

**Educare, Educere and Enterprise Education
in schools. A case study approach to
identifying effective policy initiatives to
prepare young people and their teachers
for an entrepreneurial future.**

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All things uncomely and broken, all things worn out and old. The heavy steps of the plowman, splashing the wintry mold. The wrong of unshapely things is a wrong too great to be told.

W.B. Yeats 1892.

Research Plan

Yeats wrote of an elderly ploughman walking home from work after a lifetime living in the same village and toiling in the local fields, one foot always in the furrow and one on the crest of the turned earth. His work had defined him but who knows what more the plowman could have become? And as technology demanded change, how would he have adapted to the move from shire horses to tractors? How many of our students will 'follow the plough' and never fulfil their full potential? And will they have the resilience to adapt? We will need a radical shift in our schools to change working class education for the better and avoid the current waste of talent. I would want to suggest enterprise enterprise can be that catalyst for change.

1. Identify the main problems and issues under discussion.

In this paper I conceptualise the notion of enterprise education as an applicable vehicle for change in the school environment. In doing so I will explore the impact of leadership ethos in educational institutions as an effective and integral contributor to successful enterprise learning. This allows me to consider the effectiveness and relevance of strategies for assessing the quality of the enterprise education being delivered in schools and colleges through the application of the institutional quality framework for enterprise education which I developed as a result of my applied research. This work also involved the creation of a separate review document for student enterprise education learning materials and the development of a 'Myths of Enterprise' professional development exercise for teachers and lecturers. The study raises a further query relating to the impact of enterprise education in schools on the level of entrepreneurial competence in the wider community. Given that the English government withdrew substantial funding for mainstream enterprise education in 2010, would this lead to discernible differences in entrepreneurial activity with comparable countries who maintained their commitment to continue funding this initiative in their schools?

2. Indicate the direction and consistency of the publications.

My list of publications records the chronological progress of my research output and the subsequent development of the quality framework. This account details the contribution my work has made to more than a decade of enterprise education research studies and policy initiatives undertaken in the UK and Europe.

3. Provide an authoritative critique of the works.

As mentioned above, the chronological overview of the publications presents an opportunity to identify the development of the research journey, with each new output owing much to the critique and analysis of the previous one. My account revisits my publication history as a 'critical diary' with observations as to where there were opportunities to revisit and refine. The majority of the publications were funded by sponsors, including the Department for Trade and Industry and the Department for Education in the UK government, and a range of charities/pressure groups including

Young Enterprise and Junior Achiever Europe. All of these organisations created steering groups which in turn exercised oversight of the delivery of the research and as such maintained a watching brief in terms of requiring progress updates and strict compliance with previously agreed KPIs. All of the publications were initially produced as draft volumes which were subject to amendment by the steering groups, as and when required, before being released for publication.

4. Locate the work in the context of the relevant literature

Enterprise education falls somewhere between the two stools of research undertaken in the traditional Business School context and that produced by educationalists and experts in pedagogy. When I started my research career there was little work being undertaken to bridge this gap but the past two decades have seen a developing body of research, some from the UK but more usefully from Europe and beyond, which I intend to relate to my publications. I aim to show the ways in which my published work has made a significant contribution to moving on this debate and creating an awareness of the gaps in our understanding of the process of delivering high quality entrepreneurial learning through the adoption and application of the quality framework. I also want to suggest that there are serious and much broader implications for economies if policy makers decide not to prioritise funding on enterprise education in schools.

5. Describe and assess the original and sustained contribution represented by the publications in a coherent field of research

I intend to link to section 4 at this point to reflect back on the current discourse of researchers about the state of enterprise education and to undertake a mapping exercise of the contribution my work has made to that ongoing agenda. The original and sustained contribution of my research revolves around the distinction between Educare (to shape individuals through education) and Educere (to facilitate the personal growth of the learner). It is my contention that the focus on the former rather than the latter in English Enterprise Education in schools has led to not only under delivery on its aims but possibly also its virtual abandonment as government policy for the past twelve years. My chapter in the *Beyond Limits Ebook* (Beyond the Limits, 2022) outlines the value of my contribution of original and innovative research in this field and suggests ways in which it will continue to remain relevant to future policy initiatives such as Beyond Limits. The UK Department for Education (DFE), OFSTED, European Commission Directorate Enterprise (now Growth) and Junior Achievement Europe have cited my work, and this can be referenced to ongoing policy developments, not least related to COVID recovery programmes in education and training (OECD, 2022).

Research Methodology

The theoretical basis for my research approach is Symbolic Interactionism (Blumer, 1969). Berger and Luckman (1966) wrote of the social construction of reality and the process whereby powerful groups in society can ensure that their interpretations of the truth translate as institutionalised behaviours. Certainly, the perception of working-class

culture as in some way inferior to middle class behaviours has had a powerful effect on both social mobility initiatives and educational policy in the UK. My experience, firstly growing up on a council estate and later as a teacher in schools in deprived areas, led me to challenge this 'social reality'. These communities have often shown both resilience and agility when dealing with dramatic social change, such as the industrial restructuring associated with the wholesale closure of heavy industry. Importantly, these characteristics parallel many of the behaviours associated with being an entrepreneur. Anecdotal evidence suggested to me that economic renewal regeneration in these areas would do well to focus on supporting and developing this nascent entrepreneurial spirit through programmes of contextualised learning (Rae, 2017). Sadly, too many of the schools in these areas were perceived as underperforming when using data such as exam results and comparing them to schools serving middle class catchment areas. The challenge as a researcher was how to capture the data which would both exemplify best practice in enterprise education in deprived community settings and also signpost practical strategies to inform powerful policy makers. As a sociologist I have always favoured Grounded Research (Glaser and Strauss, 1967), a research methodology which uses a rich array of gathered data to arrive at broad generalisations. This inductive reasoning is more concerned with probabilities rather than absolute certainties; it allows for local variations and interpretations, and it celebrates the variety of responses generated by the diversity of contexts. It is an unapologetically qualitative approach to social inquiry, using case studies to exemplify and illustrate what is possible to bring about social change and maintain a commitment to social justice. Needless to say, it does not fit well with a 'top down' approach to policy making. It does not allow for neat 'one size fits all' solutions but proposes rather messy heterogeneous answers to distinct and often unique local problems.

Illuminative methodology was a dominant construct within the Faculty of Education at the Open University where I completed my Masters in Classroom Research in the 1980s. In particular, a paper by Parlett and Hamilton in 1972 is seen as a defining moment in classroom research, not least because it put practitioners rather than academics front and centre of the research focus. Stenhouse's work at the University of East Anglia in the 1980s centred around training teachers as 'active researchers', encouraging them to research and develop a bespoke curriculum experience which was relevant to the pupils they would teach (Skillbeck, 1983). Illuminative action research remains as a vibrant theme in educational research, not least through autoethnography (Adams, 2017) which is continuing to produce evidence which is easier to apply to the real-world context when working with change practitioners. My methodological stance has been as the 'participant observer', an approach which has its origins in the Chicago School and which Stenhouse identified as the most appropriate for data gathering in small group situations. The 'observer' is accepted as a legitimate participant in the social interaction and as such the results generated are more likely to reflect reality, with less chance of researcher effect.

I also wanted to explore the contribution that evaluative research actually makes to our understanding of policy initiatives and their effectiveness as instruments for social change. Often dismissed as 'grey' research, I would argue that their impact may be as

great as, if not more so, than the traditional theoretical papers published in academic journals. When Arnstein (1969) wrote of a ladder of citizen engagement in policy making, there was envisaged a spectrum of citizen involvement which ranged from non-participation through to full citizen control. As researchers, we have a choice to make about where we position our research. Freire (Freire, 1997) wrote of the existing school system being structured as “the pedagogy of the oppressed” and of the need to reshape the curriculum to better serve the majority of the population. I would want to question where much of present-day enterprise education stands in that regard.

Research Submission

During the last two decades in my role as a university research fellow, I have been fortunate to have been invited to make a significant contribution to the majority of the enterprise education in schools policy initiatives in England and to a significant number in Europe. The organisations in England included government departments (Department for Education/Department for Families, Department for Trade and Industry/Department for Industry), quangos (Qualification and Curriculum Authority, Specialist Schools and Academies Trust, English Heritage), companies (Starbucks) and independent charities (Trident, Changemakers and Young Enterprise/Junior Achievers Europe and Middle East). In Europe, I have undertaken research consultancy for both the Directorate of Growth at the European Commission and the Organisation for Economic and Cultural Development (OECD). The submission will consist of a chronological account of my involvement in a range of enterprise education initiatives over the past two decades. I will use evidence from my catalogue of varied publications to reference and illustrate the significant contribution I have made to the domestic and international debate about what constitutes high quality enterprise education in schools and the prerequisites for ensuring effective delivery. These publications include those where I am sole author, joint author and some as a contributor. I will also reference significant reports and documents, i.e the Davies Review (Davies, 2002) and guidance provided by OFSTED relating to the inspection of enterprise education which informed the direction of my publication.

Research Hypothesis

My hypothesis suggests that to deliver effective enterprise education which leads (Educere) rather than shapes learners (Educare) (see Craft, 1984) we need to support teachers to develop the skills to create the appropriate context for learning. Specifically, the evidence shows that this is best achieved through the provision of an institutional quality framework, through professional development sessions to explore what constitutes a quality learning experience and challenge the myths which exist around enterprise. My research documents detailed evidence of the instances in which many institutions and organisations have adopted such an approach and the stresses and success they have experienced with it.

As my research progressed, using this case study approach, I came to realise that the hypothesis had to be expanded in a really significant and possibly ambitious way. In

2010, with a change of government in the United Kingdom, so too did the approach to funding enterprise education in English schools. Interestingly, the devolved nations of Scotland, Wales and Northern Ireland maintained their commitment to enterprise education for all and the consequent levels of funding. Only in England was the funding cut back and a new and more limited focus put on working a) in areas of deprivation and b) with a greater focus on careers education and the preparation for work. This at time when the Institute for the Future (ITF, 2022) suggest that at least 85% of the types of jobs that will exist in 2030 have not been invented yet. As I will outline, these policy changes ran counter to the broader European approach based on active citizenship. I would want to argue the case that the decisions taken in England in 2010 have had a detrimental impact on the ability of schools to develop entrepreneurial competence across the student cohort.

The theoretical basis for my hypothesis rests on the work of Craft (Craft, 1984) which set out the ontological landscape in which we as educators operate. It was noted that the word Education comes from two separate Latin roots. Educare is to shape or mould the pupil. Educere is to lead out or to guide the learner. The implications for vocational pedagogy of choosing one or other approach are immense. In the case of Enterprise Education, we may consider that we have a choice to either teach creativity or to teach creatively (Craft, 2005). Jeffrey (2004) sees the potential for adopting both approaches when planning enterprise programmes. I would want to argue that we can, indeed, do both in that we should be teaching for creativity but to achieve this we need teachers who are enablers rather than pedagogues.

Research Context

A common theme throughout history has been the disconnect between learning and preparation for life and, in particular, the world of work. Add into the mix the increasing speed of social change and the debate takes on a real sense of urgency. The Agricultural Revolution took perhaps two hundred years to transform English society, the Industrial Revolution barely a century and the Digital Revolution hardly two or three decades. Some would argue that we are already emerging into a Post Digital economy ironically hastened, some such as OECD would argue, by the COVID pandemic (OECD, 2022). Suffice to say that it is hardly surprising that education systems and teachers in particular have come in for criticism since time immemorial when there is this seeming disconnect between abstract learning and preparation for adult life. The following quotes, including some from popular culture, exemplify the low regard the general public has for formal education and its perceived inability to prepare students for the realities of adult life.

‘Young men turn into complete idiots in the rhetoric schools because they neither hear nor see anything that is useful?’ Petronius, Satyricon (AD 68?)

‘Education is an admirable thing. But it is well to remember from time to time that nothing that is worth knowing can be taught’? Oscar Wilde (1894)

'When I think back to all the crap I learnt in High School, it's a wonder I can think at all'
Paul Simon, 'Kodachrome' (1973)

Moving from folklore to academic research we receive the same message that too many schools, not just in the United Kingdom but globally, are still failing to prepare children for their future (UNESCO, 2022).

Innovation has always fuelled technological change. Archaeologists working on an industrial complex in Syria dating back to at least the third century BC identified glass of a much higher quality than previously recorded (Henderson, 2011). Some of this high-status glassware found its way along the Silk Road to Imperial China. Technologists were sure that glass like this could only have been produced in furnaces with much higher temperatures than had previously been thought possible. Archeologists subsequently found the remains of olive stones in the furnace ash, their oil presumably generating the extra heat required. Then as now, entrepreneurs can add value but how do we create the learning environment in which they can develop the confidence to do so? Many of the children now studying in our schools, and most certainly those from more affluent backgrounds, will have a life expectancy of 100 years plus and may still be in employment in 2100. And yet, in 2022 we are still debating the shape of education for the 21st century, indicative I would suggest of the lack of clarity about what we mean by effective enterprise education.

Many commentators have described the move from a 'job for life' culture to one of 'a life of jobs' (Future Learn, 2021) and much has been written about the need for 'portfolio careers'. Technological change and automation is often charged with bringing both uncertainty and greater insecurity to the jobs market. Whatever the outcome, there is general agreement that the economy will always require self-reliant enterprising workers and that schools and colleges have a major role to play. The research I have undertaken since 2000 focuses on the central hypothesis that it is possible to establish a positive relationship between school culture and learning environments and the subsequent development of the knowledge, understanding and skills required to survive and flourish as an individual and to make a positive contribution to life in the ever-changing society of the 21st century. There is also a social justice dimension to my research in that we know many students from underprivileged working-class backgrounds are effectively excluded from educational success. Statistically, they are less likely to stay on at schools, less likely to attend university and, if they do make it into higher education, are much less likely to gain a place at an Oxbridge college or a Russell Group institution. And this lack of social mobility is, if anything, worse now than it was twenty-five years ago (White and Cullianne, 2023). To understand this, we need to give more consideration to the effect that growing up in poverty can have on the aspirations of young people. Poverty is, quite simply, about powerlessness and having a lack of choice. Our case studies from the project schools told us that high-quality Enterprise education can start to compensate for the effects of deprivation. If empowerment of young working-class people means anything, it is about giving them both a sense of self worth and self belief and also a toolkit of entrepreneurial skills and attributes. Most

importantly, it was allowing them the freedom to push themselves to their limits and to become the best they could be.

At a time when industry is experiencing a skills shortage across all sectors, this waste of talent may go some way to explaining the UK's lack of competitiveness compared to other OECD countries. And when the economic challenges facing the UK show no signs of diminishing, surely there is a need to consider what actually works. It is for this reason that I adopt a critical stance towards the value of entrepreneurship education in its current form. During the twenty years of my career in academia, I have witnessed the seemingly exponential growth of Business School qualifications and training offers, at the same time as increasing concerns about the general lack of an inclusive enterprise culture which reflected the needs of a diverse society such as the UK. Some observers have identified the macho culture of the whole enterprise experience as the root cause (Simpson, 2005), whilst others have simply called for the bulldozers to be brought in, to demolish and start again in Higher Education with a cross faculty approach. (Parker, 2018). By way of evidence, how many of those Senior Managers responsible for the 2008 global financial crash were proud holders of MBAs from prestigious institutions? But it does not have to be this way. When I undertook a review of the Business Studies provision at Haka Helia University of Technology in Helsinki in 2016 for the Finnish National Education Council (Krauss, 2017), I documented an excellent case study which exemplified this approach. The Start Up module was available to all students from any discipline and earned credits towards the final degree classification. The programme itself was not a radical departure from what could be found in many business schools across Europe, but its mode of delivery certainly was. The Senior Management of the University had been actively involved in the planning of the initiative and were willing to fund it appropriately. Importantly they had made use of the FINNEC Self Review framework to structure the initiative and to monitor its implementation. As a result, it was well regarded by staff, students and the wider business community. Quality Frameworks used in this way are not mere bureaucratic box ticking exercises but vital engines of change.

The myths of Enterprise and Enterprise Education

In wider society there are many misconceptions about what constitutes entrepreneurship; witness the longevity of 'entertainment' such as 'Dragons' Den' and 'The Apprentice'. I have written at length about the 10 Myths of Enterprise which continue to structure public understanding of the concept (Hoare, 2012). I have also argued about the need for these myths to be the starting point for any professional development work with teachers as a way for them to start to construct a rationale for justifying the introduction of enterprise education into their classrooms. These negative images and impressions include:

1. *Entrepreneurs are born, not made.* Celebrity culture and the media help to perpetuate this view, with charismatic individuals presented as role models, particularly for young people. The flipside of this belief is, of course, that those who are unable to aspire to these ideals are in some way to blame for failing to achieve in life. The study by Pannone

(2018) of home-schooled children provides strong evidence of the power of the learning context to develop and shape resilience and self reliance in young children, as opposed to some kind of genetic disposition.

2. *Entrepreneurs are always enterprising.* Simply running an enterprise is not the same as running an effective enterprise (Cartland, 1984). Small businesses particularly family businesses, such as farming, are not always run in a cost-effective manner. The idea that these sorts of commercial enterprises could ever provide a positive model of how to run an enterprise is of concern.

3. *Enterprise is always concerned with profit and attaining an affluent lifestyle.* The term entrepreneur has acquired a negative connotation for many, suggesting its association with a hedonistic lifestyle and a lack of concern for the less fortunate and anything other than personal enrichment. Bridge (2017) takes the view that the term, 'entrepreneurship', has become so devalued as a concept as to merit its abandonment in an education or training context.

4. *Enterprise has no concern for morality or ethics.* As suggested above, the pursuit of profit above all else leads the entrepreneur to cut corners and ignore the impact their actions are having on others and the environment. Evidence from studies of comparative business performance suggest that not only are there very many companies run along ethical guidelines but also that many of them perform at least as well if not better than those who do not profess to such a commitment (Ferrell, 2021).

5. *Enterprise is essentially a competitive exercise.* The dog-eat-dog portrayal of entrepreneurship belies the context in which many entrepreneurs exist. Micro businesses and other SMEs operating in competitive markets are more likely to cooperate with their peers to create a partnership offer to larger market players than they are to attempt to go it alone. If this is not an option, they may look to encourage the large organisation to outsource projects which match their specific and sometimes niche expertise. Bradenberger refers to this approach as 'coopetition' (Bradenberger, 2021).

6. *Enterprise Education should focus upon start-up skills and Business Plans.* The failure rate of start-up SMEs tells us much about the inappropriate training available for many budding entrepreneurs which focuses much more on the nature of the notional business rather than on the preparedness of the individual(s) concerned. Knowledge of business processes is obviously required but more importantly there has to be an opportunity for learners to consider the competencies regarded as essential for enterprise and to undertake an audit to match and review the alignment with their own skill set. This is all part of the process of getting the trainees to realise that entrepreneurship is a lifestyle choice. It does underline the need for a broad vision of what we mean by learning for entrepreneurship.

7. *Enterprise Education is only suitable for certain students.* Like other aspects of work-related learning, it has often been presented as both 'compensatory' and

'complimentary' education (Hoare, 2012). In many instances it has been offered as an alternative to the academic curriculum for those pupils too disaffected to cope with mainstream schooling. Alternatively, enterprise education has been presented to high achieving pupils as an additional 'real life' experience, usually to assist with university entrance. Only more recently has it been seen as a core entitlement for all students. In some European countries, such as Finland, it is embedded in the national curriculum as a legal requirement. Bizarrely, this was the case in English schools from 2002 until 2010 when a decision was made to remove this requirement.

8. *Health and Safety, Public Liability and Child Protection concerns are of secondary importance.* In line with thinking that we should not be raising 'cotton wool' children or 'snowflake' young adults', enterprise education is often seen as an opportunity for learners to spend more time in the community, take risks and to experience failure. This is to neatly ignore much of what we know about how schools are and have to be run. If schools are naturally risk adverse, it is because they are legally required to be so. In this sense they are no different from a responsible entrepreneur who would never knowingly engage in unnecessarily risky actions (Brockhaus, 2017). In short, this 'gung-ho' approach to learning is ill advised, providing an inappropriate and inaccurate portrayal of entrepreneurial behaviours.

9. *Teachers/lecturers and schools/ colleges are not enterprising.* This myth led to the creation of the education- business partnership initiative from 1990 onwards into which vast amounts of funding were made available at a time when many institutions could have made better use of the finance had it been made available to them directly. This project started with the premise of 'industry knows best' with managers from companies parachuted in to show both teachers and school leaders how to make their teaching 'relevant'. The shortcomings of this approach are well documented (Hill and McGowan, 1999) but more worryingly it showed a gross misunderstanding of how schools operate. The reality is that for a school or college to be successful it has to be run as a social enterprise, making best use of its resources and staffing to deliver the best results. Most importantly, and very often overlooked, was the power and impact experienced by students through being part of an entrepreneurial institution in which they are empowered by the culture which demands, allows and expects them to become the best they can be.

10. *Enterprise education is always effective.* There has been a concern in schools with how much enterprise activity is going on. The Davies review (Davies, 2002) attempted to specify the expected number of hours per pupil per annum, ignoring the fact that many curriculum and extra curricula activities have enterprise embedded in them to a greater or lesser extent. Less has been said about the quality of the learning being undertaken and this was picked up as a major criticism in the study reviewing the enterprise quality framework (Rae, 2012). This was amplified by Morselli (2019) who documents the demands of attempting to assess learners across a broad range of competencies and then judge as to how competent they are as functioning entrepreneurs. There was also some evidence in the review of pilot projects that there was often a failure to inform students why they were undertaking the activity and what

they could expect to gain from it (Rae, 2003). Sadly, this was often an indicator of a school culture which failed to engage the students in planning and developing their own learning experience. Once again, there was a focus on Educare (shaping learners) rather than Educere (guiding learners to self-empowerment). Hardly surprising then, that for some students, the activities seemed to have the opposite to the intended effect, in that it appeared to be turning them off ever considering entrepreneurship as a career choice.

Evidence of the existence of these popular myths surrounding enterprise was regularly identified in my broader research in schools (Hoare, 2015). While these misunderstandings may not be an area of great concern with the general public, there are two reasons why it certainly needs to be addressed within the teaching profession. Firstly, there was evidence to suggest that these misconceptions were off putting and likely to discourage some teachers from engaging or participating in the initiative, despite the fact that they were often exactly the staff who had the most to bring to the debate and to contribute to the delivery. Secondly, and in many ways more importantly, there was some evidence that the myths have worked their way into the curriculum, distorting the reality of enterprise and failing to prepare young people for the reality of the entrepreneurial environment in which they will be living as adults. When I ran 'Challenging the Myths' workshops, teachers could see that there were opportunities to move outside their academic silos and focus on teaching the child rather than just a subject. Sadly, initially teacher training encourages departmental demarcation and school culture often reinforces it. The lack of cross-curricular and extracurricular working and low levels of engagement with the local community and social enterprises, were well documented, not least by OFSTED (2006 and 2008). A common and frequent call was for this failing to be addressed through professional development schemes, such as my team were undertaking. The reality though is that these calls were often ineffective, due to a lack of inertia in schools who tended to see it as a lower priority than addressing what they saw as broader quality improvement issues, and also because government policy concerns tend to quite simply 'move on'. The most recent report from the All Party Parliamentary Group on Enterprise Education in England (APPEE, 2022) documents this quite well, outlining a wide ranging set of demands as to what schools need to address. This list almost exactly replicates these contained in the Davies review published twenty years before.

Research outputs and their influence on the debate

At first glance, generating a bibliography of research into enterprise education in the new millennium seems an almost unmanageable challenge because of the sheer volume of material generated by academics across Europe and globally. My starting point was a bibliographic review of enterprise education undertaken by academics in Scandinavia, (Dal et al., 2016). They provide a useful chronology of the research, with an overwhelming sense that we have been constantly reinventing the wheel, identifying the same problems and, sadly, suggesting the same or similar solutions which predictably tend to underperform and underdeliver. As an example, Kuckertz (2021) provides a very honest account of the problems experienced when entrepreneurship operates as a self-contained entity within the business school and argues for a more

radical embedded cross-faculty approach. This has parallels with the EU Commission-funded HEInnovate project which has recently been relaunched, having failed to gain traction in many institutions, due in no little part to the power exercised by high earning Business Schools on many campuses and a genuine fear and mistrust of anything that might threaten to diminish their earning potential. Kuckertz (2021) writes of the 'third way' for enterprise education, following a Humboltian vision for university education with a focus on the personal development of the individual learner, whether a student or practitioner. He sets a huge agenda for the next two decades and not just in universities.

Focussing in on enterprise education in schools seems logical but this more selective approach creates a new problem in that there is a relative dearth of relevant articles. There has understandably been a huge focus on entrepreneurship in Higher Education but, for some authors, the notion of 'learning competencies' is clearly still regarded as something novel, even rather radical. The body of research has even less to say on teaching enterprise education in schools and in teacher education. Focus in again and even this very limited number of publications is more likely to be concerned with curriculum content rather than the context for learning and delivery methodology. The 'Hidden Curriculum' of the school, as reflected by things such as student involvement in decision making and policies on inclusion and the celebration of diversity, rarely merit a mention, despite their contribution to creating an environment for creativity to flourish.

I would argue that many of the writers describing 'enterprise education' simply do not understand schools, assuming somehow that they are simply junior versions of university departments with all the independence of decision making and curriculum choice that that implies. This is clearly incorrect, given the power of the Department of Education and OFSTED to shape the nature and content of what goes on in English schools. Examples of this fundamental mistake were provided from my literature search. The OECD's 360 project (OECD, 2012:9) generated a position paper which contains the question 'are teachers developing the curriculum that genuinely puts the learner in the driving seat?', a phrase that illustrates so clearly the bias towards higher education within much of this research. Teachers in English schools have not been free to make this sort of decision for the past twenty years or so. The National curriculum, aided and abetted by OFSTED inspections and school league tables, has ensured that teachers no longer have anything like that sort of professional independence that I had when I started teaching in schools in 1976. A reality check of the average pupil in primary or indeed secondary school would soon confirm the severe limits of applying this approach within schools. Pedagogy, as any experienced schoolteacher would know, is in reality a repertoire choice, a continuum that encompasses didactic delivery at one end of the scale through to student-centred action learning at the other. Teachers make decisions about teaching style based, to a certain extent, on how they were originally trained but more usually according to the classroom context in which they are located. Indeed, it is the ability to adopt a range of strategies, each one fine tuned to the specific needs of the learner cohort, that is one of the best indicators of high-quality teaching. At the root of this issue is the notion of 'experience'. Hagg and Kurcezewska (2016) explore the necessity and the opportunities for student experience to be at the core of any learning

programme in a business school. Working with children and teenagers, the teachers cannot assume that they have either a broad or deep wealth of experience, and the more deprived the catchment area, the less this will be the case. Teachers have a duty of care, *in loco parentis*, to ensure the safety of their charges or face the real danger of litigation. Outside visits have to be risk assessed and stringent health and safety and child protection requirements complied with, both within and outside the confines of the school.

Transferring experiences from Higher Education into the school environment simply will not work. Children need a protective environment in which they can experiment and feel supported, they cannot be thrown in at the deep end. 'If not duffers, will not drown', might have been sage advice for well-to-do families in the 1920s (Ransome, 1934), but it would not be countenanced by any Headteacher today. It also suggests a failure to understand the enterprise environment in which public liability is front and centre of everything a successful company aspires to achieve. Achieving the move from *Educare* to *Educere* is clearly a challenge and some teachers and school leaders may simply be opting for what they perceive as the least risk-laden option. It may also be the one least likely to deliver the student outcomes they say they aspire to.

Some researchers have succeeded in identifying generic requirements for generating effective teaching and learning in schools, cross referencing these with what we know about creating the right conditions for effective entrepreneurial learning. The late Gene Luczkiw (Kompf, 2012) was one of the few researchers to start from an education perspective and only then to map entrepreneurial understanding around it. A former teacher and teacher trainer, he was also an accomplished jazz musician, and it was on his work with the Arts that he developed his concept of 'Entreplexity'. He observed that each performer in a jazz band brought their own skills and style and this, combined with a range of different musical instruments, created something entirely novel and unique. Participants are encouraged to explore the contribution they can make and bring the best they can to the overall performance. This combination of enterprise and complexity fits well with the learning environment in schools where the teaching has to reflect the diversity of the students and allow for all students to achieve their best. His approach provided me with a strong steer on how to develop a quality framework for enterprise education in schools.

My Research in English and European Schools

In 2001 the Department for Trade and Industry contracted with the Centre for Education and Industry (CEI) at the University of Warwick, where I worked as a Research Associate, to undertake a review of current enterprise education in schools in England (DTI, 2002). The following year saw the publication of the Davies review which in turn led to the funding of pilot projects, many of which were evaluated by CEI. Some of these projects were managed by local authorities, others by independent charities such as Changemakers. The focus broadened beyond schools and colleges to include lifelong learning and, in 2004, I led a year-long review of training of architectural conservators for English Heritage (English Heritage, 2004). The vast majority of these staff were

employed by micro businesses, and we sought to understand how their training prepared them to work in, and in some cases, run their own businesses. Interestingly, whilst the training in craft skills was exemplary, there was almost no focus on business management and entrepreneurial behaviours. This was identified as a major factor in explaining why there was a skills shortage in this sector. Put quite simply, the industry was good at training craftspeople but gave no concern as to how they might set up and maintain their own business. And much of this could be squarely blamed on schools through their failure to address enterprise in any way whatsoever.

The CEI Quality Framework for Enterprise Education in Schools was launched in 2003 and over the next seven years would be used by hundreds of schools and colleges in England to undertake self-evaluation and review their provision. The Framework was adopted by the Specialist Schools and Academy Trust as a National Standard for Enterprise Education in 2007. The Rotherham Ready team worked with CEI to introduce the Framework into every school in the borough and to work with staff, including Senior Managers, to audit their progress with enterprise education over a five-year period. This programme was subsequently evaluated by OFSTED (OFSTED, 2008). The findings were clear that the project's success was due to the strategy of working with a clear plan of development, which included the Framework, in a consistent way with all schools across the borough.

Perhaps most significantly, I worked with Junior Achievement Europe in 2012, using the Framework as a review tool for their pan-European Entrepreneurial School initiative, funded by the European Commission. This project developed as a direct result of an event that took place in Budapest in April 2011 which would have major implications for everyone working in the field of enterprise education in schools. The European Commission brought together expert practitioners and academics from 30 countries for three days to consider the contribution of teachers to improving the quality of enterprise teaching. As a conference facilitator and workshop leader, I also made a major contribution to the statement paper the Commission published (European Commission, 2011). The economic backdrop for this meeting in 2011 was gloomy. Many economies across Europe were in recession and youth unemployment was at record levels. As ever, education and training was seen by many policy makers, if not as the panacea for all economic ills, then at least the right sort of place to be looking for some of the answers.

“As well as contributing to European competitiveness, entrepreneurship education also helps to ensure a number of positive social benefits. The entrepreneurship key competence plays a vital role in Europe” (European Commission, 2012)

Importantly, the report was produced as a direct result of the workshops organised during the three days of the conference, with delegates identifying their priorities for action based on their own experiences in classrooms and staffrooms and in strategic policy making in real life. A number of presenters from across Europe delivered succinct, evidence-based lecture inputs to add grist to the mill of debate, allowing for informed discussion about the relative merits of the different approaches being adopted in a

range of different contexts and in different European countries. This was essentially grounded research and contained within this publication was a three-page guide to implementation, a call-to-arms for teachers, managers and policy makers wanting to enact real change. This 'Budapest Agenda' was perceived as key to galvanising support and providing direction, both as a catalyst and a road map for development through to 2020.

In the UK, the Number 10 Downing Street Lord Young Review of Enterprise Education (2015) sought to maintain the impetus. As a member of that review team, it was obvious that there was a desire to see the development of a 'golden thread' of enterprise education running through the system from kindergarten to higher education. Countries such as Finland have already embedded this 'golden thread' in their provision across the school curriculum and for all age groups. I was able to discover this development first hand, working in a Finnish school to successfully trial the framework in 2015. Also, in my role as an evaluator for the Finnish Education Evaluation Council, my findings of the Start Up School evaluation were published as part of their review of Haaga Helia University of Technology in Helsinki (Kraus, 2016). The Organisation for Economic and Cultural development created the 360 Degrees research project to encourage publication and dissemination of research outcomes to inform best practice. The OECD subsequently published a paper on learning outcomes I had produced with co-authors from Finland (Hoare et al., 2015). This paper outlined a clear theoretical justification for working with teaching practitioners to support their self-development whilst also identifying a range of responses to building quality frameworks to support enterprise education in different European countries. Success clearly lay with ensuring that the framework reflected the stage of development for each different educational context. Some education systems had requirements laid down by statute, whilst others, such as England, left teachers with an initiative much more open to interpretation. The problem then becomes one of interpretation and a temptation to fall back on 'tried and trusted' programmes involving company startups, with an emphasis on student activity rather than teacher development. The shift from Educare to Educere is radical and demands buy-in from the school leadership team. This was too often lacking, and my research suggested some reasons why. Empowered students can also be challenging learners and some school leaders were anxious to avoid anything which could be interpreted as ill discipline.

My current and ongoing research relates to my involvement with the *Beyond Limits* project, an initiative funded by the European Commission for three years and bringing together universities from seven European countries to develop materials to support teachers and lecturers. I think it says much that the European Commission sees it as necessary to continue funding such projects after so many years of work in this policy area. Might this suggest a radical change of tack is now required? The project team at my university are tasked with editing an E-book for dissemination by the Commission and I have provided a chapter devoted to developments in quality management of enterprise education in English schools. The dominant theme of my research has been to establish the best way to train and support teachers to be more entrepreneurial as a driver to creating an entrepreneurial climate for learning in our primary and secondary schools. In other words, to re-evaluate their role in the classroom. Educare can be

delivered through formal lectures and by teachers. Educere only happens when students are enabled by an experienced facilitator. The foundation for this transition has to be a framework which both teaching staff and school managers can use to structure a coherent and effective learning programme for staff development, delivered in an environment which encourages personal development and professional reflection.

Developing a Quality Framework for Enterprise Education in Schools

As with any initiative, the push for enterprise education in schools in England following the publication of the Davies report, generated a wave of materials to support teaching professionals. Given the desire to encourage a cross-curricular delivery model and the acknowledged lack of experience of the world of business and enterprise across the profession, funding was made available to nurture the initiative and also to encourage school leadership teams who were often rather doubtful of taking on yet another task. My approach to developing a quality framework for enterprise education in schools was to provide a structure for the introduction of enterprise education into the institution, focussing on both processes and delivery systems and curriculum content and to support an audit of existing provision and facilitate the production of action plans for future development. The framework was designed as an enabling tool to encourage practitioners to engage with the challenge of a new government initiative. The aim was to present the development as something that could be delivered and embedded within existing structures, or even better, identify enterprise education activities already in existence but simply not being recognised. In addition, it would provide a structure for future enterprise education professional development activities in the school.

The process of developing the Framework also opened up a debate on learning outcomes in enterprise education. Bald statements about measuring educational outcomes tend to ignore the very real challenge posed when trying to establish exactly what an educational programme has achieved. Firstly, are we considering formative or summative assessment, or to put it another way, are we focussing on assessment *for* learning or assessment *of* learning? Secondly, are we assessing the student's knowledge or their level of competency across a range of enterprise skills or possibly a combination of both? Thirdly, and perhaps most importantly, even if it is possible to identify a range of genuine learning outcomes, how can we say they are the result of this programme alone and not perhaps down to the broader context of learning an individual experiences both within a) the broader curriculum, b) the so called 'hidden curriculum' generated by the prevailing culture in the institution and c) the home environment and the wider community. Some of these experiences may constitute informal rather than formal learning but we know these random experiences can often be at least as powerful a learning environment as a formal classroom or lecture room. And what about the learning that is never acknowledged? Examples of enterprise learning across the curriculum can be provided from a range of subjects such as art and design, technology and science but sadly these achievements are rarely recorded. Similarly, a school which allows students to participate in decision making, e.g., through the schools council, is providing an ideal learning opportunity to develop responsibility, engage in decision-making and take responsibility for personal learning. We also know that the students

whose parents are self-employed or simply chose to adopt a more entrepreneurial lifestyle provide good role models for their offspring. Ironically, teachers working in deprived communities often report that their students in some cases display a very entrepreneurial mindset, seemingly generated by the challenging environments in which they have to survive.

Given all of the above, it is hardly surprising the progress in assessing entrepreneurial learning has never kept up with the rate at which we have seen the production of the many and varied support materials for teachers and learning programmes for students. It has been said that initiatives such as Records of Achievement (Broadfoot, 2006), a hugely expensive project which involved almost all state schools in England, which was largely ignored by employers and is now almost forgotten, failed because it was so all encompassing and bland that it held no currency with students, parents nor the wider community. For all its lack of acceptance, it was an heroic attempt to try to capture the broad range of experiences that young people are involved in and that impact in a positive way on their development. Importantly, the project failed because it attempted to present the portfolio as a product to be ranked alongside examination certificates as a validation of educational achievement rather than as an authentic account of what the young person was capable of. Once again, it is a clear case of the educational system being seen to value only what we can measure (or rather what we think we can measure) rather than the preferable and more useful approach which would be to attempt to define and describe the outcomes and only then measure what we value. If we can accept that students can gain something from simply watching, or acting in, a production of one of the works of Shakespeare, do we always have to try to assess the learning outcomes? Whilst we can map a whole string of learning outcomes from engaging in a mini enterprise in school, surely it is more important to acknowledge the student's engagement and involvement in the overall experience of being part of a successful team. 'Been there, got the T shirt' was the motto of many teachers I interviewed who wanted their students to enjoy the sense of involvement and experience the moment rather than constantly failing to measure up to the unattainable. These were the teachers who were more attuned to Educere rather than Educare. They knew their students did not want, and would not allow themselves, to be 'moulded' but were amenable to being supported to become successful adults.

Pedagogy and the context for Learning - the Entrepreneurial Teacher and the Entrepreneurial School

Throughout my research career, the publications I have produced have centred around two essentially interlinked core concepts. Firstly, the notion of the entrepreneurial teacher and, secondly, the entrepreneurial school. Importantly, these two were seen as vital to the success of the Budapest initiative. Both of these constructs are examined in detail in my publications and their relative importance to the debate considered. Throughout my work I use the term enterprise education as shorthand for the plethora of terminology that surrounds this debate. I have given little attention to whether we should be referring to 'enterprising learning' or 'entrepreneurial learning' or indeed whether there is any true difference between the two. My focus has been on the debate

about the scope and potential reach for enterprise learning but there has also got to be a concern and focus on the leadership of schools. Headteachers are the 'responsible adults', the gatekeepers who decide the priorities. When they see their role as more than 'business managers' and allow themselves the space and time to develop a vision for their school, they have the potential to become powerful innovators (Pashiardis and Brauckman, 2022). I ran a successful series of 'Headspace' events organised around these themes in one local authority and the response was overwhelmingly positive. Sadly, only a few of the Headteachers participating had ever seen their role as entrepreneurial but they could all see the advantages of reconfiguring their approach around a set of entrepreneurial behaviours and competencies. This was confirmed by research from Pilhe et al. (2019) which showed that not only did school leaders have an interest in developing these skills but also that they could put them to good use. Data was identified showing a clear link between involvement in this sort of professional development and a positive impact on school improvement statistics. The research also showed that, sadly, such training tended to be the exception rather than the norm. Too often we would see Senior Managers delegate responsibility for Enterprise Education to relatively junior members of staff, highlighting their belief that it was not core to the management of the school.

My research identifies some of the important implications for policy contained within the debate between those who wish to see enterprise education as essentially contained within preparation for employment, and those who envisage a broader scope which encompasses many aspects of citizenship and lifelong learning. On balance the research findings come down strongly on the side of those who want to go beyond the requirements of preparing learners solely for their economic role in society. The findings also suggest that the broader brushstroke approach built around the concept of future citizenship and social empowerment demands a major strategic change for policy makers, in that it necessitates the engagement of a wider range of stakeholders other than employers. Teachers and lecturers, students and their parents, social enterprises and the wider community all have a part to play in the realisation of this ambitious strategy for social change. The pedagogic implications of community learning have often been underplayed and yet it is the 'how' of learning that is more important than the 'what' .

"Recent thinking has shown that narrow definitions based around preparing learners for the world of business may place limitations on both learners and the teaching community. Instead, a broader definition which sees entrepreneurship education as a process through which learners acquire a broad set of competencies can bring greater individual, social and economic benefits since the competences acquired lend themselves to application in every aspect of people's lives". (European Commission 2011)

Taking this approach based around 'contextual' learning (Rae,2003) has obvious implications for both programme content and delivery style and this is acknowledged and explored in all of my publications.

“The development of the entrepreneurship key competence is not simply a question of knowledge acquisition. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviours are perhaps more important than knowledge about how to run a business”. (European Commission, 2011)

There is also recognition of the major implications this will have on teaching and learning styles and the need to move from Educare to Educere.

“Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. They require active, learner-centred pedagogies and learning activities that use practical learning opportunities from the real world. Furthermore, since entrepreneurship education is a transversal competence, it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education. Clearly, the implication of these changes for teachers is substantial. They mean nothing less than a new role for every teacher: that of ‘learning facilitator’. (European Commission, 2011)

As already recorded, I was regularly involved as a researcher with evaluating enterprise Education programmes in the UK and across Europe. One of the major concerns when evaluating a programme would be to identify the rationale, if any, underlying the way in which the learning activities had been structured. Woods (1993) identified a four-stage sequence which needed to be evident when creating effective, creative learning programmes. The first was relevance, with topics and activities which meant something to the learners and resonated with their prior experience. Secondly, there needed to be ownership by the learners and their local community, with involvement built in at every stage from initial design through to summative assessment. Thirdly, learners needed to be in control of their learning, taking responsibility and managing the process. Finally, the results need to be innovative. There needed to be change, both in the sense of finding solutions to challenges and through the personal growth of the learner and also, I would argue, of the practitioner.

Wood’s work led me to develop a structure for reviewing enterprise assignments based around the notion that good quality enterprise education learning experiences had to comply with four basic requirements (Hoare, 2010). I presented these as a series of continuum, each requiring the student and the teacher to move away from the traditional didactic, classroom-based experience. The speed at which the learners move along the continuum will be dictated by a series of factors including their age and their capabilities, to a certain extent determined by their prior experience.

1. Learners are presented with a real challenge – this implies a move away from textbook learning and artificial constructs to identifying and tackling problems relevant to contemporary life. Local companies and social enterprises are sought out to support realistic and grounded challenges.

2. Learners are required to take responsibility for their own learning. Students are supported to manage their learning experience, to make decisions and reflect on the consequences. Importantly, the challenge experience becomes the core of the learning.
3. Learning is located in the local community and operates as a partnership. Opening up the enterprise education experience to the world beyond the classroom gives both staff and learners access to a wide range of relevant and current resources.
4. Learning results in real change - students experience the satisfaction of making a difference and are provided with an opportunity to develop their sense of self worth and self esteem.

This structure was used by teachers in my project schools to review their provision and to analyse the potential effectiveness of assignments set for enterprise education learners. They also reported that it had implications for reviewing the learning environment they constructed and provided for their students. I realised that any enterprise education quality framework that I would go on to develop to support practitioners, would have to encompass this broad range of requirements if it was to be fit for purpose.

The Quality Framework for Enterprise Education

Enterprise education is less about what we teach the students and much more about how the students learn; essentially the move from Educare to Educere. As I discovered when researching learning assignments, for the learning process to be effective teachers need to address two essential concerns, Firstly, and most importantly, they need to construct an appropriate learning environment. Secondly, they have to design and deliver enterprise learning activities which not only develop student knowledge and understanding of enterprise but also provide opportunities for learners to develop a full range of entrepreneurial competencies, ideally in real life scenarios. The primary focus had to be on how to create a positive environment for successful enterprise learning. And there was plenty of research saying that practitioners needed support and guidance on this (Davies, 2002).

The starting point for this process had been the identification, from my evaluative research, of what I understood to be the essential characteristics of the entrepreneurial school. These were created as a checklist of 10 dimensions of enterprise education, presented as a sequential flow through the development process. The format requires the practitioner to acknowledge whether the criteria has been achieved, requires more development or there is no evidence. This list of characteristics can be seen as a structure against which teachers and lecturers can audit the provision in their schools and colleges. In essence, it is a checklist for a commitment to Educere rather than Educare.

Utilising the Quality Framework as a tool for professional development and school improvement

During the first decade of the millennium, the Office for Standards in Education (OFSTED) in England undertook a series of reviews of enterprise education in schools. (OFSTED, 2006 and 2008). Before revisiting these studies, it is useful to remember the fundamental statutory duty that OFSTED has been assigned by the UK parliament, namely, to maintain and develop educational standards in schools and colleges. The question being posed was whether it was possible to identify a causal link between a school adopting a more entrepreneurial approach to teaching and learning and improvements in overall attainment. Put simply, did entrepreneurial learners become more effective learners? Sadly, the evidence provided was inconclusive, perhaps because it was difficult to agree on a common definition of what it meant to be an entrepreneurial learner. The studies did show one consistent theme, namely that provision was very patchy and certainly did not match up to the avowed desire of every student in every school. At worst, some students were reporting being 'turned off' entrepreneurship, whilst other programmes achieved little other than keeping the students 'busy'. The successful programmes identified were invariably founded on a coherent and well-resourced programme of teacher and school leadership development opportunities.

Much that has been written about implementing enterprise education in schools rests on one major assumption, namely that we have practitioners who are both able and willing to act as enablers rather than just didactic deliverers of knowledge. Given all I have written about the tension between Educare and Educere, the need is clearly for teachers who can create a learning environment which is both supportive and challenging and which gives learners the opportunity to show their full potential. Lahn and Erikson (2018) describe the use of artefacts in design education as a 'scaffold' on which the students can create their personal interpretation of the task. Surely the same can be said of enterprise education in schools. Planning and delivering appropriate, relevant, and cost-effective professional development for teachers is always going to be demanding. The Budapest Agenda (European Commission, 2012) sets out a comprehensive list of requirements and this could be seen as intimidating by some schools, particularly those who are new to enterprise education. My research argued that there is a logic to structuring the professional development requirements using the Quality Framework in a way that fits with an entrepreneurial development cycle. Trainees need to develop their vision for enterprise education before they can plan their provision, decide on delivery strategies, and undertake assessment and evaluation of the learning outcomes, as required by the Quality Framework. The sequencing of these topic areas is a deliberate attempt to replicate the same cycle of learning that the school students will be experiencing. The starting point must be with the trainees and students own experiences. Both sets of learners need to examine their own preconceptions and prejudices about enterprise. One way in which some schools did this was to provide a 'Challenging the Myths' session, based on my research findings about popular misconceptions about enterprise, which allowed for the exploration of their beliefs and

was an ideal launch point for starting to build an institutional enterprise education vision statement.

The Quality Framework was regularly used as a checklist for designing professional development programmes, sometimes allowing schools to avoid duplication through mapping and restructuring their existing professional development provision. For example, Health and Safety issues may already be covered as a generic topic and the need is only to fine tune the content to ensure it is appropriate for their enterprise education programmes. Other areas may require more bespoke inputs from expert providers, but teachers were encouraged to accept that the central theme remains that of school improvement.

As an initiative, enterprise education starts with a huge advantage in that it aims to empower students to take responsibility, not just for their learning but for their future. My research established that it could and should have an equally powerful impact on teacher development. Having evaluated many enterprise education professional development programmes, I am always struck by the response of the practitioners who reported that they have had a positive training experience. Invariably this meant that the event had been planned with practitioner input and reflected the reality and the demands of teacher workloads, whilst also providing a balance of challenge and support. Importantly, there also needed to be an external reference point, such as the Quality Framework, to structure the experiences and to provide rigour.

High quality enterprise education must encompass exemplary teaching and learning and that, in a school context, is truly transferable. The entrepreneurial school should have a default setting as a successful school. Linking enterprise education to school improvement must be the goal and there is a sense that thus far, this has been understated. Schools need managers who realise that the risks lie with an absence of entrepreneurial leadership. My work suggests that more research does need to be undertaken to identify the links between institutional success and entrepreneurial culture. At its core, the focus must be on entrepreneurial leadership and the extent to which decisions taken by the senior management team can either enhance or hinder the development of an embedded culture of enterprise in the institution. Senior Managers are the gatekeepers and sometimes it would appear that their professional development needs are overlooked.

Importantly, teachers were always encouraged to accept that when using the Framework there were no 'right answers'; rather this was to be a structured approach which could be used to build a bespoke learning environment which suits both their own experience and aptitudes and those of the institution and the community in which it is located. The most important aspect of this process was to avoid being too prescriptive; these are to be 'guidelines' not 'tramlines'. There was to be an emphasis on organic growth, appropriate to the context and community setting that the school served. Engagement with the process was also aimed at providing an entrepreneurial professional development experience for school and college staff, a chance for them to experience 'start-up' as a curriculum-based endeavour and to generate a belief in their

own entrepreneurial capabilities. Staff were encouraged to see this as an opportunity to experience first hand what their students would be expected to do and to empathise with the very real demands placed upon those learners by the innovation process.

As an initiative, enterprise education starts with a huge advantage in that it aims to empower students to take responsibility, not just for their learning but for their future. But the context for learning is all important. A bureaucratic environment engenders bureaucratic behaviours and, by the same logic, an entrepreneurial culture is a basic requirement as a backdrop for entrepreneurial learning. The 'hidden curriculum' exercises as much influence, if not more, than the prescribed curriculum requirements. This raises the question of what the culture of an entrepreneurial school would look like and what are the characteristics of a truly entrepreneurial educational environment.

The ten dimensions of an Entrepreneurial School as identified within the Quality Framework were picked up by the Budapest report (European Commission, 2011), but they were presented as simply generic characteristics which schools needed to be aware of. This was a missed opportunity. I envisaged these dimensions, not as a random grouping of characteristics but as a structured and linked entrepreneurial development process which would allow the institution to evolve its latent potential as an innovative and creative environment in which learners could develop to their full extent. This task, which has the potential to reshape institutions, lies within the remit of the Senior Management Team but should engage all staff. The potential of the Quality Framework as a tool for professional development was shown to be huge. Harrison (2019) has written about the need for entrepreneurial leadership, but this work is focussed on the commercial environment and SMEs rather than in schools. A research spotlight now needs to be focussed on educational leadership and the transformative power of reshaping the 'hidden curriculum' in schools. It could be argued that unless and until this process of institutional transformation, has been completed, students will still be being taught in a cultural milieu at odds with entrepreneurial development. Certainly, more Educare than anything resembling Educere. The Quality Framework still has an important role to play in that transformation, but questions do have to be asked about why England, unlike many other European countries, has effectively abandoned mainstream enterprise education in its schools. The All Party Parliamentary Group, as mentioned above, reported in 2022 (APPEE, 2022) that:

“England remains one of the few places in Europe that has yet to develop a specific entrepreneurship education strategy for schools” (p.4).

This statement does not tell the full story. The Davies report in 2002 set out a clear requirement for all secondary schools in England to embed enterprise education into their mainstream curriculum but this policy was abruptly set aside in 2010. Scotland and Northern Ireland only launched their entrepreneurship education strategies in 2003, followed by Wales in 2004, but, unlike England, they have all maintained their commitment.

The report goes on to say that:

“Links between BEIS (Department for Business, Energy and Industrial Strategy) and DfE (Department for Education) are tenuous, with neither department wanting to take ownership of this area ... a universal confusion as to whose responsibility enterprise education is. This contrasts with Wales and the rest of the EU where such inter-departmental cooperation has been achieved there are pockets of enterprise education expertise in the form of local private providers, but no structural policy exists to train specialist teachers in enterprise and entrepreneurship”(p.4).

And on methodology...

“Responses to the Call for Evidence noted the importance of teaching methods in enterprise education, and specifically the need to adopt an active, hands-on approach, rather than more traditional abstract and purely knowledge-based methods” (p.4).

Astonishingly, these are almost exactly the same sentiments as expressed by the Davies review (Davies, 2002) two decades previous. Huge amounts of funding, time and effort were put into this initiative in English schools from the Millennium until 2010, when a decision was taken to scale back provision to target a limited number of deprived areas. I would argue that there is evidence that this decision has had a negative impact on entrepreneurial knowledge, behaviours, skills and attitudes. Numerous recent research studies document this decline (GEM, 2022; State of Small Business Report, 2022). These reports, covering the last decade, provide data on both start up rates in England and enterprise education in schools which compare unfavourably with not only Scotland and Wales but the whole of Europe. Surely it is no coincidence that the decision to deprioritise mainstream enterprise education as an entitlement in English secondary schools as from 2010 has had a significant and negative impact on the entrepreneurial culture of this country? What chance now for the move from Educare to Educere?

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Appendices.

Quality Framework for Enterprise Education in School.

Section 1. Developing a vision for Enterprise Education

The institution will have spent much time developing their vision for enterprise education. This will have been developed through consultation with staff, students, and community stakeholders. The vision statement will encompass a shared understanding and definition of enterprise education to which all are signed up and which gives them a direction of travel. The school leadership team will have undertaken the consultation exercise with the aim of clearly identifying and agreeing their own understanding and definition of enterprise education, appropriate to their institution but also compliant with any regional or national curriculum requirements. This policy will have been established as a clear and defined entitlement for all learners. This entitlement will have been embedded into the annual timetable and apparent as an overt dimension of the curriculum offer. Enterprise Education will be seen as an entitlement for all. There should be evidence of the ways in which the provision allows for transition across Key Stages of the curriculum for different year groups and for progression in enterprise learning. The policy statements will reflect this, ensuring that all students are able to engage with the experience and take some ownership of the process, whilst acknowledging that some students may have varied learning styles. Student briefing will be scheduled into the programme to ensure that they understand the importance of their role in contributing to the success of the programmes, with clear statements about the expected outcomes and benefits of their engagement.

Enterprise Education will be specifically referred to in the institution's development planning and improvement documents. There may also be a discrete enterprise education policy document. A strong component of this vision statement will be the attention paid to the moral and ethical dimension of enterprise education. All enterprise education activities will be structured so as to encourage equal opportunities. There will also be a statement as to how enterprise education contributes to the broader institutional commitment to ensuring equal opportunities for all learners. This should include a commitment to challenge stereotyping and to ensuring the inclusion of the widest possible group of participants.

The definition below was contained in the 2011 policy statement from the European Commission contain in report published as the Budapest Agenda (European Commission. 2011) and provides a useful starting point for institutions to shape and contextualise their most appropriate approach to enterprise education.

“Entrepreneurship in this sense refers to an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs

establishing a social or commercial activity. Entrepreneurship education is thus about life-wide as well as lifelong competence development". (European Commission, 2011)

Section 2. Communicating the approach to enterprise education

The institution will have communicated its vision for enterprise education to all its staff, students and to the wider community. This communication strategy will have been structured in such a way as to ensure maximum coverage and to allow feedback. It will also be linked into an ongoing staff development programme which reflects identified staff needs for additional training. The strategy will ensure that students will have been introduced to the concepts well before any activities take place. It is particularly important that they understand what they can expect to gain from their involvement if they are to engage with the process. These benefits should be identified as intended learning outcomes which will have longer term benefits for their personal development. All enterprise activities will be preceded by a student briefing which outlines the expectations and benefits of engaging with the activity. This obviously implies a requirement to ensure that the aims and objectives of any classroom activities have been agreed and are understood by all staff as a fundamental prerequisite to learning. The vision should also be shared with parents and other external partners, including local businesses and community organisation. Documents produced for this purpose will need to be written in 'plain English', given that they are addressing a lay audience.

Section 3. Auditing present provision and planning for new development

The staff at the school will have been regularly auditing their existing provision for enterprise education right across the subject areas and including cross curricular and extracurricular experiences and mapping areas requiring more attention. This audit will show not simply what is delivered but also how the entitlement translates into classroom experience. Interestingly, exercises of this sort often identify areas of the curriculum which are already delivering enterprising experiences but are failing to label them appropriately. Apart from anything else, this process can be reassuring for teachers who are wary of adding to their workload with yet another initiative. The audit should also consider how these enterprise education experiences are recorded and tracked, hopefully as a systematic approach to both coverage of themes and also as an incremental development of skills. These audits can sometimes identify disparate and rather patchy provision, with some students having much greater access to the opportunities than others.

Successful auditing will require strong support from senior management, clearly defined audit roles and responsibilities and the provision of appropriate resources to be able to carry out the process. All subject departments and student support agencies will need to be included if the full range of activities are to be identified. List of suggested activities will be provided to aid the process, but it is important that this process is not seen as too prescriptive. There should certainly be a variety of activities, rather than an over-reliance on similar types of experience. One of the benefits of an audit is the discovery

of unintentional but effective enterprise learning opportunities and achievements which had previously gone unrecognised and undervalued.

The audit process should result in a document which maps existing provision and identifies any gaps and/or overlaps. This document should be made available to all staff, students, parents and community partners as a public document. The aim is to provide both a summative statement and a diagnostic outcome. The Audit should also be accompanied by an Action Plan, designed to address any omissions in provision. This Action Plan should be realistic and achievable, bearing in mind the resources available to bring about the required changes. Both the Audit and the Action Plan need to be seen as working documents which should to be revisited regularly, perhaps every year, as changes inevitably happen within the institution which impact on the overall provision.

Section 4. Planning and coordination

The school will have adopted an innovative approach to timetabling and resourcing. In ideal circumstances, the leadership team will see the enterprise education initiative as a 'start up' which they can design and build to deliver for their community. To lead this work, there will be a designated coordinator, who, if not actually a member of the school leadership team, will have their full support and backing. This post will have a detailed job description, including performance descriptors, and status in the school hierarchy. The coordinator's role is vital to keep track of exactly what is happening and where. Whilst some experiences will be designed as discrete programmes, many will operate as cross curricular and extra-curricular events. There will also be a requirement to liaise with external partners, ensuring that their contribution is both appropriate and effective. Effective mapping should identify gaps, but the omissions will then require attention to address the shortfall. The coordinator should also act as a quality control monitor, ensuring that the student experience is high quality and provides a positive learning experience.

Section 5. Allocation and targeting resources for enterprise education learning and staff development

Dedicated resourcing will have been made available by a leadership team committed to delivering excellence of provision. Being realistic, school resources will always be tight, and it sends a clear message about leadership priorities. This commitment to enterprise education should appear as a formal statement in the school development plan and as identified time within the curriculum for enterprise education activities to take place. There will also be an allocated budget, ring fenced for spending on teaching resources and staff development. The allocation and deployment of these resources should be tracked to ensure the most effective use of funding and also to ensure that they are not diverted to other curriculum priorities. These funds may also cover the cost of employing a dedicated member of staff with responsibility for coordinating the provision. The coordinator would also have responsibility for liaising with the full range of external stakeholders, funders and providers to ensure maximum support for student learning activities and staff development opportunities. It should go without mention that the

school shows full compliance with child protection, health and safety and public liability regulations This becomes a central issue for effective enterprise education, given that there will be a major reliance on partnerships with external community organisations. The audit will have identified and documented all the existing relationships and also suggested opportunities for developing new ones.

Section 6. Encompassing the moral and ethical dimension

Students should be required to consider the moral and ethical issues associated with all of their enterprise education activities. An excellent starting point when planning learning activities might be the United Nations 17 goals for sustainable development (United Nations. 2015) which provide a comprehensive list for teachers to consider. It is most important that staff consider these issues when planning the learning activities and embed the discussions and the issues raised as an integral part of the activity rather seeing it as a bolt on extra.

Section 7. Developing enterprise capabilities.

The curriculum offer should encompass activities which develop the full range of enterprise capabilities. Learners should be required to work as part of a team whilst making choices, applying decision-making skills and engaging with problem-solving challenge activities. All of these activities should allow for supported risk taking and include the possibility of failure. Students should also be offered the opportunity to develop their communication, numeracy and IT skills. These should be embedded in the programme and feature as part of the briefing and debriefing process with students expected to give an account of their expectations and achievements. This should include financial literacy and capability, ideally through being given responsibility for handling money and financial decisions. Most importantly, the learning scenarios will focus on how goods and service are produced and provided, with some opportunities to actually design and build their own product or service.

Section 8. Student centred and activity based learning

All learners should be encouraged to take on responsibility for their own learning through team working, decision making and problem-solving activities, as mentioned above. These activities need to be adequately varied to take account of the diverse backgrounds, experiences and abilities of the learning cohort. Whenever possible, there should be input from local community enterprises, with not only visiting speakers but also opportunities for local organisations to reflect and comment on the curriculum planning intentions. Learning should take place outside of the classroom as and when appropriate.

Section 9. Recording, assessing and reviewing achievement

The approach to student assessment should encompass both assessment for learning as well as assessment of learning. Students will be used to reviewing and evaluating their own performance as an ongoing process and in conjunction with their peers and with

their teacher. The school will also have recognised the need to go beyond the measurement of knowledge acquisition to address the development of transversal skills. They will have identified a set of key knowledge, understanding and skills for enterprise which can form a focus for evaluation. Staff will have allocated time when they are expected to observe students at work and discuss their progress with them. Review documents for use by staff and students will have been designed and agreed for use both during and after an event. External partners will also be contacted to ask for their feedback. Both staff and students should be required to peer review their performance and report back the findings to a wider audience. These achievements will be systematically recorded, with students actively assisting in this process of building a record of their achievements.

Section 10. Evaluating and celebrating success

Evidence gained will feedback into the school development process, informing planning for future years. All activities will be evaluated as a matter of course and the results presented to the senior leadership team and interested outside agencies. The results should also contribute to the institution's broader self evaluation processes. The school/college would also disseminate and celebrate its good practice in entrepreneurship education activities with outside organisations. This allows for networking and reflection.

We know that effective entrepreneurial learning needs to take place in an environment which supports risk, which encourages students to believe in themselves and allows them to experiment. Constructing and creating this environment cannot be left to chance and this is where the Quality Framework came into its own. It was also clear that it had to be designed to follow a cyclical quality management process encompassing Vision, Planning, Delivery and Review. The educational cycle starts with developing a vision, moves into planning and strategic decision making, before delivering the learning and, finally, evaluating and assessing the outcomes. The document breaks these concepts down into 35 tasks (see Appendices) to assist the review process plus a range of teacher support resources. These include an activities audit log, and pro forma for developing a case study framework and for producing institutional action plans. The overall approach allows for a school or college to undertake a threefold process of a) creating a record of the existing provision, b) identifying any apparent gaps in the coverage and c) developing an action plan to address future developments. Beyond this the Framework is capable of exerting influence, both as a tool for improving the quality of professional development opportunities and as a catalyst for engendering positive changes to the culture of our schools.

10 Key concepts for effective enterprise education delivery

		Yes	Work in progress	No
	Ideas			
1.	Has the school created a policy for enterprise education which encompasses the school's vision for future development as an entitlement for all pupils?			
2.	Is the school's vision for enterprise education communicated to all pupils, staff and the wider community?			
3	Has the school undertaken a systematic audit of enterprise education activities at any point during the last two years?			
	Planning			
4.	Does the school have an enterprise education coordinator who operates with the full support of the senior management team?			
5.	Does the school allocate specific resources to encourage and support enterprise education activity?			
	Enterprise Activity and Capability			
6.	Do the school's enterprise education activities include attention to moral and ethical issues?			
7.	Do the Enterprise education activities develop a full range of enterprise capabilities ?			
8.	Does the school ensure that pupil centred, activity-based learning is at the heart of its enterprise education portfolio, extending across the full range of subject areas and supported by external partners where appropriate?			
	Evaluation			
9.	Is pupil enterprise learning regularly recorded, assessed and reviewed ?			
10.	Are all enterprise education activities evaluated as a matter of course, and results shared with a wide audience			

National Standard for Enterprise Education in Schools

	Questions	Descriptions
1 The school/college has created a policy for enterprise education which encompasses the school/college's vision for future development as an entitlement for all pupils/students	1a) Examples of School definitions of enterprise education	<i>Communication, debate and dialogue with staff (through meetings, CPD, newsletters, e-mails etc.) is an important process in developing a shared understanding of what enterprise education means for your school/college.</i> <i>The definition agreed should be compatible with significant external views e.g., local enterprise initiatives, Dept for Education</i>
	1b) Examples of Enterprise education been established as a clear and defined entitlement for all pupils/students?	<i>This could be established through a range of strategies and procedures e.g., relevant extract from the School Evaluation Form, an agreed list of annual activities, specific timetabling, use of a pupil/student diary, a school/college schedule, etc</i>
	1c) Examples of School enterprise education policy documents	<i>Reference to enterprise education might appear through explicit references in a number of curriculum policies. There may also be a separate enterprise policy</i>
	1d) Examples of Enterprise education activity featured as part of the school development plan	<i>There should be explicit reference to enterprise education, clearly identifying this within the plan.</i>
	1e) Examples of Enterprise education activity being structured to encourage equal opportunities/inclusion/ an inclusive approach?	<i>Enterprise education offers rich opportunities to encourage equal opportunities. It can provide positive contributions towards meeting the equal opportunities policies in the school/college.</i>
2 The school/college's vision for enterprise education is communicated to all pupils/students, staff and the wider community	2a) Examples of How enterprise is introduced to pupils/students and, where appropriate, discussed with them well before activities take place?	<i>It is important to ensure that pupils/students are made aware of why they are involved in enterprise activities, and of the intended learning outcomes and longer-term benefits of developing enterprise capabilities. They should be involved in discussion about this work – ('Student Voice')</i>
	2b) Examples of How the leadership team ensure that there is a clear process for communicating planning decisions on enterprise learning to staff throughout the institution?	<i>There should be specific channels for communicating with staff about enterprise education, e.g., through staff meetings, notices, minutes of formal meetings, staff newsletters, staff development events, etc.</i>
	2c) Examples of How pupils/students are fully briefed before their enterprise education activities and are made aware of the aims and objectives of particular programmes	<i>All enterprise education activities should be preceded by a structured briefing in which the purposes of the activity are explained, and the intended learning outcomes are defined. This also should reinforce the longer-term benefits of developing enterprise capabilities</i>
	2d) Examples of -How the leadership team ensure that the school's vision and purpose for enterprise education is fully explained to external partners and/or parents, whenever they are involved in such activities	<i>It would be useful to have readily available, clear and concise explanations of the school's/college's vision and purpose for enterprise education. This could be drawn from</i>

		<i>policy documents and school/college plans.</i>
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	Questions	Descriptions
3 The school/college has undertaken a systematic audit of enterprise education activities at some point during the last two years	3a) Examples of Enterprise education activity audit documents	<i>A thorough audit is an essential precursor to effective planning. A clear understanding of current provision throughout the institution will help in making decisions about future development.</i> <i>Evidence has shown that schools/colleges often underestimate how much work they already do which is relevant to enterprise education.</i>
4 The school/college has an enterprise education coordinator who operates with the full support of the senior management team	4a) Examples of Enterprise education co-ordinator job descriptions	<i>The coordinator should be clearly identified and known in this role throughout the school/college. There should be a specific job description and objectives for the post. Co-ordination includes cross-phase working (between Key Stages, and in transition from primary/secondary/FE)</i> <i>The post holder should have appropriate authority and support from the senior management team to operate effectively</i>

	Questions	Descriptions
5 The school/college allocates specific resources to encourage and support enterprise education activity and all necessary legal and safety issues are fully addressed	5a) Examples of Formal commitments being made by the leadership team to support and resource appropriate staff development for enterprise education?	<i>There should be records of the commitment of resources e. g. in meeting minutes, management records, leadership team records, etc. There should be a specific identified budget for enterprise education which is available to the enterprise education coordinator</i>
	5b) Examples of How school identified time from the normal curriculum for enterprise education activities to take place	<i>Time for enterprise education should be identified in the timetable. This can include time identified within the 'normal' curriculum, in any subject area(s), and also opportunities created through collapsing the timetable, operating 'themed' sessions etc E.g., student enterprise clubs, after school enrichment clubs</i>
	5c) Examples of How the school/college co-operate with external agencies, including businesses to deliver the enterprise education curriculum	<i>Enterprise education should capitalise on the school's/college's existing links with a wide range of external partners, including parents, and also play a leading part in developing relationships with new contacts, and extending the range and value of contributions from external partners.</i> <i>Enterprise education should operate as an integral part of work-related learning and within the broader context of economic well-being</i>
	5d) Examples of	<i>There should be a specific budget identified for enterprise. Other types</i>

	How the school supports enterprise education activity through the allocation and tracking of specific resources	<p><i>of resources to support enterprise education can include staff responsibility allowances, staff time allocations, physical resources, allocations of small sums for pupils/students to use for enterprise activities etc.</i></p> <p><i>Schools/colleges can also seek external sponsorship to support enterprise education.</i></p>
	<p>5e) Examples of</p> <p>How the school addresses current legislation regarding health and safety, public liability insurance and child protection in preparing for and implementing enterprise education activity</p>	<p><i>School/college and Local Authority policies for health and safety, insurance and child protection must be consulted and complied with in the development and implementation of enterprise education. Key documents and information should be made available to the enterprise education coordinator and other staff involved</i></p>
<p>6</p> <p>The school/college's enterprise education activities include attention to moral and ethical issues</p>	<p>6a) Examples of</p> <p>How are pupils/students required to consider the moral and ethical issues associated with all of their enterprise education activities?</p>	<p><i>The importance of moral and ethical issues should be emphasised from the beginning in enterprise education. Pupils/students should be encouraged to consider and reflect on moral and ethical issues in any enterprise activity they undertake.</i></p>

	Questions	Descriptions
<p>7</p> <p>The enterprise education activities develop a full range of enterprise capabilities</p>	<p>7a) Examples of</p> <p>How pupils/students are required to make choices in their enterprise education activities</p>	<p><i>Enterprise education should aim to develop a range of enterprise capabilities in pupils/students. Staff should be clear about which capabilities a given activity is designed to encourage and should make pupils/students aware of these.</i></p> <p><i>An individual activity may not offer opportunities for pupils/students to practice the full range of enterprise capabilities, but the school's/college's overall provision should offer full coverage as part of the pupils'/students' entitlement to enterprise education</i></p>
	<p>7b) Examples of:</p> <p>Enterprise education activities which require pupils/students to apply decision-making skills?</p>	
	<p>7c) Examples of:</p>	

	Enterprise education activities which require pupils/students to apply problem-solving skills	
	7d) Examples of Enterprise education activities which require pupils/students to work as part of a team	
	7e) Examples of Enterprise education activities which allow pupil/student involvement in 'supported' risk-taking and incorporate the possibility of failure	Enterprise involves an element of risk, and the possibility of failure. Having the confidence to take risks, developing the judgement to assess risks, and recovering from failure are all important aspects of enterprise learning
	7f) Examples of Enterprise education programmes which provide opportunities for pupils/students to learn about personal finance and develop their financial capability	<i>Enterprise education offers excellent contexts for learning about personal finance and developing financial capability. This can be through simulated financial activities, but learning can be enhanced where pupils/students are given real responsibility for handling money and finance.</i>
	7g) Examples of Enterprise education activities related to the development of communication, numeracy and ICT skills?	<i>Enterprise education provides excellent opportunities for pupils/students to develop and practice these transferable key skills, and personal, learning and thinking skills. Briefing and debriefing of enterprise activities should help pupils/students to appreciate the value of this learning.</i>
	7h) Examples of Enterprise education provision which helps pupils/students to understand how goods and services are produced and provided, including: <ul style="list-style-type: none"> - Designing a product/service - Producing/delivering it - Looking at costs and deciding on pricing - Advertising or promoting their work - Carrying out market research in some form - Reviewing their success - Identifying opportunities for product/service improvement and development 	<i>Whilst some activities may not allow opportunities for pupils/students to experience all aspects of the production cycle, the school/college's overall provision should offer full coverage as part of the pupils'/students' entitlement to enterprise education.</i>
8 The school/college ensures that pupil/student centred, activity-based learning is	8a) Examples of Enterprise education activities which are adequately varied to allow for the preferred learning styles of different pupils/students	<i>Enterprise education offers excellent opportunities for pupils/students to experience different learning styles. It provides an ideal context for pupil/student-centred</i>

<p>at the heart of its enterprise education portfolio, extending across the full range of subject areas and supported by external partners where appropriate</p>		<p>learning, and for them to share tasks and use skills of different types (e.g., visual, auditory, kinaesthetic)</p>
	<p>8b) Examples of Enterprise education activities which involve input from the local community</p>	<p><i>Enterprise education is enriched by the involvement of external partners and contacts from the local community. In addition to the specific knowledge, skills and experience they bring, they also provide valuable opportunities for pupils/students to interact with, and communicate with other adults</i></p> <p><i>Enterprise education can make an important contribution to community cohesion</i></p>

	Questions	Descriptions
<p>9 Pupil/student enterprise learning is regularly reviewed, assessed and recorded</p>	<p>9a) Examples of Identified set of key knowledge, understanding and skills for enterprise education which can form a focus for assessment and evaluation</p>	<p><i>Clear identification of the knowledge, understanding and skills to be developed through enterprise education is essential in order to plan how learning will be assessed, and activities will be evaluated. The approach should take account of Assessment for Learning (AfL)</i></p>
	<p>9b) Examples of Education programmes which include assessment of enterprise learning by staff</p>	<p><i>There should be contact time in which teachers/lecturers can observe pupils/students at work and discuss progress with them. A range of assessment methods can be used e.g., feedback from pupils/students, 'before and after' surveys of pupil/student perceptions and understanding, presentations etc</i></p>
	<p>9c) Examples of Enterprise education programmes which include assessment of enterprise learning by the pupils/students?</p>	<p><i>Pupils/students should be actively involved in the assessment of their own work in enterprise education and in peer assessment of each other's work. They should learn that their own assessments and opinions are both important and valid in enterprise education.</i></p>
	<p>9d) Examples of Pupil/student records, portfolios or progress files which refer to enterprise education learning outcomes</p>	<p><i>There should be specific mechanisms, systems or documents for pupils/students to record their enterprise education experience and learning. There should be specific opportunities for pupils/students to review these records, with each other and with staff as new records are added, so that progress can be identified.</i></p>
<p>10 All enterprise education activities are evaluated as a matter of course, and</p>	<p>10a) Examples of Enterprise education activities evaluation frameworks</p>	<p><i>Evaluation should consider all aspects of enterprise education activity, including practical and logistical issues as well as teaching and learning. Evaluation may be through use of common evaluation frameworks and processes.</i></p>

results shared with a wide audience		
	10b) Examples of Enterprise education evaluation reporting documents	<i>Evaluation should be used to inform the school/college development plan. It should be the basis for decision making about future enterprise education activities, actions and priorities.</i>
	10c) Examples of Enterprise education evaluation evidence providing a specific contribution to the school's self-evaluation process	<i>Enterprise education forms an important part of the education provision within a school/college, both in its own right and as part of work-related learning. It can be a focus for attention in school/college inspection. Well structured evaluation of enterprise education in the school can make a valuable contribution to the Self-evaluation framework (SEF).</i>
	10d) Examples of How schools disseminate and celebrate good practice in enterprise education activities with outside organisations	<i>Enterprise education creates opportunities to develop work beyond the school/college boundaries and engage with partners in the local community. Part of the value of enterprise education is found in the way activities are reported, shared and celebrated with the local community and beyond.</i>

AN AUDIT OF CURRICULUM ELEMENTS AND ACTIVITIES

	Activity or element	Tick if activity takes place	Description of specific activity: what, when, how, and where	# of students/students involved	Year Group
1	Challenge Activity Enterprise challenges or problems set for pupils/students, sometimes sponsored by external organisations				
2	Community Enterprise Activity An enterprise activity which engages pupils/students in planning and providing a product or service in or for the local community				
3	External Mentors Involvement of guests/visitors from business or community organisations specifically to act as mentors/advisers/consultants for learning activities based on individual or small group work				
4	Enterprise Theme Day Extended sessions (usually 'off timetable'), involving whole year or whole school/college groups engaging in a range of enterprise education activities				
5	Links with commercial organisations, the support they offer and their input into curriculum development Examples might be: Development of curriculum activity drawing on information, processes and procedures collected through direct contact with specific local/regional companies Contact between teachers/lecturers and company staff as part of the development process The school/college may also use business <u>Case Studies</u> to raise student/student awareness of the world of work				
6	Mini-enterprise activity, income generation activity and entrepreneurship groups/clubs Pupils/students actively engage in planning, producing/providing and selling a product or service. This would include a commercial dimension (e.g., costs, expenditure, income, profit and loss) Opportunities for interested pupils/students (possibly outside normal timetable) to generate, explore and develop business ideas and proposals, probably based on some form of <u>mini-enterprise</u>				
7	Visits from representatives from the world of work Learning about work through input from a visitor e.g. presentation, demonstration, display, witness session. The focus could include the activity/processes of the organisation, its skill requirements and employment issues Specific activity focusing on the experience of an 'entrepreneur', probably including a presentation, display, witness session with the visitor. The entrepreneur can be someone who has set up and run a small business or a social enterprise				
8	Visits to commercial premises or business locations Learning activity based on visits by groups of pupils/students to companies of various types, e.g., to meet company staff, observe roles, activities and processes within the organisation				
9	Other visits Activities based on organised pupil/students visits to other locations offering specific learning opportunities which have a clear enterprise education context or link				
10	Personal finance education (PFE) Evidence of a range of PFE activities relevant to different key stages				
11	Other examples of school enterprise activity Activities relating to an aspect of 'enterprising curriculum' not listed above				

	Key Stage 4 and 5 only				
12	Work Experience Extended period of time (i.e., several days) in which individual pupils/students follow a structured programme working in a local company/organisation outside their own school/college which contributes to their enterprise education				
13	Pupil/student part-time work School/college activities which draw on pupils'/students' own experience of part-time employment				
	Staff CPD	Tick if activity takes place	Description of specific activity: what, when, how and where	# of students involved	Subject area
CPD1	In-house enterprise education CPD Staff development activities linked to enterprise education which have taken place on the school or college premises				
CPD2	Off-site enterprise CPD Staff have the opportunity to attend training sessions on enterprise education away from the school/college, provided by external organisations.				
CPD3	Teacher/lecturer placement Structured professional development programme during which staff investigate and evaluate enterprising teaching and learning potential within a specific company/organisation. Outcomes can include increased awareness of business and employment, as well as ideas for curriculum development				
	Enter Totals				

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