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ENTERPRISE AND ENTREPRENEURSHIP EDUCATION: TOWARDS A COMPARATIVE ANALYSIS

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Purpose

This paper states the case for adopting a comparative method of analysis to the study of enterprise education. Adopting a comparative approach can provide fresh insights and opportunities for researching from different perspectives. It develops understanding of the concept by re-examining its origins and history. By default its purpose, development operation and rationale are also briefly discussed through reference to literature and policy.

Methodology

This paper draws on the literature around enterprise and entrepreneurship education. It argues that comparative analysis of enterprise education is an important methodological tool that can enrich, deepen and inform research processes, findings and outcomes. Comparative analysis can take a number of forms and can include within country, cross-country, historical, temporal, longitudinal, spatial, pedagogical, policy or other types of comparison.

Findings

This paper unpacks and teases out some of the points of difference and similarity between enterprise education concepts, policies and practices; and the way they are introduced to, applied and operate in different contexts. The main focus and point for comparison is the UK. Enterprise education is distinct from and should not be confused with business and economics. Teacher training in the techniques of

enterprise education and resources designed to suit social and cultural requirements is crucial to achieve successful project outcomes.

Value

The comparative analysis of enterprise education programmes and policies advocated here adds value and provides additional insight to these concepts and practices.

Article Classification: Viewpoint Paper

Keywords: Comparative analysis, enterprise education

Introduction

Much has been written about enterprise and entrepreneurship education (Draycott and Rae, 2010; Gibb, 1987, 1993 and 2002; Matlay, 2008; Pittaway and Cope, 2007; Rae, 2000 and 2003). Over the last twenty-five years, the U.K. government has frequently intervened in primary, secondary, further and higher education to help establish successful methods of implementing strategies designed to encourage a more enterprising society (Davies, 2002; Department of Trade and Industry, 2001; Department of Trade and Industry/Department for Education and Employment, 2001). There have also been a number of European initiatives in this area (European Commission, 1996, 2002 and 2006) and these are ongoing.

The importance and benefits of enterprise and entrepreneurship education strategies and practices have increasingly been endorsed by governments and policy makers around the world (DTI, 2001; DTI/DfEE, 2001; DfES, 2003; Ofsted, 2004; EC, 2002 and 2006; Volkmann et al, 2009; Oslo agenda, 2006; World Economic Forum, 2009). *“Entrepreneurship is seen as the engine driving the economy and this has resulted in the growing interest in the development of education programmes that encourage entrepreneurship”* (Gorman, Hanlon, King, 1997, p.56). This paper builds on these and other initiatives as well as on an existing and developing body of academic literature on enterprise and entrepreneurship education (Gibb, 1987, 1993 and 2002; Rae 2000 and 2003; Rae and Carswell, 2001; Jones and Iredale 2006, 2009 and 2010). The paper contributes to the growth of knowledge and aids understanding of how the policies and practices of enterprise and entrepreneurship education might be evaluated and better understood. The definitive problem for government inspired enterprise and entrepreneurship education policies is the ability to translate concept into real practice that delivers individual, social, educational and economic uplift and this is often defined by specific country histories, cultures, economies and political commitment to project and programme objectives. Hence there is a need to develop a robust comparative framework for enterprise education analysis and evaluation. Some attempts (Carayannis, Evans and Hanson, 2003; Hytti and O’Gorman, 2004; Davies et al, 2001; Packham et al, 2010; McLarty, Highley and Alderson, 2010) have been made to establish a comparative analysis and this paper builds on this emergent body of work. However, work done to date in the area of enterprise education has by and large taken the comparative method as given. This paper seeks to address this research-knowledge gap and sketches out issues that surround the comparative method of analysis. The comparative method can be used

to better inform and more effectively evaluate enterprise and entrepreneurship education in all its various forms and guises.

Educationalists have increasingly come to recognise the benefits of an enterprising approach to teaching and learning (Centre for Education and Industry, 2001; McLarty, Highley and Alderson, 2010). “While researchers are continually striving to learn more about the entire entrepreneurial process” (Kuratko, 2005 p. 579) educators appreciate and understand that learning through, for and about enterprise can help motivate students, and can promote freedom and choice. Alongside this it can help develop in young people the enterprising skills and competencies required for working in the flexible market economy we have today and can also promote entrepreneurship. The paper begins with a background context setting section and then discusses the concepts of enterprise and entrepreneurship education. Issues surrounding the comparative method of analysis are then outlined and this is followed by a discussion of enterprise education in the UK. Enterprise as a global theme is then explored and some concluding remarks made.

Background

UK membership, along with the changing shape of the European Union, together with the fall of communism and the rise of emerging economies of the Pacific rim countries (Co and Mitchell, 2006) has in the course of the past 30 years required the development and acquisition of new skills and ways of working (McLarty, Highley and Alderson, 2010). In Eastern Europe the focus was originally placed upon the development of small business (Matlay, 2001). The European Union (EU) has

identified entrepreneurship as a key factor and a basic skill in the educational system (OECD, 2001; Lisbon Treaty 2000). In the U.K. the Wilson (2012) "Review of Business-University Collaboration" has recently reported on the role of enterprise skills, entrepreneurship and social enterprise in higher education provision and delivery.

Enterprise and entrepreneurship education has emerged as one response being introduced in different countries for a variety of reasons. These concepts challenge the views long held by the corporate community in the Western world, which is no longer seen to be as robust, by prioritising and focusing on self-employment, micro businesses and Small-Medium Enterprises (SMEs). The number of people employed in large corporations is decreasing in many countries and opportunities for employment growth are seen to be more likely in a SME. This view was confirmed when the World Economic Forum (2009, p.8) adopted the motto 'entrepreneurship in the global public interest' and decided "to align economic progress and social development when addressing the complex developments of our time"(Wilson and Sepulveda 2009, p.8). By presenting self-employment or working for a SME as options can help people cope with and adapt to a more insecure and uncertain world of work (Heery and Salmon, 2000) and increase employment opportunities. Alongside wage dependent employment, work as a self-employed person is encouraged and enterprise and entrepreneurship education is seen as a way forward to advance freedom and open up opportunities. The educational tendency has been, and in general remains, to emphasise employment over self-employment and entrepreneurship. Enterprise education helps challenge this order by placing

self-employment and entrepreneurship on a par with employment. At the same time it helps young people develop a range of skills and attitudes that are useful for modern employment as well as widening their social perspectives.

Enterprise and entrepreneurship education is about the actions of businesses, government, teachers, lecturers, entrepreneurs and nascent entrepreneurs. It promotes the creation of opportunities, a more “go-getting” society, a more “can-do” culture and can thus be used to challenge established power and authority as well as the status of inherited (or “old”) money, and can lead to a qualitative improvement in life chances. It shapes, influences and changes the character and quality of social, economic, personal, political and other relations. But most of all it can help:

- Drive forward innovation and change in products and services;
- Deliver social and economic uplift;
- Improve the stock of small medium enterprises and enhance the wealth creation process.

One aim of enterprise education is in part to break the cycle of the culture of poverty and to bring about socio-economic and community regeneration. It contributes to the building of effective links between education and work (Wilson, 2012) and increases the self-worth of individuals involved.

Enterprise and entrepreneurship education help individuals cope with and adapt to the complex changes taking place in the British, European and wider global economy and society. The concepts are useful for addressing issues of social,

economic, personal and political concern and governments worldwide are increasingly promoting enterprise and entrepreneurship education as a vehicle to address social and economic ills. We take the view that enterprise and entrepreneurship education need not focus exclusively on business development and argue that it helps students as well as school, college and university staff to have a clearer understanding of business and work, and the way in which education and business can work together. It can, however, promote the concept of self-employment raising levels of awareness and adding credibility to this alternative career. This view is endorsed by Kuratko (2005, p.578) who states that “entrepreneurship is more than the creation of business. Although that is certainly an important facet, it is not the complete picture.”

Enterprise and Entrepreneurship Education

It might be argued that enterprise has become ‘fashionable’ as increasingly, in different countries, education is expected to incorporate a more enterprising approach to teaching and learning across different subject areas. Indeed in England and Wales the Department for Education and Skills (2003) recommends that enterprise learning is integrated throughout the curriculum. Enterprise education should not be confused or mistaken for entrepreneurship education (Jones and Iredale, 2010). Entrepreneurship education is very much focused on the processes and practicalities of how to start a business and is often taught via the development of a business plan. In contrast enterprise education is much more focused on the *capabilities* and *potential* of individuals to adapt to changing circumstances and the associated *behaviours* and *skills* needed to function effectively as a consumer,

citizen, employee or self-employed person in a flexible market economy. Kuratko (2005, p.578) describes this as developing an “entrepreneurial perspective”.

Enterprise education can thus be taught across a range of subject areas and throughout different phases of education. It draws on an active learning pedagogy but the difference in approach described here is based on the application of the learning being undertaken by applying it to a business start-up simulation. In contrast to entrepreneurship education to which the development of a business plan plays a key role alongside the development of ‘business skills’ and these programmes are often offered by business schools. Enterprise education is very much about, teamwork, confidence building, problem solving and helps encourage the belief that self-employment, starting a business or being a business owner are valid options in life. It also helps people recognise that working for a SME is a legitimate option and that this requires different skills and competencies compared to working for a large organisation. The development of these wider skills can also be put to good use in social enterprise which is increasingly seen to be a good thing. The differences and similarities between enterprise and entrepreneurship education make for one useful line of comparative enquiry.

Enterprise Education

Enterprise education has been a much-discussed topic over the years and continues to be a subject for debate (Balan and Metcalfe, 2012; Crayford et al, 2012; Deacon and Harris, 2011; Garnett, 2013). There are differing views on what it denotes, if and how it might be taught. Over twenty years ago Caird (1990) addressed the issue of what it means to be enterprising. Much of the literature concerning enterprise and

entrepreneurship education focuses on post secondary school students. However, Gibb (1987; 1993; 2002) has for many years drawn attention to the need to develop within young people a range of enterprising skills, behaviours and attributes from an early age. Iredale (1993) reported on enterprise education at primary school level and this is an approach that has been adopted by Scotland (Scottish Executive, 2001) among others as they recognise the benefit of instilling enterprising characteristics into young people when they are most receptive. Carayannis, Evans and Hanson (2003, p.759) describe this as 'sensitization' which develops autonomy and initiative. Others (Nabi, Holden and Walmsley, 2006; Nabi and Holden, 2008) have explored the role of enterprise education in furthering graduate entrepreneurship. Many universities in the UK are currently keen to include this approach into their curriculum and this is often in the form of competitions and the awarding of startup grants to fund those students with business ideas, (e.g. National Centre for Entrepreneurship Education). Social enterprise is also a growing topic (www.socialenterpriseexchange.com). In a similar vein Deuchar (2004, 2007) has focused on the role enterprise education plays in developing the concept of citizenship. There are different ways of defining and exploring enterprise education and these different approaches constitute one avenue for comparative study.

The Organisation for Economic Co-operation and Development (1989, 2001) and World Economic Forum (2009) alongside other influential organisations recognises the important contribution enterprise education can make to social and economic regeneration and renewal. Jones and Iredale (2010) have drawn attention to the tensions, similarities, and differences in the enterprise and entrepreneurship education concepts. Different academics and policy makers emphasise different

aspects of enterprise education and seek to define the concept in their own self-interest. Enterprise education is subject to debate, analysis, policy development and pedagogical practice. Meanwhile discussion of the complexities surrounding the meaning and purposes of enterprise and entrepreneurship education continues (Gibb, 1993, 2002 and 2005; Hannon, 2006; Rae, 2000; Fayolle, Gailly and Lassas-Clerc, 2006). The case for building a comparative method of analysis as a means of untangling and separating out some of the issues for the study of enterprise education is evident.

Evaluation and the Comparative Method of Analysis

All studies of enterprise and entrepreneurship education might be considered to be comparative in nature but the comparison can take a variety of forms depending on the required outcome. It might involve comparing one programme or project with another and this might be over a given time, be between different cohorts of pupils and students, throughout different phases of education or concern students in different localities. Comparison might also involve the way it is taught and how and, how, for example, this might be in the traditional classroom or in a different learning environment to that normally used. Comparison could also be of the experiences of the teacher and/or student experiences of their involvement in a programme.

Comparative studies in enterprise and entrepreneurship education can, amongst other things, concern themselves with educational process issues, educational outcomes or a combination of the two and it is important to be clear at the outset of any study to determine what is required. For example, process issues could include

aspects and elements of the enterprise education pedagogy (how it is taught) and the aim. Outcomes could include;

- The number of new businesses started,
- If and to what extent there is an increase in participants expressing an interest in starting or working for a Small Medium Enterprise (SME).
- Those who might consider starting their own business some time in the future
- If students involved are more enterprising at the end of the project than they had been at the outset

It is also possible to compare the participation levels or impact of enterprise education on different groups in society. Amongst other things comparison can be along the lines of gender, age and ethnicity. By way of example Hussain, Scott and Matlay (2010) have reported on enterprise education and ethnicity; and Treanor (2012) has reported on entrepreneurship education and gender. More work remains to be done comparing the impact, participation levels and outcomes of enterprise education on different societal groups (men, women, young, middle aged, old, ethnic and so on). Comparative studies can also seek to measure the impact of particular enterprise-entrepreneurship education initiatives in and between countries.

Examples of “cross-country” comparative study can be found in the work of Davies et al (2001) and Hytti and O’Gorman (2004). Much published research is of the specific country or “in-country” comparative type and typically reports on enterprise education practices and policies in different contexts, settings, nations, regions and localities.

| Area Studied | Educational Level | Type of Study | Study Outcome | Bibliography |
|---------------------|--------------------------|----------------------|------------------------------------|-------------------------|
| France & USA | Higher education | Survey | French students less positive than | Carayannis et al (2003) |

| | | | | |
|--------------------------------------|--------------------------------------|--|--|---|
| | | | US | |
| UK | 5-19 | Quantitative and qualitative | Best provision of enterprise education is at key stage 3 | CEI (2001) |
| Hong Kong | Secondary education | Questionnaire & telephone interviews | Programmes similar to those in the West | Cheung (2008) |
| South Africa | Higher education | E-mail survey | Enterprise education still in developmental stage | Co and Mitchell (2006) |
| UK | 5-18 | Wide range of approaches | Specific guidance and monitoring of outcomes needed | Davies (2002) |
| England and Hungary | Primary and secondary education | Interviews with teachers | Citizenship and enterprise education can be perceived as integrated yet contradictory concepts | Davies et al (2001) |
| Wales UK | Post graduate | Longitudinal | Pedagogic approach results in greater skills and aspirations | Deacon and Harris (2011) |
| France | University engineering students | Small scale experiment involving survey questionnaires of students | Positive outcomes for those exposed to entrepreneurship education | Fayolle, Gailly and Lassas-Clerc (2006) |
| UK | Higher education | Conceptual model plus case study | Case-studies based on ethnic role models should be more widely used and entrepreneurship education impacts on ownership succession | Hussain, Scott and Matlay (2010) |
| Austria, Finland, Ireland and the UK | Primary, secondary, higher and adult | Evaluation of 50 enterprise education programmes | Educators need understanding of the various aims and objectives of | Hytti and O'Gorman (2004) |

| | | | | |
|----------------------------|---|---|--|--------------------------------|
| | education. | and initiatives. | enterprise education | |
| England | Primary education | Questionnaire & interviews | Identified ways in which an enterprising approach to teaching and learning can be incorporated in the school curriculum. | Iredale (1993) |
| Ukraine | Secondary education | Partnership-based framework of analysis | Context needs to be relevant to local conditions. | Jones and Iredale (2008) |
| Poland | 18-24 | Quantative | Students welcomed the opportunity to be involved with EE | Jones et al (2008) |
| Poland | 18-24 | Semi-structured interviews | Confirmed the outcome shown above | Jones et al (2011) |
| Central and Eastern Europe | Schools – including upper secondary schools | Classroom observation and interviews with teachers and students | Enterprise in Schools is based on catchwords such as cooperation, power of initiative, creativity and activity. | Leffler and Svedberg (2005) |
| UK | Graduate entrepreneurs | Empirical research over 10 years | Courses need to be more closely related to the needs of students | Matlay (2008) |
| China | Higher education | Case study | The “Know About Your Business” programme was deemed to be largely successful and suggestions made for improvement | Millman, Matlay and Liu (2008) |
| France, Germany | Higher education | Quantative research | Enterprise education had a | Packham et al (2010) |

| | | | | |
|------------|---------------------|--|--|--------------------------|
| and Poland | | | positive impact on French and polish students but a negative attitude on German males | |
| UK | Higher education | Systematic literature review | Entrepreneurship education has had an impact on student propensity and intentionality. | Pittaway and Cope (2007) |
| Ukraine | Higher education | Survey and structural equation modelling | Entrepreneurial behaviours and attitudes could be increased | Solesvik et al (2012) |
| USA | Higher education | Literature review and national survey | Enterprise educators use guest speakers and class discussions to supplement traditional lectures | Solomon (2007) |
| Hong Kong | Secondary education | Post activity evaluation | A Teen Entrepreneurship Competition had a positive impact on attitudes and behaviours | Yu and Man (2007) |

Table 1: Specific “In Country” Comparison – a summary of literature

In all of the geographically contextualized studies, shown above in Table 1, the form that enterprise education takes is shaped by factors specific to the locality, culture and broader political, legal, economic, social and technological environment. It is evident that a lot of work has been undertaken in the comparative study of enterprise education but that little consideration has been given to discussing the potential and limitations of the comparative method for enterprise education. As previously stated the purpose of this paper is to help fill this research knowledge gap and to stimulate

debate. In comparing and evaluating the impact and effectiveness of programmes of enterprise education there is a danger of comparing like (enterprise education in primary schools, for example) with unlike (entrepreneurship education in Universities). In evaluating and comparing there is a danger of confusing enterprise with entrepreneurship education. Comparing enterprise education initiatives at different educational phases – primary, secondary, further and higher education – can serve to highlight similarities, differences and assessment and progression issues. Equally so comparing enterprise education in the same phase of education allows for a focused and therefore hopefully more valid and meaningful comparison.

It is evident that enterprise and entrepreneurship education mean different things to different people and as a result comparative analysis is subject to a number of constraints and limitations. These limitations are very much focused around the issues of “how”, “when”, “why” and “what” to compare in a variety of situations. In any evaluation we must first look at the aim of the project before considering:

When to compare: Comparative studies over time are predominantly of the before and after variety and are prone to methodological difficulties due to the fact that different start and end points almost inevitably show different results.

What to compare: Comparison is subject to problems of methodological analysis in so far as projects and programmes are shaped and influenced by internal and external variables which can impact on outcomes meaning that objective and accurate evaluation can be somewhat problematic. One question to consider here is: What should be compared with what? This then begs the question: should we

compare enterprise and entrepreneurship education policies, programmes, projects, or pedagogical practices?

Who to compare: Enterprise and entrepreneurship education processes and outcomes are inevitably shaped, influenced and at times determined by the subject of study be that students, teachers, university lecturers, entrepreneurs, policy makers, small business owners or those working in the SME sector.

How to compare: The chosen methods of research can have a bearing on what is reported, how it is reported as well as why it is reported. Methods of research might include, for example, quantitative or qualitative data gathering and analysis that can produce different findings and results.

Why compare: The reasons for undertaking comparative enterprise and entrepreneurial education research can also be subject to a number of constraints and limitations; namely though not exclusively the need to meet funding requirements and to deliver ready to use policy prescriptions so as to better address social, educational and economic needs.

Figure 1 shown below serves to demonstrate the way in which the what, who, when and how of comparative studies in enterprise and entrepreneurship education come together to inform and underpin the deeper question of why.



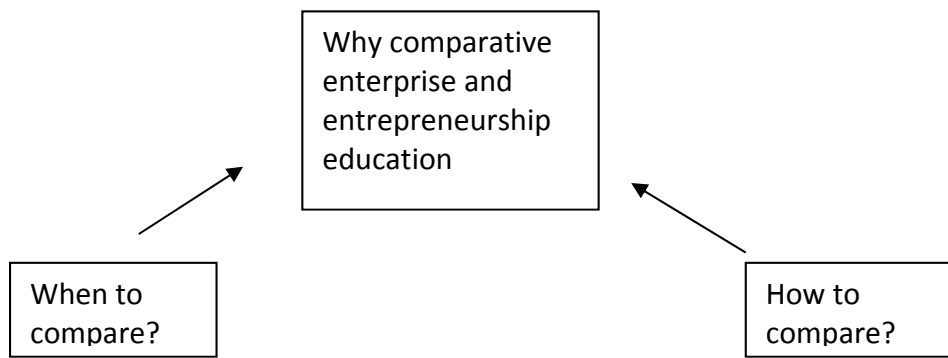


Figure 1: The “Why” of Comparative Enterprise and Entrepreneurship Education

Comparative studies in enterprise and entrepreneurship education have potential and limitations. They can aid understanding of these concepts and the ways in which they are interpreted, applied, adapted and developed to suit specific contexts.

Comparative analysis is a useful tool for making visible the different ways in which aspects of enterprise and entrepreneurship education are adopted and implemented or evaded and avoided. The available choices are based on social, economic, political and practical considerations. Comparative study is also a useful tool for revealing similarities, differences, strengths, weaknesses, and duplication between policies and programmes. Such analysis allows something meaningful to be said about enterprise and entrepreneurship education and facilitates a broader understanding of issues. It can lead to greater understanding of enterprise and entrepreneurship education, as well as the factors and processes, which determine and drive them. The experience is useful for mapping out alternative courses of action in the sphere of enterprise and entrepreneurship education so that they might be better tailored to the specific context and set of circumstances in which they are introduced. Such an exercise is likely to improve effective policy and programme

introduction and delivery. Description, explanation and analysis lie at the heart of comparative studies of enterprise and entrepreneurship education. Lessons learned from comparative analysis serve to deepen and enrich knowledge and understanding of the detailed working of enterprise and entrepreneurship education. This approach has theoretical and practice based real-world relevance.

Enterprise Education in the UK

In the UK the past 30 years or more has seen a number of programmes, policies and initiatives in the business/industry-education area (Wilson, 2012). Such developments have helped to shape and inform current understanding and operation of enterprise and entrepreneurship education both in the UK and in countries around the world.

James Callaghan's 1976 Ruskin College speech (Callaghan, 1976) highlighted the need for education and industry/business to work together and learn from the other. Ever since there has been a host of governmental and other education-industry enterprise education initiatives established over the past 30 years or more and other local activities which bring education and business closer together. Joint ventures between education and business have existed for many years. The variety of local projects and activities has evolved largely on an ad hoc basis in response to a range of national and local initiatives. Many ad-hoc enterprise education developments have occurred at local level fostering and furthering the links between business and education. Throughout all education phases recent years have seen much progress in bringing education and business closer together. Since 2005 all key stage 4

students in England and Wales have been entitled to 5 days of enterprise education per year. “Enterprise: unlocking the UK’s talent” was an enterprise strategy launched in March 2008 by the UK government and it sought to make the UK one of the most enterprising economies in the world. Although the value of this scheme might be argued such developments constitute part of the move towards an enterprise economy and society. Most recently the Quality Assurance Agency for Higher Education (2012) in recognition of the importance attached to this area of education has published “Enterprise and entrepreneurship education: Guidance for UK higher education providers”.

Enterprise as a Global Theme

Globally, enterprise education is increasingly seen as a priority in numerous countries around the world. Over the last thirty years or more, there have been various Enterprise Education initiatives in the UK and these have been extended internationally. The initiatives vary in their aims and objectives but in general, the purpose is to encourage young people to have a more enterprising approach to life in order to help them cope with a rapidly changing world and to create wealth and thus enhance economic prospects.

Since 1991, several enterprise education programmes have been included as part of the UK agenda when offering assistance to countries in Central and Eastern Europe in an effort to help the transition from state owned entities to a free-market economy. The introduction of enterprise education in schools is perceived as a way of developing enterprise awareness and the associated skills, attitudes and behaviours

in an endeavour to help young people in their future lives. More importantly it is seen as a way of developing citizenship by helping people cope with their new-found democracy and the requirement for them to survive as consumers, employees, employers or as members of the broader civil society in a market economy (Jones and Iredale, 2008).

In addition to the efforts being made in the UK, other countries in Europe (European Commission, 2002; European Commission, 2006) and beyond have been seeking ways in which to embed enterprise and entrepreneurship into the educational systems for a number of years (Hytti and O’Gorman, 2004; OECD, 1989; OECD, 2001). The reasons for this have often been similar to those expressed in the UK. As a result a variety of international conferences have been conducted over the years around the theme and a number of programmes have been funded and jointly run by groups and interested parties. While there continues to be a great deal of support for the vision outlined during these conventions results have been inconsistent given the amount of investment in both time and money expended. Discussion repeatedly results in the drawing of the same or similar conclusions. That is that enterprise education is vital from an early age and should be supported by Government (OECD, 1989; OECD, 2001; Deuchar, 2004). A 2006 conference held in Norway was aimed at progressing the vision of a European agenda for enterprise education in all phases of education. A ‘rich menu of proposals’ resulted ([The] Oslo Agenda for Entrepreneurship Education in Europe 2006, p. 1) but like those suggestions that have gone before some high level support is necessary from within the EU supported by each individual country to enable the ideas to move forward and this does not appear to be forthcoming. Enterprise and entrepreneurship

education initiatives in Europe have potential for future comparative study as the political and economic context for its introduction is broadly similar and teasing out contrasts and differences in practice is of value for lesson learning and impact assessment.

Some Concluding Remarks on Enterprise and Entrepreneurship Education

Enterprise and entrepreneurship education teaching and learning activities shape and change the character and quality of the student-teacher relationship. They shape and alter the relation between business and education as well as relations within these groupings. Enterprise and entrepreneurship educators support and practice a range of teaching and learning activities. They affect and benefit three distinct, yet mutually interdependent groups:

- (1) students and the wider civic society,
- (2) schools, colleges and universities, and
- (3) employers.

The outcomes of enterprise education are predicated on the need to deliver enterprising individuals able to operate creatively in a competitive environment and to recognise as well as act on opportunities, a necessary requirement in times of economic change and deficit.

Whilst being grounded in the work related curriculum and the sphere of education-business links, enterprise education also has an important and often overlooked role

to play in fostering responsible citizenship (Davies et al, 2001). In addition to encouraging entrepreneurship and new business generation it can also be a useful vehicle for promoting the concept of freedom, civic responsibilities (Deuchar, 2004 and 2007) and can help develop personal qualities and skills appropriate for use in a variety of contexts in an increasingly uncertain and insecure world (Heery and Salmon, 2000). Enterprise education is argued to be one of the tools the state can use to enhance enterprise and entrepreneurship. It can be argued that enterprise and entrepreneurship education releases government from some responsibility by transferring accountability from the state to the individual. Whether enterprise education has the potential to facilitate changes in entrepreneurial behaviour and to raise levels of entrepreneurship remains an issue that has yet to be resolved.

Enterprise and entrepreneurship education policy is shaped, framed and operates in the context of the macro – political, economic, social and technological – environments. It is made by governments and as such is influenced by their ideology, electoral factors and the policy of the opposition parties. The teaching unions, parental pressure, teachers and lecturers, businesses, business organisations, fiscal constraints, the state of the economy and public opinion also influence the shape and form of enterprise and entrepreneurship education. The interests which the various education groups/parties seek to protect coupled with the aims they wish to pursue sometimes cross, sometimes converge and sometimes go in opposing directions. Nevertheless we suggest that enterprise education should be recognized as a force for good.

The studies referenced here are but a few compared to what have been undertaken but they demonstrate that there is a great diversity of means for the achievement of increased enterprising skills, behaviours and attributes. The correlation between enterprising skills, behaviours and attributes and entrepreneurship can be problematic and are frequently open to debate. However, we propose that this area of education seeks to encourage a political, economic, legislative and cultural framework in which the importance of the small business sector is recognised and valued. It champions the creation of more small businesses and an entrepreneurial culture. The principle objective of entrepreneurship education is to increase levels of entrepreneurial activity with a view to secure higher levels of new business formation along with better levels of business birth-rate survival. This can help halt and possibly reverse both relative and absolute economic decline by delivering endogenous economic growth.

The primary objective of enterprise education is to equip pupils and students with the skills and competencies that will help them cope with as well as adapt to changing labour market conditions and will allow them to take ownership of their own futures. There is a need for educators to rise to the challenges posed by an entrepreneurial economy and an enterprising society and to seek ways in which it might be best suited to the students they teach. Investment in teacher training and development is key to ensuring successful pedagogical delivery . Entrepreneurship and enterprise education take a number of guises in different contexts. Teachers must provide the pedagogical tools to meet such challenges. The comparative method of analysis can aid understanding and develop insight to the workings and practices of enterprise education. Comparison can take a number of forms and drawing meaningful lessons

can be fraught with difficulties and danger. Spatial, temporal, political and cultural issues bear down on the community of enterprise educators. The plethora of enterprise education programmes, policies and practices has largely evolved in an ad-hoc incremental way at particular places and moments in time to address a number of competing agendas and needs. Comparative studies of enterprise education need to account for contexts, rationales and history. To do anything else would be poor educational evaluation, weak social and management science and would potentially compromise the whole enterprise education agenda.

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