

Enterprise Education – Teacher Perceptions of the Impact of Enterprise Activities

**James Dawkins (Education and Employers Taskforce), Louis Coiffait
(Pearson Think-Tank)**

**Additional Analysis by Dr Anthony Mann (Education and Employers
Taskforce)**

Presentation Outline

- 1) Background
- 2) Methodology
- 3) Understanding and practicing enterprise education
- 4) Employer engagement and future expectations
- 5) The value and impact of enterprise education
- 6) Barriers and drivers

Enterprise Education: What, Why, How

Project Background

- Joint project between TF and Pearson
- Reporting to BIS and driven by 3 key questions
 - 1) What is enterprise and entrepreneurship education?
 - 2) What impact does it have?
 - 3) How should it be delivered?
- Why now?

Methodology

Online survey

- **Geographic coverage:** United Kingdom
- **Sample size:** 5,500
- **Respondents:** 281 at NSS secondary schools (key stages 3 & 4)
 - Head teachers, senior teachers, classroom teachers)
- **Fieldwork:** Summer 2012
- **Statistical analysis in SPSS 16.0**

Stakeholder consultation

Literature review

Semi-structure interviews with six state schools

Do teachers understand what it is?

Q. When you hear the phrase, 'enterprise and entrepreneurship education', how confident are you that you know what it means?

Answer options	
I don't understand it at all	4%
I understand a little	74%
I understand it completely	22%
Total	278

Q. To what extent would you agree with each of the following statements?

Answer Options	Enterprise and entrepreneurship educations is fundamentally the same thing as work-related learning
Disagree	37%
Neutral	28%
Agree	30%
Not Sure	5%
Total	278

Do teachers understand what it is?

Q: To what extent do you think that you were well trained to teach it?

Answer options	Secondary School
Wasn't covered	20%
Poorly	38%
Satisfactory	25%
Well	16%
Total	99

Q: To what extent would you agree with each of the following statements?

Answer Options	Enterprise and entrepreneurship education should be included in the English national curriculum	Enterprise and entrepreneurship education should have ring-fenced funding
Disagree	17%	15%
Neutral	30%	25%
Agree	48%	55%
Not Sure	5%	5 %
Total	279	279

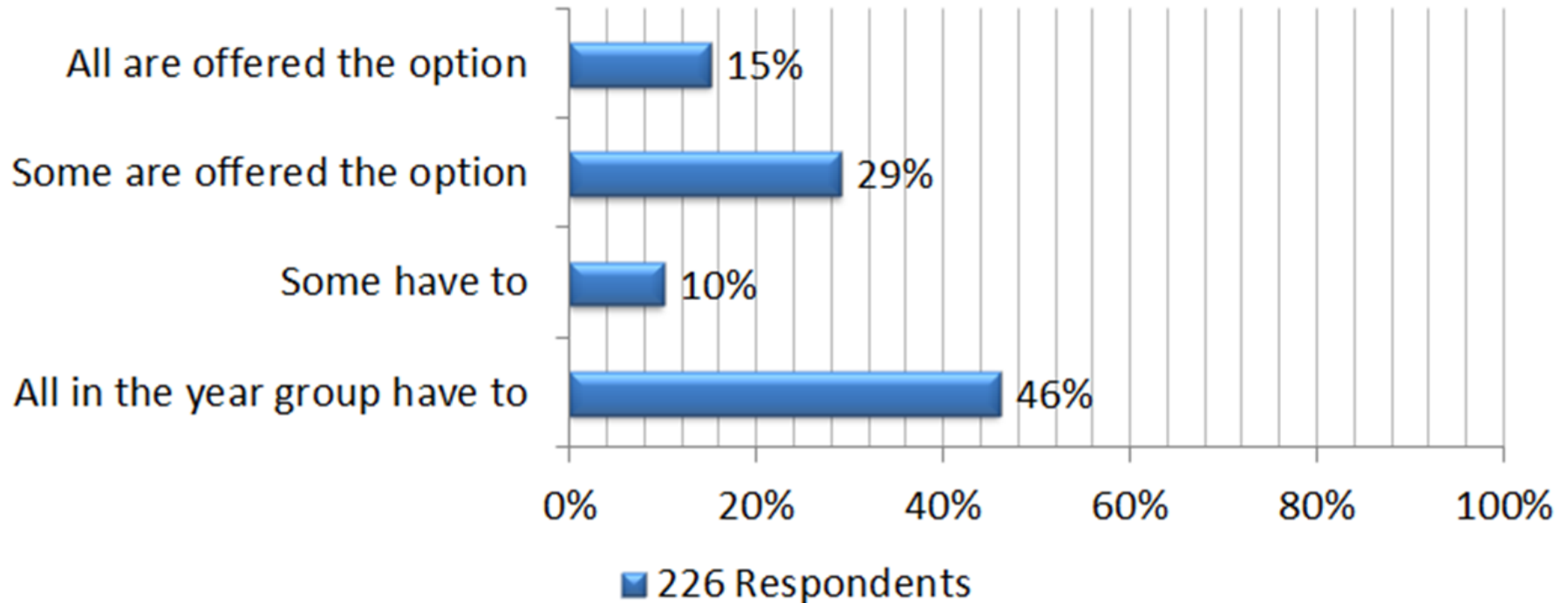
Is Enterprise Education Currently Being Taught?

Q. So far as you are aware, are pupils/learners at your current institution involved in any of the following activities, and if so, which age groups are involved? [multiple choice]

Answer Options	KS3	KS4	EDGE YouGov 2010
One-day competitions (e.g. Dragon's Den)	184 (66%)	184 (66%)	52%
Enterprise competitions taking place over a term or longer (e.g. Young Enterprise)	61 (22%)	114 (41%)	
Learner enterprises (e.g. pupil businesses or social enterprises)	49 (17%)	86 (31%)	
Career talks from employer volunteers/outside professionals	87 (31%)	234 (83%)	
Career fairs/networking	48 (17%)	108 (64%)	
Dedicated sessions on financial education	80 (29%)	141 (50%)	
Qualifications related to enterprise and entrepreneurship skills / preparedness for work	22 (8%)	128 (46%)	
Learning resources selected because they are relevant to working life	71 (25%)	150 (53%)	
Dedicated curriculum / syllabus time taught by teaching staff	62 (22%)	127 (45%)	
Mentoring by employee volunteers/outside professionals	20 (7%)	72 (26%)	(26%)
Work Experience	4 (1%)	244 (87%)	(88%)
Mock Interviews with employee volunteers	10 (4%)	159 (57%)	(46%)
Workplace Visits	24 (9%)	157 (56%)	(50%)

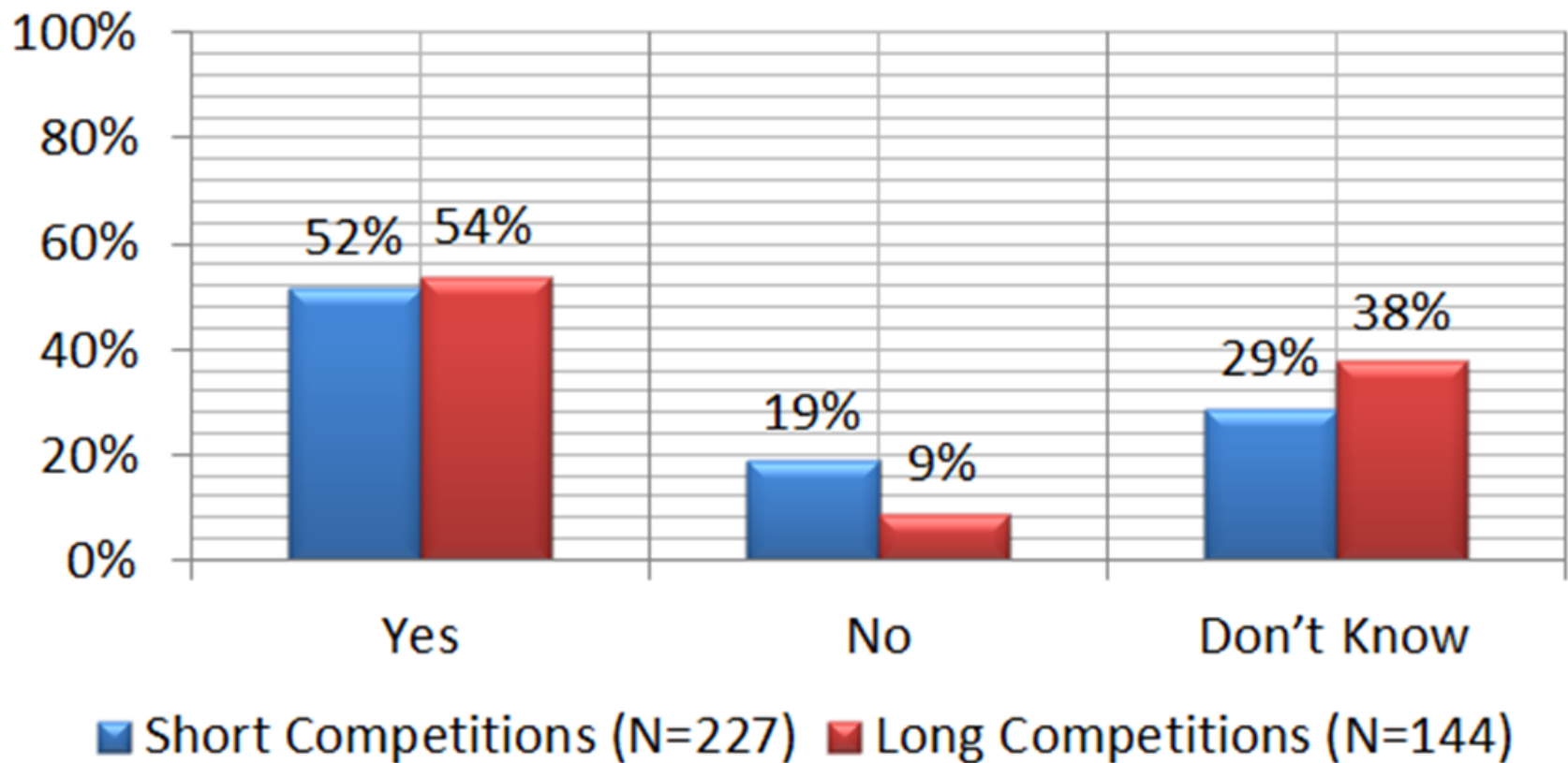
Entrepreneurial Education

Which pupils/learners usually take part in short competitions?



Does it Involve Employers?

Do the short/long competitions usually involve employee volunteers or professionals?



Future Expectations

Q: Looking forward, do you think your institution will put on more or less of the short and Long competitions over the next year or two?

Answer options	Short Competitions	Long Competitions
Less	12%	13%
Similar	62%	51%
More	11%	10%
Don't know	16%	26%
Total	278	269

Future Expectations and the Value of Enterprise Education

Q: Thinking about the extent to which your institution has been involved in **enterprise and entrepreneurship education**, in general over the last few years, do you think that there will be a greater, lesser or similar focus in the next couple of years?

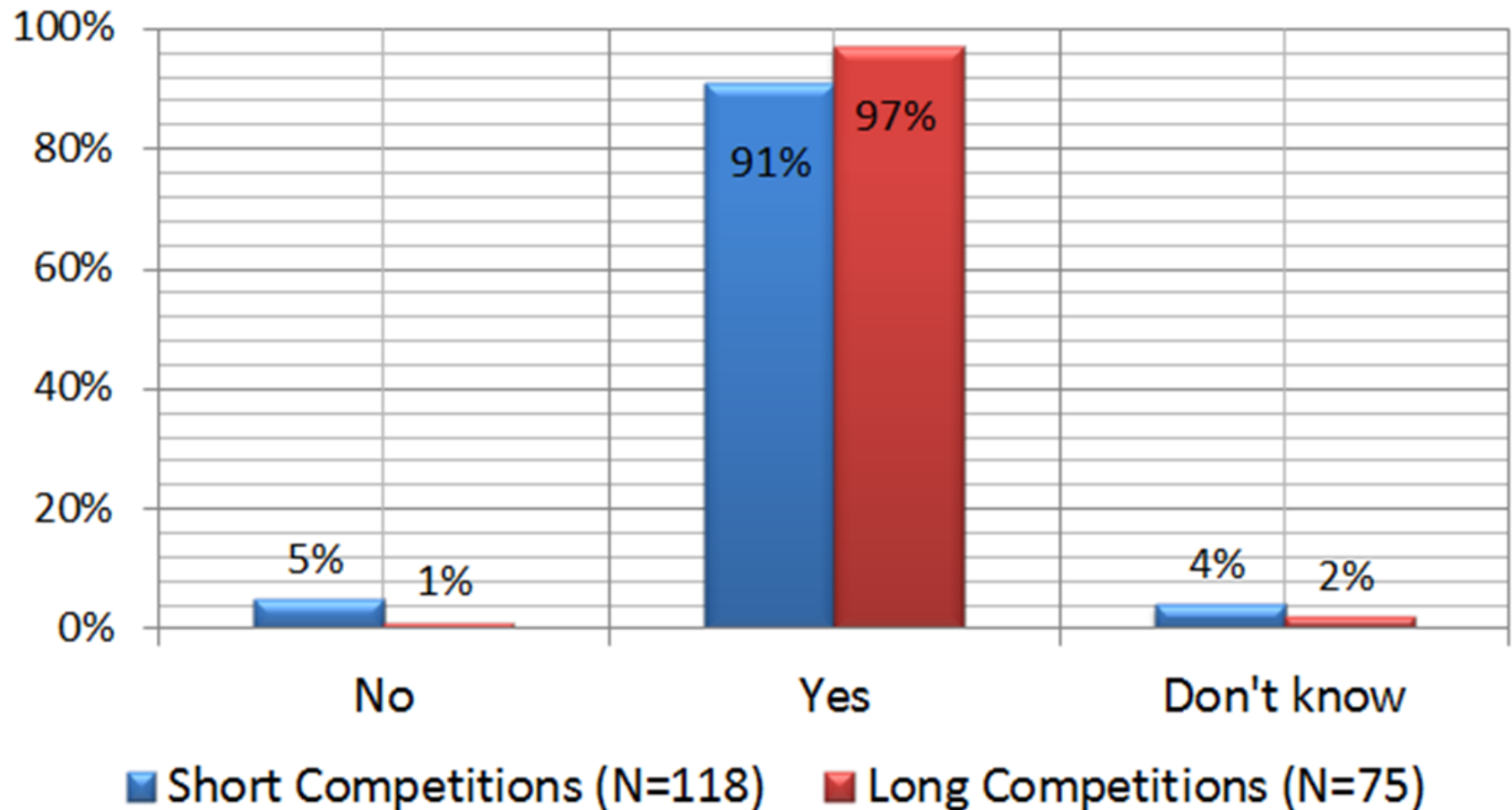
Answer options	Secondary School
More or similar to now	75%
Less	18%
Don't know	7%
Total	281

Q: To what extent would you agree with each of the following statements?

Answer Options	All pupils/learners (regardless of their age or ability) should routinely be required to take part in enterprise and entrepreneurship education in some form
Disagree	13%
Neutral	21%
Agree	65%
Not Sure	1%
Total	276

The Impact of Enterprise and Entrepreneurship Education

Would you say that pupil involvement in short/long competitions has a positive impact on pupils?



Respondents: 281 Of activities which have been observed which are most effective in developing skills, supporting specific types of learning, supporting progression.	Self Management	Problem Solving	Team Working/ Communication	Understanding the World of Work	Low Achievers	Borderline Achievers	High Achievers	Learners with SEN	Disengaged Learners	Increases Attainment	Broadens aspirations	Understanding what's needed to get jobs	Get a PT job	Good decisions on continuing study	Get onto course of choice if continue studying
One-day competitions		✓	✓							✓					
Enterprise competitions taking place over a term or longer	✓	✓	✓				✓			✓					
Learner enterprises (e.g. pupil businesses or social enterprises)			✓												
Career talks from employer volunteers/outside professionals				✓						✓	✓	✓		✓	
Career fairs/networking				✓			✓					✓		✓	✓
Mock interviews with employee volunteers	✓					✓	✓			✓			✓		
Psychometric testing to determine career suitability												✓			
Employee volunteers coming into class to support curriculum teaching						✓			✓		✓				
Dedicated sessions on financial education	✓	✓					✓								
Qualifications related to enterprise and entrepreneurship skills / preparedness for work		✓													✓
Learning resources specifically selected because they are relevant to working life				✓	✓			✓	✓						
Dedicated curriculum / syllabus time taught by teaching staff		✓				✓		✓						✓	✓
Mentoring by employee volunteers/outside professionals					✓	✓			✓		✓			✓	✓
Work experience	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Workplace visits				✓	✓			✓	✓	✓	✓	✓	✓		
Job shadowing													✓		
Pupil/learner volunteering in the community	✓		✓		✓		✓	✓					✓		✓

- Entrepreneurial education perceived as effective in achieving certain outcomes
- No one activity alone is felt to support pupils across all outcome areas
- Clear that one size does not fit all for the various types of learners

What Are the Obstacles and Drivers – Encouraging/Enabling Greater Engagement?

Q: Thinking of the future, do you think any of the following developments would be likely to make **YOU** become **MORE** interested in offering enterprise and entrepreneurship education activities?

Educators' Perspective	
Answer options	Secondary School
Cheap/easy access to local employee volunteers / professionals to support enterprise education activities (A)	133 (47%)
Easy to access, low cost, high quality and relevant learning resources (B)	130 (46%)
Evidence to show that attainment can be increased by taking part in enterprise and entrepreneurship activities (B)	104 (37%)
Evidence to show that taking part in enterprise and entrepreneurship activities helps to improve pupil/learner behaviour (B)	103 (37%)
Evidence that shows pupils/learners make better decisions about their career aspirations, and routes into them, by taking part in enterprise and entrepreneurship education (B)	100 (36%)
Evidence to show that pupils/learners who take part in enterprise and entrepreneurship education do better in the job market afterwards (e.g. getting a job / more quickly / higher salaries) (B)	100 (36%)
Clear messages from employers that enterprise and entrepreneurship education is highly valued	90 (32%)
Evidence about the impact of enterprise and entrepreneurship education on more vulnerable pupils/learners (e.g. SEN, disengaged)	85 (30%)
Easy to access advice from other educators about what is involved and what you can expect to get out of enterprise and entrepreneurship education	75 (27%)
It is increasingly relevant to wider socio-economic and technological trends (e.g. "it's what learners need for the 21st Century")	75 (27%)
Clear messages from parents that enterprise and entrepreneurship education is highly valued	73 (26%)
Clear messages from Government that enterprise and entrepreneurship education is highly value	66 (24%)
Clarity that the focus of enterprise and entrepreneurship education extends to alternative forms of business, such as co-operatives, mutual and social enterprises (C)	60 (21%)
Clarity that the focus of enterprise and entrepreneurship education is on self-employment and being an entrepreneur (C)	58 (21%)

Q: Thinking of the future, do you think any of the following developments would be likely to make **YOUR INSTITUTION** become **MORE** interested in offering enterprise and entrepreneurship education activities?

Institution's View	
Answer options	Secondary School
Cheap and easy access to local employee volunteers / professionals to support enterprise and entrepreneurship activities (A)	239 (85%)
Easy to access, low cost, high quality and relevant learning resources (A)	208 (74%)
Evidence to show that attainment can be increased by taking part in enterprise and entrepreneurship activities (B)	202 (72%)
Clear messages from employers that enterprise and entrepreneurship education is highly valued (B)	198 (71%)
Evidence that shows pupils/learners make better decisions about their career aspirations, and routes into them, by taking part in enterprise and entrepreneurship education (B)	197 (70%)
Evidence about the impact of enterprise and entrepreneurship education on more vulnerable pupils/learners (e.g. SEN, disengaged)	194 (69%)
Evidence to show that taking part in enterprise and entrepreneurship activities helps to improve pupil/learner behaviour (B)	190 (68%)
Evidence to show that pupils/learners who take part in enterprise and entrepreneurship education do better in the job market afterwards (e.g. getting a job / more quickly / higher salaries) (B)	189 (67%)
Clear messages from Government that enterprise and entrepreneurship education is highly valued	184 (66%)
Clear messages from parents that enterprise and entrepreneurship education is highly valued	170 (61%)
It is increasingly relevant to wider socio-economic and technological trends (e.g. "it's what learners need for the 21st Century")	165 (59%)
Easy to access advice from other educators about what is involved and what you can expect to get out of enterprise and entrepreneurship education	143 (51%)
Clarity that the focus of enterprise and entrepreneurship education extends to alternative forms of business, such as co-operatives, mutual and social enterprises (C)	112 (40%)
Clarity that the focus of enterprise and entrepreneurship education is on self-employment and being an entrepreneur (C)	110 (39%)

What Are the Obstacles Preventing Greater Engagement?

Q.28: Would you say that any of the following **barriers** are preventing your institution from doing more enterprise and entrepreneurship education?

	Answer options	Secondary School
A	The timetable is too tight and just won't allow it	181 (64%)
	Seen as detracting from focus on exam attainment	161 (57%)
	Too expensive to buy in specialist provision	162 (58%)
	Lack of relevant teaching expertise	126 (45%)
	Too difficult / expensive to find the right people to support activities	118 (42%)
B	The learning benefits to students aren't clear	67 (24%)
	The progression benefits to students aren't clear	62 (22%)
	It's not relevant to our mission / purpose	8 (3%)

What Are the Drivers Enabling Greater Engagement?

Q.29: Would you say that any of the following factors will contribute to your institution **increasing** the amount of enterprise and entrepreneurship education available to pupils/learners?

Answer options	Secondary School
Secondary schools being required to provide careers advice to pupils / learners	165 (59%)
Growing emphasis on non-university routes into work	146 (52%)
Concerns over youth unemployment	128 (46%)
It is increasingly relevant to wider socio-economic and technological trends (e.g. "it's what learners need for the 21st century")	111 (40%)
Publication of better destination / outcome data	76 (27%)
Concerns over social unrest / justice / cohesion	32 (14%)

Conclusion and Next Steps

Report in the new year

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