



# Enterprise Education

## Value and Direction

*An interim report*

Coiffait, Dawkins, Kirwan and Mann

The Pearson Think Tank

Education and Employers Taskforce

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This is a joint research project between the Education and Employers Taskforce and The Pearson Think Tank.



## About the Education and Employers Taskforce

The Education and Employers Taskforce vision is to ensure that every school and college has an effective partnership with employers to provide its young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential and so to secure the UK's future prosperity.

### **Education and Employers Taskforce**

2nd Floor Weston House  
246 High Holborn  
London WC1V 7EX  
+44 (0)20 3206 0510  
[www.educationandemployers.org](http://www.educationandemployers.org)

## About The Pearson Think Tank

The Pearson Think Tank is an education think tank, focused on the provision of, and access to, high quality education for all. This includes practical research on best practice and education improvement, and on inequalities in educational access and outcomes; as well as consideration of philosophical questions around the nature of quality in education and the principles of social justice. Our thought-leadership draws on robust research to address pressing education policy issues and provide innovative, evidence-based advice to support policymakers and practitioners.

### **The Pearson Think Tank**

One90 High Holborn  
London WC1V 7BH  
+44 (0)20 7190 4330  
[www.thepearsonthinktank.com](http://www.thepearsonthinktank.com)

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# Introduction and key insights

This research project is ongoing, with this summary report representing a snapshot of the context and insights emerging from phase one of our research. The information presented here is based on our findings from two teacher workshops, a national survey of 987 young people (aged 19–24) about the perceived usefulness of enterprise education, a literature review of 107 publications and a stakeholder consultation with 77 relevant stakeholders. Our three key research questions are:

- What is enterprise and entrepreneurship education?
- What impact does it have?
- How should it be delivered?

## Five key insights emerging from the project so far:

- 1. Definitions matter** – the same words can have different meanings to different people, it's important to agree specific meanings and objectives; or explicitly acknowledge differences.
- 2. Participation and perceived impact vary considerably** – some people are unaware of this agenda, some disagree with it, while others are passionately supportive.
- 3. Impact cannot be taken for granted** – there is little robust or conclusive evidence about the impact these education practices have; most available evidence is positive but the research is rarely robust and very occasionally the results can be negative.
- 4. External engagement matters and needs harnessing better** – evidence suggests best practice involves appropriate and well-planned employer involvement, however enterprise and entrepreneurship education is often delivered without it at present.
- 5. Many who work in education do not seem to value enterprise and entrepreneurship education** – clearly many remain unconvinced, with the result that many learners do not feel that they experience any kind of enterprise and entrepreneurship education at all.



## Context – is enterprise and entrepreneurship education important?

Governments across the world are working to close the gap between education and the workplace, enabling their citizens to progress from one to the other, support economic growth, navigate changes in working practices and lead fulfilling lives. One common approach is to introduce enterprise and entrepreneurship education into the school, college and university experiences of young people as a means to better prepare them for adulthood and work. Some examples highlighting this trend include:

- the International Labour Organisation (ILO), which is piloting the Know About Business (KAB)<sup>1</sup> entrepreneurship education programme in 20 countries including China, Kenya and Peru;
- Sweden and Scotland, which have established national curricula that embed enterprise across all subjects;
- the European Union, which is championing both The Oslo Agenda<sup>2</sup> to foster entrepreneurial mindsets and The Budapest Agenda<sup>3</sup> to promote teacher training in entrepreneurship education;
- and the World Economic Forum (WEF), which has issued a global call for action to transform the education system around entrepreneurship<sup>4</sup>.

However, the latest Global Entrepreneurship Monitor (GEM) global report found that recent trends in education were some of the most worrying factors when considering the environment for entrepreneurship across the 59 countries surveyed.<sup>5</sup>

In England, enterprise and entrepreneurship education is experiencing a period of significant change within a context of austerity, high unemployment and low growth. Over the last year, government expectations of schools, national support organisations and the funding mechanisms underpinning the vision first set out in the 2002 Davies Report<sup>6</sup> have all changed radically.

Two particular funding changes are likely to have an influence on the delivery of enterprise and entrepreneurship education. Over several years from 2005 some £55m was earmarked, but latterly not ringfenced, by the Department for Education (DfE) for enterprise education via direct grants to secondary schools. That funding, alongside some £8m supporting national initiatives, has now been absorbed completely into the Dedicated Schools Grant, giving schools control over how it is spent. Similarly, the £25m that was made available to local authorities to provide or commission education business link services (e.g. via Education Business Partnership Organisations – EBPOs) to broker connections between schools and local employers across a range of work-related learning activity areas, including enterprise

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<sup>1</sup> <http://goo.gl/uxsFF> ILO Certified KAB Key Facilitators, Sep 2011

<sup>2</sup> <http://goo.gl/yyCbd> Entrepreneurship Education in Europe, Oslo, Oct 2006

<sup>3</sup> <http://goo.gl/sNTfA> Entrepreneurship Education Symposium: Teacher Education as critical success factor, Budapest: EC, Apr 2008

<sup>4</sup> <http://goo.gl/QEgK7> Educating the Next Wave of Entrepreneurs, Global Education Initiative, Switzerland: WEF, Apr 2009

<sup>5</sup> <http://www.gemconsortium.org/> Global Entrepreneurship Monitor (GEM) 2010 Global Report, p.10

<sup>6</sup> <http://goo.gl/RBHnR> Davies, A review of enterprise and the economy in education, London: HMSO, Feb 2002

and entrepreneurship education, again now goes directly to schools. This makes schools the full decision-making agents, directly responsible for the full costs of provision, at a time when government demands influencing school engagement in enterprise and entrepreneurship education are set to be weakened with the removal of the statutory requirement to work-related learning at Key Stage 4 (14–16 years old) in 2012.

Over the last few years, the available data suggest that there is much variation in how schools engage with enterprise and entrepreneurship education. Polling consistently shows that those schools that are most engaged value enterprise and entrepreneurship education highly. For example, an opt-in Qualifications and Curriculum Authority (QCA) survey in 2005 found that 72 per cent of responding schools saw enterprise education as a ‘very important’ element of the curriculum for pupils aged 14 to 16.<sup>7</sup> However, other data suggest enterprise and entrepreneurship education is held in lower regard or that other budgetary pressures and priorities are squeezing it out. A 2009/10 analysis by the Education and Employers Taskforce of school expenditure on enterprise education estimates that the typical secondary school spent only half of its slice of the £55m grant on enterprise, and only half of that expenditure was spent securing employer engagement. Participation levels do appear to be increasing, however, with 40–45 per cent of recent school leavers recalling taking part in some enterprise activity while at school, compared with 20–25 per cent of adults in their early twenties.

Looking forward, the Department for Business, Innovation and Skills (BIS) has initiated comparatively small-scale programmes, such as the Enterprise Network and Enterprise Champions, as the primary means of nurturing a more enterprising future labour force, with the latter initiative introducing a narrower, more entrepreneurial focus on English conceptions of enterprise education. Changes in public information concerning the destinations of pupils after leaving school are expected, but there is uncertainty over the extent to which the initiative will influence school behaviour or encourage schools to engage more deeply in enterprise as a means to improving progression outcomes. Provision in FE and HE also varies hugely, with modest government support for enterprise societies occurring against a backdrop of major change across both sectors. Many who have worked in this field for years are increasingly concerned about declining activity levels, variable quality and unequal access in the future.

Wherever it takes place and in whatever form, it seems that the drive for enterprise and entrepreneurship education has been undermined by a lack of accessible data on impact and the most effective delivery approaches. This is further compounded by confusion over what it actually is, with wildly different interpretations of ‘enterprise’ and ‘entrepreneurship’ commonplace. Some activities focus narrowly on entrepreneurship for business start-up and ownership, whereas others use enterprise education for broader, more holistic, social and personal development that is not just focused on self-employment. Nor is it clear if or how issues such as creativity, innovation, employability, work experience and work-related learning play into this space.

It is time then, a decade on from the Davies Report, to take stock of what we know about this topic, both in this country and internationally, and to engage in a new debate over its future within a new context.

This joint research project, led by The Pearson Think Tank and the Education and Employers Taskforce, addresses three fundamental questions:

- What is enterprise and entrepreneurship education?
- What impact does it have?
- How should it be delivered?

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<sup>7</sup> QCA, Monitoring Curriculum & Assessment Project 2005–06: Subject report: Enterprise, London: QCA, May 2006, p.12

Although this project is global and accounts for all ages in its scope, it has clear policy relevance for schools in England. Findings from the project will be fed directly back to the UK Government. BIS has commissioned the Education and Employers Taskforce (working with The Pearson Think Tank, the Schools Network and Warwick University) to provide evidence-driven advice on enterprise and entrepreneurship education in England.



## 2 What is enterprise and entrepreneurship education?

One of the striking findings from our research so far is the hugely diverse range of definitions that are used, with many people assuming that others share their particular conception. This is important because an agreed definition underpins any subsequent delivery, assessment or impact – an issue recently highlighted by Ofsted.<sup>8</sup> The word cloud below is taken from the definitions given by the 77 stakeholders consulted, combined with the 107 sources within the literature review that provided a definition.



Of the 77 stakeholders consulted for this research, 43 (56 per cent) mentioned innovation, creativity and ideas while only 34 (43 per cent) mentioned economic and financial aspects. Even fewer, just 24 (31 per cent), mentioned self-employment and start-ups. It is also worth noting that the word ‘enterprise’ is used nearly three times as often as the word ‘entrepreneurship’.

In 2007 the Department for Education and Skills (DfES) used a relatively broad definition for ‘enterprise capability’ – ‘*innovation, creativity, risk-taking and risk-management, a can-do attitude and the drive to make ideas happen*’ – with enterprise education described as enterprise capability, supported by better financial capability and economic and business understanding (including as employees not just as entrepreneurs, and including social enterprise).<sup>9</sup> Last year Ofsted gave a similarly broad, if economically focused, definition stating that:

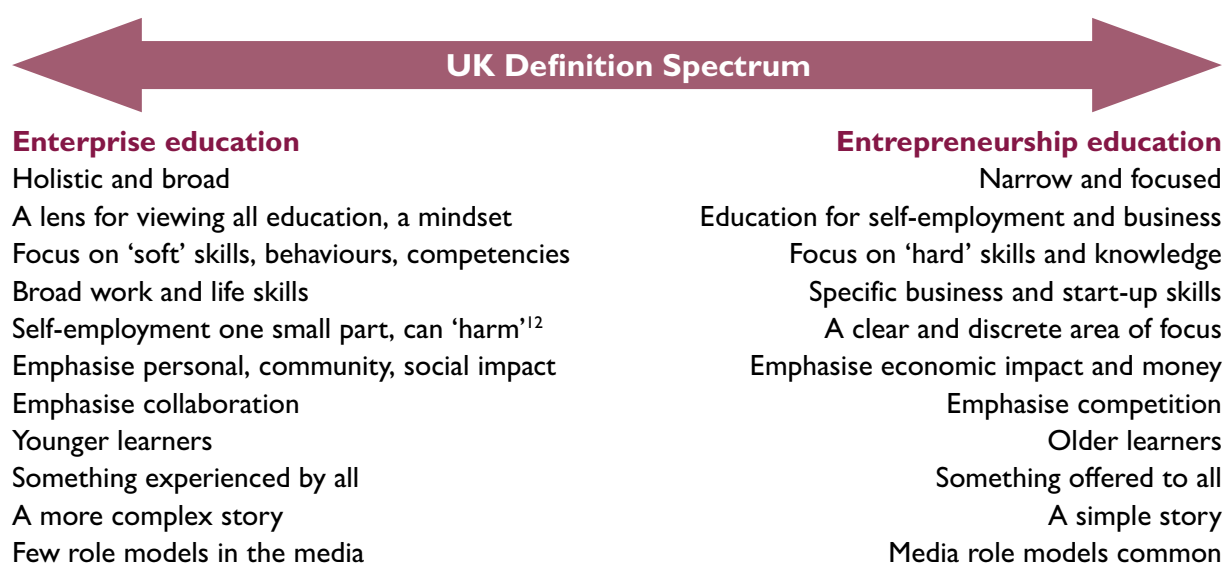
<sup>8</sup> <http://goo.gl/snueW> Ofsted, Economics, business and enterprise education: report summary, HMI No. 100086, 2011

<sup>9</sup> Miller, *Enterprising Heads, Enterprising Schools*, London: DfES, 2007 (guidance published on the teachernet website)



economics, business and enterprise education is about equipping children and young people with the knowledge, skills and understanding to help them make sense of the complex and dynamic economic, business and financial environment in which they live. It should help them leave school well-informed and well-prepared to function as consumers, employees and potential employers.<sup>10</sup>

Rather than develop yet another definition we have produced the **definition spectrum**, below, which attempts to help policy makers and practitioners understand the range of different meanings often given to the same terms, so they can explicitly place their own conception and practice somewhere between the two extremes described. It is worth noting that this is UK-specific as most of the rest of the world would either flip it round to put the word enterprise at the ‘narrower’, more business-focused end,<sup>11</sup> or simply not recognise some terms.



One passionate workshop participant was clear about which end of the spectrum she supported:

**‘I don’t want a part of it if it’s just money-making, business and being entrepreneurial. . .’<sup>13</sup>**

<sup>10</sup> <http://goo.gl/snueW> Ofsted, Economics, business and enterprise education: report summary, HMI No.100086, 2011

<sup>11</sup> e.g. ‘enterprise’ is synonymous with business in the USA

<sup>12</sup> The narrower conception of entrepreneurship, with its business, money-making and self-employment associations, can sometimes be seen to harm either more holistic conceptions of enterprise education or unsuited individuals; practitioner workshop, 06 Oct 2011

<sup>13</sup> Participant, practitioner workshop, 06 Oct 2011

### 3 What impact does it have?

In spite of considerable activity undertaken under the umbrella of enterprise and entrepreneurship education, there is still much to learn about its impact in terms of pupil engagement with education, pupils' achievements in the school and college system and their progression to university or employment, especially self-employment. Equally, comparatively little is known about how impact varies with different delivery approaches or between different types of school. There is good data on the perceptions of teachers and lecturers engaged in enterprise and entrepreneurship education and they tend to value it very highly, at times highlighting that impact particularly can be felt by young people from more disadvantaged backgrounds, as demonstrated below by one of the teachers in one workshop:

**'Where there are homes with low aspiration this has an impact on a child's aspiration; enterprise education helps children to develop those skills that the home environment does not provide.'**<sup>14</sup>

Looking at the literature, we found that in most but not all cases enterprise and entrepreneurship education is seen to have some kind of positive outcome for individuals, communities or the economy. However, we found scarce consideration of the opportunity cost (resources, time and money) going into such activities, which could have been spent on others. Conclusive longitudinal research and a thorough exploration of wider social or economic impact were extremely rare, with no UK studies found,<sup>15</sup> indicating the need for further, rigorous research. To help contextualise our research into impact, we gathered new data about how many and which types of UK learners experienced relevant activities, and the perceived impact on career decision-making, on getting a job and on getting into higher education.

Our survey of young adults aged 19–24 asked about experience of any form of enterprise education and then focused particularly on recollection and perception of participation in two of the most distinctive aspects of enterprise education – one-day business competitions and longer-term company-style projects (both on the entrepreneurial end of the enterprise spectrum). The survey found that:

- participation levels vary, with independent and grammar school alumni more likely to have participated, especially in longer projects, than their comprehensively educated counterparts.
- former participants often, but not always, valued the enterprise activities they took part in in terms of deciding a career (42 per cent saying it had a positive effect of some sort), getting a job after education (35 per cent), or getting into higher education (39 per cent).
- enterprise activity undertaken after the age of 16 was seen as being far more useful than activity undertaken at 14–16 (although that might have served different, more educational purposes) and is more likely to have to been an optional rather than compulsory element of the educational experience.

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<sup>14</sup> Participant, practitioner workshop, 06 Oct 2011

<sup>15</sup> None of the research found through our literature review has scored in the top measure of our 4-point robustness scale so far, although we have recently identified one German and one US study that may qualify.

- when segmented by former school-type attended, there is great variation but little significant difference in perceived benefits, except in terms of accessing higher education where former independent school pupils see far greater value. This is in contrast to other employer engagement activities, such as work experience or employee careers advice, where former independent school pupils have significantly better perceived outcomes, suggesting that where enterprise education is undertaken in state schools it is at least as good and/or relevant as that undertaken in the independent sector.

The 77 stakeholders that responded to the question about impact used the following terms:



It is worth noting the importance of skills (76 mentions), business (84), work (48) and employment (36). The findings align with workshop insights from enterprise teachers that the impact of enterprise education is more likely to help young people prepare for the labour market rather than to achieve academically. The emphasis on labour market outcomes raises questions about the continuing motivation of schools to focus on activities that are perceived to contribute more to destination outcomes than to attainment levels.

One key question here is what proportion of adults pursuing, or interested in pursuing, entrepreneurial activity as a career do so (in some part) because of the enterprise education they experience at school or college. Our current answer is that we do not know. A well-designed survey would, however, give valuable data on the perceptions of such adults.

## 4 How should it be delivered?

The 75 stakeholders who responded to the question about how enterprise and entrepreneurship education should be delivered used the following terms:



One key question is the role of employers and work-based experience, with evidence of the need for greater collaboration and engagement between employers and educators (making the case for engagement and making it easy). Ofsted recently found that enterprise activities helped students develop team and problem-solving skills but that the underpinning knowledge – economic and business understanding and financial capability – is often lacking, because teachers who are not business education specialists lack the basic grounding.<sup>16</sup> It is worth noting how often business (95) and employers (44) were mentioned by stakeholders when asked about delivery.

Another interesting area is around the importance of learning by doing, with experience (42) and work (51) mentioned by many stakeholders. Reference to the importance of practical experience was also common in the literature (mentioned in nearly half of the sources that we reviewed).

The two approaches – applied learning with employer involvement – were also highlighted by workshop participants:

**‘Enterprise education increases students’ confidence and makes them see the purpose of their education. They suddenly realise it’s reality; when they see an employer from outside, they think “this is someone**

<sup>16</sup> <http://goo.gl/snueW> Ofsted, Economics, business and enterprise education: report summary, HMI No.100086, 2011

from the real world”. Otherwise they might think “Oh, it’s just Miss” and easily dismiss what I say.’<sup>17</sup>

‘A lot of our kids come from deprived backgrounds and they don’t know people with aspirational jobs – enterprise education might be the only exposure they’ll get, otherwise they don’t know what’s out there.’<sup>18</sup>

Consequently, a key delivery challenge has been, and arguably increasingly will be, how to engage employers with the right characteristics in systematically supporting enterprise education in schools at low cost. It is in this context that BIS’s Enterprise Champions scheme, as managed through the Education and Employers Taskforce’s ‘Inspiring the Future’ programme, is well situated to address the issue of how connections between entrepreneurs and schools can be made on a broader basis.<sup>19</sup>

There seems to be a common theme throughout the literature that suggests enterprise and entrepreneurship education is most effective when embedded across the whole curriculum. This is also supported by the stakeholder consultation, with 33 respondents (44 per cent) specifically saying that it should not be taught as a standalone topic – an approach supported by one workshop participant:

**‘I do not want the government to turn around and say that we should teach enterprise in the same way that we teach citizenship.’<sup>20</sup>**

It’s not clear what qualifications or accreditation, if any, should be awarded in this area, although some stakeholders claim qualifications encourage uptake as they have historically counted towards school performance. Eleven of the consultation respondents (14 per cent) felt that delivery should be accredited or lead to a qualification. The final theme that we would like to highlight at this stage is the importance of local and community delivery approaches, an increasingly interesting area alongside the growth of social entrepreneurship, which often seems to help bridge the two extremes on our definition spectrum.

Our survey data of young adults suggest strongly that delivery at 16–19 is perceived to be of greater value than delivery at 14–16 in terms of three outcome areas: deciding on a career, getting a job after education and getting into HE. It also suggests that higher impact is felt from enterprise projects than one-day activities. Here, though, a note of caution should be sounded. In exploring recollections of enterprise education, the survey focuses attention on two typical activities aimed more at the entrepreneurial end of the enterprise spectrum. Typically, one-day events would include the majority or all of a year group and take place at 14–16 with the benefit of exposing a wide group to the activity, whereas enterprise projects, as run by organisations such as Young Chamber and Young Enterprise, are typically opted into by interested pupils, more often at 16–19. So, while impact may feel greater to those who participated in a project it is also felt by those who have demonstrated an interest in entrepreneurial activity through their decision to take part.

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<sup>17</sup> Participant, practitioner workshop, 06 Oct 2011

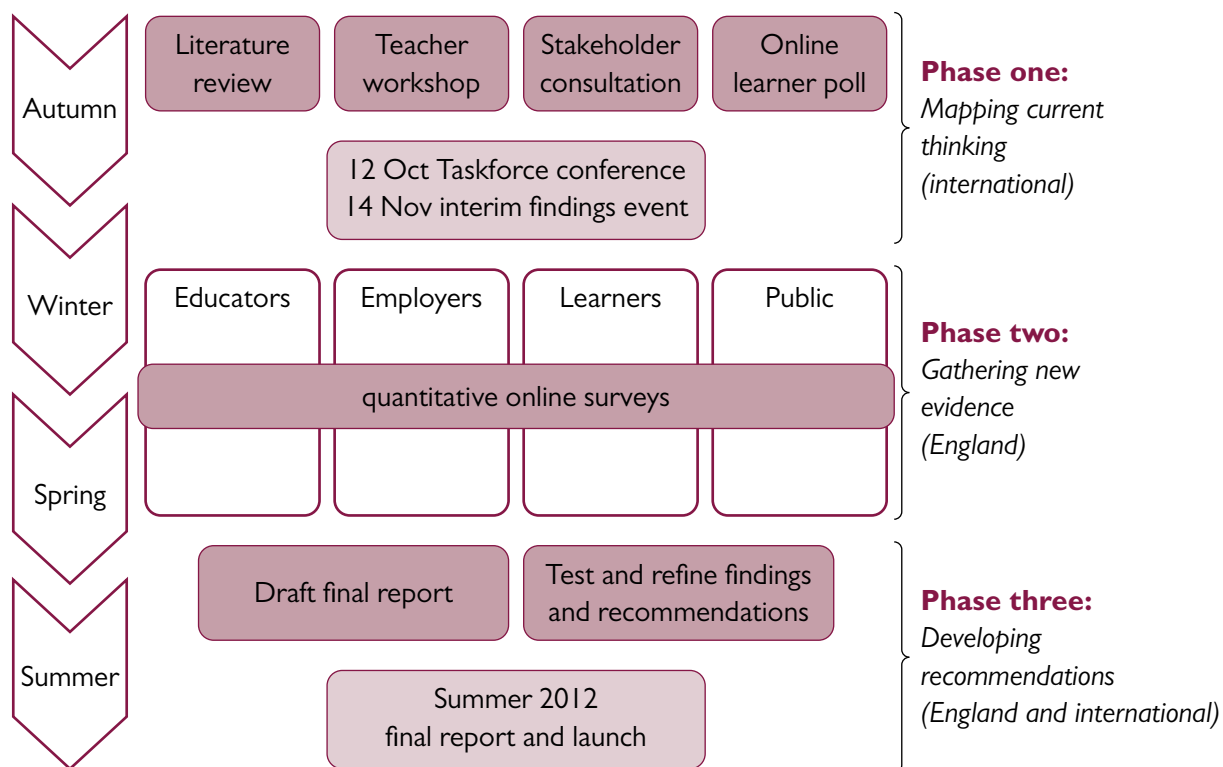
<sup>18</sup> Participant, practitioner workshop, 06 Oct 2011

<sup>19</sup> The Education and Employers Taskforce’s ‘Inspiring the Future’ programme [www.inspiringthefuture.org](http://www.inspiringthefuture.org)

<sup>20</sup> Participant, practitioner workshop, 06 Oct 2011

# 5 Methodology – what is our approach?

This major multi-methodology project has three clear phases, with a summary of the emerging findings from phase one included in this document. The first phase of our research explores current thinking, research and discourses about enterprise and entrepreneurship education all over the world, so far reviewing 107 existing literature sources and consulting 77 relevant stakeholders. We have also held two workshops with experienced school teachers. The second phase will conduct new primary research in England with three key groups: educators, employers and learners. The third and final phase will develop, test and refine the findings to produce actionable recommendations of relevance to different groups in the English context and beyond. The scope is global and for all ages, but we expect to go into the greatest depth with English schools. This graphic summarises our methodology, timelines and three phases.





# Appendix

List of stakeholders contributing to the online consultation (of the 77 contributors 10 did so anonymously):

1. Prof. Prue Huddleston, Professorial Fellow, Centre for Education and Industry (CEI), University of Warwick
2. Stephen Logan, Business Champion, Malet Lambert School
3. Dr Ray Dwerryhouse, PhD, BA Hons, Dip IWM, PGCE. Assistant Head of Post-Compulsory Education and Training, Faculty of Education, Edge Hill University
4. Jukka Hassinen, Planner Tiimiakatemia Adult Education, Finland
5. Amy Wilson, Economic Development Officer (Skills), Fenland District Council
6. Nigel Adams, Programme Director BSc Business Enterprise, University of Buckingham
7. Ian Hughes, DfE
8. City of York Council, 14–19 team
9. Entrepreneurship Education, Sherpa to founders
10. Sue Poole, Enterprise Education Manager, Gower College, Swansea
11. Peter Heap, Head of Department, The Business Department, Stockport College
12. Pat Wood, Director of Corporate & Community Synergy, London Metropolitan University Business School
13. David Walker, Director of Programme and Public Policy, Career Academies UK
14. Helena Knapton, PGCE Business Education Course Leader, Edge Hill University
15. Dr Andrew McCoshan, University of Warwick Centre for Education & Industry
16. Jan Weston, Proactive Resolutions
17. A4e
18. Dr Jacek Brant, Head of Department, Curriculum, Pedagogy and Assessment; Programme Leader: MA in Business Education, Institute of Education, University of London
19. Irene Unwin, Director of Business, Enterprise and Arts, Sandon Business, Enterprise and Arts College, Stoke-on-Trent
20. David Butler, on behalf of the Economics, Business and Enterprise Association
21. Fiorina Mugione, Chief, Entrepreneurship Section, UNCTAD
22. Keith Herrmann, Director, Higher Ed Research
23. Matt Stewart, Managing Director, Entrepreneur me UK
24. Peter Nuttall, Director of Community Relations, Cockburn School, Leeds
25. Enabling Enterprise
26. Lorraine Scott, CL Business & Enterprise/PSHEE, Swindon Academy
27. Hill Associates
28. Siobain Hone, Student Enterprise Manager, University of Bath Students' Union
29. Will Leonard, Project Director, White Loop Ltd
30. Becky Mollart, Schools Liaison Officer
31. Catherine Brentnall, ERDF Project Officer, Rotherham Ready
32. Matthew Draycott, Enterprise Associate, Glyndwr University



33. David Rae, Professor of Business and Enterprise, University of Lincoln
34. Thomas Wilson, Assistant Head, Treviglas Business and Enterprise College
35. Mike Moran, Head of Business and Enterprise Faculty
36. SSAT, Merseyside Enterprise Learning Partnership
37. Phil Thornton, Teacher Manager, Ashington Learning Partnership Enterprise Centre (ALPEC)
38. Dr Mathew Hughes, Nottingham University Business School
39. Charles Cracknell, Hull Training and Hull Youth Enterprise Partnership
40. Christina Conroy, OBE Principal & Chief Executive RACC Project Director of the Adult Enterprise Curriculum
41. Peter Jones, Enterprise Academy (Development Team)
42. Prof. Bill Lucas, Centre for Real-World Learning, University of Winchester
43. Per Blenker, Associate Professor, Aarhus University
44. Claire-Lise Harrison, Head of Enterprise and Careers, Winchcombe School, Gloucestershire
45. Garry Flatres, Enterprise Manager, Castle Vale Performing Arts College
46. Steven Gill, Enterprise Coordinator at Th!nkDO
47. Lynne Pepper, Head Teacher, Herringthorpe Infant School
48. Mike Ellacott, Director of E4A Education Ltd
49. Alison Bingham, Director of Business& Enterprise, The Bulwell Academy
50. Martin Farrar, Academy-Wide Specialism Lead, Excelsior Academy, Newcastle
51. Sylvia Walker, Learning & Development Consultant, SW Associates
52. RSA: Becky Francis, Director of RSA Education and Julian Thompson, Director of RSA Enterprise
53. Gill Ditch, Education Business Links Consultant
54. Helen Roper, 11–19 curriculum adviser with responsibilities that include work-related learning
55. Warrington Collegiate
56. Gary Forrest, Director of Education for Employability
57. Louise Stubbs, Assistant Head Teacher, Great Sankey High School
58. Annette Naudin, Award Leader and Senior Lecturer in Media and Creative Enterprise, Birmingham City University
59. Fiona Tarn, Croydon Libraries
60. Teach A Man To Fish
61. New College, Swindon: Peter Doyle, Gerry Darlington, Denise Kirk and Valeska Lowe
62. Katie Vause, Enterprise Coordinator, Lincoln Castle Academy
63. Steve Acklam, Chief Executive, School Governors' One-Stop Shop
64. Christine Marsden, Business Development Manager, Leeds Education Business Partnership
65. Ros Lucas, Aimhigher Careers Consultant, East Barnet School
66. Jane Walton, Policy Director, YES Youth Enterprise Services/Young People's Enterprise Forum
67. Mahmoona Shah, Lecturer FE Business & Enterprise, Bradford College



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It is time then, a decade on from the Davies Report, to take stock of what we know about this topic, both in this country and internationally, and to engage in a new debate over its future within a new context. This joint research project, led by The Pearson Think Tank and the Education and Employers Taskforce, addresses three fundamental questions:

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