught us to think in a business oriented way – develop product further
- Developing our core skills
- Helping us to find out what we are good at and skills they will need in the future.
- Getting tips from successful businessmen
- 'I really enjoyed it'
- 'Best bit about it was getting to know people'

Particular areas which were identified as being particularly successful included the following:

- Part of daily lives
- Not being separate from other activities
- Range of positive outcomes
- We get excited about enterprise, about being involved, about being given and taking responsibility.

SECTION C

Key Areas, Components and Findings

Key Areas, Components and Findings

This section highlights key areas, components and findings of the evaluation of Determined to Succeed/Enterprise in Education in the Western Isles.

These areas have been emphasised as they have been and will be in the future, critical to the success of the initiative. They also relate to the specific objectives which were set for the evaluation in relation to the model of central support, work based learning provision and the 'make and sell' and 'embedding in the curriculum' aspects of the evaluative activity.

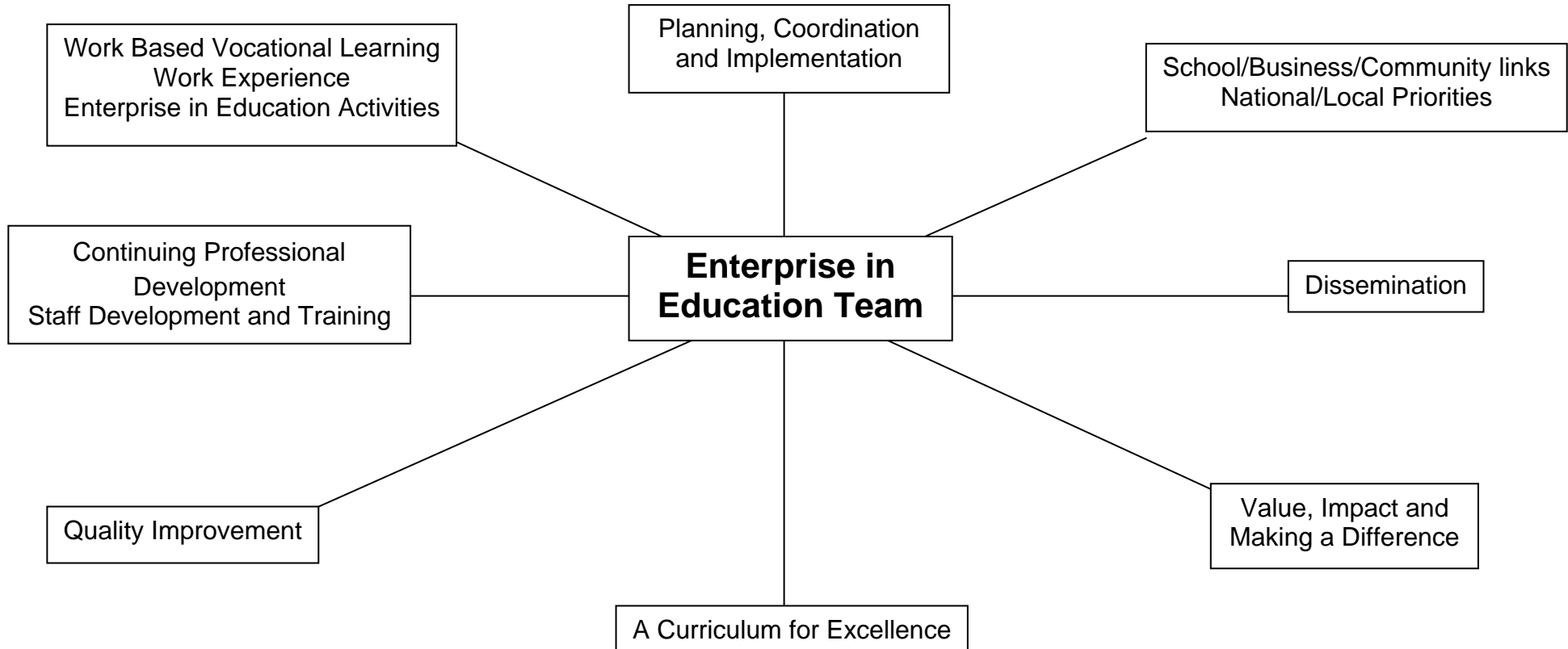
The Enterprise in Education Team

Some key activities where the Enterprise in Education Team has made a difference and provided invaluable support to the Determined to Succeed initiative in the Western Isles are illustrated in the diagram overleaf.

The diagram also illustrates the work of the team and its links to three key areas where outputs are important and are now being measured or will be measured in the future i.e. Quality Improvement, and A Curriculum for Excellence. The Enterprise in Education Team's contribution to value, impact and making a difference, for not just Determined to Succeed but to both of these areas i.e. Quality Improvement and A Curriculum for Excellence, has been significant.

It could play an even more important and significant role in the future in both of these key areas.

Determined to Succeed/Enterprise in Education



A Curriculum for Excellence and Determined to Succeed

There was an early recognition by the Enterprise in Education Team and the Department of Education of the links between Determined to Succeed/Enterprise in Education and A Curriculum for Excellence.

The emphasis and focus of the Enterprise in Education Team on outputs and impact, rather than inputs, related to Enterprise in Education, meant that they were already thinking about 'distance travelled' of young people, core skills, employability skills and the contribution that enterprise could make to young people's experience, attainments, achievements and success.

The use of the Enterprise VoxBox™, has helped to further progress the links and connections made, as well as to provide ideas, suggestions and practical activities to measure enterprise achievement and attainment and capture the value of the learning experience.

As evidenced in Section B, Perspectives on Performance, there is now a much greater recognition by staff on the links between the two areas. This has helped to place Enterprise in Education more at the centre, rather than at the edge. Staff no longer see it as peripheral, but see its value and increasingly are reporting on the change that it has made in some pupils – in attitudes, behaviour, confidence and self-esteem.

Determined to Succeed and A Curriculum for Excellence (and Assessment is for Learning) are focused on enriching the learning experiences of all young people. It has been said that A Curriculum for Excellence provides the canvas upon which the landscapes of the other programmes, such as DtS and AifL, can be painted. Certainly the evidence which has been gathered for this report would suggest that it will contribute to making it a very large canvas, such is the richness and extent of the experience of pupils, and the learning that they have achieved, through Enterprise in Education activities.

A Curriculum for Excellence offers a new way of looking at the curriculum. It is not just about subject areas and content, but the whole school experience for young people. The contribution which DtS and EinE can make to A Curriculum for Excellence and making young people successful learners, responsible citizens, effective contributors and confident individuals is now clear. This will have an overall impact on achievement and success for young people in the Western Isles.

It will help to make a difference to young people, and it will make the learning experience more valuable, and valued by them. It will contribute not only to quality improvement, but will improve greatly the quality of the learning experience, by making it more relevant and more meaningful to young people.

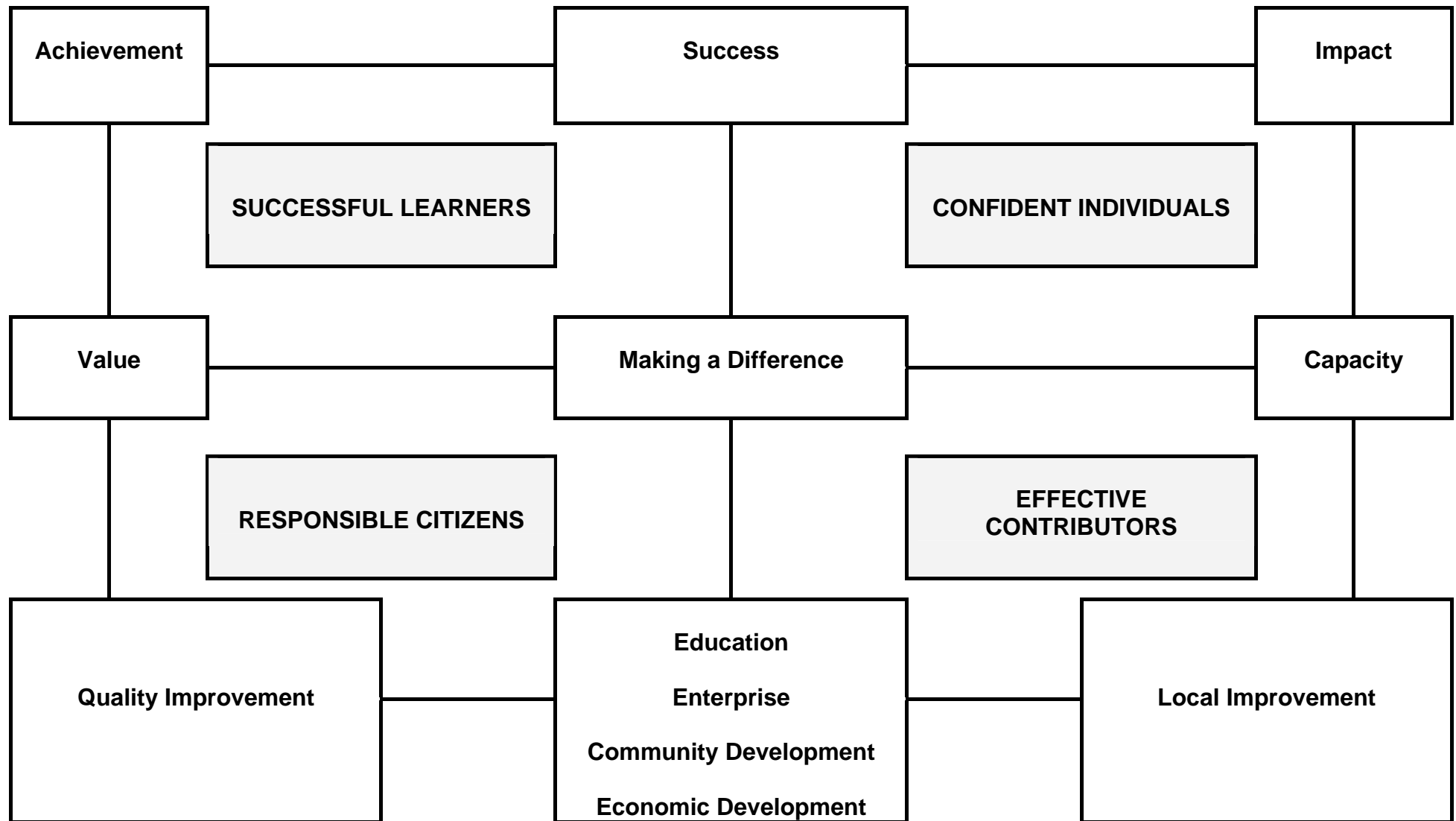
The diagram overleaf highlights some of these key features, and the way in which impact will affect capacity, and link to local improvement.

The connections between Quality Improvement, Education/Enterprise/Community Development/Economic Development and Local Improvement are also illustrated there.

The HMIE report *'Improving Scottish Education'* launched in late February 2006, reflects some of the strengths in Scottish education but also points to the need for a step change to meet the challenges of the future. The potential of A Curriculum for Excellence to drive education forward has been recognised by the Senior Chief Inspector, and the need for the tramlines for each initiative to merge.

HMIE intend to report, in three to four years time, on the progress that learners from 3 – 18 will have made through implementation of the vision set out in ACfE. Determined to Succeed and Enterprise in Education have a critical role to play in making that vision a reality, and contributing to quality improvement and achievement of HMIE and ACfE objectives.

Determined to Succeed/Enterprise in Education/A Curriculum for Excellence



Quality Improvement

There has been a significant contribution made by the Enterprise in Education Team and by Enterprise in Education to Quality Improvement.

There are a number of dimensions to this which include:

- the achievements which were evidenced when the authority was inspected by HMIE
- the high positive impact which it has had on pupils and staff
- extremely positive feedback from the Scottish Executive DtS team on targets achieved in the Western Isles
- high quality work experience provision for senior pupils
- effective planning and co-ordination of activities leading to effective implementation
- impressive quantitative and qualitative achievements in all aspects of Enterprise in Education activities
- review of own performance and effective performance management

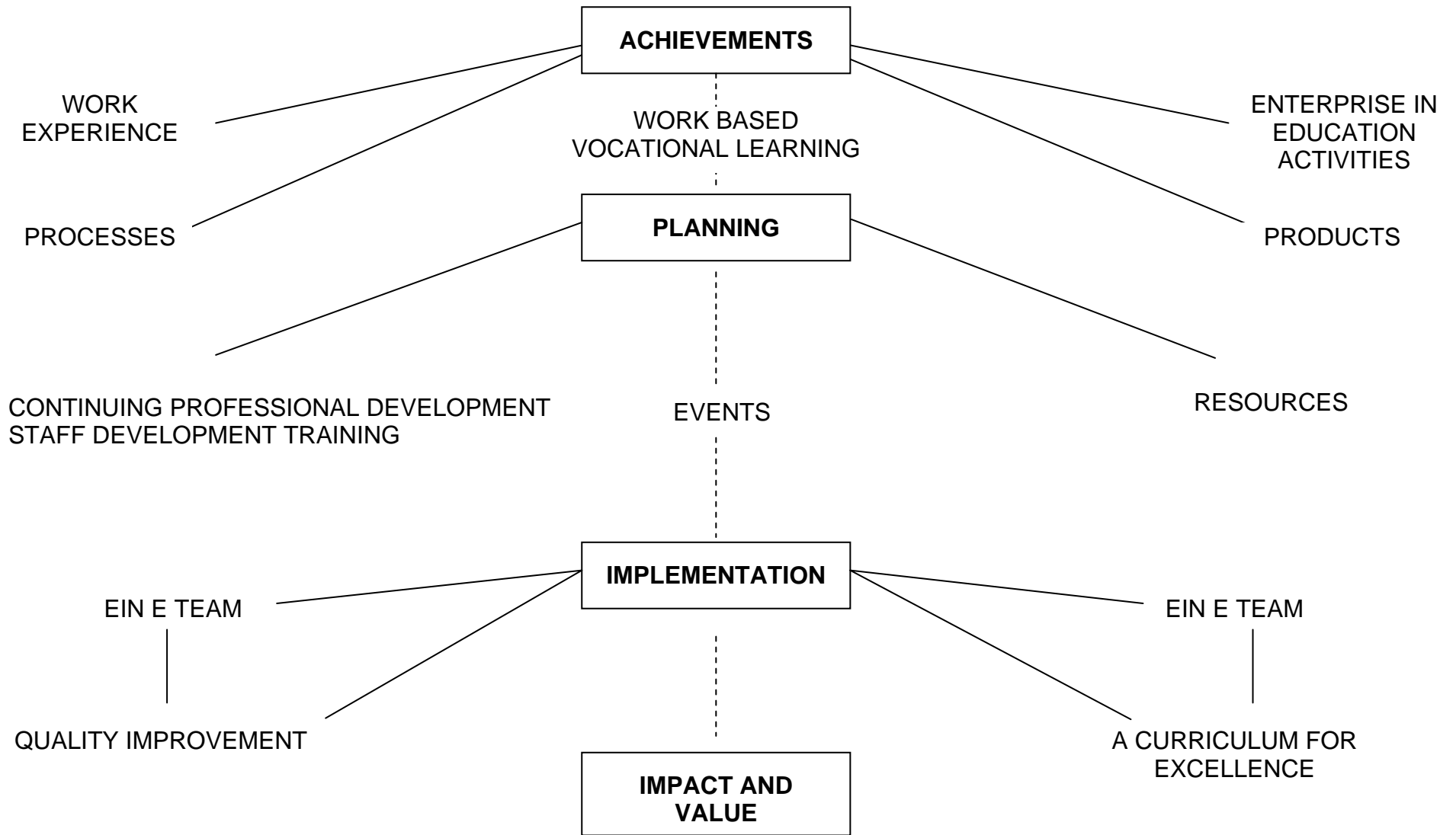
It has also impacted and influenced the national quality improvement agenda, and was the first authority to be inspected by Determined to Succeed, with very positive results.

Western Isles practice and ideas have influenced the emphasis on the evaluation of outputs and impact, and use of the model related to outcomes, rather than inputs.

Iain Stewart is often used as a sounding board for ideas by the Determined to Succeed team and is highly regarded by them, by other staff in Local Authorities and by SCEEN.

It has significantly influenced the ACfE agenda in making links between the two initiatives.

Determined to Succeed and Enterprise in Education



Building Effective Relationships

At the heart of the success of Determined to Succeed and Enterprise in Education activities in the Western Isles is the effective relationships which the Enterprise in Education Team has created, fostered and sustained with a variety of key stakeholders. Networking and building relationships in any context takes a great deal of time and effort. Making effective and successful links and building effective, committed partnerships which are robust and sustainable also requires continuing commitment of all involved, as well as the energy, enthusiasm and huge commitment of the Enterprise in Education team.

The scope, range and extent of effective relationships with all key stakeholders which have been established by the Enterprise in Education Team is very impressive.

Planning and Co-ordination

There is clear evidence of effective and efficient planning and successful coordination of Determined to Succeed and Enterprise in Education activities in the Western Isles. This has been given a high priority by both the Department and Education and the Enterprise in Education Team, and is an important factor in the success which has been achieved.

Planning operates at different levels, and has impact on a range of different aspects of Enterprise in Education activity, as well as influencing more effective planning by schools in their provision, not just for Determined to Succeed related areas, but for quality improvement and school planning.

The Enterprise in Education Team have usefully employed a 'review, plan, do, review' approach in their planning for the Determined to Succeed initiative and Enterprise in Education activities. In developing the Determined to Succeed Plan links and references are made to the following:

- The plan of the Department of Education
- The Local Improvement Plan
- School Development Plans
- Western Isles Economic Development reports

This has proved to be extremely successful in assisting both the planning process but also in monitoring, review and reporting on progress achieved at various stages. It has also made a significant contribution in assisting schools to focus on their specific objectives related to enterprise in education, as well as how it fits to other activities. It has also assisted both schools and the Enterprise in Education Team itself with their forward planning and target setting.

As part of this, the Enterprise in Education Team designed and developed a planning and evaluation proforma for schools, which has proved to be an extremely useful tool for schools, the Enterprise in Education Team and for the Department of Education. It has effectively assisted the planning process, as well as the successful monitoring, review, evaluation and reporting on enterprise in education activities.

This has been made available to other local authorities and to the Scottish Executive, and the Scottish Executive has commented on its effectiveness. It also reflects the generous approach employed by the Team in sharing good practice and making resources available to others for the benefit of other staff in other local authorities.

Performance Review

The Enterprise in Education Team also employ a 'review, plan, do and review' of their own performance and their own contribution and input to the initiative.

The team has usefully employed this approach using a Delphi Exercise and also regularly review their activities as part of team performance review.

This has been an important and contributory factor in the effective working of the team, their specific individual contributions as well as their impressive achievement of Determined to Succeed and Enterprise in Education targets.

Performance Management

The Enterprise in Education Team adopted a proactive approach to its own performance management. The team conducted a performance management review and shared its outcomes with directorate colleagues, the HMIE and the Scottish Executive Determined to Succeed Division.

In April 2005 Michael Cross from the Scottish Executive made it clear that Determined to Succeed in 2006-2008 required Education Authorities to 'demonstrate that robust performance management mechanisms are in place'.

The Enterprise in Education Team's activities in performance management reflects the team and the Directorate's commitment to continuous improvement through self evaluation. This is also in line with HMIE advice to Local Authorities 'Self Evaluation for Quality Improvement'.

Staff Development and Training

Through Determined to Succeed, staff development and training activities have been successfully undertaken which have assisted staff to identify where Enterprise in Education activities can be incorporated into various areas of the curriculum in both primary and secondary sectors.

Increasingly there is a recognition that the four quadrants in A Curriculum for Excellence link to Determined to Succeed/Enterprise in Education activities.

Currently, there is a limited number of subject based materials which have been developed related to ACfE, illustrating ways in which approaches and activities related to the four quadrants can be delivered.

There is an opportunity and potential to connect the curriculum development needs for identified subjects and link to a range of materials, activities and approaches used in Enterprise in Education. This will illustrate the synergy between the two and provide greater coherence in curriculum development and staff development which support both areas. This could be done as a follow up to the successful ELIS course, as a pilot/demonstration project/activity at the Nicolson Institute. This would exemplify practical approaches to subject-based curriculum development for these areas, and link to Determined to Succeed.

For the Western Isles, a curriculum led CPD/staff development programme would illustrate the way in which a local school based development of an identified area of the curriculum can address the national agenda and stated aims of the Scottish Executive and HMIE of merging ACfE and Determined to Succeed.

A pilot/demonstration project/activity would also provide a useful model for replication in other subject areas within the ACfE curriculum for other secondary settings as well as its application in relevant primary subject area settings.

The time is right to take advantage of the opportunity to align Determined to Succeed/Enterprise in Education activities with ACfE and assist in reinforcing the already established links and effective contribution which the Enterprise in Education Team has made.

Continuing Professional Development

Enterprising Leadership in Schools (ELIS) Pilot

A development pilot programme on Enterprising Leadership in Schools (ELIS) was delivered to 30 senior staff from the Nicolson Institute. This was a pioneering initiative by the Western Isles and the Enterprise in Education Team, designed to provide a unique blend of enterprising capability alongside leadership skills.

The aim of the pilot programme was to support the agenda of Determined to Succeed and a Curriculum for Excellence, as well as to meet specific local improvement objectives within the Nicolson Institute. The school has made an application for School of Ambition status, which has been successful.

The overall aim of the course was to provide senior staff in the Nicolson Institute with high quality professional and personal development opportunities relating to enterprising leadership in schools, team building, and leading change.

The programme was delivered through a 2 ½ day residential which was delivered twice (2 groups of 15 staff) by Brathay Consultants.

Before the residential event, participants were provided with pre-work activity related to their current role in school improvement, their successes and any barriers encountered, and their views on what Enterprise meant to the schools.

Pre-work activities were designed to enable staff to begin to consider their personal leadership impact within the school, their personal successes and areas for development as well as their understanding of enterprise.

A follow-up day was also organised to review learning gained and consolidate key outcomes for participants related to the experience. Feedback from participants was very positive.

A strong sense of an enterprise culture within the school, which was supported and further developed by the Education Department, was identified as an area to build on, as well as a strength of commitment, energy and enthusiasm and a depth of expert knowledge.

Iain Stewart took the initiative in taking forward this important complementary activity along with the Rector and other colleagues. It links with both the DtS and ACfE agendas, as well as the Schools of Ambition proposal. It also highlights the key role and success which Iain has had in taking forward related initiatives and developments, as well as securing funding for areas such as this, and reflects the extended responsibilities and wider remit of his current position.

Dissemination and Publicising

Dissemination activities are effective. However, there is always a need to ensure that these are sustained and further developed to meet the needs of existing audiences as well as to meet the needs of new ones, new pupils, new parents, new teachers as well as new employers.

Dissemination is usually thought of as following the achievement of objectives of any project, initiative on development, but the Enterprise in Education Team has successfully used a drip feed and on-going approach and methods for this important area.

Dissemination will assist in highlighting the key role which Determined to Succeed and Enterprise in Education currently plays and can play in the future in assisting achievement in relation to the four quadrants of A Curriculum for Excellence.

Dissemination assists in both highlighting the central role and importance of Enterprise in Education itself but also raise awareness with key audiences and stakeholders to the value of these activities and its major contribution related to A Curriculum for Excellence.

Dissemination features as an important part of the Western Isles Determined to Succeed 2006-2008 Plan, which is an appropriate and key component of the overall strategy.

Although dissemination is sometimes seen as an input, it really contributes to outputs and outcomes. A key priority for both the Scottish Executive and the Western Isles is to demonstrate and have an evidence base for such outcomes, impact and value, and how it is making a difference. The Enterprise in Education Team recognise its importance in terms of both outputs and outcomes.

Key Purposes and Objectives of Dissemination

- To highlight key findings of the evaluation of DtS/Enterprise in Education for identified audiences.
- To provide a platform for links to ACfE.
- To assist in positioning and articulation in relation to the role of the EinE Team in supporting ACfE.
- To demonstrate to key audiences, internal and external, the value, outcomes and impact of EinE and its key role in supporting ACfE.
- To highlight and use dissemination activities as an outcome for the 2006-2008 DtS Plan.
- To demonstrate the success and sustainability of the model of support used in the Western Isles related to EinE and its potential use related to aspects of support for ACfE .

Internal and External Dissemination Activities

It is suggested that both internal and external dissemination activities are undertaken and that appropriate approaches and methods are selected for different audiences. Consideration should be given to an appropriate balance and mix of activities over time and how these are 'branded' related to both EinE and ACfE. There should be a shift in emphasis over a period of time from EinE to ACfE related to 'branding' and marketing specific activities and events.

These audiences could include the following:

- Directorate
- Quality Improvement Officers
- Schools – Head Teachers
- Schools – Staff
- Parents
- Community
- Employers
- Scottish Executive
- HMIE
- SCEEN Members
- Learning and Teaching Scotland
- Careers Scotland

Dissemination Approaches and Methods

A variety of approaches and methods could be considered. These include the following:

- Initial taking stock of dissemination activities to date.
- Brief description of previous approaches and activities related to dissemination, their timing and value.
- A detailed calendar of dissemination activities over the period 2006-2008.
- Selection of appropriate approaches and methods according to identified audiences and purposes.

In relation to Western Isles Determined to Succeed activities and as part of co-ordinated planning and articulation of Enterprise in Education in the context of A Curriculum for Excellence, there are opportunities to undertake a range of specific activities and events for dissemination purposes.

These could include the following:

- A Curriculum for Excellence Events
- Subject specific events
- Briefings to Directorate
- Meetings with Quality Improvement Officers
- Briefings to sub-groups for A Curriculum for Excellence and WBVL and membership of sub-groups.
- Inputs to subject based ACfE activities
- CPD INSET Programme – August/October
- Use of website – and inclusion of EinE findings and activities on other identified websites
- Use of blogs
- An Enterprise in Education Week involving a variety of specific activities with different groups
- An Enterprise in ACfE Conference in Western Isles
- SCEEN Meetings
- National ACfE/EinE Conferences
- DVD produced for distribution to schools, parents and to elected members.

Roles and Responsibilities

Whilst all members of the Enterprise in Education team have a role in dissemination activities, it might be appropriate that one member of the team takes a leading role in this area and further develops this important area.

The Enterprise in Education team might also consider identifying someone outside the team who can champion EinE, particularly in relation to ACfE. This could be a Quality Improvement Officer, or identified Head Teacher or an identified member of staff in a subject area.

Model of Central Support

A key objective of the Determined to Succeed evaluation was to review the use of the existing model to support Enterprise in Education and explore possible alternative models.

Information was gathered through respondents, together with review of documentation in relation to the evaluation objectives. Gathering perspectives from all key stakeholders and audiences, and consideration of the specific context and circumstances of the Western Isles have led to the following conclusions.

It was the view of many that the model of central support by the Enterprise in Education Team was the only one which could work effectively in the Western Isles.

A number of reasons were given for this.

Firstly, there was consensus that the central support model was working so effectively, that no alternative model should be considered – ‘if it ain’t broke, don’t fix it’.

Secondly, the model was seen as greatly adding value, and doing things, and supporting activities which individual schools couldn’t do.

Thirdly, it was indicated that an alternative model e.g. devolving responsibility and budget to schools totally, would impact on the quality of provision. There was a strong view that there would be dilution and less effective use of resources if an alternative model was used.

Fourthly, the central team not only provided excellent practical operational support, but they provided strategic direction for the initiative.

Fifthly, it was thought that the existing model, i.e. through the Local Authority provided the best quality provision and the best value.

Sixthly, the existing model assisted in bringing the key strands of enterprise, education, business and the community together more effectively than any possible alternative.

Finally, a quality service, which operated effectively to tight schedules, organised through a dedicated (in both senses of the term) team was achieving impressive success in terms of national priorities, quality improvement and other key indicators.

It is clear that the existing model and structure of having a dedicated Enterprise in Education team is highly effective. All respondents highlighted its major contribution in successfully leading, planning co-ordination and implementation of activities. Existing support and the model of a central team was viewed as being the best and the only model which would work in the Western Isles.

This wasn't a case of 'if it ain't broke, don't fix it', but reflects the particular context of the Western Isles in terms of geographical location, educational provision, the size, nature, type and staffing structures in schools.

It was also clear from respondents that the advantages of the existing model were central to the future success of Enterprise in Education. An authority based central team model was thought to be the only form of structure which would ensure continued success.

A school based model would not work, would not be realistic, and would not have the same impact as the current model of support using a central team. It was considered also that a model which devolved responsibility to Quality Improvement Officers would not be appropriate or effective. There was overwhelming support and a consensus that the current model should continue into the future.

Work Based Vocational Learning (WBVL) Provision

As part of the evaluation a review of the current Work Based Vocational Learning (WBVL) provision which operates through Determined to Succeed in the Western Isles was undertaken.

Work based vocational provision is given a high priority by the Scottish Executive, Scottish Enterprise, Scottish Qualifications Authority and Determined to Succeed, reflected in a range of documentation and new provision such as Skills for Work, Get Ready for Work, and Scottish Progression Awards as well as other specific vocational qualifications and Modern Apprenticeships.

The existing model of work based vocational provision in the Western Isles is a 'mixed economy' model, reflecting the different roles and provision offered by the authority through identified schools and Lews Castle College.

Current and Future Work Based Vocational Learning (WBVL) Provision

The Determined to Succeed initiative highlights the importance and value of work based vocational learning (WBVL). Recommendation 2 states that,

'All pupils over the age of 14 must have an opportunity for work based vocational learning linked to a relevant qualification.'

The overall strategy for work based vocational learning is outlined in *'Lifelong Partners: Scotland's Schools and Colleges Building the Foundations of a Lifelong Learning Society: A Guide for Schools, Colleges and Local Authorities, 2005'*.

The Scottish Executive has made clear its continued priority to developing the work based vocational learning agenda. This is Recommendation 2 in Determined to Succeed.

As part of the 2006-2008 planning process in further developing Determined to Succeed at local level, the Scottish Executive has shared with local authorities a detailed outline of its expectations for each of the recommendations for which they are responsible.

There has been consultation with authorities on what this means for them in practice and guidance has been provided in the document *'Building on Determined to Succeed – Developing Local Authority Plans for 2006-2008'*.

In relation to Recommendation 2 it provides an overview of key areas local authorities should consider when developing local strategies.

There are clear connections to other recommendations in Determined to Succeed. Recommendation 2 on work based vocational learning links to:

- the commitment of parents and carers to Enterprise in Education (recommendation 3)
- experiential entrepreneurial activities (recommendation 5)
- careers advice (recommendation 7)
- involvement of businesses (recommendation 8)
- continuing professional development of staff (recommendation 16).

In 'Lifelong Partners', the Scottish Executive announced that they would be making £41.5 million available across the years 2005-2006 to 2007-2008 in addition to the existing resources that colleges devote to pupils' learning. This comprises of £35 million from the 2004 spending review settlement (£15m in financial year 2006-2007, and £20m in financial year 2007-2008), plus an additional allocation of £6.58 million for financial year 2005-2006.

In the Western Isles during 2004-2005 a number of new award bearing work based vocational learning courses were introduced to reflect and meet the needs of the local economy.

These included the following:

College-based Provision

New Skills for Work in Construction (Int 1) Marine Skills (MCA Cert)

Schools-based Provision

Construction Courses – Roof Slating/Tiling and Painting and Decorating (NPA)
PC Passport
Travel and Tourism (Int 1 and 2)
Hydroponics (as a commercial context for learning).

Business-based Provision

In Uist and Harris Boatbuilding yards.
A Western Isles devised and produced course in Traditional Boatbuilding and Maintenance.

During 2004-2005, 145 pupils started on accredited work based vocational learning courses. Thirteen employers supported these courses, and a draft partnership agreement was initiated between the Department of Education and Lews Castle College.

Issues Related to Work Based Learning Provision

WBVL has been included in the menu of opportunities for young people for many years in a variety of forms (e.g. work experience, work shadowing, extended work placements, apprenticeships) but Determined to Succeed has helped Local Education Authorities to focus on outcomes such as a 'meaningful' qualification or 'preparation for work' skills.

A number of Local Authorities across Scotland are planning strategically towards sustainable vocational opportunities for all pupils but this has raised operational issues under the following areas:

- Funding
- Quality of opportunity
- Capacity
- Involvement of partners
- Pre-NEET group provision

There has been a substantial increase in WBVL in the Western Isles through Determined to Succeed as illustrated above. There is also clear evidence of more effective working between schools and further education in this important area. The level of need and level of demand, as well as the particular circumstances and geography of the Western Isles means that this is a difficult area for such provision to be developed.

There is an opportunity to take stock and review in more detail, current and future arrangements for WBVL in the Western Isles to ensure that the most relevant, appropriate and cost effective arrangements are made to meet the needs of young people.

It will be important in relation this to take account of arrangements that have been made and are being made in other Local Authorities of similar size. It will also be useful to gather more information from all local authorities on WBVL before any future provision is planned and delivered through Local Authority schools. It may be appropriate to examine and review, in more detail, this important area of Determined to Succeed before decisions are made about future provision of Work Based Vocational Learning in the Western Isles.

‘Make and Sell’ and Embedding Enterprise in Education

The Determined to Succeed Initiative is sometimes seen to be stimulating a shift in emphasis from the ‘make and sell’ approach, which in the past often characterised aspects of enterprise provision and activities in schools, to one which has a more generic purpose and objective in embedding enterprise in the curriculum in both the primary and secondary sectors.

In many schools in Scotland, enterprise was linked to mini-companies, or running of events which were designed not only to develop enterprise skills but to make some limited contribution to fund-raising for a range of different purposes. Some of these ‘make and sell’ project and activities were also associated with managing money, as well as developing business and enterprise skills. Some were promoted through Young Enterprise Scotland, and other organisations and agencies.

In considering this perceived shift in emphasis away from the ‘make and sell’ approach, there are important contextual factors to consider related to the Western Isles community and its economy.

In the Western Isles, the self-employment rate is 40-50% higher than the national average. Much economic activity is centred on small employers, as well as links to the craft and creative industries. There is both an economic and social imperative in the Western Isles, to sustain and further develop high rates of self-employment as well as the future creation of small businesses, in craft, creative or other areas.

It is true to say that there has been a shift in emphasis from the ‘make and sell’ approach to a more generic, embedded approach into a wide range of subjects. However, it was not evident from the evaluation that this was having, or would have in the future, an adverse impact on self-employment or small-business creation, in the local economy and community.

A number of examples were produced by pupils and by staff, where products or services were developed through Enterprise in Education activities, and positive feedback was provided on the learning and enterprise skills gained. It was clear that there was more recognition of the range of enterprise skills, as well as more generic skills and a significant improvement in confidence and motivation.

In many cases, pupils also had opportunities to gain perspectives from business and from self-employed entrepreneurs, as well as receive business advice through mentors in the Young Enterprise Board programmes, which would stimulate interest in these areas and business creation.

It may be, in fact, that the embedding of Enterprise in Education in the curriculum may lead to more rather than less pupils interested in self-employment and business creation. This area, however, is worth further investigation, perhaps through a focused action research project, which could be undertaken by senior pupils. It could also link in with ACfE, and an identified subject area e.g. Craft and Design, Business or other area.

The 'So What' Question

Sometimes the question 'so what?' is employed by HMIE in relation to activities undertaken by schools. It's really a way of getting schools to think less about inputs, and consider the way in which these are having an impact on learning, achievement and attainment.

The 'so what' question is unlikely to be used in relation to the Enterprise in Education and Determined to Succeed activities in the Western Isles. A conscious and successful effort has been made by the Enterprise in Education Team and the Department of Education to focus on outputs, outcomes and impact rather than inputs. If the question is used, then there should be no anxiety, as there is a really strong evidence base for outcomes, value and making a difference to the learner experience and other DtS activities. Of course, there is also a clear recognition of the importance of appropriate, relevant and effective inputs which are important in stimulating, supporting and sustaining Enterprise in Education.

The 'review, plan, do, review' approach has been helpful in contributing to this emphasis as well as the use of Enterprise VoxBox™.

Inputs and Outputs

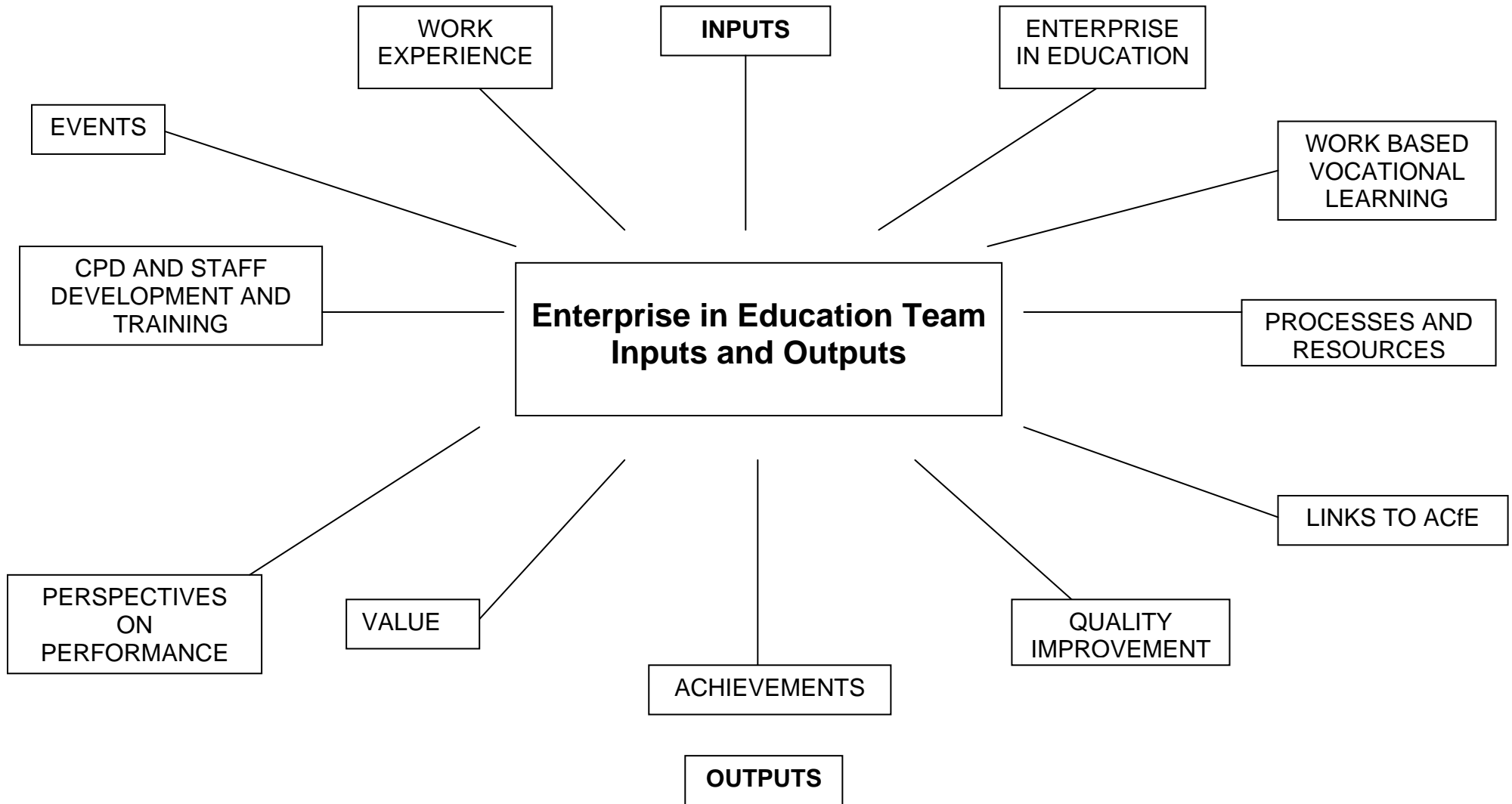
The increasing emphasis being placed by HMIE and others on outputs rather than inputs reflects a shift from previous activity and to some extent, previous indicators of success.

Encouragement to key stakeholders to ensure that they don't confuse activity with usefulness or value, and measure impact is a key element of Determined to Succeed and Enterprise in Education.

The appended diagram highlights the balance of inputs and outputs related to Enterprise in Education activities in the Western Isles.

There is a very strong evidence base for effective inputs being provided by the Enterprise in Education Team. More importantly, however, there is very impressive and robust evidence of success in terms of outputs in such areas as achievements, value, perspectives on performance, quality improvement and links to ACfE. Both quantitative and qualitative achievements in output terms are significant and impressive.

Enterprise in Education Team



The ‘What If’ Question

In measuring value, impact and making a difference it is sometimes useful to employ an approach used by econometricians which is to review and assess the stage of development of a particular specific economic factor by imagining ‘what if’ this development had not taken place.

‘What if’ the Determined to Succeed Initiative had not taken place, would there have been any difference? The answer is yes – there would have been significant differences, even although previous activities in Western Isles in the work experience and enterprise areas were significant and valuable.

Answering the Key Questions

The ‘so what’ questions and the ‘what if’ questions have already been reviewed. It is important now to answer the key question about the Determined to Succeed/Enterprise in Education initiative in the Western Isles. So what are the key questions and has the Western Isles Department of Education and the Enterprise in Education Team answered these?

Key Questions Answered

Has the Determined to Succeed initiative made a difference in the Western Isles?

There was a strong platform from which to build, but the funding and additional support provided by Determined to Succeed has made an important and significant difference in terms of the range, scope and depth of activities which could be taken forward. Additional resources have been effectively used and have resulted in significant success and quantitative and qualitative achievements.

In what ways has it made a difference?

Achieved significant success in changing attitudes of teachers in both primary and secondary. It has had a really major impact in the primary sector, but also has been reflected in changing attitudes of staff in secondary schools.

Pupils now have much more confidence, and it has had an effect on other enterprise related skills. Many teachers have highlighted the positive impact it has had, and is having on pupil's motivation, attainment and achievement, as well as improved behaviour for some.

It is no longer seen as peripheral, but as central to the curriculum and the needs of pupils.

Has the Western Isles Department of Education successfully planned and delivered Determined to Succeed?

Extremely strong evidence of successful planning and delivery by the Department of Education and a strong commitment to the vision, and aims of Determined to Succeed by the Directorate.

What has been its impact and where has it made an impact?

There has been a major impact on staff, pupils, parents, employers and on other key stakeholders in all key areas of the Initiative, achieving all targets set by Scottish Executive.

How important has the Enterprise in Education Team been in relation to Determined to Succeed/Enterprise in Education?

The Enterprise in Education Team is the engine which drives Determined to Succeed in Western Isles. It has been critical to its successful previous activities and is central to the future success of the Initiative and other related areas in the Western Isles.

How successful is work based vocational learning in the Western Isles?

A mixed economy model is used. There have been some significant achievements in WBVL through Determined to Succeed, and some imaginative, innovative and needs driven provision. There is a challenge and an opportunity to do more in this important area.

How effective are school/college links and how can they be further developed?

Quite effective links established and evidence of co-ordinated activity. Opportunities to further develop partnership approaches and service level agreements as well as school based WBVL.

How effective is dissemination and publicity of Enterprise in Education activities in the Western Isles?

Very effective – well planned and delivered. Opportunities to further link in the future to ACfE.

How is the work of the Enterprise in Education Team viewed by the Scottish Executive?

The Enterprise in Education Team is highly regarded by the Scottish Executive for being innovative and imaginative in its operations, as well as being effective at strategic aspects of the initiative.

What contribution has the Enterprise in Education Team made to National developments?

Considerable and effective contribution in a variety of different ways, related to piloting of EinE Quality Indicators, Core Skill developments, Determined to Succeed thinking and emerging practice on output measures.

How important is continuation of funding of the Scottish Executive to the future of Enterprise in Education in the Western Isles?

It is essential to consolidate and then further extend provision e.g. in work based vocational learning, extended work experience for identified groups, and build on this successful platform for the benefit of young people, the community, and the economy of the Western Isles.

The 'C' Factor in 'E in E'

Components and Characteristics Of Enterprise in Education In the Western Isles

Co-ordination

Cooperation

Communication

Collaboration

Continuing Professional Development

**Contribution of
Enterprise in
Education Team and
Important Factors
for
Continued Success**

Community

Clarity

Confidence

Commitment

Connectivity

Centrality

Coherence

Continuity

Continuation of Funding

The 'C' Factors in E in E

Important components and characteristics in Enterprise in Education in the Western Isles, the 'C' factors in EinE include the following:

CO-ORDINATION

Effective co-ordination and planning of enterprise in education and work experience activities, of events and resources, and other key aspects of Determined to Succeed.

COOPERATION

Ensuring that there is effective co-operation between schools and the other key stakeholders.

COMMUNICATION

Effective communication, dissemination and publicity.

COLLABORATION

Successful collaboration evidenced in partnership working through a wide range of activities.

CONTINUING PROFESSIONAL DEVELOPMENT

Effective continuing professional development and staff development and training activities to underpin enterprise in education.

COMMUNITY

Impacting on the community and on parents' attitudes.

CLARITY

Clarity of purpose, of the vision, of the key messages of Enterprise in Education.

CONFIDENCE

Pupils and staff having more confidence.

COMMITMENT

Commitment of the Directorate and the E in E Team and other key stakeholders to the Determined to Succeed initiative.

CONNECTIVITY

Connecting education, business, enterprise and the community.

CENTRALITY

Moving enterprise in education from the periphery to the centre.

COHERENCE

Bringing coherence to the initiative and to all enterprise in education related activities.

CONTINUITY

Continuing previous successful activity but from this strong platform, achieving even more impact.

CONTINUATION OF FUNDING

Continuation of funding essential to consolidate and further progress achievements gained.

An A-Z of Enterprise in Education Activities in the Western Isles

A Curriculum for Excellence and Determined to Succeed links clearly established.

Business Education Community links

Central Support of the Enterprise in Education Team

Dissemination and Publicity

Events

Furthering achievement and attainment of young people

Generating change, increasing motivation and enthusiasm for Enterprise in Education

Hitting and delivering Scottish Executive and Department of Education targets

Impact and Inclusion – strong evidence base for both

Joined up and coherent activities for Enterprise in Education

Knowledge of Enterprise in Education and its importance strengthened with parents, pupils and staff

Learning gains of pupils through Enterprise in Education activities

Management commitment and support

Networking to achieve buy-in for enterprise in education and sharing of good practice

Objectives achieved

Partnerships with key stakeholders – business, community, Careers Scotland, Western Isles Enterprise Board

Quality Improvement gains

Resources to support activities

Strategic and School Development Planning

Targets achieved

Understanding of importance of enterprise for staff, parents and the community

Value added to schools, community and the economy

Work based vocational learning and work experience achievements

X – hitting the mark and achieving change

Young people’s skills, confidence and self-esteem enhanced

Zeal, enthusiasm of the Enterprise in Education Team and its influence in motivating others to embrace enterprise in education

Strengths, Challenges, Opportunities, Threats (SCOT Analysis)

As part of the evaluative activity, a Strengths, Challenges, Opportunities and Threats (SCOT) analysis has been included here. This is based on information in the light of current and future possible developments both in the Western Isles and nationally, and takes account of the specific contextual factors which operate in the Western Isles.

Strengths

- Local Authority Department of Education commitment
- Dedicated Enterprise in Education Team
- Effective leadership and management of Enterprise in Education
- Expertise and experience of the Enterprise in Education Team
- Effective planning processes and successful co-ordination
- Effective communication
- Bringing coherence to initiatives
- School and staff engagement with Enterprise in Education and with Determined to Succeed and the Enterprise in Education team
- School/ business/community links
- Effective and well organised work experience programmes
- Successful events which celebrate achievement
- Extensive and successful Continuing Professional Development and staff development and training
- Innovative and imaginative provision
- Quantity and quality of enterprise in education
- Use of Enterprise VoxBox™
- Increase in work based vocational provision through Determined to Succeed including new programmes that are linked to business and local economy needs
- Effective dissemination and publicity through a variety of different methods, events and through website and blogs
- Effective partnership working with key stakeholders
- Successful achievement of Determined to Succeed Objectives
- Contribution to national approaches and developments and recognition by the Scottish Executive and DtS of the expertise of staff in the Western Isles in Enterprise in Education.
- Capacity to generate funding and supplementary funding from DtS and Scottish Executive to take forward developments for identified needs in the Western Isles.
- Perforation not punctuation
- Inclusive
- Meeting differentiated needs
- Imaginative and innovative
- Impact and output driven
- Successfully led
- Powerful engine in the form of the Enterprise in Education Team
- Strong evidence base for measuring impact, outcomes and values.

Challenges

- Limited economic base in Western Isles
- Further development of school/college links and relevant work based vocational learning provision
- Success brings its own challenges in increasing workload and demands on the Enterprise in Education Team.

Opportunities

- Additional opportunities to build on successful dissemination and publicity
- Opportunities for the Local Authority to further support the Enterprise in Education Team through enhancing and recognising the success of the hub and spoke model, with additional staffing resources allocated to each
- Opportunity to re-designate and re-grade Schools Industry Liaison Officer and other staff, in line with expanded remits and responsibilities, as a result of Determined to Succeed
- The opportunity, need and desirability of Determined to Succeed and ACfE to merge
- Curriculum led staff development which links ACfE and DtS
- Further development of excellent community links
- Opportunity for Action Research Project on 'make and sell', Determined to Succeed and A Curriculum for Excellence in an identified subject area
- Potential opportunity for a focussed action research study on Parent Attitudes on Determined to Succeed which could be undertaken by senior pupils and linked to A Curriculum for Excellence.

Threats

- Non-continuation of funding
- Excessive demands on the Enterprise in Education Team
- Increasing level of workload through the success and achievement of DtS and EinE
- Not addressing workload and capacity issues related to current staffing levels
- Loss of momentum if key staff leave, or if there is no arrangements made for training for succession.

Conclusions and Recommendations

Conclusions

The considerable achievements and success of Determined to Succeed/Enterprise in Education in the Western Isles have already been summarised earlier in this section in some detail. The 'C' in E in E, the A-Z of DtS in the Western Isles and the Key Questions Answered have highlighted key areas and factors which have been successful, in a form which can be used to highlight key messages and achievements to different audiences.

Some broad conclusions and suggested recommendations for consideration by the Department of Education are provided here.

Determined to Succeed has been very successful in the Western Isles. Iain Stewart's leadership, foresight, expertise, experience and determination together with all the members of his team, have been an extremely significant factor in its success.

The Enterprise in Education Team has great vision, superb contacts and is very professional in all areas of their work and activities.

Structures are now in place for a variety of provision and valued and impressive support is provided throughout all aspects of Determined to Succeed/Enterprise in Education in the Western Isles.

There is a strong evidence base for the conclusion that Determined to Succeed/Enterprise in Education has met and indeed exceeded many targets set out by the Scottish Executive.

Achievements, impact, and value were all rated very highly.

The Enterprise in Education Team and the Department of Education have achieved a high degree of success in planning, implementation and dissemination of Enterprise in Education activities.

An extremely strong and effective platform has been established for future development, both generally for Enterprise in Education, and for its links and influence on quality improvement and a Curriculum for Excellence.

A robust and effective system for Performance Management Review in terms of the activities of the Enterprise in Education has been established.

The key driver in the success and achievements is Iain Stewart and the Enterprise in Education Team, and the Department of Education.

An effective and joined up approach to planning and activities has resulted in coherent and effective implementation of Determined to Succeed.

A key factor in relation to impact and achievement is the fact that activities and the overall implementation is both needs driven and contextualised for Western Isles needs. The needs of pupils and staff who support them is always at the forefront of decisions, approaches and methods used by the Enterprise in Education Team.

A small and very committed team has had a huge impact on its success, and has effectively used a 'hub and spoke' model to drive change forward.

The approach of the Enterprise in Education Team and its early recognition and action to emphasise outputs and impact, rather than inputs has made a significant difference. It is much further ahead than the vast majority of other authorities in this important area.

The Enterprise in Education Team provide a strategic overview for DtS/EinE activities and successfully position it in the context of the local economy, community and the education agenda.

The activities of the Enterprise in Education are making a difference at local level. They are bringing a coherence to different initiatives related to Enterprise as well as making an emerging contribution to developments associated with A Curriculum for Excellence.

Accredited work based vocational learning has been a major achievement. The move from a position of zero and non-accredited provision to one where large numbers of young people are achieving certification has been impressive.

Similarly the impact on both the primary and secondary sector, on pupils and staff has been considerable.

E in E has been particularly successful in the primary sector – it is now more embedded in the primary curriculum, not an addition.

There is a new focus provided through DtS, but one which builds on a sound and impressive foundation of work undertaken previously, and a strong and successful track record of good practice which was generated, fostered and supported by the Enterprise in Education Team.

An examination of the recently published National Evaluation of Determined to Succeed – Phase 2 Early Impact Across Scotland, would indicate that Western Isles Department of Education and the Enterprise in Education Team have been successful in taking forward a range of areas ahead of many other Local Authorities.

One recommendation of the national report is that DtS could act as a conduit for schools to 'gear up' for the wider national policy agenda, particularly ACfE.

Western Isles is already well ahead of the game here as is evidenced by the perspectives included in this report.

Another recommendation is to improve school staff awareness of DtS within the wider education policy agenda, for example for 'Ambitious Excellent Schools'. The successful Enterprising Leadership in Schools project (ELIS), as well as other activities, have already made this link and has contributed to a successful proposal to the Scottish Executive in this area.

Other recommendations related to development of monitoring and evaluation mechanisms, and the need for tools to measure progress have already been successfully designed and implemented. These include the Planning Evaluation Tool and the use of the Enterprise VoxBox™.

The evidence base for change and enterprising behaviour in pupils is strong in Western Isles. Almost all respondents highlighted the change. The use of the existing draft quantitative technique used in the national evaluation (the Index of Enterprising Attitudes and Behaviour) and its findings and conclusions related to Western Isles has to be questioned.

These findings are misleading and there is significant contrary evidence in this report and in other documentation to what is stated in this particular section of the National Evaluation Report. A number of other authorities have called into question the 'findings and results' of this part of the National Evaluation study.

There may be opportunities to use a more developed and reliable quantitative technique – (perhaps a modified and enhanced Index of Enterprising Attitudes and Behaviour) to supplement existing successful methods being used in the Western Isles through both case studies and the Enterprise VoxBox™, which highlight significant gains in enterprising activity, behaviour and achievement.

Successful staff development and training activities on Enterprise in Education have also allowed Western Isles Department of Education to overtake a range of the other recommendations included in the National Evaluation Report.

The recommendation in the National Evaluation, that there is a need for further promotion of the school cluster model, illustrates the lack of awareness or recognition of the particular circumstances and geography of the Western Isles. This approach is not appropriate or relevant for DtS and Enterprise in Education in the Western Isles.

Recommendations

The existing model of a central team for Enterprise in Education is extremely successful and should be continued.

There is a need to further strengthen a very strong and successful central team to avoid issues related to work overload and the need to 'train for succession'.

The dedicated central Team and the 'hub and spoke' model work extremely effectively, but there is a need to strengthen both the hub and spokes, through additional staff with a remit for Enterprise in Education. This will ensure that effective practice and success is sustained, consolidated and further enhanced.

The key role which Determined to Succeed/Enterprise in Education has in assisting achievements in relation to the four quadrants of ACfE should be recognised and reflected in both structures and future planning and support for both areas.

In relation to Western Isles Determined to Succeed activities and as part of coordinated planning and articulation of Determined to Succeed/Enterprise in Education in the context of A Curriculum for Excellence, there are key advantages in considering a phased and staged approach to merging the activities of the team into the main Quality Improvement structure.

The success of the model of support used in the Western Isles related to Determined to Succeed/Enterprise in Education has a much wider potential use in supporting key aspects of support for ACfE. There is an opportunity to capitalise on the experience and expertise which has been successfully used by the Team in planning, co-ordination and successful implementation of its activities for DtS for other areas such as ACfE and AifL.

HMIE guidance under Management and Support of Staff indicates the importance of strategic responsibility for Determined to Succeed/Enterprise in Education being allocated to a senior member of EA staff, and that Determined to Succeed/Enterprise in Education is identified in the remits of quality improvement officers (or local variants of that role and title).

It is recommended there should be re-designation of the School Industry Liaison role and a re-grading to take into account expanded roles and responsibilities. It is recommended that there is a need for re-grading of other members of the Enterprise in Education Team to also reflect increased responsibility and wider remits, as a result of the success of Determined to Succeed.

It is recommended that successful staff development and training and CPD activities are further supported, and that the potential of a curriculum led staff development activity for DtS and ACfE is explored.

It is recommended that the successful development of work based learning provision which has been achieved through Determined to Succeed is further enhanced through more effective school/college links, as well as additional provision of this type being provided by identified schools where there is both a need and a demand for additional relevant vocational provision for young people.

There is an opportunity to take stock and review in more detail, current and future arrangements for Work Based Vocational Learning in the Western Isles to ensure that the most relevant, appropriate and cost effective arrangements are made to meet the needs of young people. It may be appropriate to examine and review, in more detail, this important area of Determined to Succeed before decisions are made about future provision.

It is recommended that use is made of some of the ideas and suggestions for further marketing and promoting DtS and EinE to ensure that everyone makes the key links between education, enterprise, business, community and achievement and success.

It is recommended that opportunities to build on the effective dissemination and publicity, as outlined in this section are taken forward, as part of future planning and implementation.

The potential for a focussed action research project on the 'make and sell' approach, as opposed to the current emphasis on an embedded approach across subjects in Determined to Succeed, should be considered. This could be linked in to an ACfE subject area, such as Craft and Design, Business, or other identified area and would be a suitable 'real' project for senior pupils. One could be undertaken in the Nicolson Institute and one in Sgoil Lionacleit.

It is recommended that a focussed action research study on parents' attitudes and perceptions to Determined to Succeed/Enterprise in Education is considered. Again, this could link in to a real investigation by senior pupils and reporting of parent views on both Enterprise in Education and A Curriculum for Excellence.

It is recommended that the case studies that are presented in the Appendices Section of this report are provided to DtS and the Scottish Executive for inclusion on their websites as examples of good practice.

APPENDICES

Summary Report
Case Studies
Marketing and Promotional Materials



COMHAIRLE NAN EILEAN SIAR

Department of Education

Enterprise in Education/Determined to Succeed Summary Report January 2004 - March 2005

SECTION: Enterprise in Education

LEAD OFFICER: Iain Stewart

National Priority 1: Achievement and Attainment To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

ENTERPRISE IN EDUCATION – CONTINUOUS IMPROVEMENT

1. An accredited Work Experience (with Core Skills) pilot programmes at Intermediate 1 and 2 was introduced in 2 of 4 presenting centres.
2. Analysis of vocational attainment provided the evidence base for the introduction of award-bearing vocational courses for pupils in S3-4 (See NP 5 section for details). Current developments represent a very significant improvement in accredited provision for pupils.
3. The Education Department and Back School participated in the consultation and piloting phases of the HMIE EinE Qis document.
4. An evolving (and increasingly effective) Case Study format was introduced for E in E planning and evaluation and as an approach to the measurement of E in E impact on pupils.

SECTION Enterprise in Education

National Priority 2: Framework for Learning

ENTERPRISE IN EDUCATION – CONTINUOUS IMPROVEMENT

1. 190 teachers (Primary and Secondary) participated in highly rated E in E INSET and associated CPD, representing 40% of the teaching cohort.
 - Enterprise INSET 74 (The Enterprising Teacher, The Enterprising School),
 - GfE, EI (both) 20, UfE 13,
 - HMIE E in E Qis 6,
 - E in E for NQTs 9,
 - GIE trainer 3,
 - WBL training 2,
 - Career Box trainer 2,
 - Get into Business trainer 2,
 - Media Skills 14,
 - SQH 3,
 - PC passport trainer 9, PC passport 6,
 - SQA Enterprise/HE 2,
 - Natl E in E Conferences 20
 - Leadership Trust, Leadership Development training 3,
2. 6 enterprise activities undertaken enhanced school environments
3. The E in E team (department & schools) benefited from CPD in enterprise (The Enterprising school, The Enterprising teacher, project management and performance management).

SECTION Enterprise in Education

National Priority 3: Inclusion and Equality

ENTERPRISE IN EDUCATION – CONTINUOUS IMPROVEMENT

1. Flexible work experience placements (NI/SL/Ace) were arranged to meet 15 individual pupils’ needs (disengaged/additional support needs/Christmas leavers)
2. 23 Gaelic Medium teachers participated in highly rated E in E training (This represents 50% of the total GMU teaching cohort)
3. 12 Gaelic enterprises were undertaken by pupils.
4. 4 Enterprise Showcases were held to celebrate and cascade good practice throughout islands.
5. Translation, production and launch of ‘Iomairt’ (Gaelic enterprise materials) was coordinated by WI E in E team

SECTION **Enterprise in Education** **LEAD OFFICER** **Iain Stewart**

National Priority 4:

Values and Citizenship: To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.

ENTERPRISE IN EDUCATION - CONTINUOUS IMPROVEMENT

1. A successful renewable energy enterprise challenge was run for all P7 pupils in the Western Isles, with 30% of the P7 cohort participating in latter competitive stages.
2. Parents and carers of all pupils (4000) and all private/public/voluntary sector organisations (810) were informed of DtS and invited to a series of information/consultation events on E in E. The consultation informed the successful 'Innovation fund' bid to the Scottish Executive, which in turn has facilitated the growth in accredited vocational learning. (See NP 5).

National Priority 5:

Learning for Life: To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

ENTERPRISE IN EDUCATION - CONTINUOUS IMPROVEMENT

1. On the basis that Enterprise in Education is as much an “economic imperative” for the Western Isles as an education initiative, E in E was established as a departmental Local Improvement Objective.
2. There was a large increase in pupil enterprise activity under DtS in the Western Isles (period Dec 2003 to March 2005).
 - Primary pupil enterprise activity rose from 403 enterprise experiences (Jan – Dec 03) to 2752 (Jan 04 – March 2005).
 - Secondary pupil enterprise activity rose from 575 enterprise experiences (Jan – Dec 03) to 3115 (Jan 04 – March 2005).
3. Assessment of ‘impact on pupils’ was addressed through enterprise Case Studies, which incorporates the E in E QIs. Significant core skills development was reported in returns. However a further revision is underway to move from ‘pupils per enterprise’ measurement to ‘enterprise per pupil’.
4. There were 126 new business engagements with schools (excluding work experience).
5. Work experience (See NP 1)
6. A new business-engagement database was developed to manage collaboration with private/public/voluntary sector.
7. Teachers with responsibility for E in E were established in 3 of 4 presenting centres - (0.2 – 0.5 FTE) and some S1-2 schools (0.1FTE)
8. ‘Enterprise Rooms’ were established in 3 of 4 presenting centres.

9. number of new award bearing vocational courses were introduced to reflect the needs of the local economy.
10. As an aspect of quality assurance, a range of vocational contexts for learning were introduced:
College based – New ‘Skills for Work’ in Construction (Int 1), Marine Skills (MCA cert).
Schools based – Construction – Roof Slating/Tiling and Painting & Decorating (NPA), PC Passport, Travel & Tourism (Int 1 & 2), hydroponics (as a commercial context for learning)
Business based – (Uists and Harris Boatbuilding yards). Traditional Boatbuilding and Maintenance course (currently subject to SQA validation). This is a Western Isles devised and produced course.
11. 145 pupils embarked on accredited WRL courses.
12. 13 employers supported WBL courses.
13. A draft partnership agreement was initiated between Education Department and Lews Castle College.
14. Very effective Interview Skills programme is in place for all S4 pupils (supported by Transco, BT and Careers Scotland)
15. Almost all S3 pupils participated in successful Entrepreneurial Skills events (Enterprise Gateways) which included 15 local business role models.
16. An Authority Policy on Enterprise in Education was produced and formed the basis for support in E in E policy formulation in some schools. As a result most schools are either in the process of developing E in E policies or have policies in place. Associated Career Education Guidelines for schools were also produced.

**Comhairle Nan Eilean Siar
Western Isles Council
Department of Education**

**Determined to Succeed
Enterprise in Education**

CASE STUDIES

Enterprise in Education

CASE STUDIES

- **Traditional Boat Building Skills**
Work related Course (Customised Award) T215, Grimsay
- **'Ceol na h-Alba'**
DVD of traditional music and song by pupils of Sgiol a' Bhac
- **The Inov⁸ Nr^G Competition**
The Western Isles Primary Schools
- **A Celebration of Enterprise**
Lewis, Barra, Benbecula, Harris
- **Funky Pharoah Company**
Lochmaddy Primary School
- **Whole School Christmas Production**
Lochdar School, South Uist

Enterprise in Education

Case Studies

As part of the evaluation activities, it was agreed at the planning and scoping meetings that it would be useful to include examples of good practice of different types of enterprise in education activities delivered in various settings, as well as other events which promoted enterprise. A case study approach was agreed to be the most appropriate and useful way to do this.

An appropriate format was designed and developed to provide a brief description of each case study, its outcomes, its value, and key points illustrated through the case study.

Six illustrative case studies are presented here, although there are a large number of examples of good practice which exist in different settings in the Western Isles, which could also be highlighted using a similar approach.

These case studies could be provided to the Scottish Executive for inclusion on the Determined to Succeed website, to highlight the effective enterprise in education activities which are taking place through Determined to Succeed and to further increase the successful profile of Enterprise in Education in the Western Isles.

Title of Case Study:	Traditional Boat Building Skills Work Related Course (Customised Award) T215
Location:	Grimsay. (The old school classroom/workshop).
<p>Brief Description of the Case Study: This course is open to S3 pupils at Sgoil Lionacleit. It is taught at the Grimsay Boatshed's Training Centre by the Boatshed's Craftsman/Manager, Ronald John Maclean, with supervision and support from Sgoil Lionacleit and Comhairle nan Eilean Siar.</p> <p>The course is made up of 4 Intermediate 1 and 2 units over two years and is equivalent to Standard Grade. Young people will have the opportunity to learn the advanced joinery skills needed for boatbuilding and a broad understanding of small boat construction through practical projects building Grimsay-style dinghies. The course includes new units and ones already nationally available.</p>	
<p>Outcomes:</p> <ul style="list-style-type: none"> – Formal Qualification – Transferable skills – Joinery/Hand and Power tool usage/wood finishing – Valuable skills linked to part of their island heritage – Production of Course specific materials together with accreditation by SQA – Two 10ft traditional dinghies manufactured over the course – Comhairle nan Eilean Siar/Sgoil Lionacleit/Grimsay Boatshed Trust partnership 	
<p>Value of the Case Study:</p> <ul style="list-style-type: none"> – Work-related learning, a fully operational project in every sense – Traditional skills and underpinning knowledge – Course materials produced and available within the authority and further afield – Meets the DtS requirements for vocational courses 	
<p>Key Points Illustrated Through this Case Study:</p> <ul style="list-style-type: none"> – Successful partnerships – Island specific but still providing many transferable skills – Increased demand for the course at Sgoil Lionacleit (selection process) – Quality product – Maintaining traditional skills and an appreciation of island heritage – Same course running in Harris using a different model of approach and having a different outcome – bespoke Harris boat – Collaboration and interaction between projects 	

Title of Case Study:	<p>'Ceol na h-Alba' DVD of traditional music and song by pupils of Sgoil a' Bhac</p>
Location:	<p>Sgoil a' Bhac</p>
<p>Brief Description of the Case Study: The production of a DVD to be used as an educational resource, which will explain and interpret Scottish and Gaelic songs and music through narrative and performance. A range of types of song and musical instruments will be featured and an informative commentary will be added. The main focus of activity is to make available an educational DVD which can be sold to schools and education departments throughout Scotland, but also to produce a commercial copy available to the local community to highlight the wealth of local talent.</p>	
<p>Outcomes:</p> <ul style="list-style-type: none"> - Script – narration by S2 pupils - Range of Gaelic songs – explanation of purpose and usage - Ceilidh night – Scottish Dance Band - Musical performances – melodeon, accordion, fiddle, harp and bagpipes. An introduction to traditional instruments from. Performances were by pupils from throughout the school and from former pupils. - Scots songs and ballads, choral singing, Puirt a Beul and Psalm Presenting - Filming, editing, production and burning, DVD cover design and production - Marketing, sales, administration, finance and Promotional Launch "Back School Premiere" - Pupils/Ex-pupils/Teachers/Other school staff/the local and business community coming together to produce and enjoy the quality and wealth of talent 	
<p>Value of the Case Study:</p> <ul style="list-style-type: none"> - Pupils/Staff/Parents/Community/Business all involved in the whole project - Educational Input and Output i.e. produce to sell as educational tool to help with performance of Gaelic/Traditional Scottish music and song by pupils (past and present) - S2 pupils to be involved in the complete process from recording through to production, marketing and sales – a complete product for a dual market 	
<p>Key Points Illustrated Through this Case Study:</p> <ul style="list-style-type: none"> - Gaelic/Traditional Scottish performance, music and songs - Whole school activity Primary/Secondary coordinated and run by S2 - Film Premier Event – Just like the real Oscars – Organisation/Dress/Performance - Ongoing sales and promotions at local Mod and other events - Core Skills - Fund raising for the S2 school trip 	

Title of Case Study:	The Inov⁸ Nr^G Competition
Location:	The Western Isles Primary Schools
<p>Brief Description of the Case Study:</p> <p>The Inov⁸ Nr^G Competition was open to all primary six and seven school pupils in the Western Isles. Primary 7 pupils were able to gain some initial background knowledge and practical experience when they attend a renewables workshop run in their area. Energy workshops for P7's were run throughout the Western Isles between the 31st August and 9th September 2005. The second part of the project was that pupils designed three A3 posters, focusing on the themes of:-</p> <p>Red USE - CO₂ ProdUSE - Clean NRG USE - WISELY</p>	
<p>Outcomes:-</p> <p>Energy and Forces is part of the P7 curriculum and this is an ideal opportunity to cover Improving Science Education group 19</p> <ul style="list-style-type: none"> - Name some energy resources EF-D2.3 - Explain the difference between renewable and non-renewable energy resources EF-E2.3 - Describe some examples of interconversion of potential and kinetic energy EF-E2.1 - Give examples of chemical energy changes EF-E2.2 - Schools will submit a portfolio of three posters for judging on the following themes - Poster 1 – One new and imaginative way to generate renewable electricity - Poster 2 – One new and innovative way to reduce electricity use - Poster 3 – Demonstrate creative use of a small scale wind turbine in their school 	
<p>Value of the Case Study:</p> <ul style="list-style-type: none"> - Covers primary science curriculum together with the technology on renewables - All P7 pupils in the Western Isles attended the one and a half hour energy workshops (350 pupils) between 17 workshops – 100% participation - 20 schools out of 38 entered the poster competition (276 pupils) participating in the poster competition – 79% participation - Contributions through partnerships developed between CNEs, TEAS, S&S Energy, WIE and Local MP, EDC staff, Teachers and Pupils and the local communities 	
<p>Key Points Illustrated Through this Case Study:</p> <ul style="list-style-type: none"> - Focus on current local issues; Renewables and specifically renewable energy. Meeting the curriculum needs in science at primary level and incorporating the creative/imaginative part of Enterprise in Education - Raising awareness and keeping the energy debate uppermost in the Western Isles - Continued ongoing development of scientific monitoring and data logging for the school that took first prize of the wind turbine - Public awareness of what is happening in schools by way of the exhibitions taking place to acknowledge the work of those schools which participated. 	

Title of Case Study:	A Celebration of Enterprise
Location:	Lewis, Barra, Benbecula, Harris
Brief Description of the Case Study:	
<ul style="list-style-type: none"> • Series of events aimed at highlighting and celebrating good practice in enterprise education throughout the Western Isles. • Aimed at teachers, parents, business and community representatives. • Planned by Enterprise in Education team, schools and business/community representatives in each area. 	
Outcomes:-	
<ul style="list-style-type: none"> • Increased awareness of range of enterprise activities taking place in schools by teachers, parents, business and community • Benefits of enterprise education to pupils highlighted by pupils! • Opportunity for pupils to present their enterprise experiences • Opportunity for education to thank business and community for support • Opportunity to foster future goodwill within business and community. • Raising awareness of enterprise in wider community through press and media coverage, invitations etc. 	
Value of the Case Study:	
<ul style="list-style-type: none"> – Positive evaluations from schools attending – Good feedback from business and community representatives which has resulted in further engagement with schools and renewed enthusiasm for business engagements with schools, work experience etc. 	
Key Points Illustrated Through this Case Study:	
<ul style="list-style-type: none"> • Aims of events met • Each event individually planned to meet needs/culture of area and schools • Importance of recognising input from business/community partners • Importance of highlighting benefits to pupils to all parties regularly. 	

Title of Case Study:	Funky Pharoah Theatre Company
Location:	Lochmaddy Primary School
<p>Brief Description of the Case Study:</p> <p>The enterprise involved setting up a theatre company, writing a play, putting on a show and making and selling a video. The children employed an art and drama specialist to create a shadow puppet show and make masks. A video specialist taught the children how to use the video.</p>	
<p>Outcomes:</p> <ul style="list-style-type: none"> - Shadow puppets and masks - Play written - Concert performance – music composed and performed - Video produced 	
<p>Value of the Case Study:</p> <ul style="list-style-type: none"> - Links with community - Links with curriculum – Social Studies, Art, Drama, Problem Solving, Numeracy, Literacy - Working co-operatively as a team - Learning about the real world (how to run a business) 	
<p>Key Points Illustrated Through this Case Study:</p> <ul style="list-style-type: none"> - Children learnt responsibility eg. took charge of money and ordered wood and nails by phoning different companies to get a good price. - Held interviews for jobs and interviewed members of the public. - Children learnt the need to meet deadlines, solve problems and persist in the face of difficulties. - Children learnt to handle a bank account. - Children gained confidence in talking to others. 	

Title of Case Study:	Whole School Christmas Production
Location:	Lochdar School South Uist
<p>Brief Description of the Case Study: Social Enterprise</p> <p>Whole school performed a show for the community at Christmas time. This took the form of a Christmas themed musical which incorporated the Nativity. For our community this show was a spectacular event with the pupils in costume, acting and singing in The Best Gift.</p> <p>Afterwards there was community carol singing followed by seasonal mulled wine and mince pies. The event was attended by 150 members of the community.</p>	
<p>Outcomes:</p> <ul style="list-style-type: none"> - Children had opportunities to work together - Self esteem was raised - An end product was achieved - Good relations were formed between school and the wider community - Posters were produced to advertise the event - Pupils took responsibility for selling tickets and collecting money - Staff and pupils compiled shopping lists - Songs were learned - Video footage was recorded by senior pupils - Everyone felt valued - A public performance was given 	
<p>Value of the Case Study:</p> <ul style="list-style-type: none"> - Helps us to improve from what we have learnt - Is a model for future projects - Acknowledge the place that social enterprise has within education 	
<p>Key Points Illustrated Through this Case Study:</p> <ul style="list-style-type: none"> - Success is more easily achieved through collaboration. - This was an excellent opportunity to build relationships within the community. 	

MARKETING AND PROMOTIONAL MATERIALS

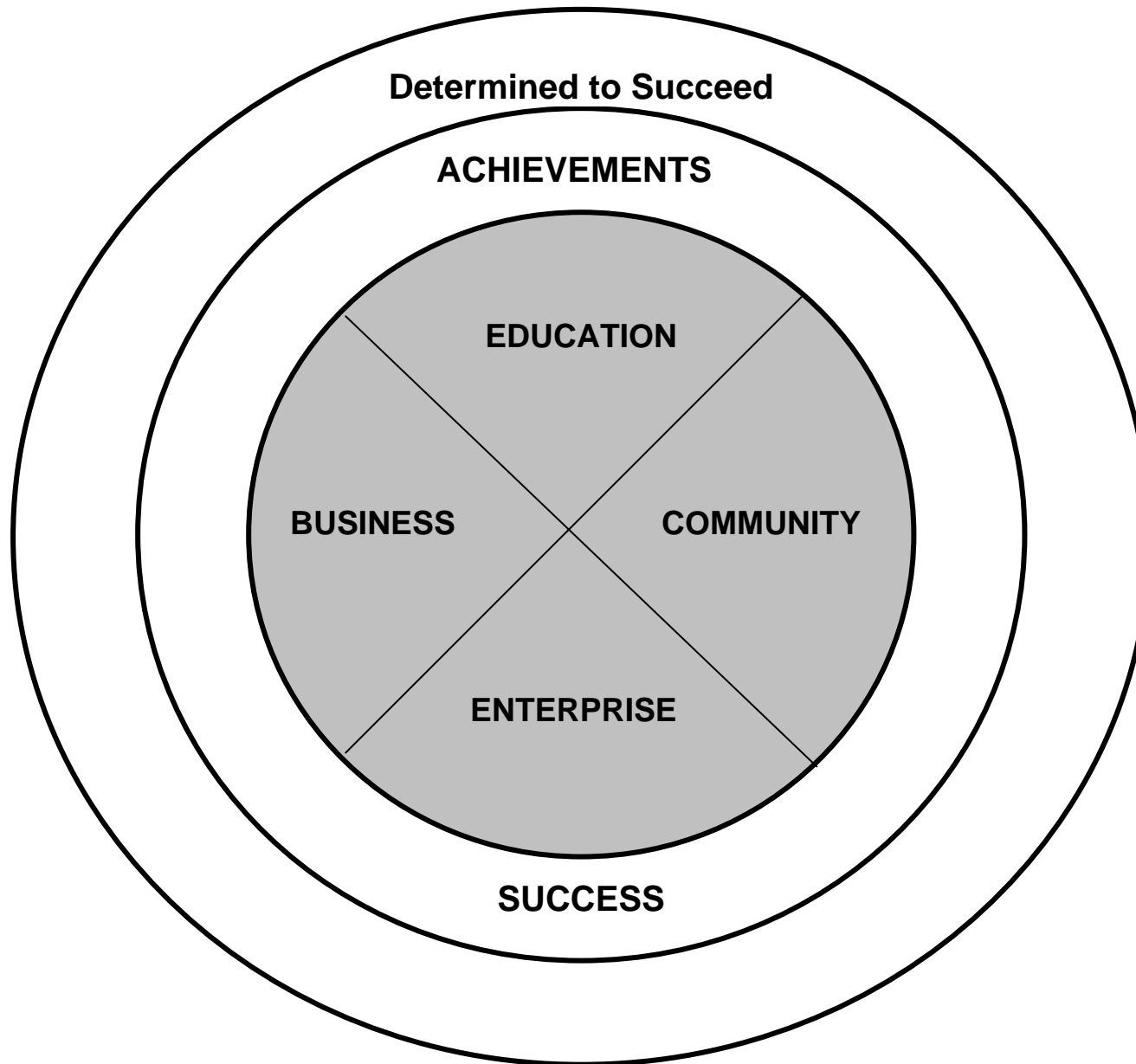
Ideas and Examples of Ways in which Determined to Succeed and Enterprise in Education can be Marketed and Promoted.

These suggestions relate mainly to key links between education, business and community, but there are also links made to a Curriculum for Excellence and the four quadrants.

It is envisaged that most of these could be used in a range of marketing and promotion with key stakeholders including learners, parents, employers, community, enterprise bodies, the Local Authority and elected members.

The last diagram relates to a Curriculum for Excellence and links to DtS and EinE and could be used for internal dissemination with staff in Primary and Secondary schools in the Western Isles.

Comhairle Nan Eilean Siar
Determined to Succeed



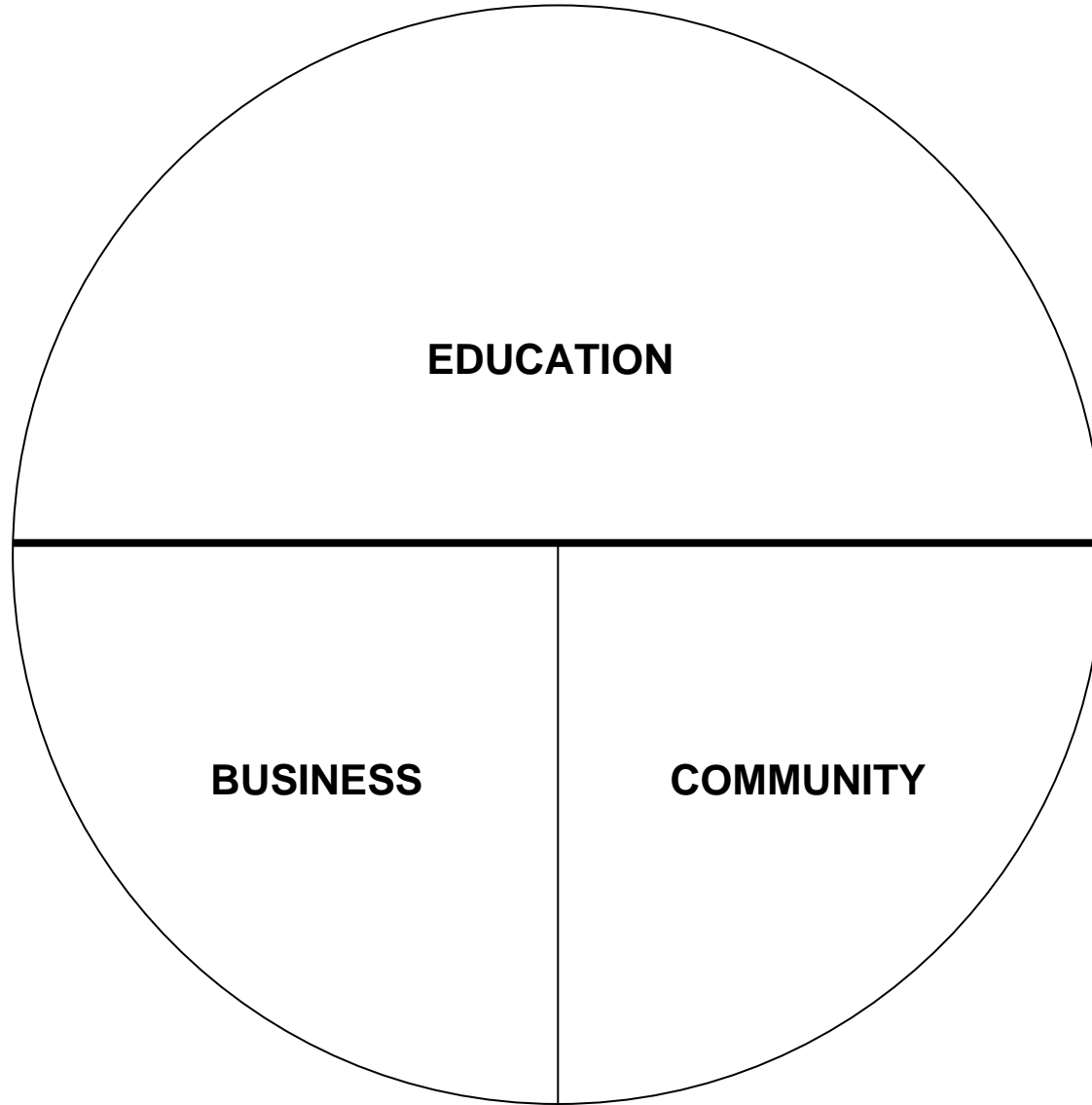
EDUCATION

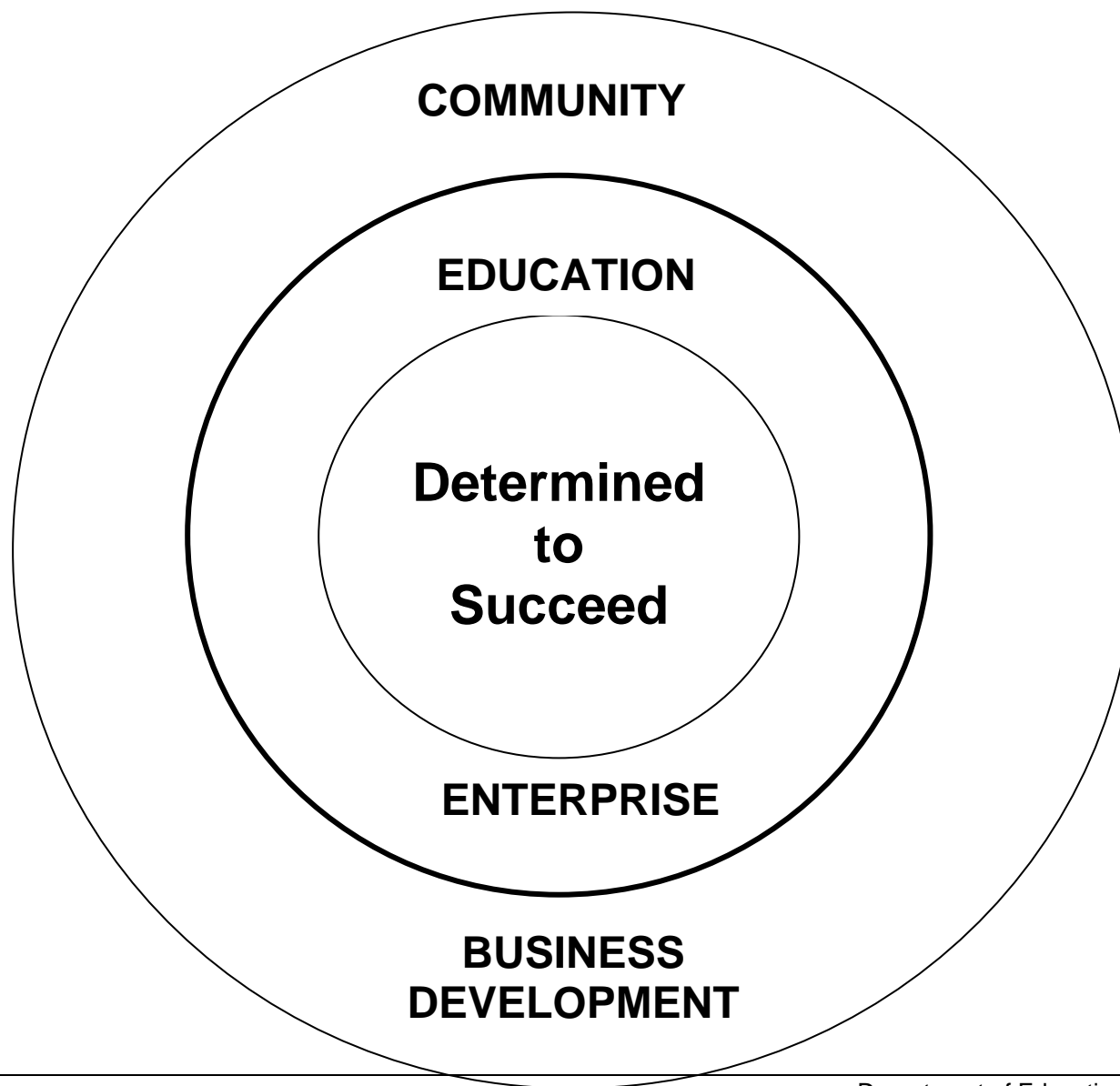
Successful Learners	Effective Contributors
Confident Individuals	Responsible Citizens

BUSINESS **COMMUNITY**

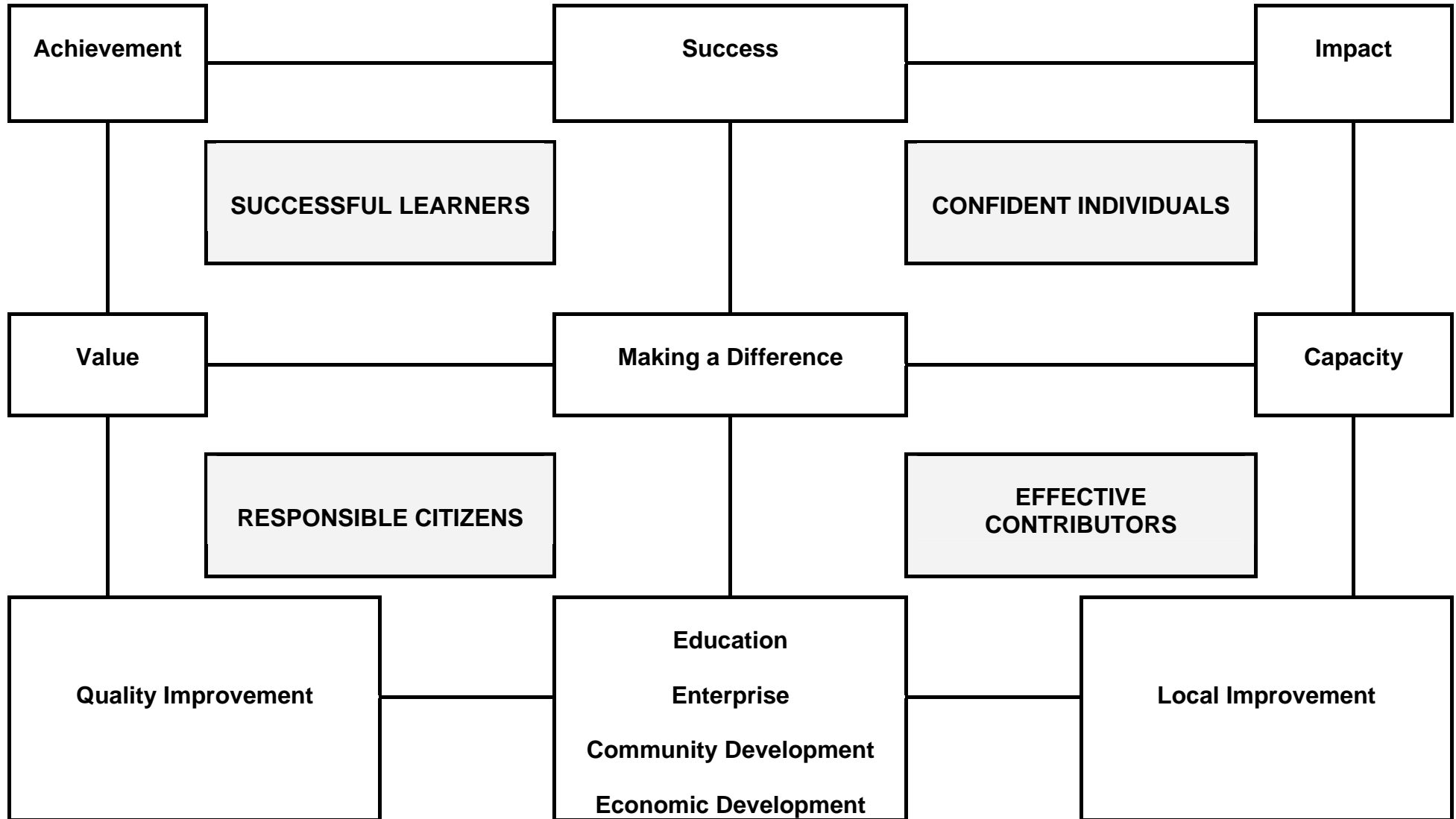
ENTERPRISE

Comhairle Nan Eilean Siar
Determined to Succeed/Enterprise in Education





Determined to Succeed/Enterprise in Education/A Curriculum for Excellence



DISCUSSION AGENDAS

8. Can you identify one area in terms of support which you think could have been improved and why?

Impact

9. What do you think the impact has been on your work as a result of Determined to Succeed/Enterprise in Education activities?

10. Specifically, what do you think the impact has been for the following:

- Pupils

- Staff

- The School

- The College

- Parents

- The Community

- Education/Business Links

- The Education Authority

- Other

11. Where do you feel it has had most impact and why?

Added Value

12. In what ways do you think Determined to Succeed/Enterprise in Education has added value to your activities eg. what has it allowed you to do that previously you couldn't?

Quality Improvement

13. What contribution do you feel has been made by Determined to Succeed/Enterprise in Education to Quality Improvement?

Determined to Succeed and A Curriculum for Excellence

14. What contribution to date do you think Determined to Succeed/Enterprise in Education related activities have had related to A Curriculum for Excellence?

15. What do you think its contribution will be in the future?

Dissemination and Publicising

16. How successful do you think the Enterprise in Education team has been in disseminating and publicising its activities?

17. Any particular examples which you think were effective and why?

Overview

18. In a few words or a brief sentence, how would you describe the work of Determined to Succeed/Enterprise in Education in the Western Isles.

Other Comments

19. Any other comments you would like to make related to Determined to Succeed/Enterprise in Education and its activities in Western Isles?

Thank you for your participation and contribution to this evaluation.

DETERMINED TO SUCCEED/ENTERPRISE IN EDUCATION EVALUATION

Telephone Interview Schedule

- | | Rating |
|---|--------------------------|
| 1. On a scale of 1 to 9, where 1 is low and 9 is high, how would you rate the success of Determined to Succeed/Enterprise in Education in the Western Isles?

Comment | <input type="checkbox"/> |
| 2. Can you identify 2 areas which you think it has been particularly successful and why?

Comment | <input type="checkbox"/> |
| 3. On a scale of 1 to 9, where 1 is low and 9 is high, how would you rate the overall impact of Determined to Succeed/Enterprise in Education?

Comment | <input type="checkbox"/> |

COMHAIRLE NAN EILEAN SIAR
Focus Groups (Pupils)

Rating

4. Specifically how would you rate its impact for the following?

- pupils

- staff

- school

- parents

- community

- education/business links

- education authority

Comment

5. On a scale of 1 to 9, where 1 is low and 9 is high, how would you rate the support you received from the Enterprise in Education Team?

Comment

Rating

10. On a scale of 1 to 9 where 1 is low and 9 is high, how would you rate the following:

- use of resources

- communication

- staff development and training

- events

- sharing best practice

- other

Comment

11. On a scale of 1 to 9, where 1 is low and 9 is high, how would you rate the added value of Determined to Succeed/Enterprise in Education activities?

Comment

Rating

12. On a scale of 1 to 9 where 1 is low and 9 is high, how would you rate the following:

- work experience

Comment

- enterprise related activities

Comment

- school/college links

Comment

13. On a scale of 1 to 9, where 1 is low and 9 is high, how would you rate the dissemination and publicising of Determined to Succeed/Enterprise in Education activities in the Western Isles?

Comment

Rating

14. In relation to an overall rating for the success, achievement, impact and value for Determined to Succeed/Enterprise in Education activities, where 1 is low and 9 is high, how would you rate it, and why would you give it this rating?

Comment

15. In a few words or a brief sentence, can you describe what Determined to Succeed/Enterprise in Education has meant for you and your organisation?

16. Any other comments you would like to make?

Thank you for your participation and contribution to this evaluation.

References

The following reports, documents and sources were reviewed during the evaluation.

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