



Enterprise Skills

Teachability, Measurability, and Next Steps

a review of the evidence

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LKMco is an education and youth ‘think and action’ tank. We work across the education, youth and policy sectors. We help organisations develop and evaluate projects for young people and carry out academic and policy research and campaigning about the issues that experience tells us matter. Visit lkmco.org to find out more.



Enabling Enterprise is an award-winning not-for-profit social enterprise, set up by a team of teachers in 2009. Its mission is to equip young people with the skills, experiences and aspirations they need to succeed in life. Enabling Enterprise works in partnership with businesses to bring the world of work into the classroom through a combination of lesson-time projects, challenge days and trips to our business supporters. It works with children and young people from the age of 4 through to 18, in primary and secondary schools across the country. Visit enablingenterprise.org to find out more.



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Foreword

Enterprise education is not a new concept. However, this report makes clear that it is not fulfilling its potential – and as a result millions of children and young people are not building the critical skills they need to be successful in school and the rest of their lives.

Enabling Enterprise was set up by myself and a team of teachers in 2009, having seen for ourselves that our students seemed to lack vital interpersonal, communication, problem-solving and self-management skills. Over the last seven years we've grown from a handful of classrooms to working with over 85,000 students in 275 schools this year alone – in partnership with over 120 employers.

We've found that enterprise education can be a confusing space, with varying definitions, language and scope – from building key skills, to setting up businesses, to financial literacy. We've also found that some shifts in how we think about enterprise skills can be key to really unlocking the potential of enterprise education – and the children and young people we work with.

We commissioned this report from LKMco to help challenge and develop this thinking further. Firstly, to bring together the context of what enterprise education could offer and

where the stumbling blocks are at the moment. Then, to test and validate some of the underpinning principles to the work that we do at Enabling Enterprise which goes beyond standard practice to:

- **Keep it simple:** By primarily focusing on building a core set of enterprise skills covering self-management, communication, problem-solving, and interpersonal skills.
- **Start young and keep going:** By working with children from the age of 3, right through to 18 year-olds.
- **Measure it:** By assessing enterprise skills against age-related expectations using our Skills Builder framework and assessment tools.
- **Pitch it right:** By making dedicated time available just for building the enterprise skills in a focused, deliberate manner.
- **Keep practicing:** By reinforcing those skills through practice elsewhere in the curriculum.
- **Bring it to life:** By making explicit links to the world of work and wider experiences, and how the enterprise skills can be useful there.

The work that the LKMco team have done here has helped to ground these principles into the wider research and academic context, as well as exploring how they have been applied in five different schools. We hope that they are principles that will be more broadly taken up.

It has also highlighted that there is a lot more work to be done, which should act as a call to action for all of us working to equip children and young people with the enterprise skills for success in school and beyond. These will drive the next stage of our work:

- To build a coalition around a shared language and common set of standards for the enterprise skills.
- To continue to develop the Skills Builder assessment tools and carry out further research on activities that are most effective.
- To support more schools to apply the six principles in their settings.
- To provide guidance and tools for teachers to build their confidence in building these skills.

We've come a long way in the last eight years. This report helps to illuminate the next steps to ensure that one day, all students build the enterprise skills to succeed.



Tom Ravenscroft

Founder & CEO, Enabling Enterprise



Introduction

Teachers and policymakers have long seen enterprise education as a means of helping young people develop and demonstrate skills that can help them succeed throughout their lives. As a result, enterprise education in England has received considerable amounts of public funding and attention. Yet the implementation of enterprise education remains patchy due to a combination of systemic and logistical challenges facing schools.

Enabling Enterprise is a social enterprise whose mission is to equip young people with the skills, experiences and aspirations they need to succeed in life. Enabling Enterprise commissioned LKMco to research and write this report, in order to explore three key questions about enterprise education:

1. Should enterprise be treated as a core part of young people's education?
2. Can progress in enterprise skills be meaningfully assessed and tracked?
3. Is there an enterprise 'skills gap' among young people?

This report answers these questions by reviewing current and previous evidence about enterprise education and its impact on young people. In addition, it draws on a roundtable of experts co-hosted by LKMco and Enabling Enterprise in January 2017 and a series of five case studies undertaken by LKMco in primary and secondary schools around the country.

Should enterprise be treated as a core part of young people's education?

While there is limited evidence exploring the impact of enterprise education on pupil outcomes, there is evidence suggesting that a focus on specific enterprise skills (such as communication, for example) can have a positive impact on young people. The experts and schools we spoke to believe passionately that enterprise skills are valuable in their own right, and that they have positive 'spill over' effects in other areas of young people's lives, including their academic performance and career prospects. Consequently, they feel strongly that building enterprise skills should form a core part of young people's education.

Can progress in enterprise skills be meaningfully assessed and tracked?

There is evidence to suggest that progress in some enterprise skills can be assessed and tracked, although doing so is challenging. The schools we spoke to talked in particular about how Enabling Enterprise's Skills Builder has helped both teachers and pupils develop a clear and shared understanding about the skills being targeted, and provided a useful platform from which to inform future teaching and learning.

Is there an enterprise 'skills gap' among young people?

There is a dearth of evidence exploring whether a specific *enterprise* skills gap exists between young people from more and less affluent backgrounds. However, the roundtable participants and teachers we spoke to believe there is a considerable gap, and said it is imperative schools actively seek to close it. Furthermore, there is a sizeable body of evidence showing poorer children and young people tend to demonstrate lower levels of aptitude in skills enterprise education seeks to develop, such as communication, confidence and pro-social behaviour when they enter school. If unaddressed these gaps remain evident throughout schooling.

What are the ways forward?

Where delivered effectively, teachers feel enterprise education can present young people with an unrivalled set of opportunities to make links between what they learn in school, and the wider world around them. They argue that it has huge potential to level the playing field and help young people from all backgrounds flourish.

In addition to reviewing existing evidence on enterprise education, this report outlines

some of the work Enabling Enterprise has undertaken to re-characterise the enterprise skills, invest in assessing them, and close the gap in enterprise skills between pupils from more and less affluent backgrounds.

To further build on this work our recommendations highlight the need for policymakers, external enterprise education providers, and practitioners to:

- Build consensus around the language of enterprise skills, bringing greater coherence to work taking place across the education sector.
- Promote ways of assessing enterprise skills that provides useful feedback for pupils and their teachers, helping young people's ability and confidence in these skills grow.
- Develop a rigorous evidence base exploring how these skills vary by children and young people's backgrounds, and what works in closing any gaps that appear.



1

Enterprise education in context

1.1 What is enterprise education?

Broadly conceived, enterprise education seeks to give young people skills and knowledge that will help them succeed in life. It has been defined in multiple ways, with some definitions focusing more on the development of business and financial awareness, and others on broader skills development. This has led to some confusion about what enterprise education means in practice. This highlights the need for a shared understanding and common language with which to describe it.

1.1.1 Defining enterprise education

Enterprise education seeks to give young people skills and tools that will help them succeed in life after school, whatever they do (Lackéus, 2015; Enabling Enterprise, 2015a; Young, 2014). However, the term ‘enterprise education’ has been used in multiple ways and there is no single, agreed definition (Bacigalupo et al., 2016). For some, enterprise education refers to formal teaching and learning of specific content or outcomes, while for others it is more informal and open-ended (Edwards and Muir, 2012; Hytti and O’Gorman, 2004). Young (2014) provides a broad definition, suggesting enterprise education is about young people developing *“a positive outlook, an ability to see the glass as half full rather than half empty.”*

Enabling Enterprise is a social enterprise *“working to ensure that one day, all students leave school equipped with the enterprise skills, experiences of the world of work and aspirations to succeed”* (Enabling Enterprise, 2017). It believes enterprise skills should be seen as akin to those of literacy and numeracy (and given attention in school accordingly) because they share the same characteristics: they are transferable into other contexts, unlock learning across the curriculum, and are useful throughout life.

Davies (2002) outlines four key ways enterprise education helps young people develop. He suggests it can develop:

1. Knowledge and understanding of key concepts about organisations, risk, and change;
2. Skills such as the ability to make informed decisions, manage risk, and make presentations;
3. Attitudes, including self-reliance, open-mindedness, and pragmatism, and;
4. Qualities, such as adaptability, perseverance, determination, creativeness and flexibility.

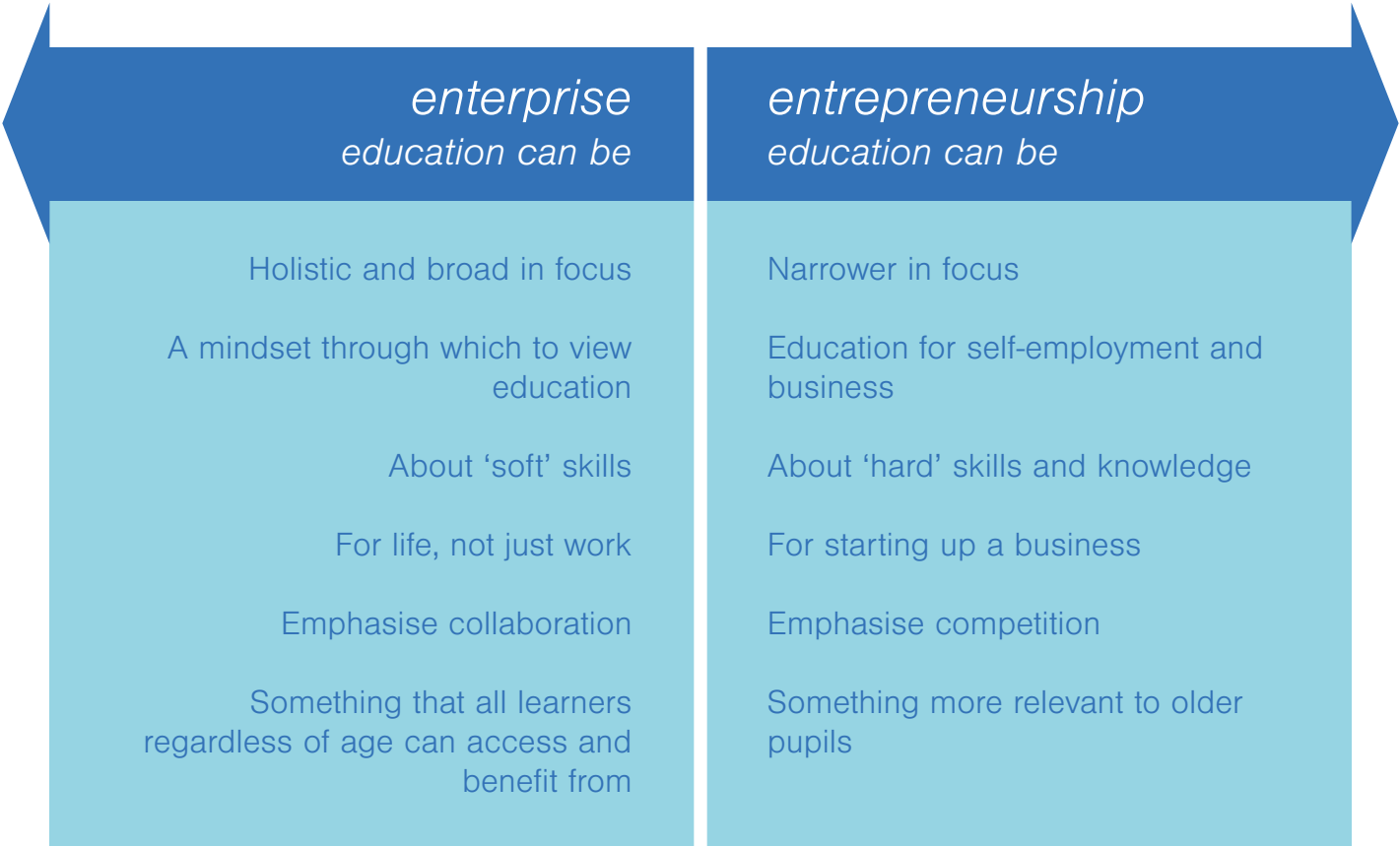
i) The relationship between ‘enterprise’ and ‘entrepreneurship’ skills and knowledge

Enterprise education is sometimes seen as overlapping (and is sometimes used interchangeably as a term) with ‘entrepreneurship education’ (Jones and Iredale, 2010). The difference, in a nutshell, is one of scope. Entrepreneurship education focuses on the

skills and attributes needed to become an entrepreneur, while enterprise education is wider and includes skills, behaviours and attributes that pupils will need in life, regardless of their future career path (ibid; Eurydice, 2016).

Being enterprising is, of course, a precursor to entrepreneurship, although delegates at our roundtable (co-hosted by LKMco and Enabling Enterprise in January 2017) stressed that enterprise skills are important irrespective of whether young people go on to start a business. One participant argued that educators should seek *“to build enterprise skills regardless of whether entrepreneurship is the product of it.”*

These differences and similarities are illustrated in Coiffait et al.’s ‘definition spectrum’ (2012), although the authors acknowledge that many interpretations sit somewhere between the two.



We visited five schools around the country that are involved in the Enabling Enterprise programme, and spoke to them about why they value enterprise education. The schools all emphasised their belief that the skills pupils learn through enterprise education would help them in their education and later in life, while none said enterprise education in their setting was explicitly focused on helping pupils start their own businesses.

While the lines between ‘enterprise’ and ‘entrepreneurship’ can be blurry, several roundtable participants said it is counterproductive to get too bogged down by these terms. The distinction only matters insofar as it affects what a teacher or an institution actually *does*:

“

It's a discussion for us, rather than the people who are on the receiving end of it. They don't really often know whether it's enterprise or entrepreneurship, and care even less. ... Take a definition you can broadly agree with, and live with it, and then do what you need to do at an institutional level.

”

Joan Lockyer

*Assistant Director, International Centre for
Transformational Entrepreneurship, University of Coventry*

However, Kelwyn Looi, (Special Projects at Pearson), warned that, “*the most reductive form of output when it comes to enterprise education is unfortunately starting a business.*” Blurring enterprise and entrepreneurship education might therefore run the risk of reducing enterprise education’s scope to simply ‘starting a business’.

ii) Developing skills for employment and life

One of the distinctive features of enterprise education is its focus on young people’s future potential in the workforce, and much of the UK literature and policy relating to enterprise education emphasises its relevance to pupils’ future careers. This literature argues that pupils develop their ability to make positive and successful contributions as employees and employers as a result of the skills they learn in enterprise education (Ofsted, 2016, 2011, 2005; QAA, 2012; McLarty et al. 2010). Both the Department for Education (DfE) (McLarty, 2010) and Ofsted (2016; 2011; 2005) suggest enterprise education should include a clear focus on economic and business knowledge and understanding, alongside the development of ‘enterprise capabilities’ such as teamwork, problem solving and organisation.

On the other hand, roundtable participants emphasised that enterprise education’s relevance should not only be emphasised in relation to employment. They argued that enterprise education is as much about developing young people’s ‘life skills’ as about enhancing their employability. One delegate, though, pointed out that these two are closely related:

“

I don't think you can split life skills and employability into two. They're not separate; they're naturally going to interweave.

”

Linsey Cole

*Head of Entrepreneurship and Innovation Institute,
London South Bank University*

The teachers and young people we met shared this view, arguing that enterprise skills such as creativity, positivity and teamwork are fundamentally important, a pre-requisite both for opening up possible career avenues, and for living a fulfilled life.

For Bernie Leighton, a teacher at Longlands Primary School in Sidcup, enterprise education is about children *“growing more independent, to be ready to take [their] part in the wider world as adults.”* Her colleague, class teacher Matt Ferguson, agreed. According to Matt, enterprise skills such as sharing ideas, positivity, aiming high, and listening are:

“

... all the things we want [children] to leave primary and secondary school being able to do. They are the core life skills. We want them to achieve their education, but actually we want a well-rounded next generation.

”

Matt Ferguson

Longlands Primary School

Pupils shared the view that enterprise skills will *“help us in our future”* and emphasised these skills’ importance not just for employability but life in general:

“

Enterprise gives you skills you can use in general life, like social skills, or working together in a team. Some people, they’re not very confident in teams, and they might always want everything to be their idea, but if you learn [these skills] now then, when you’re older, it won’t be that much of a problem.

”

Year 6 pupil

Kingsbury Green Primary School

iii) Developing skills for employment and life

A challenge for enterprise education is identifying the skills, knowledge and behaviours that should ‘count’. At our roundtable, Brian Jones, Senior Lecturer at Leeds Business School (part of Leeds Beckett University), suggested enterprise education is about developing skills such as creativity, adaptability, resilience, teamwork, and communication. However, there are considerable grounds for seeing these skills as non-generic since they can have distinct subject and discipline-specific meanings (Christodoulou, 2016; Crehan, 2016). As Jamie Kerr, Head of Entrepreneurship and Tech Policy at the Institute of Directors, explained, *“engineers have a slightly different idea of what communication is ... to people working in professional services companies ... so it is a perennial problem”*. Defining broad skills can therefore be difficult and problematic. This has important ramifications for teachers and young people since it is not always clear what different skills look like in different contexts. Yet developing a common understanding is important because, as one roundtable participant put it, young people *“recognise the skills that*

they're developing.”

While a hard and fast definition remains contested, a shared understanding of the term ‘enterprise education’ and its associated skills are needed since:

- It gives teachers and young people clarity about what it is they are working towards, a point emphasised by all five of the schools we visited;
- It can help young people more effectively articulate their skills and talents. One of our roundtable participants explained some young people struggle to do this, simply because they are not in the habit of doing so;
- It helps link together the experiences young people have throughout their education, a point emphasised both by the schools we visited and roundtable participants, and;
- A lack of a commonly agreed upon definition of ‘enterprise’ can be a self-perpetuating problem, leading to an ever-increasing number of interpretations as schools and employers create their own.

1.1.2 Teaching enterprise education

The literature outlines three main ways to develop enterprise education (Lackéus, 2015; Jones and Iredale, 2010; Davies, 2002), though these approaches may overlap:

1. **Teaching ‘about’ enterprise:** developing pupils’ knowledge and understanding of issues such as how businesses work, risk, finance, and economics. These topics may be covered as part of regular subject teaching;
2. **Teaching ‘for’ enterprise:** increasing engagement with and interest in enterprise, as well as young people’s ability and willingness to start or support enterprises, and;
3. **Teaching ‘through’ enterprise:** a more active learning process (either in school or beyond) that helps young people develop an enterprise skills set by giving them experience of the wider world.

Roundtable participants emphasised that, when teaching enterprise education, it is helpful for practitioners to think of it both as a set of **processes** and a set of **outcomes** that help prepare young people for later life. As Brian Jones put it:



Enterprise education is about equipping people with the skills that can see them through their life, in terms of the changing jobs market, and help them to adapt and cope with changing circumstances.



Brian Jones

Senior Lecturer, Leeds Business School, Leeds Beckett University

1.1.3 Ways forward

Recognising the need for clarity concerning the aims of enterprise education, and the skills that should underpin it, Enabling Enterprise sets out eight key skills that combine “*what employers were looking for and the skills that had been shown to unlock learning*” (ibid.). We adopt Enabling Enterprise’s definition of enterprise for this report.

These eight skills are:

<i>Listening</i>	<i>Presenting</i>
Students’ ability to listen and understand information.	Students’ ability to present to others in order to share ideas.
<i>Problem-solving</i>	<i>Creativity</i>
Students’ ability to approach challenges and situations where the answer is not immediately clear.	Students’ capacity to think creatively and develop new ideas.
<i>Teamwork</i>	<i>Leadership</i>
Students’ confidence and effectiveness working as part of a team.	Students’ ability to lead others.
<i>Aiming high</i>	<i>Staying positive</i>
Students having high aspirations for themselves and being able to work towards achieving those.	Students’ resilience and ability to overcome setbacks.

Alongside these eight skills sit six principles. These underpin Enabling Enterprise's programmes, and support practitioners as they work with pupils to develop the eight skills teaching 'about', 'for' and 'through' enterprise. The principles are:

1. <i>Keep it simple</i>	Be clear on what you are trying to achieve.
2. <i>Measure it</i>	Assess skills and track progress along the way.
3. <i>Start early and keep going</i>	Build strengths throughout education.
4. <i>Pitch it right</i>	Keep students working in their stretch zone.
5. <i>Keep practising</i>	Reinforce achievement skills across school life.
6. <i>Bring it to life</i>	Make it relevant with real-world links.

1.2 What is the rationale for enterprise education?

The overarching rationale for enterprise education is that it will better prepare young people for their future lives, and ensure they can more adequately meet employers' needs. In the process, some argue enterprise education may help make learning more engaging, bolster social mobility, and help young people face the challenges presented by the 21st century.

1.2.1 Youth unemployment and job instability

Ensuring the young workforce is well equipped is important because, excluding those in full-time education, 365,000 young people aged between 16 and 24 were unemployed between December 2016 and February 2017 (McGuinness, 2017). This represents 10.9% of 16 to 24 years olds in the country (ibid.). The proportion of the youth labour force that is unemployed in the UK slightly above the average for OECD countries (OECD, 2016). Furthermore, the Office for National Statistics (ONS) found that people working on zero-hours contracts are more likely to be young (Chandler, 2017). While around one in five people on a zero-hours contract is in full-time education (ibid.), a significant proportion are not, and cannot find permanent employment (fullfact.org, 2017).

1.2.2 Demography

1.8 billion young people aged between 10 and 24 (the largest-ever global cohort of this age group) are currently moving through the world's education systems. 89% come from emerging nations and, as Mourshed et al. (2013) argue, many struggle to bridge the gap between the worlds of education and work. In England, a rising birth rate since 2002 is leading to an increase in pupil numbers. The number of pupils attending primary school has been on the rise since 2009, and the secondary school population is expected to increase by 20% between 2015 and 2024 (APPG, 2017a).

1.2.3 A changing labour market

Successive governments have promoted enterprise education as a means of equipping young people for a changing labour market (Long and Foster, 2016; McLarty et al., 2010). According to Young (2014), all organisations but in particular the growing number of newer and smaller enterprises need an increasingly flexible and nimble workforce.

The All-Party Parliamentary Group (APPG) for Education commented in its 2017 report that *“the job market is entering a phase of rapid change”* (APPG, 2017a). Worryingly:



The world of work and the labour market is changing and the education system is not keeping pace with developments.



APPG, 2017a: 20

The investment bank Goldman Sachs believes the mechanisation and automation of many jobs will lead to a growth in ‘adaptive occupations’ that require the attributes machines lack, including flexibility, creativity and strong interpersonal skills (Strongin et al., 2016). Delegates at our roundtable agreed, and said enterprise education had the potential to help young people develop the adaptability and resilience they would need to cope with a changing labour market.

Teachers in the schools we visited also talked about the opportunities and challenges a changing labour market presents, and for some this was part of the rationale for working with Enabling Enterprise. For example, Janice Owen, the headteacher at Longlands Primary School, feels that the eight Enabling Enterprise skills:



... underpin all the sort of life skills that children are going to need in the future, particularly in an ever-changing job market. ...We’re educating children for jobs that don’t even exist yet.



Janice Owen

Longlands Primary School

1.2.4 Meeting employers' needs

The APPG for Education highlighted in May 2017 that “businesses are consistently reporting that young people are leaving the education system unprepared for the world of work” (APPG, 2017a). Therefore, whilst many young people are desperately seeking employment, employers report that they are struggling to find the skills they need amongst new entrants to the workforce. McKinsey and Company’s 2014 report, based on a survey of 5,000 young people and 2,600 employers across Europe, found that employers could not find the skills they want and need (Mourshed et al., 2014).

Skills that may be developed through enterprise education correspond well with those that employers value but feel are lacking amongst applicants. McKinsey and Company found that these skills include spoken communication, teamwork, and problem solving (Mourshed et al., 2014). Furthermore, 310 employers surveyed by CBI and Pearson in 2015 said they are concerned about a potential skills deficit in the future (CBI and Pearson, 2015), and the UK Commission for Employment and Skills (UKCES) survey of over 91,000 employers from a range of industries across the country found a sizeable proportion felt applicants for new jobs lacked personal skills including (UKCES, 2016):

- Managing their own time and prioritising tasks (47%);
- Handling customers (39%);
- Working in teams (33%), and;
- Managing their own feelings, and the feelings of others (32%).

There was, though, disagreement at our roundtable about the extent to which employers prioritise these soft skills. Jon Boys, a Senior Researcher at the Careers and Enterprise Company, argued that it is just as, or even more, important for young people to gain the academic knowledge and technical skills they need through education, since softer skills could be acquired later through a process of ‘professional socialisation’. Others believed, though, that academic and technical knowledge and skills were the focus of most qualifications whilst soft skills were what employers used to differentiate between a number of qualified candidates.

The schools we visited agreed. For example, Daniel Watson at Coopers School explained:



The enterprise education skills are skills that we know employers are looking for, and indeed they are skills that help students in the classroom and in their everyday life. Being a team player is good in every regard.



Daniel Watson
Coopers School

1.2.5 International competitiveness

Since the 1970s, successive governments both in the UK and further afield have focused attention on enterprise education in response to a perceived need to ‘keep up’ with and compete in a fast-changing global economy:



To stay in the game, we need more productive businesses and public sector organisations, more new business start-ups and more companies growing and trading globally. Enterprise education is at the heart of creating a workforce for tomorrow that will drive growth and prosperity for individuals, communities and the economy.



McLarty et al., 2010: 14

This has also been a rationale for developing enterprise education strategies (often referred to as ‘entrepreneurial’ education in other countries) in Europe (Eurydice, 2016).

1.2.6 Making connections with the future

Teachers in both the primary schools and secondary school we visited also talked about the importance of helping pupils make connections between school and their future lives, and several teachers said this had been their schools’ motivation for working with Enabling Enterprise. Deputy headteacher Reena Shah said that Kingsbury Green Primary School wanted to introduce enterprise education to help their children make “*links between school and success in the future, whatever they might want that to be.*” A teacher at another school said:



Schools tend to be very insular, inward-looking organisations, and so we encourage children to think more broadly about the wider world and the workplace, and to set the activities that they participate in [in school] in that context.



Daniel Watson
Coopers School

One pupil at Longlands Primary School said engaging in real-world learning projects had increased his confidence about his future career because “*it’s almost like you’re doing the thing in real life... it feels like you’re actually doing it, like that’s your job.*”

1.2.7 Social mobility

Government ministers have expressed the moral imperative for drawing the “*entrepreneurs and business leaders of tomorrow from all quarters of society, irrespective of birth or background*” (Gibb, 2016), and a 2017 APPG and Sutton Trust report found “*we need to become better at inspiring our youngsters to reach their full potential, especially for those who start out at a disadvantage*” (APPG, 2017b). Some see enterprise education as a means of helping poor students gain access to better life chances and employment opportunities (Young Enterprise, 2017). We explore the evidence for an enterprise skills gap in section four.

1.2.8 Making learning more enjoyable and relevant

Elsewhere commentators have suggested enterprise education can be a means of making learning more enjoyable and thus more engaging (Moberg et al., 2014; Lackéus, 2013; Johannisson, 2010).

1.2.9 Making learning more enjoyable and relevant

Several teachers we spoke to said enterprise education would help prepare young people for the 21st Century. Janice Owen at Longlands Primary School said, for instance, that enterprise education is very much a part of her school “*trying to educate children for the 21st century, to be members of society, and to contribute to society.*”

While some argue skills like communication, creativity and teamwork have always been important and are not of *particular* relevance now (Christodoulou, 2014), elsewhere there have been calls to modernise education and claims it is currently unable to meet the challenges presented by the 21st century (Hyman, 2017).

1.3 What is the current enterprise education landscape?

Enterprise education in England currently faces significant challenges. Policy in the area both in England and other jurisdictions has been beset by a lack of coherent vision and insufficient clarity about what it seeks to achieve. In recent years, the government has stressed the importance of enterprise but has shifted the onus for implementation onto other organisations (including schools).

1.3.1 A brief history of enterprise education policy

A range of policies have sought to develop and extend enterprise education provision including:

- 
- The government-commissioned Davies review of enterprise education in 2001, which found almost all schools offered work experience opportunities or other contact with businesses, but that relatively few had projects enabling pupils develop enterprise skills through activities such as setting up mini-companies. It also found *“few schoolchildren are exposed to basic concepts about finance and the economy”* (Davies, 2002).
 - An announcement by the Chancellor in 2002, prompted by the Davies review, that additional resources (rising to £60 million a year by 2005/6) would be allocated to secondary schools via direct grants *“to give every child the chance to spend, on average, five days over their school career engaging in quality enterprise activities”* (Long and Foster, 2016).
 - Approximately 700 ‘pathfinder’ schools testing approaches to enterprise education between 2003 and 2005, including the deployment of enterprise advisers in socially deprived areas.
 - Students in Key Stage 4 (KS4) receiving five days’ enterprise activity from 2005. Following its review of enterprise education in 33 pathfinder schools, Ofsted said there was no ‘blueprint’ for this, but encouraged schools to provide opportunities to learn about enterprise (including finance and business) across the curriculum, and engage with local businesses (Ofsted, 2004).
 - Ofsted’s 2005 report *Developing enterprising young people*, which built on its 2004 review and identified a need for schools to develop a clearer understanding of what enterprise education involved and to create opportunities across the curriculum and during extra-curricular activities to engage pupils (Ofsted, 2005).
 - A 2008 White Paper, *Enterprise: Unlocking the UK’s Talent*, which called for ‘a culture of enterprise’ in schools and colleges (HM Treasury, 2008).
 - A 2009 Department of Business, Skills and Innovation (BIS) report calling for universities to embed ‘enterprise skills’ into students’ daily lives in order to enhance their employability (BIS, 2009).
 - DCSF guidance documents in 2009 and 2010 that outlined ways in which schools could (and should) develop pupils’ enterprise capability, *“the ability to be innovative, to be creative, to take risks and to manage them, to have a can-do attitude and the drive to make ideas happen”* (DCSF, 2009 and 2010).
 - The Education and Employers Taskforce, which estimated in 2010 that typical secondary schools only spent half of the enterprise grant on enterprise-related activities, and that half of this went towards securing employer engagement (Coiffait et al., 2012).
 - A 2010 Labour-commissioned evaluation of enterprise education highlighting confusion about its purpose, and *“patchy”* evidence for its impact (McLarty, 2010).

1.3.2 The current landscape of enterprise education

When the coalition government entered power in 2010 it sought to outsource the provision of enterprise education. The £60 million annual enterprise grant (and £25 million originally made available to local authorities to commission education business link services) was absorbed into the Dedicated Schools Grant, and, in 2011, the government announced a package of measures to engage young people in enterprise. These measures (which are still in place) include:

- Recruiting young ‘enterprise champions’ to go into schools on a voluntary basis to talk about what they do;
- Supporting teachers through enterprise education training and development, and;
- Funding the Tenner Tycoon scheme, which gives school children £10 with which to fund a business idea and earn money (BIS, 2015).

The 2015 government also committed £20 million to provide mentors for young people at risk of underachievement (Morgan, 2016).

Other schemes available to schools include:

- **Young Enterprise**, a charity that helps pupils set up and run businesses, and learn more about money and particular industries;
- **The Personal Finance Education Group (pfeg)**, which helps schools plan and teach financial skills to pupils, and;
- **The Careers and Enterprise Company (CEC)**, a government-backed organisation whose remit is to *“help to broker relationships between employers on the one hand and schools and colleges on the other”* (DfE, 2014), offering a range of services including mentoring, and an ‘Enterprise Advisor Network’ creating links between schools and local businesses (CEC, 2016).

More broadly, the Conservative government has said enterprise forms a ‘cornerstone’ of its long-term plan for the economy (Gibb, 2016). In its proposed industrial strategy the government says that developing young people’s skills is vital for securing the economy in the future (HM Government, 2017), and proposes to: ensure a greater proportion of young people leave school with basic skills in literacy and numeracy; provide technical pathways, and; support STEM education. Education reforms have tended to focus on providing pupils with a solid knowledge base, though, rather than explicitly on skills development (Gibb, 2016).

1.4 Key challenges for enterprise education

Against this policy backdrop, engagement in enterprise education by schools is consistently shown to be patchy. Two of the most commonly delivered school-based

enterprise activities are one-day business competitions and longer-term projects in which pupils set up and run their own companies (Coiffait et al., 2012). However, many schools do little if anything to explicitly support and develop their pupils' enterprise skills (Ofsted, 2016, 2011, 2005; Eurydice, 2016; Coiffait et al., 2012). We explore, here, the reasons for this, as highlighted within the literature, and by roundtable participants and teachers.

Further afield, while the European Union has produced *Communication on Rethinking Education and New Skills Agenda for Europe*, seeking to keep enterprise education 'under the spotlight' (Bacigalupo et al., 2016), there is concern about the extent to which this has been achieved (European Commission, 2012).

1.4.1 Curriculum

England is one of only nine European countries not to have an explicit enterprise or entrepreneurship (as it is called in many European countries) strategy in education (Eurydice, 2016). Enterprise education is not part of the National Curriculum, although financial literacy – considered by some to be an element of enterprise education (Ofsted, 2016; Rae, 2010) – forms part of the statutory mathematics curriculum throughout the four Key Stages. It also features in the Citizenship curriculum at KS3 and KS4 and can be taught as part of the non-statutory programmes of study for Personal, Social, Health and Economic (PSHE) education. However, the government does not offer much guidance in this area, instead saying it is for schools to tailor PSHE to suit the needs of their pupils (DfE, 2013).

According to Ofsted, secondary schools frequently fail to build on good work that takes place in primary schools (Ofsted, 2016). The inspectorate has also expressed concern that many secondary schools do not see enterprise as a priority, leading to limited (or even zero) curriculum time being dedicated to the area. Even where schools do deliver enterprise education assessment and tracking can be unclear (ibid.).

Participants at our roundtable and the teachers we spoke to highlighted a lack of curriculum space and time pressures as major barriers. This is brought about in part because of the volume of content in the core curriculum (and particularly in English and maths at the end of primary, and core 'EBacc' subjects at the end of KS4).



The curriculum for school children is so packed with core subjects that there's very little scope for ... [schools] to build on the enterprise agenda.



Joan Lockyer

*Assistant Director, International Centre for Transformational Entrepreneurship,
University of Coventry*

In addition several teachers said they felt the revised National Curriculum and new KS2 assessments, GCSEs and A-levels emphasise academic knowledge and skills over 'soft skills'.

“

The driver at the moment is away from [developing soft skills], because the academic demands of the new curriculum are so much more challenging than they were previously.”

”

Daniel Watson
Coopers School

Daniel therefore believes there's a danger some of the softer skills might be “shoved aside”, because of the “*pressure to deliver more academic material.*” In addition, roundtable participants argued that university entrance requirements could narrow the curriculum and thus inhibit enterprise education, particularly at secondary.

“

As long as we keep saying ‘how many UCAS points do you have?’, parents will carry on pushing for exam results.

”

Joan Lockyer
Assistant Director, International Centre for Transformational Entrepreneurship,
University of Coventry

Because academic departments almost always set entrance requirements, roundtable participants argued they frequently prioritised achievement of good grades in a relatively narrow selection of subjects:

“

If you're a maths department you're going to say, ‘right, I just want a massive geek who's going to geek out about maths... Fair enough, that's absolutely fair enough. Their priority is not to look for a student who's going to be the most rounded and come in with all these interests and be a good problem solver beyond maths, etc., so they're not going to pick those students

”

Debbie Penglis
Director for Real World Learning Projects and Partnerships, School 21

Yet for Daniel Watson, and Bernie Leighton, who teaches at Longlands Primary School, this is why enterprise education is so important. They believe enterprise education is an opportunity to encourage schools to think about how they are helping pupils develop otherwise neglected skills.

1.4.2 Coherence across different areas of national policy

In May 2017 the APPG for Education published the results of its inquiry into how well schools prepare young people for the future, finding:

“

There is strong evidence from the business community that the education system is not delivering the skills they require in the sufficient quantities.

”

APPG, 2017a: 20

This situation has come about through a number of factors, including the accountability framework, a lack of resources, and high teacher workload. These inter-related factors have led to the creation of a system that, it says, “*stifles creativity and works at cross-purposes to the government’s wider education policy objectives*” (ibid.).

Ofsted (2016) and the DfE (Gibb, 2016; DCSF, 2010) have both stressed the importance of enterprise education, but have not used a single definition when talking about it. So while enterprise education has received a lot of attention and funding, it has arguably suffered from a lack of joined-up thinking from the centre.

1.4.3 Mindset

Some of our roundtable participants suggested that, like literacy, enterprise skills should be a core entitlement for all young people. Debbie Penglis said that while “*everyone agrees literacy is really important, and that means it happens in every single school*”, the same cannot be said of enterprise education. Where there is a lack of buy-in by staff, pupils and parents, enterprise education will not become embedded in teaching and learning.

This may in part be due to accountability measures, which a roundtable participant suggested can incentivise certain practices and behaviours in schools:

“

Senior management ... these days is more focused on performance tables and performance measures and what’s going to get the school up those performance tables. And unless enterprise education starts to feature in some of those measures, it’s always going to be an uphill battle for that to happen, unless you’ve got a school leadership team who want to make it happen for other reasons.

”

Adrian Murray

Sector Specialist - Business and Cross Sector, OCR

1.4.4 Inadequate links with employers

Schools' connections with local employers can be patchy, and are often dependent upon personal contacts and networks. This can mean disadvantaged pupils miss out on work experience and other opportunities if members of staff on whom these partnerships depend leave the school (Ofsted, 2016). Susie Perrett from Business in the Community argued that this could make building sustainable partnerships challenging.

In their independent evaluation of work experience for the DfE, Sims et al. (2013) suggest that geography can limit young people's ability to physically attend work placements. During our roundtable, Perrett suggested geography can also present a barrier to schools forging relationships with employers, particularly where they are located in a rural or economically deprived areas.

1.4.5 Teachers' expertise and confidence

Eurydice (2016) highlights a lack of teacher and practitioner training and expertise in enterprise education, exacerbated by a lack of clarity around what 'good' enterprise teaching looks like. Acknowledging that a lack of data makes it difficult to paint a full picture, Eurydice suggests that further continuing professional development is needed to meet practitioners' enterprise education training needs.

Roundtable participants recognised that teachers can sometimes lack confidence or expertise in teaching enterprise education, and this was also something noted in our case study schools. Katie Wood, a teacher at Morecambe Bay Primary School, and Barry Pinder, a teacher at Coopers School, said that inexperienced members of staff could find adjusting their teaching style or teaching specific enterprise skills challenging. Barry explained:



People who are inexperienced are going to find that a challenge just because they're being asked to go out of their comfort zone, do things they often haven't had enough training on, things they [may] know very little about.



Barry Pinder
Coopers School

Another challenge can be teachers' faith in how 'teachable' enterprise actually is. Tom Ravenscroft, Founder and CEO of Enabling Enterprise, explained that while teachers normally agree enterprise skills are important, *"one of the bigger barriers we find actually is getting over the idea that they can be taught."*

1.4.6 Quality assurance of enterprise providers

Susie Perrett from Business in the Community suggested at the roundtable that low barriers to entry to the schools market for new enterprise providers means there is inconsistent quality assurance of any new providers.

1.4.7 Money

Several teachers commented on a shortage of funding in their schools currently. This can put strain on the core academic curriculum, and make running additional programmes difficult.

In order to run an activity, a teacher told us one enterprise project *“ended up being a personal cost because school couldn’t reimburse it. ... I paid for it myself in the end.”* For other projects, the school relied on parents donating the necessary materials, presenting clear challenges for equity.

1.4.8 Phase

Several participants at the roundtable said they felt primary and secondary schools faced different challenges when delivering enterprise education. In particular:

- Secondary schools have bigger staff teams, meaning it can be difficult to quality assure the enterprise education taking place;
- Secondary schools employ subject specialists who may not believe enterprise is relevant to their subject;
- Because primary teachers generally work across the curriculum and with a single class, they may place greater priority on providing a holistic education for their children than subject specialist teachers at secondary.

1.5 Ways forward

At a system-level, a clearer and more coherent vision from government and central agencies including Ofsted is needed about what enterprise education is, what it seeks to achieve, and how schools might support it. This could help raise the consistency of provision in schools.

Our roundtable participants and the teachers we spoke to were clear that while the challenges facing enterprise education are large, it should form a core part of young people’s education. It is consequently important to explore solutions to some of these challenges, and we look later at some of the ways in which schools and other organisations have been approaching this.



2

Should enterprise be treated as a core part of young people's education?

Enabling Enterprise, many of our roundtable participants, and teachers we spoke to feel enterprise both can and should be treated as a core part of young people's education, because the skills it helps develop are critical to their success in school and beyond. The available literature is less clear and this stems from both a lack of clarity about what enterprise education seeks to achieve, and an absence of robust data evaluating the impact of enterprise skills on pupil outcomes.

2.1 The relationship between enterprise and academic attainment

Generally speaking there is a lack of robust evidence both in the UK and further afield concerning enterprise education's impact on pupil outcomes (Eurydice, 2016). This is partly because it is defined in multiple ways, and – as section 3 suggests – often implemented inconsistently.

Roundtable participants and the teachers we spoke to said that enterprise education should be seen as a core part of pupils' educations, and that the skills it helps young people develop supports their wider academic attainment. They argued that, while it is difficult to accurately measure the impact of any given skill on pupils' academic outcomes, practising enterprise skills (whether in isolation or as part of regular subject teaching) has positive 'spill over' effects in other areas of academic learning (as well as on broader life outcomes). For instance, Susie Perrett explained that the skills she believes enterprise education supports, (such as flexibility and resilience) would be of broader benefit to pupils in *"any academic context."*

Several teachers we spoke to echoed this. Sophie Gavalda, assistant headteacher at William Tyndale Primary School, argued the skills are *"so meaningful"* because pupils need to *"problem solve in any situation."*

Pupils themselves said the skills they learn through enterprise education are relevant in other subjects, as one pupil at Longlands Primary School explained:

“

In lessons, you'll normally use probably at least one or two [enterprise] skills, because in maths where we use problem solving to work out a sum. Literacy, sometimes you'll be sharing ideas, working in a group, and just aiming high.

”

Pupil

Longlands Primary School

Based on their belief that enterprise skills are critical for young people's development, several roundtable participants said they should be seen as a core part of schools' work.

Debbie Penglis, Director for Real World Learning Projects and Partnerships at School 21, said for example:



No one is agnostic about whether students need to be literate, and I don't think anyone should be agnostic as to whether students need to be really good at teamwork, communication and problem solving.



Debbie Penglis

Director for Real World Learning Projects and Partnerships, School 21

Yet this still raises the question of what makes students good at teamwork, communication and problem solving. There is some evidence to suggest that helping pupils develop specific enterprise skills may have a positive impact on their wider academic outcomes. For example, in relation to the skills Enabling Enterprise focuses on:

- **Sharing ideas, and listening and understanding**

There is substantial evidence that indicates rigorous dialogue and discussion that has a clear purpose and allows for the exploration of knowledge, ideas and concepts is associated with improved academic outcomes (Millard and Menzies, 2016; Resnick et al., 2015). Much of this evidence indicates that the direct impact on academic outcomes will be greatest when these skills are developed in a subject-specific context (Resnick et al., 2015). However, there is also evidence that where stand-alone 'thinking skills' interventions encourage interactive dialogue there can be positive spill over effects in other cognitive domains, including the non-verbal and quantitative (Topping and Trickey, 2007). Other evidence, though, suggests these benefits can fade over time (Claxton, 2007).

- **Aiming high, and staying positive**

Activities that develop pupils' perceptions of their own abilities and expectations of future academic success can have a positive impact on pupils' academic outcomes (Gutman and Schoon, 2013). While Gutman and Schoon note in their systematic review that there is a lack of robust evidence demonstrating a causal link between such activities and academic outcomes, they suggest that where positive effects are found they are most noticeable for low-attaining pupils (ibid.).

- **Problem solving, and being creative**

Gutman and Schoon suggest that where problem solving involves metacognitive processes (efforts to influence one's own learning behaviours), or leads to improvements in how pupils view themselves, it can yield positive academic outcomes (2013). They also suggest that while there is a lack of experimental evidence exploring the impact of creativity of outcomes over time, different types of environment can have an affect on young people's levels of creativity (ibid.).

There is significant debate around the extent to which these skills can be developed outside of subject-specific domains (see Christodoulou, 2016 and 2014). This dilemma was articulated by a pupil at Kingsbury Green Primary School, who said he was not sure whether enterprise education supports achievement in other subjects, or vice versa:



In maths, you won't be able to do that problem unless you actually are at least good at it (the subject content). Otherwise if you just know how to problem solve, you won't understand it.



Debbie Penglis

Director for Real World Learning Projects and Partnerships, School 21

2.2 The role of enterprise in providing a rounded education and supporting non-academic development

Enterprise education may ensure pupils receive a rounded experience that helps pupils develop a set of skills useful both for academic study, and their lives beyond the school gates. This was a sentiment articulated by a number of teachers and roundtable participants. Hinal Vora, a teacher at Kingsbury Green Primary School, said enterprise skills help make children more open-minded and rounded, and enables them to develop skills through activities they might not otherwise encounter.

Other teachers were confident that enterprise education helps their pupils develop skills that underpin success both academically and non-academically, such as remaining positive, aiming high, sharing ideas, and learning to work well in teams. Pupils agreed, saying Enabling Enterprise gave them the opportunity to work in groups and on projects they might not otherwise encounter.

While Gutman and Schoon's 2013 systematic review of the literature does not focus specifically on enterprise education, it finds that interventions focused on outcomes such as leadership and teamwork may have positive outcomes for young people (including on their leadership and teamwork skills). However, they emphasise that research in this area is hindered by a lack of both conceptual clarity (clearly defining the skills and characteristics being explored) and robust evidence demonstrating causal relationships between interventions and outcomes.

There is some evidence – albeit a dearth of more robust, quantitative data – exploring the impact of enterprise education on pupils' non-academic development. In their evaluation of enterprise education for the government, McLarty et al. surveyed 408 randomly selected Enterprise Coordinators working in a representative sample of secondary schools across England. The coordinators were asked what contribution they believed enterprise education (including helping pupils start and run their own enterprises in school, making

workplace visits, and in-school talks by businesses) had on pupils' development. The evaluation does not link its findings to specific enterprise interventions, referring instead to 'enterprise education' in general. However, it found the coordinators (who were likely to be personally invested in the area of enterprise education) believed it had a particularly positive impact in relation to:

- **Pupils' self-awareness** and, specifically, their self-awareness of their own enterprise capabilities.
- **Pupils' confidence, aspirations and motivation**, which the evaluators suggest is in part because enterprise education permits young people to apply and develop their existing talents and strengths.
- **An increase in positive behaviours**, including increased retention of pupils at risk of disengagement, attendance, and a reduction in negative behaviour.

Further indication of enterprise education's potential benefits for pupils' non-academic development is available from research on 'Determined to Succeed.' This was a Scottish initiative that sought to develop young people's enterprise and employability by encouraging schools to embed opportunities for learning about enterprise across the curriculum. It received £86 million in investment between 2003 and 2008. Schools were encouraged to adopt 'Determined to Succeed'-friendly behaviours and mindsets, and many reviewed their curricula (although it is not clear what practical implications this had for pupils). They also developed new relationships with local partners including employers. An evaluation of the project based on survey data found teachers, parents and pupils all believed the initiative had a positive impact on pupils' development in a range of ways including personal effectiveness, communication and working with others (Scottish Executive, 2007). However, it is not possible to tell from the evaluation what impact specific interventions in schools had on respondents' perceptions of impact.

2.3 The role of enterprise education in building young people's awareness of the world around them

Surveys and qualitative reviews of enterprise education initiatives including attempts to incorporate 'enterprise' into the existing school curriculum have found such initiatives can have a positive impact on pupils' awareness and perceptions of enterprise, and its value to them beyond school (Eurydice, 2016; Ofsted, 2011; Scottish Executive, 2007).

Roundtable participants, teachers and pupils all spoke about how enterprise education can help young people make links between the work they are doing in school and life beyond the school gates. For instance, Sophie Gavalda at William Tyndale Primary School in Islington said a major benefit of her school working with Enabling Enterprise was getting "children really thinking about their future". Equally, Daniel Watson at Coopers School said enterprise education encourages pupils to think about what they might do after school, and this helps them set more purposeful targets.

“

Say they want to go and do hair and beauty at college, and they know that they have to learn science because they need to know the effect of the chemicals that they're handling on the skin, then that can be a great motivational driver for those students.

”

Daniel Watson
Coopers School

Pupils also said enterprise education provided them with knowledge and skills that would be relevant for their future careers, whether or not they knew what they wanted to do after leaving school.

“

[I want to be] a scientist, and Enabling Enterprise will help me with that by problem solving. So say I did something wrong, then I could go back, do it again, and then maybe I might get it right. So learning from my mistakes.

”

Pupil
Longlands Primary School

2.4 Ways forward

Teachers and roundtable participants agreed that enterprise education should form a core part of young people's schooling. They argued it has positive spill over effects on pupils' academic outcomes, develops non-academic skills including teamwork, confidence, and self-awareness, and their awareness of the wider world. However, there is an absence of more robust evidence exploring the impact it has on pupil outcomes. This would be a fruitful area for academics to research, particularly through quantitative studies, in order to assess possible causal links between enterprise education and its impact on academic and non-academic outcomes.



3

Can progress in enterprise skills meaningfully be assessed and tracked?

Assessing enterprise skills is challenging, but it can be done. Assessment of enterprise should make clear to teachers and pupils the skills that are being targeted, and help break these skills down into their constituent parts. Assessment should also be age-appropriate, so that it is suitably challenging for the young people involved, while also providing meaningful information to help inform future teaching and learning.

3.1 Approaches to assessing enterprise knowledge skills

Elements of enterprise education arguably already feature in public assessments and examinations as part of SATs, GCSE and A-level tests, with questions focusing on pupils' financial, economic or business knowledge. Of course, all tests and exams involve a degree of problem solving and creativity, but there are no public assessments that comprehensively test pupils' enterprise skills, as defined in this report (see section 1).

Draycott et al. (2011) argue that enterprise assessment should:

- Enable learners wherever possible to plot their own course and define their own targets;
- Generate outcomes that are relevant and meaningful to the learner;
- Help show where and how skills have developed, and;
- Ensure pupils' understand the rationale for the activities they participate in.

Evaluations of assessment in enterprise education in primary and secondary schools suggest that only a minority of schools have rigorous means of assessing pupils' enterprise knowledge and skills (Ofsted, 2016 and 2011; Spielhofer and Lynch, 2008). Successful schools tend to have:

- Developed clear learning outcomes they wanted pupils to achieve, often within the core academic curriculum and sometimes beyond it;
- Used courses (often externally assessed qualifications) to secure coherent programmes of study and assessment for enterprise;
- Raised teachers' awareness of the ways in which they were already teaching and assessing enterprise;
- Used external organisations to help them evaluate and develop their provision, and;
- Conducted baseline assessments of pupils' knowledge and skills against the overarching learning objectives for the programmes of study.

In contrast schools with less effective enterprise assessment:

- Have little or no mapping of enterprise provision;
- No clear sense of the learning objectives to be assessed, and;
- Asked students to complete assessments (often self-assessments) before undertaking an external enterprise activity such as work experience, but did little or nothing to revisit or review progress against these assessments.

3.1.1 External frameworks for assessing enterprise skills

A number of organisations have proposed means by which to assess and track enterprise skills. For example:

- In its Educator Standards, the Institute of Enterprise and Entrepreneurs (IOEE) (2015) sets out standards for practitioners and organisations designing models of enterprise education assessment. It outlines generic advice about planning, implementing, communicating, and reviewing assessments, and suggests there should be a clear link between the learning outcomes and assessment methods.
- Pearson's 2017 BTEC Extended Diploma in Enterprise and Entrepreneurship contains units on developing marketing campaigns, personal and business finance, survival and growth, and the principles of management. It also claims to support students' cognitive, non-cognitive, and intra and interpersonal skills (Pearson, 2015). The specification says the qualification is based on both external and internal assessments built on clear assessment objectives and criteria.
- The EntreComp Framework sets out learning outcomes for competencies it suggests support enterprise and entrepreneurship, at eight different levels of progression (Bacigalupo et al., 2016). While the authors acknowledge the manner of assessment will vary depending on students' and assessors' focus as well as needs, it provides an example of how a range of learning outcomes relating to enterprise can be broken down.

A review of enterprise qualifications aimed at KS3, KS4 and KS5 found that 47% target skills more associated with 'entrepreneurial' education, and only 22% incorporated a wider conception of personal enterprise (Draycott et al., 2011). There have consequently been calls for more flexible forms of assessment including greater use of reflective self-assessment (Draycott and Rae, 2011).

3.1.2 Forms of self- and peer-assessment

Spielhofer and Lynch (2008) suggest six predominantly pupil self-assessed means of recording and monitoring progress, using a set of 'capabilities' (that will be agreed upon by individual schools in accordance with their needs, or through collaboration and discussion with other schools or partners):

1. **An enterprise passport:** in which pupils record examples of how they have demonstrated each capability, to be signed off by a teacher or parent.
2. **A performance radar:** a visual summary of pupils' achievements recorded using an online tool.
3. **Enterprise benchmarking:** whereby pupils assess their capability each half term by scoring themselves 0 to 8 using a paper based or online review tool.
4. **A Personal Effectiveness Tool:** a teacher-created proforma for a specific (perhaps one-off) enterprise activity setting out a series of desired aims and outcomes against which a teacher assessment and pupil self-assessment can be conducted.
5. **Award schemes:** which reward pupils for demonstrating sets of capabilities at different levels.
6. **In-lesson assessments:** based around teacher-created proformas designed to support pupils' self or peer-assessment of different competencies and accomplishments, following specific lesson-based enterprise activities.

Other suggestions that could inform enterprise assessment include (Bird, 1995):

- **Student diaries**, charting their experiences and reactions to activities;
- **Observations** of pupils' behaviour;
- **Interviews** with pupils, and;
- **'Thinking aloud'** strategies in which pupils describe their thoughts and feelings about an ongoing experience 'in real time'.

According to Bird, where it is done well, self and peer-assessment can not only provide helpful indicators about pupils' accomplishments and progress, but also boost their metacognition (ibid.).

Kelwyn Looi, Special Projects at Pearson, suggested at our roundtable that enterprise assessment should adopt a 'dual track' approach, which finds a balance between external assessments such as exams, and more ongoing formative forms of evaluation.

Enabling Enterprise's Skills Builder

Enabling Enterprise's answer to the challenges of assessment is the Skills Builder, a tool intended to help teachers to measure pupils' progress in each of the eight enterprise skills outlined in section 1. The tool breaks each skill down into age-related expectations, giving concrete examples of how the skills may manifest during different activities with different year groups. Each of the primary schools we visited uses the Skills Builder.

When do schools conduct assessments?

Sophie Gavalda explained that teachers at William Tyndale Primary School conduct two assessments using the Skills Builder at the start and end of each year. Teachers assess pupils during Challenge Days (days off timetable where pupils focus exclusively on Enabling Enterprise projects), using their professional judgement to evaluate how children are progressing against age-appropriate skills descriptors.

What do schools do with the results?

Sophie uses the results from these assessments to monitor pupils' progress, and make subsequent decisions about priority areas for the school. Sophie and her colleague, Alana Doyle, believe this approach works well, and provides useful information to inform future planning.

How does the Skills Builder support pupils?

Sophie uses the results from these assessments to monitor pupils' progress, and make subsequent decisions about priority areas for the school. Sophie and her colleague, Alana Doyle, believe this approach works well, and provides useful information to inform future planning.

“

Just saying 'work in a team' to a five-year-old is a lot different to saying 'work in a team' to an eleven-year-old. They've got a very different understanding.

”

Alana Doyle

William Tyndale Primary School

Gavalda believes that younger children need skills to be further broken down, so Early Years teachers therefore focus on one skill and build up from there, whereas in Year 6 pupils can often more confidently deploy a number of the skills simultaneously. Gavalda explained that the age-related expectations in the Skills Builder help her and her colleagues with this.



We're not just saying, 'that was great teamwork', but we're explaining to the child what 'great teamwork' means, to unpick it a bit more.



Sophie Gavalda

William Tyndale Primary School

Gavalda then highlighted the importance of introducing pupils to different skills at the right time, as she feels teaching all the Enabling Enterprise skills together is “too complex”. The school therefore focuses on one key skill each week. Teachers discuss and provide feedback relating to other skills, but pay particularly close attention to the focus skill in their planning and feedback.

Teachers in other schools shared Gavalda and Doyle's views. Reena Shah at Kingsbury Green for example echoed these comments, saying the same skill will manifest differently in different year groups. 'Sharing ideas' in Year 6, for instance, may involve starting and holding conversations, possibly with strangers, and contributing in an assembly in front of an audience; whereas in Year 1, “it's about putting your hand up and answering a question in class.”

What other approaches to enterprise assessment do schools take?

Teachers at the primary schools we visited also:

- Give verbal feedback during regular lessons that relates to one of the eight enterprise skills, focusing on what the pupil did well and how they could improve;
- Give written feedback on any relevant written work in the pupils' books, and;
- Ask pupils to conduct self- and peer-assessments.

The schools also communicate with parents. They do this by:

- Sending postcards home celebrating pupils' work;
- Inviting parents into school to see their children's work;
- Updating 'skills ladders' in pupils' planners, which go home each day, and;
- Talking to parents and parents' evenings or through termly and annual reports about particular skills their child does well or needs to work at.

3.2 The challenges of assessing enterprise

Academics identify a number of challenges specifically relating to the assessment of enterprise education. Duval-Couetil, (2013) and Draycott et al. (2011) particularly highlight:

- A lack of clarity among teachers and pupils about learning outcomes;
- Its heterogeneous nature making standardisation difficult;
- Its emphasis on skills and experience rather than knowledge, and;
- Different practitioners including trained teachers and untrained staff carrying out enterprise activities.

3.2.1 Reliability and validity

Draycott et al. (2011) raise questions about the reliability (the consistency of judgements) and validity (the extent to which pupils share a common conception of enterprise capabilities) of self- and peer-assessment. There is also a risk that if undertaken in a tokenistic fashion, results are unlikely to be useful either to teachers or pupils. Furthermore self- and peer-assessment are unlikely to be used as part of external assessments because the lack of reliability would make it impossible to grant qualifications on their basis.

Duckworth and Yeager (2015) express concerns about the reliability of assessments based on pupils self-reporting on their achievements for several reasons including:

- Differences in pupils' understanding of the expectations of their performance may mean the subsequent report reflects these differences, rather than accurately capturing differences in pupils' levels of skill, or;
- The fact pupils may inflate their results.

West (2016) expressed concern that pupils may claim to possess a skill when they in fact do not.

Some of these concerns were echoed at our roundtable. Jon Boys from the Careers and Enterprise Company, for example, defended the use of exams as a means of fairly testing pupils' eligibility for university since these are less open to subjective judgements.

3.2.2 Accountability pressures

Adrian Murray, who works for an assessment organisation, said that schools are under pressure to select qualifications that 'count' in league tables. Consequently, this exerts pressure on assessment providers.

“

Pressure is being applied on Awarding Organisations to move back towards external assessment and away from teamwork and project-based assessments, particularly in vocational qualifications. So as an awarding organisation, unless we put external assessment into qualifications, they won't attract performance points, and if they don't attract performance points schools will be reluctant to offer them.

”

Adrian Murray

Sector Specialist - Business and Cross Sector, OCR

3.2.3 Meeting a range of needs

However, while this means schools and assessment providers are working to this incentive structure, several roundtable participants suggested the assessments that underpin this system are not adequately meeting employers' needs.

“

(Pupils are) taught and examined as individuals and treat approaching the labour market and approaching jobs as individuals as well, which is why things like teamwork...are always so lacking once they get into the jobs space.

”

Jamie Kerr

Head of Entrepreneurship and Tech Policy, Institute of Directors

Kerr went on to say that young people would benefit from their progress being evaluated “constantly throughout the learning and teaching process.”

3.2.4 Pressure on young people

Other roundtable participants expressed concern that exams do not suit everyone. Naomi Ward, founder of ConnectEd (an organisation that builds relationships between schools and other organisations), said, “you see them fall away, you see them failing, and you see their confidence dropping.” She argued that different forms of assessment – including peer- and self-assessment – were valuable because they could awaken and reward skills “in a different way.”

3.2.5 Identifying and breaking down enterprise skills

Several of our roundtable participants talked about the difficulty of clearly identifying learning objectives for enterprise education, and then breaking down and assessing the associated skills accordingly. These participants had not previously encountered the

Enabling Enterprise Skills Builder, which sets out to address these concerns.

3.3 Ways forward

It is critical that schools have clarity about the skills they will teach through enterprise education, and how these will be broken down and assessed.

As we explore, above, Enabling Enterprise has developed the Skills Builder to help teachers measure pupils' progress in each skill. The schools we visited said the Skills Builder helps them:

- Break down each of Enabling Enterprise's eight skills;
- Increase teachers' and pupils' clarity about the aims of enterprise education;
- Conduct age-appropriate assessments;
- Provide pupils with clear feedback;
- Establish where individual pupils and cohorts need additional support;
- Inform teachers' future planning, and;
- Reduce teachers' workload.



4

Is there an enterprise
'skills gap' among young
people?

While there is a lack of evidence as to whether an enterprise skills ‘gap’ exists between young people from relatively more and less affluent backgrounds, practitioners believe strongly that such a gap exists. Roundtable participants and teachers suggest closing this ‘enterprise skills gap’ is hugely important, and possible if the right steps are put in place.

4.1 An enterprise deficit

While no robust research explores a possible enterprise deficit, a sizeable body of research explores the attainment and opportunities deficit facing socioeconomically disadvantaged pupils. For example, students from deprived areas are more likely to achieve lower GCSE results than their more advantaged peers (Ndaji et al., 2016), and children from the poorest fifth of families in the UK are nearly a year behind children from middle-income families in vocabulary tests by age 5 (Waldfogel and Washbrook, 2010). The EPPSE project (Sylva et al., 2012) found that socio-economic status correlates with academic and social-behavioural development between ages 3 and 14 (with poorer pupils on average losing out). On average, pupils from less affluent backgrounds demonstrate lower levels of self-confidence and pro-social behaviour than their more affluent peers when they enter school and, if unaddressed, these gaps can persist throughout their schooling (Taggart et al, 2015; Sammons et al, 2014; Ferguson et al., 2007).

Meanwhile Tyler (2016) uses British Cohort Study data and finds that individuals with parents employed in ‘top jobs’ (elite professions) are nearly 23% more likely to access a similar job in the future than individuals whose parents are not in a ‘top job’.

Ofsted (2016) notes that business involvement in some schools relies *“too heavily on the personal networks of teachers and parents, potentially resulting in disadvantaged pupils missing out”* as their families have fewer contacts from whom to draw on to arrange high quality work experience or enrichment opportunities.

On the other hand, teachers and roundtable participants felt strongly that an enterprise skills deficit exists between young people from richer and poorer backgrounds. For some of them, this was an important rationale for enterprise education since they believe it develops a set of skills that are inequitably distributed across pupils from different family backgrounds.

Debbie Penglis argued at our roundtable that some young people are lucky, and are born into families who can help them develop and use the skills, behaviours and attributes associated with enterprise. This means, though, that people (including teachers) can believe enterprise skills are *“caught not taught”*, and that, *“if you’re lucky enough, you catch it, and if you’re not, you don’t”*. Consequently, Penglis argued that *“it’s the responsibility of educational institutions to make sure every young person is learning these skills.”* A number of the teachers we spoke to also said they observe a deficit in poorer pupils’ enterprise skills. One observed that focusing on enterprise skills can bring this deficit to the fore:



They are the skills throughout the year that they find difficult, ...but sometimes they become more apparent on that [Challenge Day] because you're focusing on those skills.



Jessica Christie

Morecambe Bay Primary School

4.2 Closing the enterprise skills gap

4.2.1 Supporting pupils from poorer backgrounds

Although there is no robust evidence to suggest that engagement in enterprise education addresses social disadvantage, survey and qualitative findings suggest that disadvantaged pupils may particularly benefit from a school's focus on enterprise education. In a report based on the results of 40 thematic inspections, Ofsted (2016) suggests that an explicit focus on enterprise in schools can increase employment opportunities for disadvantaged pupils. Based on interview and survey data, McLarty et al. (2010) suggest that meeting people from similar backgrounds, and hearing them talk about their journeys and the opportunities they have taken, can increase motivation and engagement among young people. Furthermore, a number of studies suggest that non-academic skills including self-control, self-esteem and social interaction can improve labour market outcomes and improve social mobility (Blanden et al., 2007; Feinstein, 2000).

Teachers we spoke to were adamant that enterprise education (and Enabling Enterprise specifically) helps them address what they perceive as a deficit in certain skills and mindsets among their poorer pupils. Janice Owen feels enterprise education helps build aspirations among her poorer pupils:



For our pupil premium children, certainly, we need to be focusing on the aspirational side of things, which is why we use pupil premium funding to fund our enterprise work.



Janice Owen

Longlands Primary School

Jessica Christie is Morecambe Bay Primary School's special education needs coordinator (SENCO), and said Enabling Enterprise could be particularly beneficial for pupils eligible for free school meals as it provides an opportunity to practise skills in which they can lack confidence. However, she also feels the activities are an opportunity for some of these pupils to flourish and demonstrate skills they might not otherwise use. She commented it can be pupils from poorer backgrounds who *"stepped up to take the leading role in the group, or instructing the others what to do, or helping the others with turn taking"*.

Teachers and roundtable participants told us this was critical because enterprise skills can help level the playing field and support access to career opportunities. One roundtable participant, a Director at a third-sector consultancy, said the ability to:

“

... talk and articulate, convey a concept, inspire someone with an idea, as well as all the stuff you need within a work place like teamwork, and the ability to cooperate; communication, presenting, and so forth. I think that is a universal leveller for a successful career.

”

Charlie Simpson

Director, Not Dead Fish

4.2.2 Supporting less-engaged pupils

Daniel Watson says that at Coopers School, enterprise education can help pupils “contextualise what they’re doing”, and that this is “particularly valid for disengaged students.”

Enterprise education may also support social mobility by pushing pupils out of their comfort zones. Several teachers we spoke to emphasised this. One explained that enterprise education challenges pupils who might excel in ‘regular’ subjects by giving others an opportunity to shine.

“

The ones that would have been strong in, a numeracy lesson, when they were asked to then work in a team, they found it really hard. ... And, again, the ones that would have been quiet, really enjoyed the activities because it was more creative.

”

Katie Wood

Morecambe Bay Primary School

Katie’s colleague observed that different groupings and activities had helped challenge expectations of what pupils were capable of:

“

It didn’t work out how we presumed it would work out, because children stepped up to different roles. So you do see them in a different light, so it has a different impact to normal, everyday lessons. ... You see different children shine that wouldn’t normally.

”

Jessica Christie

Morecambe Bay Primary School

This was something another teacher also remarked upon:

“

It pushes those [children] that aren't confident, and that is pretty incredible when you see your very quiet children or your more reluctant children take control and really push themselves, and say, 'I can do this'. It's nice: it gives them those opportunities to shine in a different way.

”

Sophie Gavalda

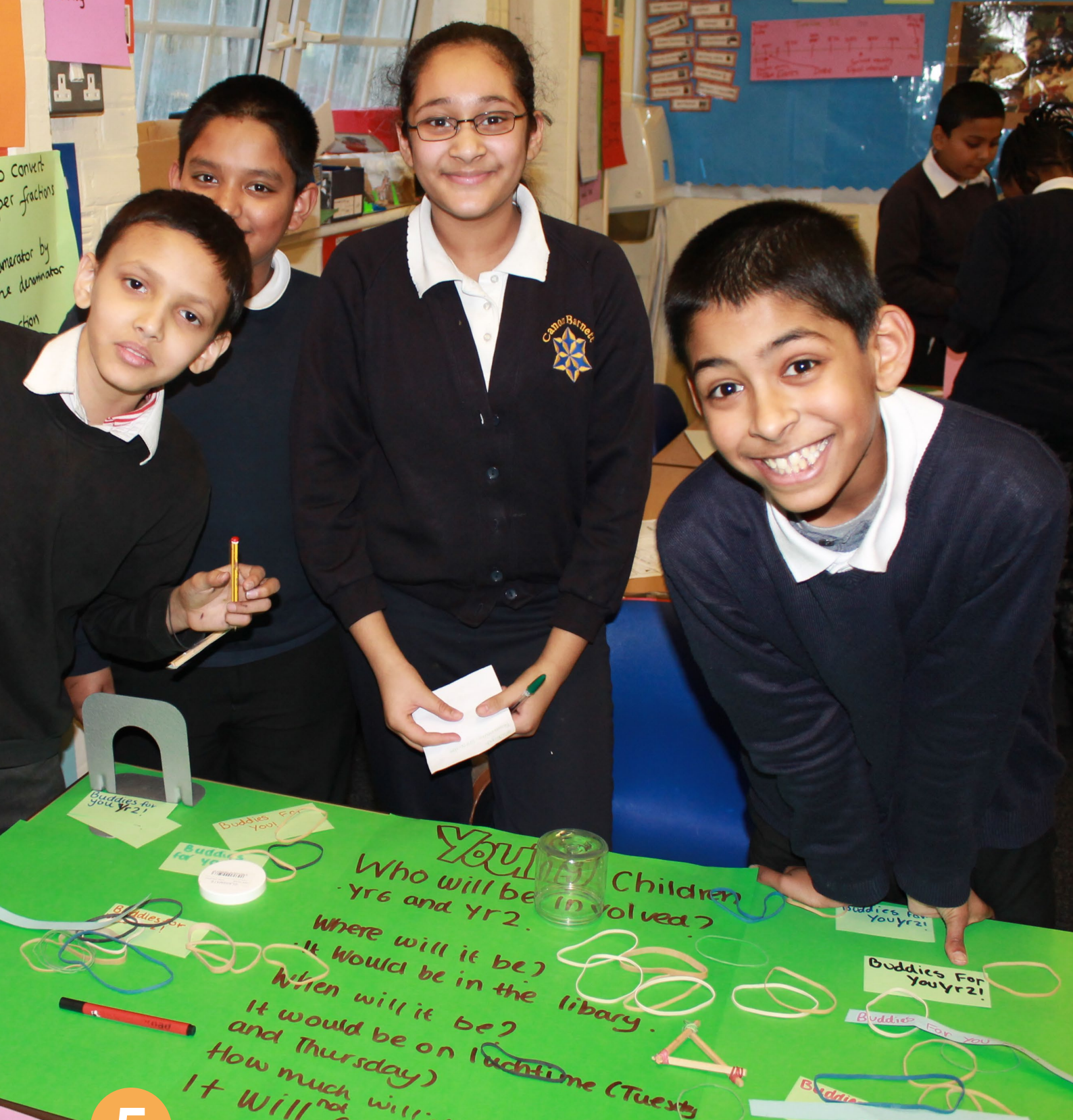
William Tyndale Primary School

4.2.3 Underpinning achievement more broadly

Given the possible role of enterprise education's in influencing a range of educational, personal and social outcomes (explored in section 2) and the role of such outcomes in underpinning future educational and employment outcomes (Heckman et al., 2006), enterprise education may represent one means of addressing achievement gaps.

4.3 Closing the enterprise skills gap

While there is no robust research demonstrating that an enterprise skills deficit exists between pupils from more and less affluent background, teachers and roundtable participants said there is a gap and that it is the duty of schools to close it. They suggest schools can address this enterprise skills gap dedicating time and resources to develop the skills and attributes that will be fundamental for young people's futures, including communication, teamwork and resilience.



5

What are the features of effective enterprise education?

There are no ‘hard and fast’ rules about what makes enterprise education effective. However, it is crucial for teachers and their pupils to have a clear and common language with which to discuss enterprise education, understanding of what skills are being targeted, and for teachers to be given support (through training and resources) to confidently and effectively help pupils practise these skills.

There has been considerable debate around the ways in which enterprise education can and should be taught. Enabling Enterprise therefore has six core principles that it says underpin quality enterprise education (outline in section 1.1.3). These principles are corroborated by reviews of enterprise education (Ofsted, 2016, 2011, 2005; Eurydice, 2016; Baars et al., 2015; Duval-Couetil, 2013; McLarty et al., 2010; Hytti and O’Gorman, 2004), which suggest that it is most effective when:

- Staff have a consistent understanding of what enterprise education means and how to implement it.
- Provision is continuous and cumulative, building through primary into secondary provision and beyond (both through the core curriculum and use of extra-curricular opportunities).
- Enterprise is integrated into the wider curriculum and pupils are clear about the future benefits of what they are learning.
- The curriculum develops pupils’ knowledge in an age-appropriate fashion.
- Teachers have adequate knowledge of ‘enterprise-relevant’ aspects of the curriculum, and build in opportunities to develop pupils’ enterprise knowledge and skills.
- Opportunities beyond the main school curriculum allow pupils to use their knowledge and skills in new and novel contexts, in so doing practising and developing personal and social skills.
- Gaps in teachers’ knowledge, capacity or expertise (particularly in relation to extra-curricular provision) are filled using external expertise or CPD.
- School leaders and governors actively support enterprise, in part by interrogating the impact of any within-school or external programmes.
- Settings work with a range of partners including parents and local businesses to provide opportunities to learn more about the wider world, and to engage in a range of enterprise projects.
- Enterprise is ‘brought alive’ for students, for instance through mentors and by listening to real-life career and business stories.
- Pupils undertake work placements in start-ups and small-to-medium sized enterprises (SMEs).

We now unpick some of these features, and provide examples of best practice from the schools we visited.

5.1 Embedded or discrete approaches

There has been significant debate over whether enterprise education should be embedded into existing subjects, or whether it should be taught discretely (either through a dedicated lesson or as an extra-curricular activity). In their Europe-wide review, Eurydice found that primary schools mainly incorporated enterprise as a cross-curricular activity. Meanwhile secondary schools tended to adopt a wider range of approaches, incorporating it as a separate subject, embedding it into existing subjects, or undertaking external projects (Eurydice, 2016).

The literature highlights potential benefits associated with embedded and discrete approaches (Bacigalupo et al., 2016; Baars et al., 2015; Lackéus, 2015; Draycott and Rae, 2011; McLarty et al., 2010).

Embedding enterprise education into the wider school curriculum means using existing subjects and lessons to provide pupils with an understanding of business, economics and finance as well as opportunities to practise ‘enterprise-relevant skills’. Advantages of an embedded approach include:

- Making it more manageable and sustainable, because it takes place alongside what would be happening in any case;
- Offering opportunities for pupils to think about enterprise in different subject contexts;
- Reinforcing messages about enterprise’s importance across the curriculum;
- Increasing pupils’ enjoyment;
- Reducing ‘artificiality’, and;
- Contextualising skills in relation to academic content.

In comparison, a discrete approach can help:

- Raise the profile of enterprise knowledge and skills;
- Ensure pupils have time to practise ‘enterprise-relevant’ skills that they and their schools (and future employers) value, and;
- Target particular learners.

Generally speaking, roundtable participants favoured taking a more embedded approach to teaching enterprise, but acknowledged that no one-size fits all.

“

I'm a kind of big fan of it being fully integrated, so it's not seen as an add-on... I think it's very much about young people showing or developing those enterprise skills through the activities they do in school and in universities.

”

Debbie Penglis

Director for Real World Learning Projects and Partnerships, School 21

Belinda Jones, a Careers Consultant for the Harris Federation, felt that adopting a range of embedded and more discrete approaches could be advantageous, and help cater to the needs of a range of pupils:

“

My feeling is that children and young people are all unique and thus they learn in different ways, and they gain their knowledge and skills differently. We therefore need a variety of approaches so that all young people will pick things up as they advance through their education.

”

Belinda Jones

Careers Consultant, Harris Federation

Enabling Enterprise believes that combining both discrete and embedded approaches can be powerful, providing specific space to focus on developing skills, and then reinforcing and practising these when appropriate elsewhere in the curriculum.

Embedded approaches in practice

The five schools we visited all used a combination of embedded and discrete approaches. At Kingsbury Green Primary School enterprise skills were originally introduced through discrete activities, but the school is increasingly seeking to embed the eight Enabling Enterprise skills across the curriculum because staff felt the Enabling Enterprise activities contained *“so much [that] links in with whatever the children are doing at school.”*

Every classroom has the eight Enabling Enterprise skills on view. Teachers refer to the skills both during discrete enterprise activities, and during lessons across the wider curriculum. One teacher, Hinal Vora, said teaching staff can:

- Initiate activities, asking pupils to use one or more of the skills, or;
- Ask pupils to reflect on how they used a particular skill during an activity.

Hinal’s colleague Reena Shah feels this *“has enriched [pupils’] understanding of what school is about, and where the skills that they’re learning at school can help them to be successful later in life.”*

Janice Owen, headteacher at Longlands Primary School, seeks opportunities to talk about enterprise skills throughout the school day, for instance during assemblies. Her staff also refer to the skills during regular lessons, which helps pupils *“make the connections by seeing how enterprise skills would translate into other aspects of their work.”*

A classteacher at Morecambe Bay Primary School said that embedding enterprise skills across the curriculum helps teachers and pupils develop a common language to describe the skills. Her school uses the Enabling Enterprise skills as the basis for this. This helps teachers break the skills down for pupils who, in turn, learn what they mean in concrete terms. She said:

“It’s part of our lessons, of ‘well done, you’re working at ‘Aiming High’ rather than ‘giving up’, you’re working well as a team, you’re problem solving’, so it’s that vocab; but also the kids have actually now understand what those words mean.”

Katie Wood

Morecambe Bay Primary School

Sophie Gavalda, an assistant headteacher at William Tyndale Primary School, said that while the skills complement each other and wider learning well, focusing on more than one at a time during regular lessons could be overwhelming. Her colleague, classteacher Alana Doyle, stressed that referring to the enterprise skills formed *“a part of almost everything that we do.”*

Pupils at the schools we visited felt enterprise skills were relevant across the curriculum,

with one saying:



In every subject or thing you're doing in school you have to use nearly all of them [the enterprise skills].



Year 6 pupil

William Tyndale Primary School

Inevitably some teachers feel more willing and able to support and refer to enterprise skills as part of their wider teaching. Barry Pinder explained, *"It's going to be a little bit patchy in some areas, and very strong in others."*

Discrete approaches in practice

The schools we visited also all undertake discrete activities focused on developing pupils' enterprise skills. These are coordinated with Enabling Enterprise, and include:

- **Challenge Days:** Enabling Enterprise staff coordinate these. The whole school spends a day working on a particular set of challenges all related to the set topic. Pupils might, for example, attend an assembly in which they hear about politics and citizenship, before then working in teams to create political parties and manifestos, and participating in a debate.
- **Lesson Time Projects:** these are designed by Enabling Enterprise and focus on developing specific enterprise skills over 10 sessions. These may be taught as weekly sessions over ten weeks or consolidated into an enterprise week.

Morecambe Bay Primary School runs all the lesson time projects during an 'enterprise week'. Explaining the school's rationale, Katie Wood said *"if you're going to do it, you've got to go and do it with full force"*. Her school felt *"doing it a bit here, and a bit there, wouldn't have been effective."*

At William Tyndale Primary School different year groups undertake lesson time projects in different ways. Because of curriculum pressures, the enterprise coordinator said it is important to give teachers flexibility:



If they choose to run a project one lesson a week, which some do, then that's absolutely fine, or they do it as a block. So in Year 2 they tend to just do it as a whole block, and do it together, whereas in Year 4 they do one lesson a week.



Sophie Gavalda

William Tyndale Primary School

Her colleague, Alana, said a key challenge is “squeezing it in.” Both Sophie and Alana feel the Challenge Days are very exciting, both for teachers and pupils. Sophie said that when all pupils and teachers, from nursery to Year 6, work on the same project, “there is an incredible buzz... everyone is so focused.”

Several teachers felt discrete activities were a powerful means by which to support day-to-day teaching and learning.

Sometimes actually taking time away to have that chance to build [pupils'] confidence and these core skills, because they get lost in education at times, it really helps them to achieve other things across the curriculum.

Matt Ferguson

Longlands Primary School

With Year 3s, if they're doing their Enabling Enterprise project on 'Food Glorious Food', it links into what they're doing in science in terms of materials, what they're doing in maths in terms of recipes, what they're doing in English in terms of the books that they're looking at. ... You're not teaching something separately: the projects are an extension of what you're teaching.

Hinal Vora

Kingsbury Green Primary School

Matt Ferguson was also struck by how pupils helped each other out and, in particular, the way children in different year groups worked together to support each other. However, another teacher said that some pupils found the break in routine difficult:

We have quite a number of students who are weaker academically and also lacking in social skills, and those students, firstly, struggle when anything changes. They need the strict routine of doing the same thing every day, and the moment you give them anything different it destabilises them, and they find it very difficult to cope with the change. And the other thing is that some of the students struggle to engage in an activity that lasts through the whole day.

Daniel Watson

Coopers School

Pupils said they valued having opportunities to take part in activities that would not form a part of ‘normal’ teaching and emphasised their view that doing so helps them work more constructively together. A pupil at Kingsbury Green Primary School explained:

“In normal lessons we usually don’t talk as a group; we usually talk in pairs, because otherwise it will get too much. But in Enabling Enterprise we’re able to control it and talk in turns, and understand each of us. We just control it naturally.”

Year 6 pupil

Kingsbury Green Primary School

5.2 Teaching styles

There is also an important debate about which pedagogies are best suited to teaching enterprise education. This has commonly positioned more ‘traditional’, didactic and knowledge-focused teaching methods against more ‘progressive’, active and experiential methods (sometimes called ‘enterprise’ pedagogy) (Lackéus, 2015; Draycott et al., 2011; Jones and Iredale, 2010; McLarty et al., 2010).

The literature tends to associate a more traditional and didactic teaching style with entrepreneurship education, with its greater focus on knowledge accumulation. Conversely a number of commentators stress the importance of a more fluid and active teaching style when engaging pupils in activities designed to promote enterprise. This is true for pupils of all ages, although several commentators suggest a more active style may be especially appropriate for younger children (Lackéus, 2015; Jones and Iredale, 2010).

The teachers we spoke to said that no one approach is likely to work all the time, or for all pupils. Matt Ferguson at Longlands Primary School said *“there’s no one strategy that will work on every single child”*. Sophie Gavalda at William Tyndale Primary School agreed, saying *“You have to respond to the needs of your class.”* Joan Lockyer said how important it is for school leaders and governors to *“set their own tone”*, decide what enterprise means for them in their context, and to shape teaching accordingly.

There is limited robust evidence on the effectiveness of different teaching styles in enterprise education. Commentators and academics (including the authors of the government’s 2010 evaluation of enterprise education) praise more active approaches, including project-based learning (both within and outside lessons) (Lackéus, 2015; ILO, 2013; Boahin and Hofman, 2013; McLarty et al., 2010; Hytti and O’Gorman, 2004). They highlight several potential advantages, including a perceived tendency to:

- Increase pupil engagement;
- Increase pupils' awareness of their own abilities;
- Increase pupils' confidence;
- Foster work habits such as responsibility and creativity;
- Embody enterprise 'values' by emphasising the importance of everyone's voice (not only the teacher's);
- Permit greater fluidity, allowing pupils to shape their own learning (as might be required after they leave school);
- Support experiential 'learning through doing', either in school or as part of a project or work placement elsewhere, and;
- Simulate the workplace.

As with the curriculum, there is no clear consensus about how best to sequence teaching styles in order to maximise enterprise education's effectiveness. Gibb (2008) suggests adopting a 'child-centred' (active) approach at primary, and a more didactic and subject-centred approach at secondary. Such an approach would align with the perspective of Danish scholars Rasmussen and Nybye (2013), who argue for both the acquisition of core knowledge and practical actions.

5.3 Teaching skills directly and indirectly

In the academic literature there is considerable discussion of how best to teach skills and whether generic 'problem solving skills' for example can be taught in isolation from specific academic disciplines (as was highlighted in section 2.1).

Research suggests that cognitive processes such as problem solving may have a positive on pupils' deeper knowledge and understanding in particular subject areas, but only when *"students already have the surface level knowledge"* (Crehan, 2016). Pupils' learning will be limited where they attempt to solve problems without the requisite knowledge to do so. Crehan explains "once students have been taught the basic content, problem-based methods can then be used to help children deepen their understanding through application."

According to Crehan, 'real life' problems are better used as a 'hook' to engage students. They can then be given the information they need to know to solve the problem, before trying it out in groups (ibid.).

Similarly, the Education Endowment Foundation (2017) suggests that collaborative group work can have a positive impact on outcomes, but that *"it is important to get the detail right"*. It is about more than simply asking pupils to work together in groups, and activities

that promote discussion between participants tend to result in the greatest gains.

“

Structured approaches with well-designed tasks lead to the greatest learning gains.

”

Education Endowment Foundation, 2017

As we have seen, others argue that enterprise education is one means of developing pupils' generic skills such as problem solving and creativity, in ways that can be transferred between different contexts. One roundtable delegate, Debbie Penglis, suggested such skills “*support everything: they support your development, your growth and progression*”, a sentiment broadly shared by other participants. Several teachers we spoke to also talked about the benefits of practising Enabling Enterprise skills discretely. One believed that discrete Enabling Enterprise activities helped pupils focus on and develop specific skills:

“

Enabling Enterprise enables us to work on those skills more discretely in projects rather than our day-to-day maths and literacy lessons.”

”

Jessica Christie

Morecambe Bay Primary School

Another suggested that enterprise skills interrelate with each other, and that discrete projects therefore help pupils practise a range of skills simultaneously:

“

There's no one skill that sits separate, on its own. In order to share ideas, it's very important to listen carefully to what the other person's said, and to respond back to them. For that to happen, there needs to be some form of teamwork.

”

Hinal Vora

Kingsbury Green Primary School

She continued that many of the skills Enabling Enterprise targets are skills pupils find difficult throughout the year, and that “sometimes they become more apparent on that day because you're focusing on those skills.” Other teachers agreed, saying that the explicit focus on skills helps pupils better understand their own abilities:



It makes them realise that there are lots of skills that they can use that they may already possess that they're not aware of.



Barry Pinder
Coopers School

Pupils themselves said focusing on skills directly – either through discrete enterprise activities or day-to-day teaching – was beneficial. One pupil at Longlands Primary School said “when you use those skills it makes you feel like you’ve achieved something.”

5.4 Sequencing learning

The manner in which different learning opportunities are planned and delivered affects pupils’ progression. However, as yet, there is no clarity in the literature about how best to sequence pupils’ enterprise learning. Furthermore researchers and evaluators have had difficulty establishing which models are most effective because of a lack of consensus about intended learning outcomes (Rasmussen and Nybye, 2013).

As explored, above, the schools we spoke to that use Enabling Enterprise Skills Builder find this helpful not only for assessing pupils’ achievements, but also in structuring how teachers work with pupils of different ages.

A number of frameworks have been created to support the sequencing of entrepreneurial education:

- The EntreComp Framework is comprised of three main areas: ‘Ideas and opportunities’, ‘Resources’, and ‘Into action’. Each area contains five distinct competencies, developed along an eight-level progression model under which participants move from ‘foundation’ level to ‘expert’ (Bacigalupo et al., 2016).
- Under the ‘unified progression model’, created by Lackéus (2015), a cross-curricular, embedded approach is used with younger learners, who think about societal problems based on their own experiences as part of regular subject teaching. As learners get older (and eventually move into secondary school) this cross-curricular embedded approach continues, but with increasing emphasis on acting upon knowledge and building skills through specific activities, for example, with young people setting up their own ventures.
- The IOEE has also developed a series of ‘educator standards’ for enterprise education. While the document does not sequence learning, it contains a series of standards (each containing performance criteria and target knowledge).

5.5 Links to employers and the community

5.5.1 Visiting places of work

According to the International Labour Organisation (ILO), work placements and other ‘authentic’ experiences such as workplace simulations constitute the, “*best way to acquire core skills for employability*” (ILO, 2013). Furthermore, a government-funded evaluation found work placements could “considerably” improve engagement between schools and colleges, and employers (Sims et al., 2013).

One teacher we spoke to explained that the external visits organised by Enabling Enterprise let pupils see how a business works, and what people’s jobs entail:

“

It shows them a wider world view. ... They have so much fun going into the big corporate banks and things like that, seeing the real world, and actually seeing how skills that they learn at school do translate into jobs in the future. ... The job aspect is very important, because ... they need to look and see that they need to be functioning parts of society and the community, and they can go out and see people actually doing that.

”

Alana Doyle

William Tyndale Primary School

5.5.2 External speakers

Ofsted (2016) found in its review of enterprise education that visiting speakers could contribute to pupils’ knowledge of the wider and possible career paths. Teachers in two primary schools we visited talked about the value of having external speakers come in and talk to the children. Kingsbury Green Primary School invited representatives from Metro Bank in to speak to its Year 5 pupils.

“

They talk about budgeting, saving, and how to look after your money. And they have lots of activities linked to problem solving, but again we link that back to the [enterprise] skills ... and it becomes apparent [for the pupils] that all of this is linked together.

”

Hinal Vora

Kingsbury Green Primary School



I think it's nice that they have people coming in from outside, because it then does actually enforce the idea that we're not going to be insular about this, we're not in a bubble; it has relevance.



Bernie Leighton

Longlands Primary School

5.5.3 Making partnerships work

A number of teachers said that working with Enabling Enterprise has been beneficial because of the relationships it has already got in place. This reduces the burden on individual teachers and schools to establish and then maintain such relationships.

More generally, roundtable delegates suggested partnerships between schools and employers need to be mutually beneficial. Susie Perrett explained that this involves carefully unpicking schools' and employers' needs. For instance, a school or college may want to find placements that help pupils:

- Develop particular soft skills;
- Enhance their engagement with a particular area of study, or;
- Help inform pupils' decision-making about future career paths.

Meanwhile, employers may want to:

- Increase their employees' engagement;
- Provide employees with management experience;
- Gain a licence to operate in the local community, or;
- Fill apprenticeship places.

Being frank and realistic about such needs ensures mutual benefit and, thus, sustainability. Charlie Simpson agreed, and said this can lead to a self-reinforcing “conveyor belt” whereby schools and local business partners collaborate to run projects that benefit the local community.

According to participants, effective links to employers involve schools building partnerships with a range of external organisations, and not just businesses. One participant explained such ties could support the development of core social values, in addition to an interest in business:

“

Charities, social enterprises, are really valuable to be in there. It gives the youngsters a different mindset of what 'success' looks like. It isn't just about mega-bucks, but about doing good.

”

Joan Lockyer

*Assistant Director, International Centre for
Transformational Entrepreneurship, University of Coventry*

Building on this, Brian Jones suggested schools and colleges look to their governing body for support. Governors, he said, often had connections within the local community, and could help build and sustain relationships with local partners that could be of benefit to the young people in their school or college.

5.6 Securing leadership and buy-in for enterprise education

For enterprise education to be taken seriously, school leaders must publicly endorse it, as Naomi Ward emphasised at our roundtable:

“

For it to work it has to underpin the ethos of a school, without doubt, and it has to come from leadership. [A] school needs to have those values ... that colour everything in the school, in the communication of adults to the child, the children to each other.

”

Naomi Ward

Founder, ConnectEd

Several delegates said enterprise education would only succeed, though, when all staff take responsibility for it. One explained that:

“

People can sometimes think it's all my responsibility because I'm the careers advisor, but actually we have to get it into all the work we're doing with young people... teachers, support staff, people that believe in building up the life chances of our young people and the students in our schools.

”

Belinda Jones

Careers Consultant, Harris Federation

Some staff will inevitably be more enthusiastic and confident than others. So while enterprise education should be seen as everyone's responsibility, schools should, as Joan Lockyer put it, build up "reservoirs of competency within the willing group", who can then help move ideas and good practice to other parts of the organisation.

5.6.1 Securing pupils' buy-in

Roundtable delegates and teachers we spoke to said it is also critical for young people to buy-into the value of enterprise education. Brian Jones suggested giving them a say "*in terms of how they want their education to take shape*", including feeding in ideas about delivery and content. One teacher explained how her school had gone about doing this:



The very first thing we did was we spoke to children about what their aspirations were, and some of our children had very little to say in terms of what their aspirations were, life aspirations and what they wanted to achieve.



Reena Shah

Kingsbury Green Primary School

5.6.2 Providing suitable teacher training

Teachers need to develop specific expertise in order to deliver quality enterprise education. This involves ensuring all teachers – at all levels – get the support they need. Linsey Cole from London South Bank University explained, "we have to look at how we actually support teachers right from the beginning of their career."

The teachers we spoke to all emphasised the importance of four key factors in securing high quality enterprise teaching:

1. High-quality resources.
2. Training to support the teaching of specific enterprise knowledge and skills.
3. Training to help teachers, where appropriate, link enterprise to other parts of the curriculum.
4. Planning time.

Many had found the Enabling Enterprise's support particularly valuable in boosting their and their colleagues' confidence, and consequently in supporting greater consistency in enterprise teaching. In particular they highlighted the value of Enabling Enterprise resources in helping pupils develop enterprise skills, and seeing Enabling Enterprise staff model pedagogy both in training and the classroom.

5.7 Grouping pupils

The schools we visited stressed how important it is to consider how pupils are grouped during enterprise activities. While the literature is quiet on how schools should group pupils participating in enterprise activities, teachers and pupils talked to us about this in some detail.

Katie Wood at Morecambe Bay Primary School explained that she and her colleagues were initially sceptical about putting their children in mixed age (and ability) teams for the Enabling Enterprise Challenge Days. Some teachers worried about how the pupils would react, particularly those who would be working with different teachers or support staff. These concerns were allayed once teachers had seen the projects in action:

“

When we were told that they'd all be going in mixed ability groups, and you're going off timetable, and all your structure's gone, quite a lot of the teachers weren't overly convinced by it, because they knew that behaviour would deteriorate as well as everything else, because ... the only structure [the kids] get is when they come here from 9 till 3. But since doing it – we're now in the second year – we all absolutely love it. There are moments where things go a bit wrong, but that's the nature of working with children.

”

Katie Wood

Morecambe Bay Primary School

Katie stressed that working in these groups had been an overwhelmingly positive experience for her pupils:

“

I have Year 3s working at nursery level, but we've found that when they were put in mixed ability groups, all the children actually worked together. So when it came to different ability levels, it worked out really well because they all supported each other.

”

Katie Wood

Morecambe Bay Primary School

Pupils themselves recognised the benefits of these groupings, saying they can help broaden their social horizons:

Pupils themselves recognised the benefits of these groupings, saying they can help broaden their social horizons:

“

The teachers choose your groups and you get to work with other people, and it's not always the people that are your friends.

”

Year 6 pupil

William Tyndale Primary School

Pupils at Kingsbury Green Primary School said they felt that working in groups meant they could share ideas with other people. This made activities more interesting and rewarding, because “if you're stuck, there are other people that could help you.” They also said group activities helped them develop skills for managing discussions:

“

You have to listen to everybody's ideas, and the one for example that gets the most votes is chosen. You have to be open minded about it.

”

Year 6 pupil

Kingsbury Green Primary School

Pupils at Coopers School echoed these sentiments, saying they were able to “*use each others' ideas to be creative*”. However, others raised concerns about working in groups with one Year 8 pupil saying she occasionally wanted to work independently, or not share her ideas. Similarly, another pupil said he sometimes felt that the teams needed to be more equal (containing pupils of similar academic ability), so they could work on harder challenges.

Hinal Vora teaches at Kingsbury Green Primary School, and said that it is important to ensure children are given roles to help them develop according to their specific strengths and weaknesses. Teachers running group activities must make sure that certain “*children are the ones that come to the forefront for some skills, in order to develop the things that they're weaker at.*”

Approaches in other countries

A number of countries have made concerted attempts to raise the profile and quality of enterprise education in schools. We look here at two countries, Estonia and Denmark, which have comparatively high engagement with enterprise education, both by central agencies and by teachers. Unless otherwise stated, the following examples are based on information in the European Commission and Education, Audiovisual and Culture Executive Agency's report on entrepreneurship education (a term the report uses to describe both entrepreneurship and enterprise education) in schools across Europe (Eurydice, 2016).

- Estonia and Denmark both have national strategies that support and prioritise enterprise and entrepreneurial education. Estonia is one of five European countries to include practical enterprise experiences (such as project-based work that yields a product) as part of its statutory national curriculum. While such experiences and the development of enterprising skills appear in the Danish curriculum, they are optional.
- Estonia is one of only two European countries that assesses enterprise and entrepreneurship-focused learning outcomes, although Denmark has also been taking steps to formalise the assessment of enterprise.
- Central agencies in both Estonia and Denmark recommend that all prospective teachers in primary and secondary education (up to lower secondary in Denmark) receive an introduction to enterprise and entrepreneurial education during their initial teacher training. Professional networks exist in both countries to help teachers share ideas and best practice.

Estonia has only recently begun to prioritise enterprise and entrepreneurship, “*re-orientating away from a traditional model (of education) focused on didactic learning and the acquisition of knowledge*” to, instead, “*building values and skills for the 21st century*” (Enabling Enterprise, 2015b). Consequently, the impact of these reforms is yet to be seen (Eurydice, 2016). Likewise in Denmark, an organisation with a key responsibility for enterprise and entrepreneurship education – the Danish Foundation for Entrepreneurship – was established in 2010. Its evaluations of certain entrepreneurial programmes have demonstrated a positive impact of some schemes on outcomes for young people (for example, Moberg et al., 2014). However, it is too soon to say with clarity what the overarching impact of its national strategies has been.

5.8 Ways forward

While there is no one way of teaching enterprise skills, the literature, roundtable participants and teachers we spoke to seemed to largely corroborate Enabling Enterprise's six principles:

1. **Keep it simple:** Be clear on what you are trying to achieve.
2. **Measure it:** Assess skills and track progress along the way.
3. **Start early and keep going:** Build strengths throughout education.
4. **Pitch it right:** Keep students working in their stretch zone.
5. **Keep practising:** Reinforce achievement skills across school life.
6. **Bring it to life:** Make it relevant with real world links.

Of particular importance is having a clear and common language with which to discuss enterprise education and the skills it targets.



6

Conclusions

6.1 Enterprise education in context

6.1.1 What is enterprise education?

There is considerable confusion about what enterprise education is, what its aims are, and how schools are best placed to offer it. Greater clarity about this would help build a shared understanding and common language that teachers, their pupils, the wider education sector, and employers can use to talk about enterprise education. Enabling Enterprise believes enterprise education balances academics and life skills, and proposes eight skills that it suggests all young people need in order to succeed in life:

1. Listening and understanding
2. Presenting
3. Problem solving
4. Being creative
5. Working in a team
6. Leading
7. Aiming high
8. Staying positive

6.1.2 What is the rationale for enterprise education?

Some suggest the rationale for enterprise education is predominantly as a means of ensuring education adequately meets employers' needs and, in turn, that economies remain competitive internationally. It has also been expressed in terms of social justice, helping all pupils develop skills that will help them build successful lives when they leave school. Enabling Enterprise suggests a balanced approach to academics and life skills will help prepare pupils for life after school, both personally and professionally.

6.1.3 What is the rationale for enterprise education?

While enterprise education has been the subject of considerable attention and recipient of significant public funding, its implementation both in England and further afield has tended to be patchy, in part because of a lack of clarity about its objectives. There are significant systemic and logistical challenges facing schools seeking to implement enterprise education, and among these are curriculum space and emphasis, accountability measures, teachers' expertise and confidence, and budget constraints.

6.2 Should enterprise be treated as a core part of young people's education?

Enabling Enterprise, roundtable participants, and the teachers we spoke to feel passionately that enterprise education should form a core part of young people's schooling, both because it is important in its own right, and because it has positive spill over effects on other areas of their education. While there is little evidence exploring the links between enterprise education as defined in this report and pupil outcomes, there is evidence that developing specific enterprise skills can have a positive influence on young people's academic and non-academic development.

6.3 Can progress in enterprise skills be meaningfully assessed and tracked?

Progress in enterprise skills can be assessed and tracked, although as with any form of assessment doing so is challenging. Primary schools we spoke to talked about Enabling Enterprise's Skills Builder and how this had helped them break down specific skills and assess their pupils' progress more clearly. They also believed it had helped inform future teaching and learning including the setting of more age-appropriate targets for pupils.

6.4 Is there an enterprise skills gap among young people?

There is no large-scale or robust evidence demonstrating that an enterprise skills gap exists between pupils from more and less affluent backgrounds, but the literature shows important and worrying gaps in related areas such as the achievement gap that exists between pupils from more and less affluent backgrounds. Many of our roundtable participants and teachers described gaps in different pupils' enterprise capabilities in detail. They suggested it was imperative schools seek to address this gap, and that doing so is challenging but possible.

6.5 What are the features of effective enterprise education?

There are no 'hard and fast' rules about what makes enterprise education effective, although the literature, roundtable participants, and the schools we visited largely corroborate Enabling Enterprise six principles for effective enterprise education:

1. **Keep it simple:** Be clear on what you are trying to achieve.
2. **Measure it:** Assess skills and track progress along the way.
3. **Start early and keep going:** Build strengths throughout education.
4. **Pitch it right:** Keep students working in their stretch zone.
5. **Keep practising:** Reinforce achievement skills across school life.
6. **Bring it to life:** Make it relevant with real world links.



7

Recommendations

This report highlights the value schools attach to Enabling Enterprise and its programme. Taking what these schools, roundtable participants, and the literature more broadly suggest about developing enterprise skills, we recommend:

Schools

- Use a common language and set of expectations with staff and pupils to increase clarity and understanding about the aims of enterprise education and its associated skills.
- Ensure teachers feel confident they know *how* enterprise education is to be taught.
- Give teachers the resources they need in order to deliver effective teaching in enterprise, and time to plan and review their lessons.
- Break enterprise skills down into their constituent parts so that they can be purposefully taught and assessed.
- Address any gaps in teachers' confidence or experience through training.

External enterprise education providers

- Build consensus among educators and employers around the language of enterprise education, and what it seeks to achieve.
- Help schools better understand what enterprise skills are, and how they can be broken down into smaller parts and practised.
- Conduct further research to evaluate how pupils' skills vary by their background.
- Evaluate which approaches help close any enterprise skills gap observed between pupils from relatively more and less affluent backgrounds.

Employers

- Work with schools and educational organisations such as Enabling Enterprise to ensure all children and young people have access to a range of stimulating and informative opportunities to learn about the world of work while in school.
- Build sustainable partnerships with schools, or work with organisations such as Enabling Enterprise to help them do so.
- Form coalitions with schools and educational organisations such as Enabling Enterprise to develop a common language for the skills they value and want young people to develop.

Policymakers

- Adopt a common language and set of expectations with which to discuss enterprise education and its aims.
- Evaluate the extent to which assessment organisations are incentivised to develop qualifications that help young people develop a rounded set of enterprise skills.

Researchers and universities

- Carry out quantitative studies in order to explore possible causal links between enterprise education and its impact on academic and non-academic outcomes.

Appendix 1

Enabling Enterprise and LKMco held a roundtable on 18th January 2017, debated enterprise education in theory and in practice. The discussion was recorded, and participants gave informed consent before taking part. The following people attended the roundtable.

<i>Name</i>	<i>Role and organisation</i>
Adrian Murray	Sector Specialist - Business and Cross Sector, OCR
Belinda Jones	Careers Consultant, Harris Federation
Brian Jones	Senior Lecturer, Leeds Business School, Leeds Beckett University
Charlie Simpson	Director, Not Dead Fish
Debbie Penglis	Director for Real World Learning Projects and Partnerships, School 21
Jamie Kerr	Head of Entrepreneurship and Tech Policy, The Institute of Directors
Joan Lockyer	Assistant Director, International Centre for Transformational Entrepreneurship, University of Coventry
Jon Boys	Senior Researcher, Careers and Enterprise Company
Kelwyn Looi	Special Projects, Pearson
Linsey Cole	Head of Entrepreneurship and Innovation Institute, London South Bank University
Lizzie Lynch	Programme Officer, Voice 21

<i>Name</i>	<i>Role and organisation</i>
Naomi Ward	Founder, ConnectED
Rosey Simonds	Education Advisor, PeaceChild
Sam George	Senior Associate for Research, Enabling Enterprise
Susie Perrett	Director of Education, Business In The Community
Tom Ravenscroft	Founder and CEO, Enabling Enterprise
Will Millard (Chair)	Senior Associate, LKMco

Appendix 2

LKMco conducted case studies in five schools during February and March 2017. These schools all run Enabling Enterprise programmes, and were selected by the Enabling Enterprise team to take part in this research because they were believed to exemplify good practice.

Participants provided informed consent before taking part in the interviews.

Interviews with staff and pupils were recorded.

<i>School</i>	<i>Phase</i>	<i>Interviews</i>
Coopers School, Bromley	Secondary	<ul style="list-style-type: none"> • Barry Pinder, Lead Practitioner • Daniel Watson, Assistant Principal • Year 8 pupil focus group
Kingsbury Green Primary School, Brent	Primary	<ul style="list-style-type: none"> • Hinal Vora, Classteacher • Reena Shah, Deputy Headteacher • Year 5 and 6 pupil focus group
Longlands Primary School, Bexley	Primary	<ul style="list-style-type: none"> • Matt Ferguson, Phase Leader, and Bernie Leighton, Classteacher • Janice Owen, Headteacher • Year 5 and 6 pupil focus group
Morecambe Bay Primary School, Lancashire	Primary	<ul style="list-style-type: none"> • Katie Wood, Classteacher • Jessica Christie, SENCO • Year 3 pupil focus group
William Tyndale Primary School, Islington	Primary	<ul style="list-style-type: none"> • Alana Doyle, Classteacher • Sophie Gavalda, Assistant Headteacher • Year 6 pupil focus group

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Society should ensure that all young people receive the support they need in order to make a fulfilling transition to adulthood.

”

