

## **THE HOWARD DAVIES REVIEW OF ENTERPRISE AND THE ECONOMY IN EDUCATION**

### **INTERNATIONAL COMPARISONS**

#### **Background**

The broad terms of reference for the Review included a request to undertake an international comparison of approaches to enterprise and the economy in education. In addition to identifying where England is placed in terms of helping young people develop knowledge and understanding of enterprise, business and the economy, it would also provide an opportunity for the Review to be informed by and learn from practice developed elsewhere.

International practice was identified from two main sources. Some were highlighted in responses to the Call for Evidence. Others were identified through a general review of reports and evaluations, and through an Internet search. As a result, information was gathered from other parts of the UK, European Union, Central and Eastern Europe, Australia, New Zealand, Canada and the USA.

The attached report summarises the main findings.

## 1. Introduction

The context for developing enterprise education varied widely among the countries, initiatives and projects identified. For example, work developed by the National Foundation for Teaching Enterprise in the USA is targeted at young people from low income groups. In response to evolving market economies programmes in Central and Eastern Europe have focused on helping young people develop the knowledge, skills and aptitudes to establish their own enterprises when they move to employment. Approaches in Scotland and New Zealand focus on supporting the transition to employability, whether that be as self-employed or employed in the private or public sectors. Initial research from the European Commission<sup>1</sup> has identified the promotion of entrepreneurship as taking place in most member countries.

In addition to a national perspective, much of this work is beginning to be undertaken within a global context. Young Enterprise and the National Foundation for Teaching Enterprise are two examples of projects that work across countries. The Entrance Project<sup>2</sup> involves partners in Spain, Israel, Hungary and the UK in exploring models of enterprise learning and how they transfer across national boundaries.

A common feature in all the work taking place is the importance of active learning and the direct involvement of business and community partners. Allowing young people to learn through doing seems vital if they are to be prepared for the changing working environment that they face.

This report does not attempt to list all international practice. It does however, aim to analyse what is happening in three key aspects, **definitions and objectives, curriculum opportunities and supporting teaching and learning.**

---

<sup>1</sup> European Commission benchmarking study (unpublished).

## 2. Definitions and objectives

The need to define what is meant by enterprise is a common theme when developing a national strategy. Although there has been at times a focus on business start-up, it is increasingly recognised that it is about developing enterprising people, as having an enterprising approach is important for employees as well as people setting up their own business.

The European Union has made a distinction between a broader concept of **education for entrepreneurial attitudes and skills** — which includes awareness-raising, developing personal qualities such as creativity and risk taking and **training in how to create a business**.<sup>3</sup>

In 1989 the OECD<sup>4</sup> defined enterprising people as follows:

*An enterprising individual has a positive, flexible and adaptive disposition to change, seeing it as normal and as an opportunity rather than a problem. To see change in this way, an enterprising individual has a security born of self-confidence, and is at ease when dealing with insecurity, risks and the unknown. An enterprising individual has the capacity to initiate creative ideas and develop them into action in a determined manner. An enterprising individual is able, even anxious to take responsibility, is an effective communicator, negotiator, influencer, planner and organiser. An enterprising individual is active, confident and purposeful — not uncertain and dependent*

This broader definition is mirrored in work being developed in a number of countries. The Ministry of Education in New Zealand<sup>5</sup> uses enterprise education as an umbrella term to include a range of activities, programmes and partnerships. These have the broad goal of assisting students to gain the knowledge and skills that will support them as future participants in the workforce. A number of core attributes have been identified:

- Enhancing student learning by giving opportunities to engage in and interact with enterprise
- Widening students access to authentic contexts in which to develop their knowledge and skills through work exploration and experiences.

---

<sup>3</sup> European Commission benchmarking study (unpublished).

<sup>4</sup> OECD (1989) Towards an Enterprising Culture

<sup>5</sup> Ministry of Education New Zealand (1999) Working Together: Building Partnerships between Schools and

- Enhancing students' career guidance through real life examples and assisting them in understanding how enterprise really works
- Fostering positive attitudes, high expectations and high expectations.
- Laying foundations for students to innovate, take risks and develop enterprise and entrepreneurial skills necessary for the future.

In Scotland enterprise is seen as one of the components of Education for Work which is presented as one of the key purposes of the curriculum, enabling and preparing young people to:

- face the challenges of life in a rapidly changing society;
- live successful lives both now and in the future;
- operate confidently and effectively in the changing world of work and the flexible labour markets for the future.<sup>6</sup>

However the National Framework in Scotland acknowledges that it is more than vocational training. It plays an important part in supporting life-long learning. It further defines Education for Work in terms of the following learning outcomes:

- essential generic skills including core skills of communication, numeracy, problem solving, using ICT and working with others;
- a range of personal qualities and dispositions, including self-motivation, initiative and a sense of responsibility;
- knowledge and understanding of key features of the world of work, including business and wealth creation, basic principles of starting up and running a business, pay and taxation.

The approaches undertaken in Scotland and New Zealand contrast with the aims and objectives of work developed in Romania. A study<sup>7</sup>, undertaken in 1994 by Durham University Business School in partnership with the British Council the Ministry of Education in Romania and the Romanian Centre for Small and medium-sized Enterprises, explored ways of implementing reforms at secondary school level with a specific focus on small and medium sized enterprise (SME) related education. The ultimate aim of SME education was to prepare students for:

---

<sup>6</sup> Scottish CCC (1999) Education for Work: Education Industry Links in Scotland-A National Framework

<sup>7</sup> Durham University Business School. Republic of Romania CRIMM/Ministry of Education EC-Phare

- working in a small business;
- setting up a small business
- living in a flexible labour market
- wider preparation for entry into the market economy.

### **3. Curriculum opportunities**

A theme developed in the Davies Review report is the need to link together enterprise education with financial literacy and knowledge about the economy within the curriculum. The Junior Achievement (JA) initiative developed in the USA attempts to bring these three aspects together. JA is an international non-profit organisation that aims to provide children and young people with a basic understanding of economics and business, and promote an entrepreneurial spirit. An important element of the programme is the direct involvement of mentors drawn from the local business and community associations. JA offers a programme at three age levels.

- The elementary school programme involves 6 one-hour slots from mentors for each year from kindergarten to grade 6. It consists of a series of seven themes that discuss the US economic system, covering the economic role of individuals, families, communities, cities, regions, the US and the world. The precise content is designed to integrate with what is being taught in the ordinary curriculum at this stage.
- The middle grade programme runs for 8 hours in total for each of grades 7-9. It teaches how businesses operate and explores career interests and opportunities. The programme covers personal financial management, the US economic system, international trade, the economic benefits of staying in school and the business aspects of sport and entertainment.
- The high school programme uses mentor involvement for a total of 10 hours for each year group, but is usually set in the context of an ongoing formal economics or business studies course, and uses a textbook with workbooks and study guide. It looks at the opportunities and responsibilities of running a company and basic concepts of micro/macro/international economics, international trade, preparation for the workplace internships and career guidance.

The Enterprise & Career Education Foundation (ECEP)<sup>8</sup> is a key national body helping young Australians move successfully from school to work. A key

success to date has been the development of more than 260 industry-specific programmes across Australia that combine classroom learning with structured on-the-job training. Building on this success, ECEF is focussed on helping young people gain the broader enterprise and employability skills, and greater career awareness that will help them successfully manage personal and work opportunities throughout life

#### **4. Support for teaching and learning**

A number of countries have identified the need to have support for teachers in delivering enterprise within the curriculum. In Scotland the national framework is supported by:

1. *How good is our School at Education Industry Links* — A self evaluation tool for schools that use performance indicators to audit and plan education for work.
2. *Managing for success in Education for Work* — focusing on common managerial issues common to all schools in implementing education for work.
3. A series of guides for secondary teachers which encourage reflection on the relationship between the curricular aims of Education for Work and teaching and learning within the 5-14 curriculum and subjects post 14.
4. *Education for work — A guide for Primary Teachers*
5. *Guide for work experience.*

In addition, the National Centre: Education for Work and Enterprise has been established at Strathclyde University. The role of the National Centre is to raise awareness among educators in Scotland of the vital role they play in providing young people with the skills and abilities they need. It seeks to encourage employers and entrepreneurs to involve themselves fully in education. The Centre is working with partners in Scotland to:

- promote vigorously the cause of Education for Work and Enterprise with educators and employers
- develop teacher capability, undertake research, promote new ideas and generally ensure that Education for Work is given a high priority by all.

A number of countries have provided additional support for teachers through dedicated web sites. In the UK, the Department of Trade and Industry *Enterprise guide*<sup>9</sup> site provides guidance for teachers in developing enterprise education and entrepreneurial skills among pupils in the 11 to 16 age range. Through information and case studies it shows teachers how they can incorporate enterprise education into their schemes of work. The *Enterprise Education*<sup>10</sup> web site in Australia has been developed with support from the Australian Department of Education through the Enterprise Education in Schools programme.

Work from New Zealand<sup>11</sup> and the European Commission<sup>12</sup> have highlighted the need for professional development in order to provide teachers with the confidence to develop enterprise education and the need for quality teaching and learning resources. These needs are reflected in a number of projects and initiatives undertaken in Central and Eastern Europe. An example is the national programme to develop enterprise and business understanding within secondary schools undertaken in Slovenia between September 1996 and March 1998. The overall aim was to provide a solid base for the national development of enterprise and business understanding within the core curriculum of all general secondary schools in Slovenia. Under this programme a core group of teachers attended a training the trainers type workshop, in order that they could disseminate their knowledge and skills to other schools across the country.

## **5. Conclusion**

The recommendations made by the Davies Review in terms of strategy and objectives, building enterprise capability, supporting measures and quality, monitoring and evaluation are consistent with practice developed elsewhere. The notion of developing enterprise capability rather than purely focusing on business start-up reflects what is happening in other developed market economies. Measures in the recommendations to encourage the greater involvement of business partners is consistent with the importance placed internationally on active learning and direct engagement with young people with entrepreneurs.

---

<sup>9</sup> [www.dti.gov.uk/enterpriseguide](http://www.dti.gov.uk/enterpriseguide)

<sup>10</sup> [www.curriculum.edu.au/enterprise](http://www.curriculum.edu.au/enterprise)

<sup>11</sup> Ministry of Education New Zealand (2001) Enterprise Education in Schools

<sup>12</sup>

Davies Review Team  
February 2002