PEER

Policy Entrepreneurship Evaluation Research

Translations of and conditions for enterprise education

The first evaluation report of the Pelp project

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PEER

Content

Background

In the summer of 2010 the municipality of Götene, Children care and education department in Sweden and Liverpool City Council, Children, families and adult services in the United Kingdom, were granted funding for the two year long EU project European entrepreneurial learning project (PELP) by the Swedish International Program Office. The project was granted funding from Comenius, a sub-program of the European Union Lifelong Learning programme "Lifelong Learning Programme". The project's objective is to develop a two year partnership concerning entrepreneurial learning between the region of Skaraborg, West Sweden and the Region of Merseyside in North West England. The project aims to disseminate new pedagogical methods and refine schools' enterprise activities into entrepreneurial school structures for entrepreneurial learning inside the education system used in the regions of Skaraborg, Sweden and Merseyside, UK. The target groups for this project are: principals, head teachers and teams working in primary and secondary level.

The intended impact of the project comprises:

- For the school structures: PELP will improve, develop and integrate pedagogical and entrepreneurial education methods into the structures.
- To staff members: PELP will give staff members better knowledge and pedagogical competence in entrepreneurial learning methods (principals, head teachers and staff members). Staff members, Principals and Head teachers that participate in "PELP" will, through workshops and process learning, have better knowledge and practical understanding of European cooperation inside the Lifelong Learning programme for further projects. They will, within the project, develop new knowledge of how both regions work with entrepreneurial learning. The project will also work with how the European Key competences have been implemented or integrated in an entrepreneurial learning methodology.
- To pupils: Give young pupils better knowledge and functional skills towards their future as constructive human beings in a transforming and constant changing society.
- To all participants: Knowledge of the Lifelong learning programme and a partner region to find new cooperation possibilities for future action.

PEER has been assigned to evaluate the project. Carina Holmgren, CEO of PEER and PhD student at Mälardalen University is responsible for this assignment. The assignment has been carried out in cooperation with Colin Dunn, consultant for Business and Enterprise Education.

Introduction - translation of entrepreneurship into schools practice

Since the end of the 1990s, entrepreneurship has been regarded as an important solution for economic growth and welfare on supralevel as well as on national and regional levels. In line with this view, there has been a growing interest for introducing entrepreneurship into the educational systems and all EU member states have agreed to integrate entrepreneurship education into all school curricula (European Commission, 2004). To integrate entrepreneurship into the education context is however a challenging process. First, the concept - entrepreneurship – originates in the business sector where its meaning has become institutionalised, and is now moved into another sector, the public one and its educational context with different logics and knowledge platforms (Holmgren, 2012). When a concept travels between sectors, organisations and actors it involves a complex process of translation. The complexity of translation concerns making the concept travel (Rose, 1999) at all, as well as difficulties in understanding how to make use of entrepreneurship in the new context. The actors involved in this process have to translate and change the understanding and use of the concept for their own unique needs (Czarniawska and Sevón, 1996). Secondly, to integrate entrepreneurship into the education context requires school development processes at each school. It is however, time consuming for schools to proceed from an initiating phase to an institutionalised phase, where the new has turned into habits and new supporting structures - such processes require five to eight years (Blossing, 2002).

From this perspective the PELP project gives a rare and important opportunity to contribute to the knowledge about entrepreneurship in the education context by the comparison of the translation processes in two countries and also the outcome – the translations implemented into schools' practices.

Evaluation/research method

The purpose for the evaluation is to develop an understanding of pedagogical processes concerning enterprise education (in this report enterprise education is used with the same meaning as entrepreneurial learning). The evaluation takes its point of departure in two case studies, one in a Swedish school in Skaraborg and one in a English school in Liverpool/Merseyside. The case studies are based on three studies (see Figure 1).

The first study concerns the translations of enterprise education and focus on how enterprise education is described by teachers and actors, what methods the teachers are using and what they are doing when they consider themselves to be working with entrepreneurial learning. The study is supported by students' questionnaires.
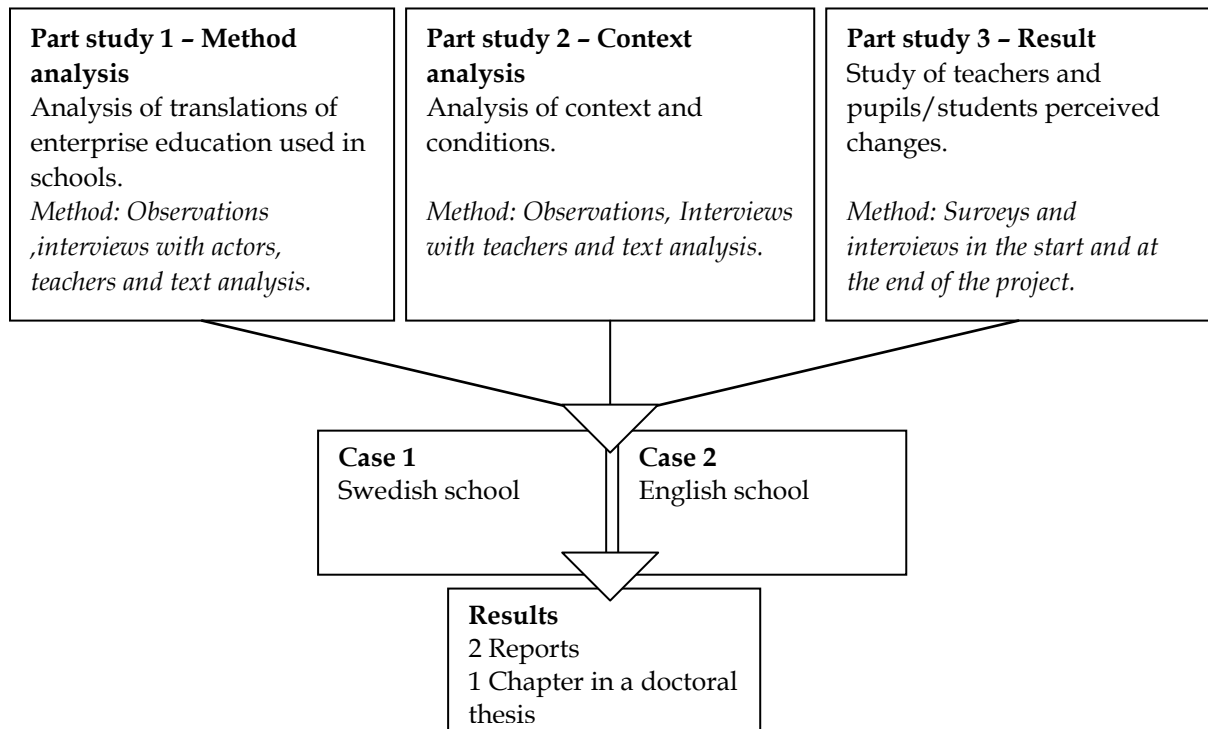
Part study 1 – Method analysis
Analysis of translations of enterprise education used in schools.
Method: Observations ,interviews with actors, teachers and text analysis.

Part study 2 – Context analysis
Analysis of context and conditions.

Method: Observations, Interviews with teachers and text analysis.

Part study 3 – Result
Study of teachers and pupils/students perceived changes.

Method: Surveys and interviews in the start and at the end of the project.

Case 1
Swedish school

Case 2
English school

Results
2 Reports
1 Chapter in a doctoral thesis

Figure 1. Model of the research proposal and the methods that should be used.

The second study focuses on context and conditions. This study focuses on the context and conditions that teachers and actors perceive as important when working with enterprise education. For example, the environmental conditions, teachers' collaboration, structural conditions such as schedules and decision and responsibility arrangements. The support for entrepreneurial learning in local and national policy documents is also included.

The third part of the case study is result-oriented and designed to study, based on context study and the interpretation study, how the translation process procedes in the schools and how PELP project contributes to the process. The key issues for the evaluation are:

- What are the translations of enterprise education? *Analysis Questions:* What are the similarities between the cases and how do they differ? What are the thoughts behind?
- What are the contextual conditions for enterprise education? *Analysis Questions:* What are the concepts and organisational structures that need to be changed? What is the role of local businesses and the local community in schools? What legitimacy has enterprise education in the schools? What are the similarities and differences in the contextual conditions between the cases?
- What changes does the project produce? *Analysis Questions:* What changes do teachers and students experience as a result of the project? What happens in the teaching teams? Which knowledge development and knowledge transfer takes place?

The studies have been based on interviews with actors, teachers and headmasters, observations of lessons and also two questionnaires, one in the beginning of the project and one at the end of the project. This evaluation and also the PELP project have however been affected by the economical instability in England. Initially a major effort was carried out to initiate and implement cooperation between PEER and Liverpool Hope University. When the contacts and the research framework were in place, the English contact however had to leave the university - one of many colleagues at the university, and the cooperation closed down. Downsizing the public sector in England has also affected the project, since funding of enterprise education has been cut down for the English actors. This has, among others, contributed to a lower access to the English case than the Swedish. Instead Colin Dunn, actor in Pelp and with his long experience in enterprise education, has contributed with his valuable knowledge to this Report.

This report takes as its point of departure, one teacher and one student questionnaire carried out May-September 2011. The teacher questionnaire was answered by 6 teachers from the English case school and 29 teachers from the Swedish case school. The student questionnaire was answered by 46 students from the English case school and 164 students from the Swedish case school. The empirical material also includes interviews with 5 school leaders and participants from England, and 5 teachers and school leaders from Sweden. Three observations of enterprise education in practice have also been carried out in Sweden.

The process of enterprise education in England and Sweden

In this report we focus on the translations of and contextual conditions for enterprise education in Sweden and England. Before proceeding it is important to do a historical comparison of the translation processes concerning enterprise education between the countries and discuss similarities and differences.

Similarities – confusion about the concept and definitions

In both counties there has been a confusion concerning the use of concepts and the definitions of them. In England there is a use of concepts like entrepreneurship education, enterprise education, enterprise learning, and entrepreneurial learning. The use of the concept enterprise created problems in the earlier phase of the translation process, as it is common in UK for connotations like enterprise training to mean small firms training (Gibb, 1993). The concepts enterprise and entrepreneurship have also been used interchangeably by, for example, politicians and academics, which also has caused confusion (Jones and Iredale, 2010). In this process there have been suggested various definitions, but also a need to differentiate between the concepts. The English schools were in 2004 recommended to establish a clear definition that is understood by all involved (Ofsted, 2004). The key difference argued for between the two concepts is that the primary focus of entrepreneurship education is on starting, growing and managing a business, whereas the primary focus of enterprise education is on the acquisition and development of personal skills, abilities and attributes that can be used in different contexts and throughout the life course (Jones and Iredale, 2010). The concept enterprise learning and entrepreneurial learning are, as we understand it, often used with the same focus as enterprise education. In a web search on the UK-site with Google the concept enterprise education was the most common one and was used 235 000 times (Table 1).

Table 1. The use of concepts in the .se and .uk- web-sites.

English terms	Google finds	Swedish terms and Google finds	
Entrepreneurship education	125000	Entreprenörskap i skolan	
Enterprise education	235000	(Entrepreneurship in school)	Entreprenöriellt lärande
Entrepreneurial learning	37000		(Entrepreneurial learning)
Enterprise learning	73500	153000	51 500

However, in the new political administration of the UK, the terms enterprise education and entrepreneurial education are used interchangeably by the Coalition Government BIS (Department for Business, Innovations and Skills) and the DfE (Department for Education).

In Sweden the most common concept instead is Entrepreneurship in school (Entreprenörskap i skolan) which is a big umbrella that covers both the English definitions of entrepreneurship and enterprise education.

As initially described, entrepreneurship and enterprise education deals with the challenge to move a concept from an economic context, where it has been ascribed meanings related to business, growth and competition, to a new, pedagogical, context with completely different goals and knowledge formations. In both Sweden and England the association to business and economical values has initially been a problem for the process of translating entrepreneurship and enterprise education into school practice (Berglund and Holmgren, 2011; Gibb 2008). The portmanteau of associations that the concept brings from an economic context creates tension, conflict and even resistance in meeting with schools and teachers (Backström-Widjeskog, 2010). In Sweden there have been attempts to invent new words (ta-sig-församhet/take-initiative-to do) just to avoid the backpack of business association. The most fruitful strategy has been to use the concept of entrepreneurial learning as it emphasises learning. Since 2007 the concept 'entrepreneurial learning' (entreprenöriellt lärande) has become common in Sweden. As in England it is also used for a pedagogy that stimulates special skills, abilities and attributes that can be used in different contexts and throughout the life. In the Pelp project it is this definition that is in focus. In this evaluation the concept entrepreneurial learning and enterprise education will be used where both are referring to this pedagogy. The concept entrepreneurship education will be used referring to education in starting, growing and managing a business.

Differences – the strategies, actors and time

The differences concerning the translation process puts time, actors and strategies in scope. A comparison shows that the process of implementing entrepreneurship and enterprise education in the lower parts of the educational system has been going on for a longer time in Unite Kingdom (UK) than in Sweden and also with a stronger national support and guidance. In England the process initially was encouraged by different recommendations, but since millennium there has been several national initiatives concerning primary and secondary schools following the Howard Davies report on enterprise education (2002).

In 2005 enterprise education was, for example, introduced as a compulsory element at Key Stage 4 (pupils aged between 14 and 16) of the National Curriculum in England (Jones and Iredale, 2010). In comparison enterprise education was not introduced explicitly in the Swedish national curricula for primary and secondary schools until 2011.

Examples of the national initiatives concerning the area in UK and England are described below:

- Business and Enterprise Colleges (BECs) were introduced in 2002 as part of the Specialist Schools Programme in the United Kingdom. The system enables secondary schools to specialise in certain fields. Schools that successfully applied to the Specialist Schools Trust and became Business and Enterprise

Colleges received extra funding to support business teaching and enterprise education from this joint private sector and government scheme.

- 171 pathfinder projects, embracing nearly 400 schools. Starting in September 2003, their role was to pilot possible approaches to developing enterprise learning at Key Stage 4. This was supported by the nationally funded Enterprise Advisor Service.
- Work-related learning at Key Stage 4 became statutory from September 2004. Enterprise learning is seen as a key component and output of work-related learning (Ofsted, 2004)
- Five days of enterprise learning for all pupils at Key Stage 4 from 2005
- The department for Education and Skills (DfES) introduced an Enterprise Education Strategy - Phase 2 for 2005-2008, with a funding of £180 million (206 million Euros). Focus was on embedding an enterprise culture in schools. As part of the strategy, the government funded a network of best practice to support the delivery of Enterprise Education in secondary schools within the UK. This network was called the Schools' Enterprise Education Network (S'EEN).
- Later the Department for Children, Schools and Families (DCSF) initiated a new network, the Enterprise Network to move the Schools' Enterprise Education Network (S'EEN) forward into the next phase. The Enterprise Network was a government funded contract to support enterprise education from 5-19 across England.

From a Swedish perspective the use of national initiated network strategies in the English implementation process is something new and interesting. These networks will here be described more in depth.

The Schools' Enterprise Education Network (S'EEN)
The S'EEN Network was a national enterprise education portal for UK and national 'Enterprise' Continuing professional development (CPD) programme for leaders and teachers. S'EEN was based on the hub network idea with 56 hubs (one per county) as co-ordinators. As part of the Enterprise Education Strategy one specialist school representing 11 different school specialisms was funded by the DfES to join the S'EEN CPD programme. National Enterprise Specialism Hubs (NESH) schools were funded to raise the profile of enterprise education in their specialism and to promote the unique approaches they had for embedding an enterprise culture in their schools through their particular specialism. They were funded to produce and generate CPD resources and materials in the areas of 'enterprising teaching and learning' and 'enterprising leadership' in their specialism and hold a CPD workshop/event for other schools sharing the same specialism; also they had to contribute to S'EEN and specialism conferences, updates and publications. The hub schools were supported by over 250 more spoke schools, including special schools, academies and leading specialist schools in enterprise education. To give an overview over the S'EEN network view the picture below (Figure 2).
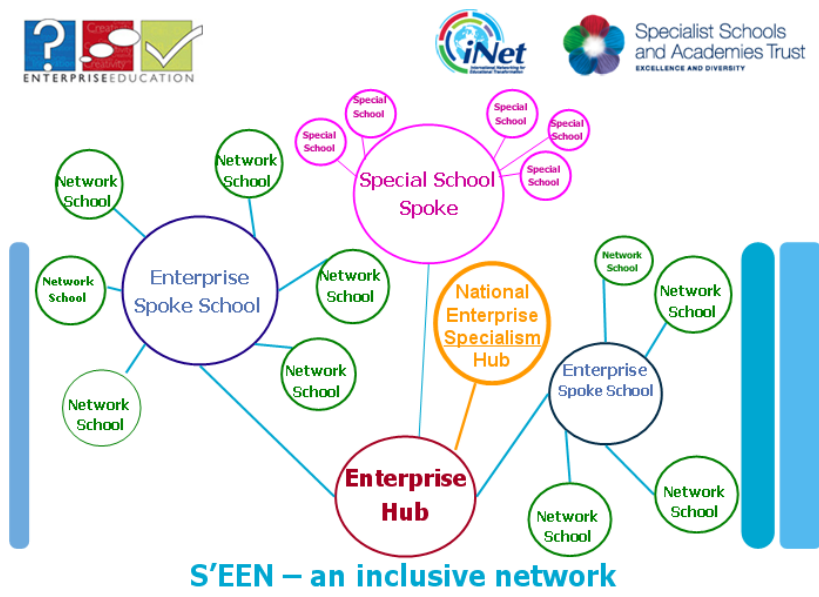
Figure 2. The S'EEN Network. Source: www.enterprisevillage.org.uk

The Enterprise Network

The Enterprise Network that followed S'EEN aimed at adding value to existing enterprise education initiatives and to help all sectors of education to improve both the quality and quantity of enterprise education for 5-19 year olds in England. This was to be achieved by developing locally based networks of schools and colleges, based on the 150 local authority areas, which supported enterprise education within their geographical sphere of influence. These networks were called Enterprise Learning Partnerships (ELPs). The Enterprise Network was a partnership including these ELPs, led by the Specialist Schools and Academies Trust (SSAT).

The purpose of the ELPs was to bring together schools, colleges and organisations within the local authority area who wished to proactively support enterprise education. Each ELP received funding, in proportion to the number of establishments, to support the development of enterprise education in their area. Each Enterprise Learning Partnership (Figure 3) had a coordinating school, college or organisation that held the funding on behalf of the partnership. The local partnership was governed by a local enterprise board chaired by a Head teacher or Principal. Each local partnership identified a local enterprise coordinator who would provide 1 day a week administrative support to the local partnership and would link directly with their regional enterprise coordinator. [1]
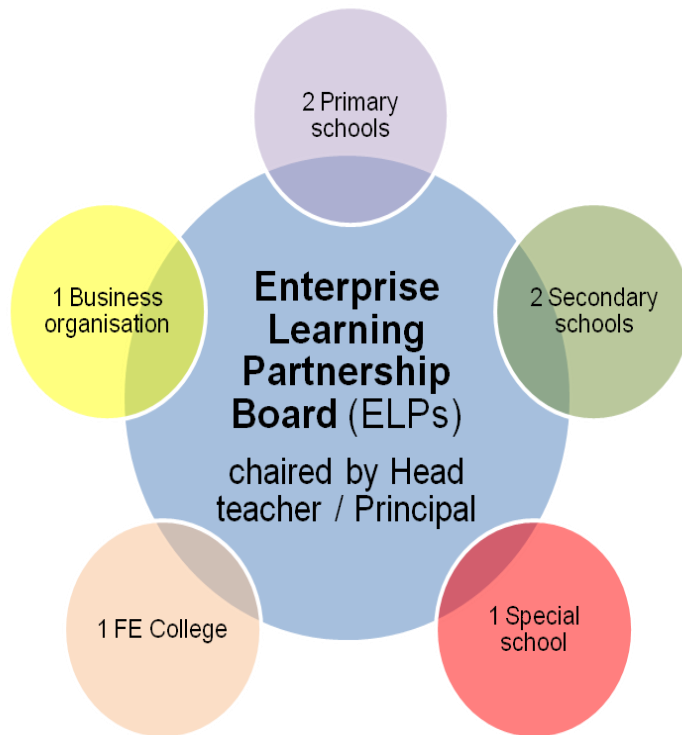
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[1] www.enterprisevillage.org.uk

Figure 3. This diagram represents the minimum composition of an ELP Board. There were 54 ELPs covering all Local Authority areas. Source: www.enterprisevillage.org.uk

The project funding ended in 2011 as part of the depression in England and UK, but many ELPs were determined to continue their work and set themselves up as Community Benefit Societies[2]. These are social enterprises formed for the benefit of particular communities. This move has enabled the ELPs to raise sufficient funds to continue their activities, despite the withdrawal of Government funding.

Comparison with the Swedish process

In UK and England the process seems to be characterised by national initiatives and also by being an education policy interest. In Sweden the process has instead been characterised by being primarily a trade & industry policy interest and also by local and regional initiatives where the possibility of financing and the management of EU projects have had a great impact. Through the policy document at the EU level and various funding opportunities the EU policy has directly reached stakeholders on the local and regional levels without a national policy intermediary (Mahieu, 2006). The strategies used have primarily been based on project financing where different actors and projects in the area have been able to apply for funding. Characteristic for the Swedish process has also been a lack of interest in enterprise education in the educational sphere at universities, such as teacher education programmes and CPD. Because of this, the development has been driven by different interest organisations, private companies and business stakeholders in the public sector. Local and regional

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[2] Community benefit societies (BenComs) are incorporated industrial and provident societies (IPS) that conduct business for the benefit of their community. Profits are not distributed among members, or external shareholders, but returned to the community. For example, a nursery school might use this form to let staff take part in decision-making (www.businesslink.gov.uk)

authorities and organisations have been, and still are, very engaged in the area and have initiated several big regional projects (Holmgren, 2005, Holmgren, 2009). Skaraborg in Sweden is one example of regions where the local and regional authorities, and public organisations have initiated several projects to take the translation process further. The Pelp project is one of these initiatives. These projects have concerned teacher education, knowledge exchange and also the writing of action plans for the municipalities.

Locally, enterprise education successively became an educational policy issue in interested municipalities (local authorities) and they started to include enterprise education in their local curricula during the first years after the millennium. In May 2009 enterprise education became an education policy issue also at the national level, when the government presented a strategy for entrepreneurship in the educational system (Regeringskansliet, 2009) and the national school authorities took over the responsibility from the national authority for trade and industry development. In 2011 enterprise education was included in the national curriculum.

Conclusion from the comparison of the translation processes

Summarising the process in UK and Sweden we conclude that the translation processes differs, both in how many years they have been involved and also concerning the strategies used and actors involved. The lack of national strategies in Sweden can be explained by a school system that is decentralised where the municipalities are responsible. The British network strategy is not comparable with any strategy used in Sweden on national level. Network strategies can only be found in some regions in Sweden, for example as the foundation for a previous project in Skaraborg[3] and also as a mobilisation by actors who initiated a non-profit network, without funding, to support the translation process[4]. Sweden and UK are, as we see it, in different phases of the process, where UK is a step ahead. This also gives the participating schools different contextual conditions, apart from the differences in the educational systems and culture.

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[3] FLIS (Företagsamt lärande I Skaraborg, http://webnews.textalk.com/entreprenoren.

[4] The network is called Nelis (Network for Entrepreneurial Learning in School) and was initiated by to external actors responsible for entrepreneurship in school initiatives in the municipalities of Örebro and Västerås. See http://www.nelis.se)

The two cases

Before continuing with examining the translation of enterprise education the two cases studied in this evaluation will shortly be presented.

The English school chosen is a specialist school for the Performing Arts. It is a mixed secondary school for pupils aged 11-18. The school draws students from a wide area, encompassing four local authorities and students' attainment on entry spans a wide ability range. The school holds a number of national awards including Arts Mark Gold and is in its eight year as a specialist school for the performing arts. In May 2007 it was awarded National Enterprise Specialism Hub status for the performing arts in recognition of its extensive enterprise activities. This accessed some extra funding to help other schools understand what this school was doing to develop enterprise education. The school is now part of the Merseyside Enterprise Learning Partnership.

In the PELP project description, the school is described as having the following role: In its role as a school with National Enterprise Specialist status for the Performing Arts, the school seeks to promote innovative practice in all aspects of learning with a focus on embedding lifelong entrepreneurial skills amongst staff, students and members of the community. As a member of the Merseyside Enterprise Learning Partnership, they seek to advance the quality, delivery and quantity of enterprise education and aim to support all schools in their area, across the full age range (5-19). The school works in partnership with a local Business and Enterprise college, to ensure all educational establishments within the LA of Sefton are supported in their journey to embed enterprise learning and skills within their schools and curricula. Members of the staff, students and community will be involved in the planning, development, delivery and participation of the project.

The Swedish school chosen for the case studies is a secondary school for pupils aged 13-15. The Swedish school also has a school for 'intellectually challenged' children and a group of pupils with autistic dysfunction. They also have a Speak-and-Language class for children that have to work with their mother tongue. Since school year 2009/2010 the school is organised in three different tracks: Mathematics/Science, Languages/Information technology and Culture. The superior aim of the school is that pupils at least pass all subjects when they have completed the nine-year compulsory school. To be able to reach what they aim for, they want their pupils to:

- have a democratic attitude
- have developed an understanding for what Entrepreneurial Learning means
- be polite, positive and have faith in their own ability
- be able to work on their own and together with others
- use their capacity in order to reach what we aim for
- have a communicative ability
- see the connections and context, develop the ability to value and consciously consider their own experiences, show creativity and action

- have belief in the future

The Swedish school has participated in some regional projects concerning enterprise education and has educated several teachers in one concept of enterprise education offered on the market. In the beginning of the Pelp-project they were involved in implementing and developing the pedagogy – translating it into their practice.

In the PELP project description the school is described as having the following role: The school will participate in the project with staff members inside the entrepreneurial learning process. The school will participate in PELP with their new organisation model of tracks for learning. This organisation model will be shown and evaluated as a "best practice" activity. They will construct a local process plan how the project will be disseminated into general objectives in the school. The school will let pupils interact in the project and in the "student voice activities" inside the project. The school will explore and develop possibilities to increase the European dimension according to the recommendations The Council and the European Parliament adopted, at the end of 2006, which introduces a European Framework for Key Competences for Lifelong Learning. The Swedish school will use the possibilities to increase their activities inside the European programme "Lifelong Learning" with the partners from North West region in England.

Enterprise education - institutionalised?

In the UK, the previous Labour Government saw Enterprise education as vital to their achievement of many political goals:

Enterprise education is enterprise capability supported by better financial capability and economic and business understanding. Enterprise capability **[includes]** *innovation, creativity, risk-management and risk-taking, a can-do attitude and the drive to make ideas happen. This concept embraces future employees, as well as future entrepreneurs.* DfES, 2005

"If we are to have enterprise in our boardrooms it must start in our classrooms. In 1997 less than 15 per cent of schools offered enterprise education. Now half of all schools do. By 2006 every school will." Gordon Brown, 4 February 2005

"emphasis on enterprise, on education and skills, and partnership is central to our ambition of boosting social mobility, tackling poverty and spreading prosperity" Tony Blair, Newsweek article September 2006

Consequently they established the national strategies, described in the previous section, to promote and support enterprise education in schools, with the necessary funding to facilitate these developments. Although schools could deliver this education in ways that suited their individual circumstances, there was also a common view of the composition of enterprise education, which was disseminated via the Specialist Schools and Academies Trust, the Enterprise Advisor Service, the DfES and Ofsted, together with S'EEN and ELP networks.

Through Ofsted and the SSAT, the Government looked at models of good, effective enterprise education and disseminated guidance to schools via publications, networks and regional CPD. As enterprise education became an increasingly important part of the curriculum, many schools wanted the means to evaluate how well they were delivering it. This came via the University of Warwick/CEI, who provided a series of tried and tested 'tools' to support schools' self evaluation of enterprise education:

- 10 key concepts for effective enterprise education delivery – Warwick10

- Enterprise education quality framework Warwick35

- Enterprise Education - Making the best use of External Providers

- National Standard for Enterprise Education[5]

This means that although there may be some differences in the process of delivery between individual institutions, there is not only a common, accepted view of the composition of enterprise education, there is also a common accepted framework by which their enterprise education can be evaluated in UK.

In contrary there is in Sweden a lack of a common accepted view of the composition of enterprise education and there is no common agreed framework for evaluation. The project's financing strategy and the lack of national guidance seem instead to have nourished a diversity of concepts, tools and methods offered by a growing market of organisations, projects and actors. It thus seems that enterprise education is more institutionalised in UK and England than in Sweden.

The translations – from activity to embedded in curriculum

In both UK and Sweden there has been a process of moving from perceiving enterprise education as something that take place on special day, or as shorter activities, to something that is integrated into every days learning. Initially, many schools in UK met the requirement for five days devoted to enterprise education by creating a week's programme of events, or bringing in specialist deliverers for the five days. In Sweden, in the first years after the turn of the millennium, a nice thread of enterprise education concepts was considered to be one day event in primary, one day event lower secondary and young enterprise in upper secondary school. Now both schools in Sweden and UK – particularly Specialist B&E schools in UK - have moved to a model where enterprise education is embedded in the curriculum, across subject areas. As a result of this development enterprise education can in both countries take place irrespective of the lesson's topics. This can be exemplified by the two case studies, where enterprise education was used, for example in science, social science and language in the Swedish case, and religion and ICT[6] in the English case.

However, to understand in depth the similarities and the differences between the translations of enterprise education in the two cases and the conditions needed, has been a struggle. To an extent there has been awareness among participants in the

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[5] http://www2.warwick.ac.uk/
[6] Information and communication technologies.

Pelp-project *that* the translations differ. One English participant describes the Swedish translation of enterprise education as:

> It is at the start of a journey and understood in a different way to us.
> Our style of teaching and learning are very different – the Swedish
> system seems very relaxed and informal.

One Swedish participant, on the other hand describes the English translation as:

> It is concerned with enterprise as extra curricula activities. They run
> small businesses that the students are responsible for, but these activities
> are not included in the ordinary curriculum. And it is for those students
> that want to and have the engagement. So, this I think is entrepreneurship.
> And that is not interesting for us, especially not for primary and
> lower secondary school.

How these translations differ in practice has been harder to understand and we will only be able to understand some parts of this issue.

A theoretical framework as point of departure

To understand the translation we take here our point of departure in Johannissons and Madséns thoughts of enterprise education in the educational system (1997). Johannissons and Madséns take their point of departure in a definition of entrepreneurship as renewal and learning processes in interaction and argues that entrepreneurship is best understood as individuals organising and learning processes. They have developed a framework for how learning processes in schools should look to ensure the development of students as entrepreneurial individuals and argue that learning processes that promote entrepreneurship:

- are based on experiential learning which is related to students' own life-world
- require that the students take responsibility for their own learning
- take place in a research culture, with problem solving through creative and experimental activities
- are based on a dialogic classrooms where many thoughts meet and are accepted
- involve learning through interaction with others where they both learn to work with others and to benefit from others' ideas
- are based on problems that students find worth solving
- are based on that students see learning as meaningful through discovering interconnections and can create comprehensive (holistic) approaches
- are based on long, continuous processes, in which students learn to plan, implement and evaluate their own work
- include regular practice of reflection on their own thinking and learning. (ibid, p. 114)

Johannisson and Madsén argue that the foundation for enterprise education lies in *complete learning processes*. Complete learning process means that students themselves discover a problem, and according to their own curiosity formulate the task, specify objectives, identify means and do the work (Bjørgen, 1992). Another term for this is authentic learning. In the process students should be able to link to own experiences and the goal should be to try or use something in practice. The opposite is what Bjørgen calls amputated learning where students receive a given problem, are working with a test in mind, structure the material and end by doing the test. Complete learning processes, Johannisson and Madsén believe, "create an increased confidence in the pupil's own ability and give the strength and courage to act from himself (or herself) and the resources available".

In the complete learning process, it is the student's personal commitment that is the engine for the work. This Johannisson and Madsén describe as *intentional learning*. It is opposed to situational learning where the learner is adapting to short-term external demands, such as the teachers. It assumes that the student feels that the work is relevant, and affects the student's own life and world.

Johannisson and Madsén also claim that the school's learning processes should become much more unpredictable and boundary exceeding. Students and teachers should get used to questioning what is taken for granted and procedures, to ensure meeting challenges and problems as unique as possible. They argue that this assumes variation to prevent the students' strategies from becoming routine. In order to achieve this goal they advocate a meta-cognitive and meta-theoretical *reflection* where students reflect on their own thinking and learning. Johannisson and Madsén put it this way: "It is only when you learn to consciously pay attention and distance yourself, from your own ingrained ways of thinking that you also may become aware of an entirely different way of thinking and acting become possible." (ibid., s 114)

For Johannisson and Madsen *communication* is a central process and advocates a dialogic environment where students have the opportunity to own and active language production. The dialogue should clarify and accept many different views. The point is that students should reach their own conclusions according to the debate and not because an authority says it is so.

A central part of enterprise education is also a shift in responsibility from teacher to student. The point is that the students must have a high degree of control, *influence* and *responsibility* for their own learning. Students themselves should have more or less control over the objectives of learning, may select means and how the means should be used (Johannisson and Madsén, p. 113). An expression of student empowerment is that the curriculum should be negotiated between teacher and student, and the objectives set down in dialogue. Students should also be systematically trained in the choice of means and determine how they should be used, in order to develop their own judgment. Conditions for this, the authors argue, are long, continuous processes.

Comparison of the translations in the two cases

Taking a point of departure in Johannisson and Madséns thoughts about complete learning processes, intentional learning, reflection, communication, influence and responsibility these thoughts seem in several aspects to permeate both the Swedish and the English case.

In both cases there is a very strong emphasis on the stimulation of entrepreneurial skills and competences and making the students aware of them. The skills emphasised have been collected from some of the schools project descriptions (Swedish case) and a guide for enterprising skills and attitudes (English case), view Table 2. The * marked skills are those that the English school are working principally to stimulate.

Table 2 Comparison of Entrepreneurial skills and competences emphasised in the Swedish and English case. O = not found in plans but talked about in interviews

Entrepreneurial Skills/competences	Swedish case	English case
Responsibility	X	X
Communication* (including presentation skills*)	X	X
Solution-oriented thinking /Problem solving*	X	X
Idea development competence / Creative thinking	X	X
Self-esteem	X	
Self-confidence	X	
Patience and endurance	X	
Being aware of their talents	X	
Ability to reflect	X	
Teamwork*		X
Risk taking*		X
Negotiate & persuade		X
Can do attitude*	O	X
Initiative & decisions making*	O	X
Organising & planning		X
Leadership		X
Ethical awareness		X
Global awareness		X
Economic and business understanding*		X

Communication and responsibility skills are emphasised in both cases – and concerning reflection this is viewed as a competence that is trained in the Swedish case. In the English case this ability is part of the process when evaluating the enterprise processes (Figure 4).

The view of the enterprise process at the English case:

Stage 1 — tackling a problem or need

Stage 2 — planning the project or activity: breaking down tasks, organizing resources

Stage 3 — implementing the plan: solving problems, monitoring progress.

Stage 4 — evaluating the processes: reviewing activities and final outcomes, reflecting on lessons learned and assessing the skills, attitudes, qualities and understanding acquired.

Figure 4. The view of the enterprise process at the English case.

Concerning the skills and competences emphasised there is one aspect where there is a clear divide between the two cases: *Economic and business understanding.* This is one of the entrepreneurial skills the English school works with that is not a part of the Swedish case's translation of enterprise education. Concerning the other skills, like team work for example, even if not being emphasised as an entrepreneurial skill in Table 2 does not imply that the school is not working with this skill; it was just not emphasised as an *entrepreneurial* skill at the time for the study.

There are also aspects emphasised in both cases that concerns intentional learning and complete learning processes. As one example, see the English case view of the enterprise process (Figure 4). As another example, one Swedish teacher told us that the assignments should feel important for the students and also be to some extent connected to reality. This connection to reality seems to be even stronger in the English case with a lot of contacts with organisations outside school. One of the teachers in the English school told me that they involve organisations outside school quite often:

> I invite businesses in to support some projects e.g. business breakfast
> for students with local companies, business judges , companies
> delivering workshops, giving assemblies to a whole year groups,
> visits to businesses, working with social enterprises and charities,
> getting the students to research local businesses etc

In comparison with the Swedish case one teacher out of 21 considers that she/he had a well established cooperation with external organisations and 15 out of 21 had none. We have to little empirical data to know how common cooperation with organisations at teacher level was in the case school, but there seemed to be a lot of contacts organised by at least some teachers (as the example above) and also at whole school level. In the English case, the cooperation is expressed in partnership with businesses, for example creative industries, with the purpose to show the children the opportunities in these areas. This purpose also creates a need for the teachers to

know about how these industries actually work and therefore teachers may go into businesses/ organisations to work shadow. Other examples are: students developing websites to promote a local website, social enterprises that raise funds and support children in African schools, a Community Interest Company run for supporting the local community. One further example is the NEEP project, where students from 16 partner schools collaborated in the design and production of a 7 square meter mosaic, when year 9 students worked with year 5 and 6 in their partner primary schools. These kinds of projects create a need for time for planning and networking. In the English case, part of the solution is employing an enterprise coordinator, who plays a central role.

Previously in England, there was a use of outside agencies in the delivery of enterprise education, including contacts and collaborations with external organisations. Today, there is less use of these agencies. As enterprise education has become more institutionalised, teachers have become more confident and have the expertise, so school staff usually run most enterprise activity, though some schools may employ a person with expertise in enterprise education – irrespective of whether they have a teaching qualification – to co-ordinate and supplement delivery. Sometimes, they are there mainly to nurture links between the school and local businesses. The English case has such expertise. Another reason for not using the outside agencies is that, due to the lack of funding, they have become very expensive. However, many businesses in UK see work with local schools to be an important element of their Community Social Responsibility programme – some even using their management trainees to work with local schools as part of their training.

Many English schools now also have established links with various businesses, who support their activities, even if it is simply for work experience and/or mock interviews, though it is usually the Specialist B&E schools who may have recruited someone with a 'business background' to help support delivery. However, whatever the designation of the school, more teachers are now comfortable with getting involved in enterprise education – especially with regard to social enterprise activity. The ELPs have been supportive to schools in their areas, so now all schools can call upon experienced practitioners for free advice, support, and resources and often help with delivery. This work has been complemented nationally by the 'Enterprise Village' web-site, run by the SSAT, with contributions from ELPs across the UK. Although funding changes have meant that the SSAT no longer run the site, it has been passed to the ELPs, who are continuing their activities.

Comparison of the conditions needed in the two cases

To enhance the understanding of the translations, we will now look at the conditions considered essential for enterprise education. In the development towards using enterprise education embedded in the curricula there are in Sweden translations of enterprise education offered on the market that explicitly state the need to change traditional ways of organising the educational work and also traditional structures. The teachers in the Swedish case have been educated in such a concept. The core engine of the Swedish translation is a minor team of teachers collaborating on a daily basis.

This translation of enterprise education can be viewed as a reaction against the traditional time tables with short time slots and division into separate subjects, and individual teachers working with groups of students. In the Swedish case there is a development towards cohesive learning processes where a small group of teachers, from different subject areas, work together in teams to support a group of students and follow them through the years of lower secondary school. There is emphasis on completeness and context, which is expressed in rather big cross curriculum projects (one week long) and also linked to reality and the students' own world and interests (cmp Johannisson and Madsén on complete learning processes and intentional learning). The conditions considered needed for this development are several:

- Longer time slots in the time table. One example is that three teachers working together have their time slots after each other's. Then the students can continue to work with the same project for many hours, it will just be the teachers that will change.
- One room for each class of students so they do not have to change room for each subject.
- Small organised teams of teachers.
- Time for the teacher team to plan and evaluate the collaboration and education.
- Network and collaboration with organisations outside school.
- Parents and students understanding of the pedagogic approach.
- Committed leadership.

These conditions have been augmented for both in the studies interviews and teachers questionnaire. Comparing with the English case the few teachers' views that we have give a different picture, where there is no argument for the teacher teams that are so vital in the Swedish translation:

- Nothing is required. It is about adapting how you teach and not re-inventing the wheel!
- You need a focus and a desire for this type of learning to succeed, an ethos
- It can work within the normal time-table, if it is embedded across the curriculum. Links with businesses are valuable, as is cross-curricular work. Flexibility in the curriculum, together with flexible attitudes in Senior Staff and teaching staff are also important.
- More cross curriculum projects and teachers being given planning time to come up with ideas and opportunities
- Flexibility is required in terms of time for activities and also for planning and building new relationships. This needs commitment from SLT

In the past, UK schools frequently used 'collapsed time-table' sessions for enterprise activity, but this is no longer the norm. This means that although mornings/ afternoons/complete days can still be devoted to cross-curricular enterprise activity, depending on the programme devised by the individual school, there is less demand for major restructuring of the normal time-table. Even though the delivery of

'enterprise skills' may be embedded in the curriculum, schools may still run projects with whole years, or small groups. These might occur during one day, a week, or even throughout the year. They may be during time-tabled sessions for enterprise; they may require a change to the normal time-table; they may occur during extra-curricular sessions. However, because enterprise activities are well established in the majority of schools, these activities can be planned in advance and entered into the school calendar. The sorts of activities that fall outside of the usual time-table could be a 'Young Managers' programme for Years 10/ 11/12; visits to businesses for enterprise related activity; groups running social enterprises in the school.

Conclusions of translations and conditions needed

Summarising, there has been a process of moving from perceiving enterprise education as shorter activities taking place for example during one day or one week to something that is embedded in the curriculum and integrated into every day's learning irrespective of subject on the time table in both countries. There are several central similarities concerning aspects of the communication process, reflection, complete learning processes, intentional learning, and influence and responsibility. But there are also aspects that differ; the business and economic understanding is only present in the English case. The English case – and the English schools in general – also seem to cooperate more with organisations outside school – and organisations outside school seem more interested in working with the schools. Concerning conditions needed for the development of enterprise education to be embedded in the national curriculum are similar, concerning the need for networked collaborations with organisations outside school and time for planning.
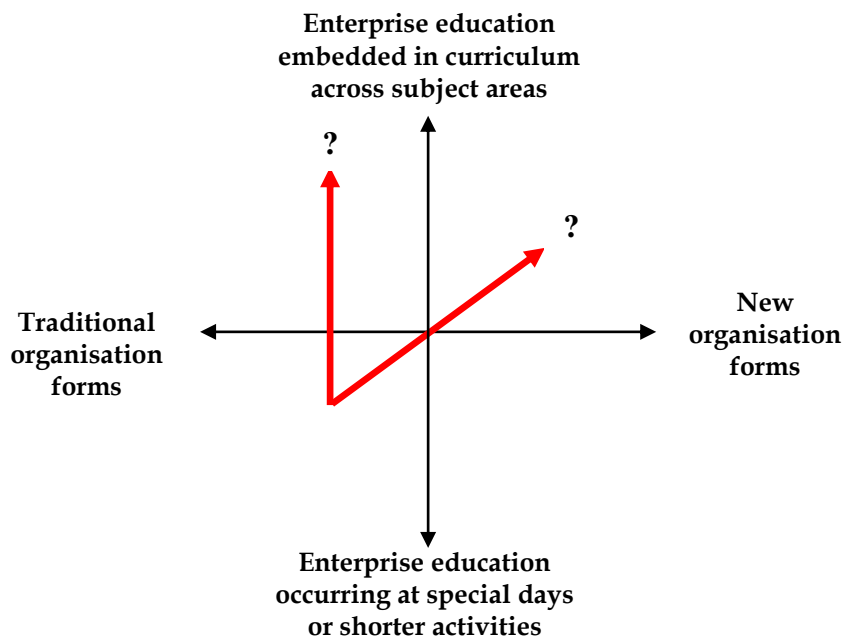
Figure 5. Development of enterprise education in UK and Sweden, Source: development of Berglund and Holmgren (2007).

But the Swedish case seem to have a stronger need to change traditional structures and ways of organising the education to be able to implement their translation of

enterprise education than the English case (Figure 5). This difference we ascribe to the Swedish case having a very strong focus on the teacher team as vehicle for enterprise education.

The translations from a student perspective

To understand the translations of enterprise education in the two cases we have also carried out student questionnaires. As mentioned earlier these questionnaires were answered by 46 students from the English case school and 164 students from the Swedish case school. The major part of the students in the both cases are born in 1996 and 1997 and apart from that 12 of the English students are younger and born 1998 and 1999, and five students are older – born 1995. We will compare some of the results from the Swedish and English case by taking our point of departure in Johannissons and Madséns (1997) theoretical framework of enterprise education described earlier. All data tables can be found in the appendix where the Swedish data also has been grouped by gender and age. Results marked ** has been statistically tested and the difference is statistically significant at the 95 % level.

The questions were partly collected from The Swedish school authority's national evaluations for students in lower secondary school (2003) as they were seen as an appropriate operationalisation of Johannissons and Madséns (1997) thoughts about enterprise education and ELPS 10 Key concepts for Effective Enterprise Education Delivery and the Enterprise Journey found in Appendix.

Responsibility and influence

A central part of enterprise education is a shift in responsibility from teacher to student. The point is that the students must have a high degree of control and responsibility for their own learning. Students themselves should have more or less control over the objectives of learning, may select means and how the means should be used (Johannisson and Madsén, p. 113). An expression of student empowerment is that the curriculum should be negotiated between teacher and student, and the objectives set down in dialogue. Students should also be systematically trained in the choice of means and determine how they should be used, in order to develop their own judgment.

The results indicate that there seem to be a higher degree of control and responsibility for the own learning in the English case. For example, it seems to be more common for the students in the English case to feel that they suggest problems/ideas that they want to research (Figure 6), how they shall work (Figure 7) and that they set goals for their work and assignments (Figure 8).
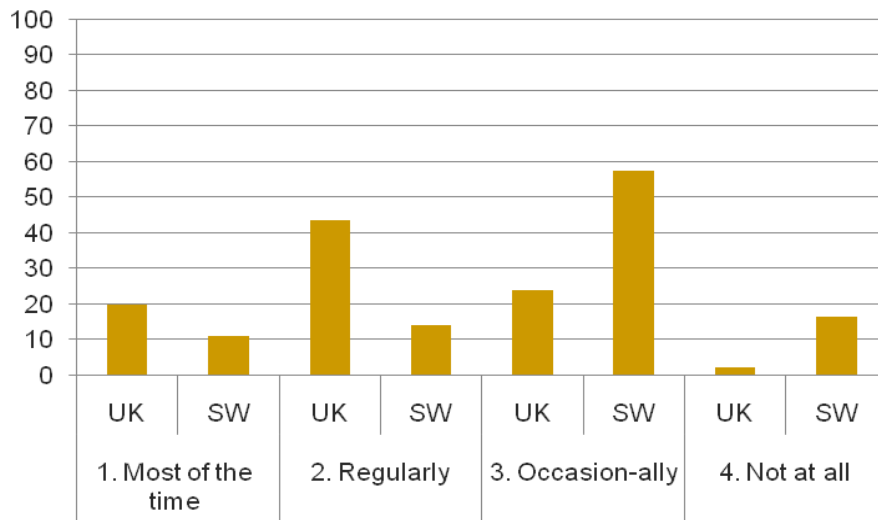
Figure 6. Students can suggest problems/ ideas that we want to research.

Figure 7. Students are involved in deciding how they work (for example in groups, carry out their own investigations, work in workbooks, listen to the teacher).
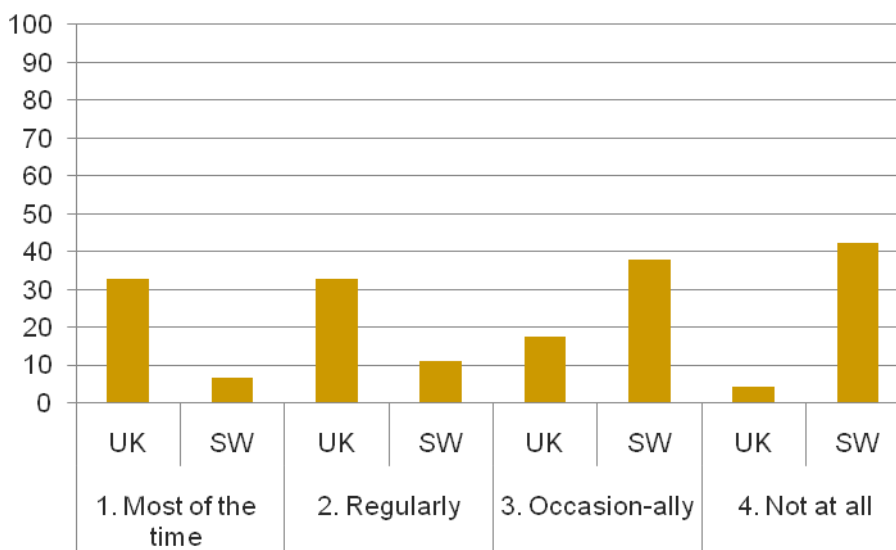

Figure 8. Students can set goals for work /assignments.

This can be analysed as the result of two initiatives in UK – enterprise education and independent learning[7]. The drive for independent learning came along almost at the same time as the promotion of enterprise education. Teachers may use one approach to develop the other, but they might describe a scheme of work as either promoting independent learning, or promoting enterprise skills, when it can be seen that students might be acquiring skill in both areas.

Entrepreneurial skills and attributes

As mentioned earlier there is a strong focus in both cases on skills and attributes. Johannisson and Madsén describe the skills and attributes associated with entrepreneurship as confident and committed action, initiative, curiosity, discovery, creative experimentation, reflections on past experience and constant search for challenges (Johannisson and Madsén, 1997, p. 19). OECD defines entrepreneurship as an approach to learning that includes all forms of work that stimulates students' self-reliance, self-knowledge, initiative, and cooperation and communication skills (1989; 1998). In both the Swedish and English case there is a focus on skills and attitudes like these, for example initiative, problem solving, communication skills, responsibility etc. The students were asked to consider what they learnt during the last years and in both cases there is a strong emphasis on responsibility, communication and problem solving.

Table 3, Students learning concerning entrepreneurial skills and attributes. For the data view Table 10 in Appendix.

How are the following statements consistent with how you feel?	Students Strongly agree	
When I think of the last years in school, I …		
	UK	SW
felt curious and had a desire to learn.	17,4	23,8
had the opportunity to test my own ideas.	13	16,5
learnt to solve problems.	26,1	27,4
developed better self-confidence.	17,4	26
had the opportunity to take the initiative.	15,2	26,2
learnt to take responsibility	41,3	50
learnt to discuss, listen to others and to express my opinion.	34,8	40,2
felt that what I have learnt is "for real".	17,4	35,4
learnt to take decisions.	30,4	27,4
learnt to make contact to people I do not know.	32,6	34,1

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[7] Independent study is a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation (Candy, 1991).

Skills learnt that differ between the cases, concern products and businesses. The students in the English case agree more on that they have learnt to design products/services (Figure 9), to produce and deliver products/services (Figure 10) and also how to start and run a business (Figure 11).
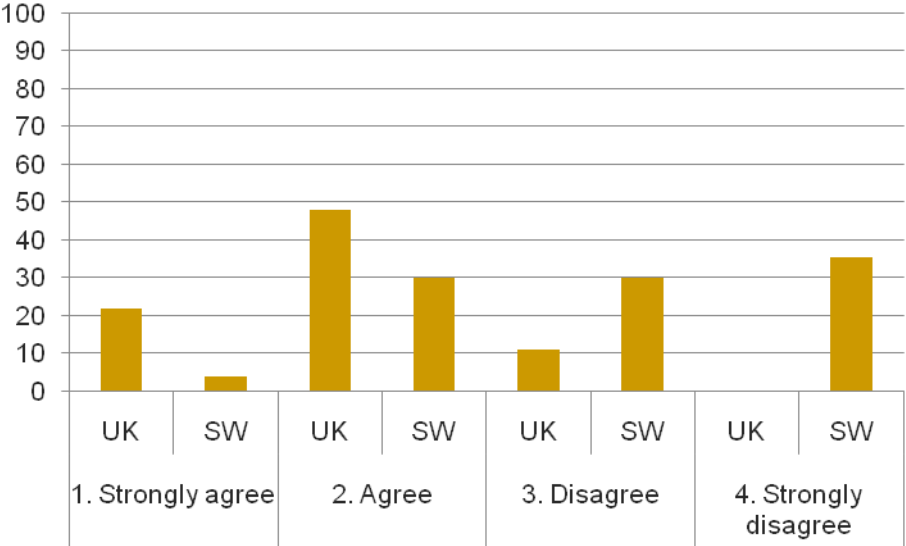

Figure 9. When I think of the last years in school, I have learnt to design products/services.
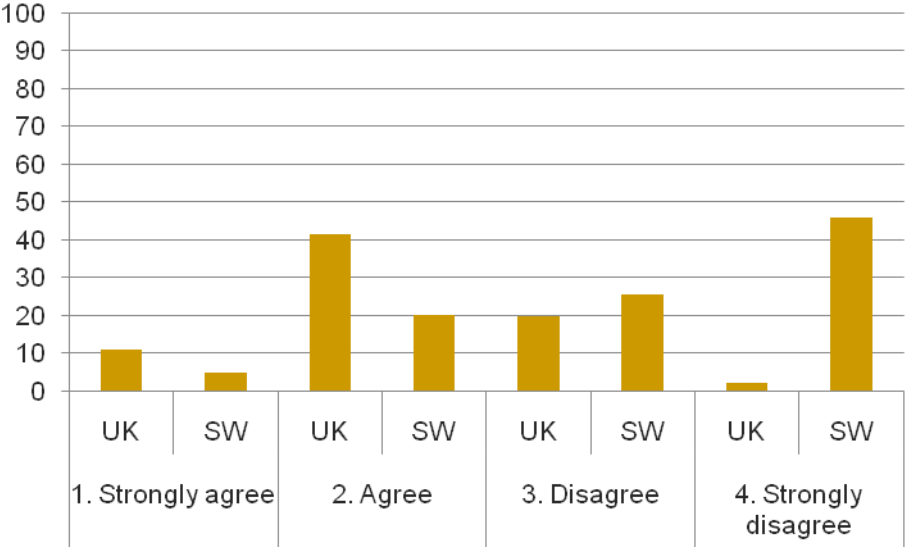

Figure 10. When I think of the last years in school, I have learnt to produce and deliver products/services. For the data view Table 10 in Appendix.

That the students in the English case agree more on that they have learnt to design products/services and to produce and deliver them may be seen as a result of the subject Design Technology (DT). There is a section of the DT syllabus that requires students to design products. This can also be seen as a result of enterprise education. Also, in some areas of Business Studies, the students have to set up their own business - but other students might do the same via enterprise projects, whether they study Business, or not. Similarly, some students might learn to design

products/services with minimal acquaintance of DT. It is common for Information Technology and Design Technology departments to incorporate the delivery of enterprise skills in those areas of their curricula which deal with creating products, or services, but this can also occur in other aspects of school life. e.g. the NEEP 'Mosaic' project at the English case school.
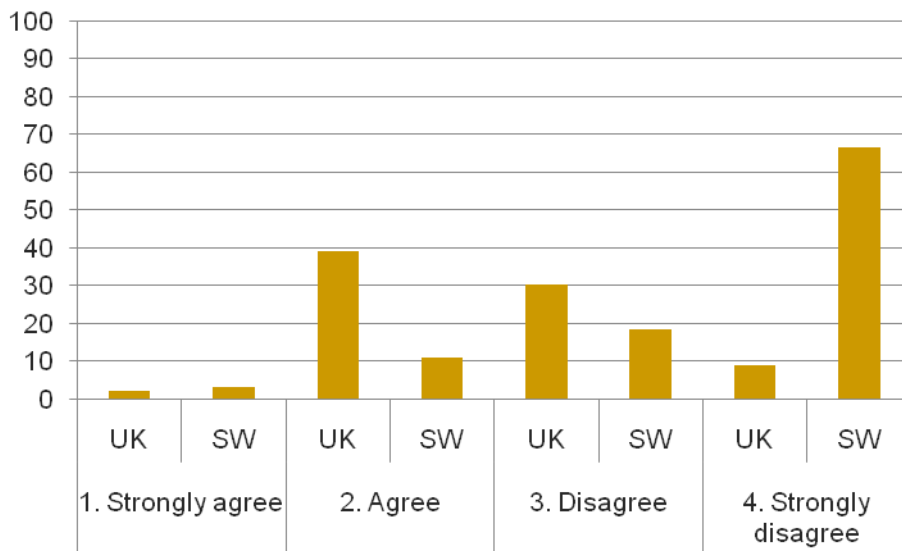
Figure 11. When I think of the last years in school, I have learnt how to start and run a business. For the data view Table 10 in Appendix.

The last statement, how to start and run a business is not common in the Swedish case - nearly 70% of the Swedish students strongly disagree that they have learnt this compare to less than 10 % of the English students. This can be seen as a result of enterprise education in the English case, but it can also be seen as a result of Business Studies. As the subject Business is taken by the majority of pupils in the Business and Enterprise Specialist Schools (and these are most of the secondary establishments in PELP), the students might regard it as something they have done as part of the Business curriculum. However, such activity might as well occur outside the confines of the Business department and not all pupils studying Business as a subject have to set up a business as part of their course. It might be that the Business department use it as a way of delivering enterprise skills along with business knowledge, just as an IT department may have a scheme of work creating a small business to deliver enterprise skills, together with practical use of computers.

Orientation towards organisations outside school

Finally, the students' questionnaire strengthens the hypothesis the English case has stronger orientation towards organisations outside school. The students in the English case claim they experience more often collaboration with organisations outside school (Figure 12), and also that they do assignments for organisations outside school (Figure 13).
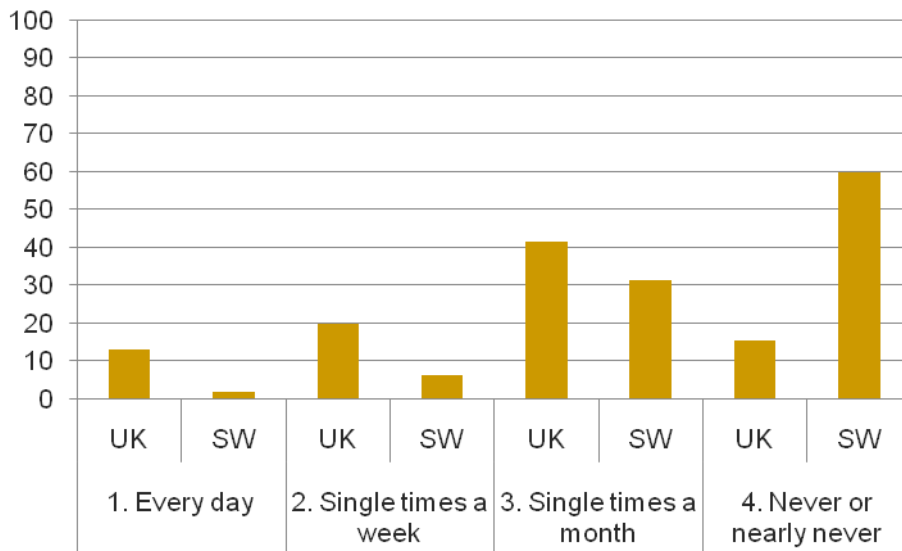
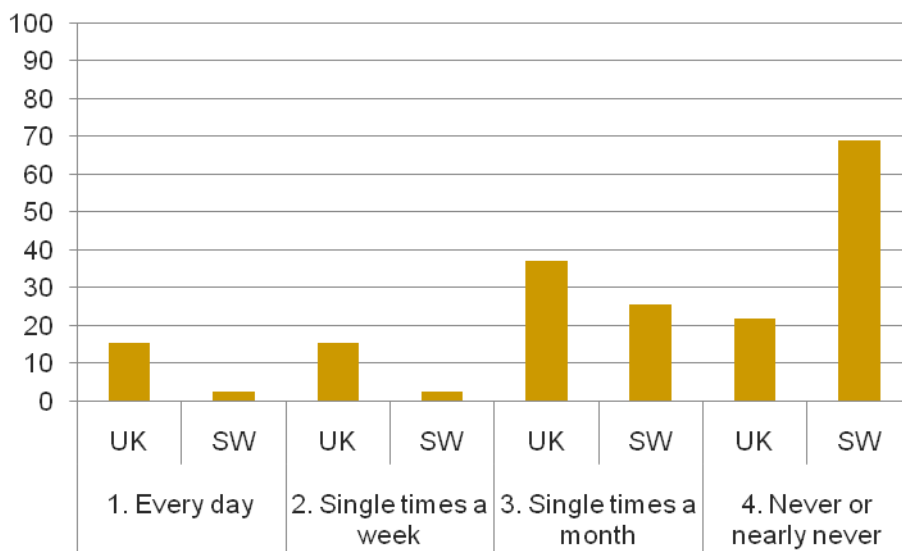**Figure 12. Students collaborate with organisations outside school.****

Figure 13. Students collaborate with organisations outside school.**

These results can be ascribed to the enterprise education agenda, but they can also have been influenced by political demands for greater collaboration between education and business. Now there are programmes such as Business in the Community, which help schools form partnerships with local businesses and many businesses have developed links with schools, as a result of their CSR programmes. However, the enterprise education programme, together with changes to the Business studies curriculum, are still seen as the main stimuli.

Conclusions and reflections

In this report we have been focusing on enterprise education in England and Sweden by studying a Swedish case school and English case school, both participating in the Pelp-project. The questions we have been concerned with in this report are: What are the translations of enterprise education (entrepreneurial learning) and What are the contextual conditions for the enterprise education (entrepreneurial learning)?

Summarising the process in UK and Sweden we conclude that the translation processes differs, both in how many years they have participated and also concerning the strategies used and actors involved. It seems that enterprise education is more institutionalised in UK and England than in Sweden. There is a common, accepted view in UK of the composition of enterprise education and also a common accepted framework by which their enterprise education can be evaluated. In Sweden there is instead a variety of different translations of enterprise education offered by a growing market of organisations and actors, and there is no common framework for evaluation. Reasons can be that the translation process has been going on for a longer time in UK than in Sweden and also with a stronger national support and guidance. Another aspect of this reasoning is that the Swedish translation still can be more open for creativity and development.

Also, in both countries, there has been a process of moving from perceiving enterprise education as shorter activities taking place for example one day or one week, to something that is embedded in the curriculum and integrated into every day's learning irrespective of subject on the time table. There are several central similarities concerning aspects of the communication process, reflection, complete learning processes, intentional learning, and influence and responsibility, but there are also aspects that differ. The business and economic understanding is only present in the English case and there is also a stronger orientation towards organisations outside school. Concerning the different conditions needed, there is a stronger need to change traditional structures and ways of organising the education to be able to implement the Swedish case's translation of enterprise education, than in the English case. This difference we ascribe to the Swedish case having a very strong focus on the teacher team as vehicle for enterprise education.

We have two reflections of how to think about these results. First, whilst there are some aspects of enterprise education that differ – there are also similarities. It is therefore possible to exchange experiences and knowledge concerning enterprise education, even if the translations seem, at first sight, to differ widely. The second reflection is that the differences in the translations also can inspire the development of the translations used and open up avenues for creativity, innovation and teachers' own entrepreneurship. There is however, a need here for some type of forum - meeting places/ facilities where teachers can meet, discuss and reflect together. Some times exchanges between schools tend to focus on tours of the schools' premises and experience of some student activity. To create a more meaningful contact on teacher level, the use of teacher shadowing could be one way of getting a deeper exchange

that could contribute to the greater development and understanding of enterprise education.

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Appendix: Data tables

Table 4. About school and inspiration. Pupil questionnaire. The English and Swedish case. 210 respondents. %

About your school and inspiration:	1. Very		2. Fairly		3. Occasion-ally		4. Not at all		No Answer UK/SW
Case	UK	SW	UK	SW	UK	SW	UK	SW	Pupils
Do you enjoy school?	28,3	43,9	39,1	40,9	15,2	7,9	10,9	4,9	6/4
How motivated do you feel to learn new things?	41,3	23,8	30,4	50,0	10,9	17,7	2,2	4,3	7/7

Table 5. About school and inspiration. Pupil questionnaire. The Swedish case, grouped by gender. 164 respondents. %

Om trivsel och inspiration att lära?:	Mycket		Ganska mycket		Ganska lite		Inte alls		Inget svar
	Flickor	Pojkar	Flickor	Pojkar	Flickor	Pojkar	Flickor	Pojkar	Antal
Hur trivs du i skolan?	48,0	38,3	40,2	40,0	6,9	10,0	3,9	6,7	6
Hur inspirerad känner du dig för att lära nya saker?	24,5	23,3	52,9	46,7	16,7	18,3	4,9	3,3	8

Table 6. About school and inspiration. Pupil questionnaire. The Swedish case, grouped by age. 164 respondents. %

Om trivsel och inspiration att lära?:	Mycket		Ganska mycket		Ganska lite		Inte alls		Inget svar
Född	1996	1997	1996	1997	1996	1997	1996	1997	Antal
Hur trivs du i skolan?	46,9	42,0	39,1	42,0	7,8	8,0	4,7	5,0	4
Hur inspirerad känner du dig för att lära nya saker?	21,9	25,0	43,8	54,0	26,6	12,0	7,8	2,0	7

Table 7. About Responsibility and influence. Pupil questionnaire. The English and Swedish case. 210 respondents. %

How much are you and other students involved in deciding on various things in school? Answer as you think would apply generally.	1. Most of the time		2. Regularly		3. Occasion-ally		4. Not at all		No Answer UK/SW
Cases	UK	SW	UK	SW	UK	SW	UK	SW	Pupils
1. Students are involved in deciding how they work (for example in groups, carry out their own investigations, work in workbooks, listen to the teacher).	6,5	9,1	37,0	19,5	34,8	62,2	13,0	7,9	4/2
2. Students can suggest problems/ ideas that we want to research.	19,6	11,0	43,5	14,0	23,9	57,3	2,2	16,5	5/2
3. Students can set goals for work /assignments.	32,6	6,7	32,6	11,0	17,4	37,8	4,3	42,1	6/4
4. Students are involved in deciding how assignments will be reported, for example if they should be reported verbally or written.	6,5	7,9	19,6	11,0	30,4	51,8	32,6	28,0	5/2

Table 8. About Responsibility and influence. Pupil questionnaire. The Swedish case grouped by age. 164 respondents. %

Hur mycket får du och de andra eleverna vara med och bestämma om olika saker i skolan? Svara som du tycker att ni har det för det mesta.	1. Nästan hela tiden		2. Regelbundet		3. Ibland		4. Inte alls		Inget svar
Född	1996	1997	1996	1997	1996	1997	1996	1997	St
1. Vi elever är med och bestämmer hur vi ska arbeta (t ex i grupp, göra egna undersökningar, jobba i arbetsboken, lyssna på läraren).	17,2	4,0	18,8	20,0	54,7	67,0	9,4	7,0	2
2. Vi elever får själva föreslå problem/idéer som vi vill arbeta med.	17,2	7,0	20,3	10,0	48,4	63,0	12,5	19,0	2
3. Vi elever får själva sätta upp mål för våra arbeten.	7,8	6,0	9,4	12,0	37,5	38,0	43,8	41,0	4
4. Vi elever är med och bestämmer hur våra uppgifter skall redovisas, t ex om de ska redovisas muntligt eller skriftligt.	9,4	7,0	9,4	12,0	56,2	49,0	23,4	31,0	2

Table 9. About working forms. Pupil questionnaire. The English and Swedish case. 210 respondents. %

Think back to the teaching you received in the last two years. You have had many teachers and you have worked in different ways. How often have the different ways of working listed below been used in your class? Put a cross for each way of working	1. Every day		2. Single times a week		3. Single times a month		4. Never or nearly never		No answer UK/SW
Cases	UK	SW	UK	SW	UK	SW	UK	SW	Pup.
The teacher talks and asks questions, single student answers	65,2	50,0	19,6	30,5	2,2	13,4	2,2	6,1	5/0
The teachers and the students discuss together	41,3	34,1	39,1	45,1	4,3	17,1	2,2	2,4	6/2
Students work in groups	10,9	4,9	45,7	49,4	23,9	39,0	8,7	5,5	5/2
Students work independently	65,2	67,7	21,7	23,8	0,0	5,5	0,0	1,8	6/2
Students work on large assignments, or projects	15,2	2,4	32,6	16,5	34,8	73,8	4,3	7,3	6/0
Students work with cross-curricular projects	13,0	4,3	30,4	20,7	21,7	53,0	15,2	17,1	9/8
Students collaborate with organisations outside school	13,0	1,8	19,6	6,1	41,3	31,1	15,2	59,8	5/2
Students do assignments for organisations outside school	15,2	2,4	15,2	2,4	37,0	25,6	21,7	68,9	5/2

Table 10. About working forms. Pupil questionnaire. The Swedish case grouped by age. 164 respondents. %

Tänk tillbaka på den undervisning som du fått de senaste 2 åren. Du har haft många lärare och ni har arbetat på olika sätt. Hur ofta har de arbetssätt som finns uppräknade nedan förekommit i din klass? Sätt ett kryss för varje arbetssätt.	1. Varje dag		2. Enstaka gånger i veckan		3. Någon gång i månaden		4. Aldrig eller nästan aldrig		Inget svar
	1996	1997	1996	1997	1996	1997	1996	1997	Antal
Läraren pratar och ställer frågor, enskilda elever svarar	56,2	46,0	26,7	33,0	12,5	14,0	4,7	7,0	-
Läraren och eleverna diskuterar Gemensamt	28,1	38,1	43,7	46,0	21,9	14,0	3,1	2,0	2
Eleverna arbetar i grupper	6,2	4,0	51,6	48,0	39,1	39,0	1,6	8,0	2
Eleverna arbetar var för sig	71,9	65,0	18,8	27,0	6,2	5,0	1,6	2,0	2
Eleverna genomför större arbeten eller projekt	6,2	0,0	18,8	15,0	68,8	77,0	6,2	8,0	-
Eleverna genomförs ämnesövergripande projekt	4,7	4,0	25,0	18,0	51,6	54,0	12,5	20,0	8
Eleverna samarbetar med organisationer utanför skolan	3,1	1,0	4,7	7,0	25,0	35,0	67,2	55,0	2
Eleverna gör uppdrag åt organisationer utanför skolan	1,6	3,0	1,6	3,0	21,9	28,0	75,0	65,0	1

Table 11. About enterprising behavior skills and attributes, business knowledge and relevance. Pupil questionnaire. The English and Swedish case. 210 respondents. %

How are the following statements consistent with how you feel? **When I think of the last years in school, I …**	1. Strongly agree		2. Agree		3. Disagree		4. Strongly disagree		No Answer UK/SW
	UK	SW	UK	SW	UK	SW	UK	SW	P
felt curious and had a desire to learn.	17,4	23,8	58,7	53,0	4,3	17,7	2,2	4,9	8/1
had the opportunity to test my own ideas.	13,0	16,5	56,5	50,6	13,0	25,6	2,2	6,7	7/1
learnt to solve problems.	26,1	27,4	52,2	64,0	4,3	6,1	0,0	2,4	8/0
developed better self-confidence.	17,4	26,0	63,0	51,2	4,3	15,2	0,0	5,5	7/0
had the opportunity to take the initiative.	15,2	26,2	50,0	54,3	17,4	15,9	0,0	3,7	8/0
learnt to take responsibility	41,3	50,0	41,3	38,4	0,0	8,5	0,0	1,8	8/2
learnt to discuss, listen to others and to express my opinion.	34,8	40,2	43,5	43,3	2,2	12,2	0,0	2,4	9/3
felt that what I have learnt is "for real".	17,4	35,4	54,3	48,8	10,9	10,4	0,0	3,7	8/3
learnt to take decisions.	30,4	27,4	47,8	58,5	4,3	11,0	0,0	2,4	8/1
learnt to make contact to people I do not know.	32,6	34,1	34,8	43,3	17,4	14,0	0,0	7,3	7/2
had the courage to tackle challenging things (for example making a speech in front of the class)	26,1	32,9	37,0	39,0	15,2	19,5	2,2	6,7	9/3
learnt how to handle my personal finance.	15,2	15,2	43,5	29,9	19,6	24,4	2,2	29,3	9/2
learnt to design products/services.	21,7	3,7	47,8	29,9	10,9	29,9	0,0	35,4	9/2
learnt to produce and deliver products/services.	10,9	4,9	41,3	20,1	19,6	25,6	2,2	45,7	12/6
learnt to advertise/promote	17,4	3,7	47,8	20,1	17,4	30,5	0,0	42,7	8/5

products or services.									
learnt how to start and run a business	2,2	3,0	39,1	11,0	30,4	18,3	8,7	66,5	9/2
learnt to think about my own learning	19,6	21,3	50,0	54,3	8,7	14,0	2,2	8,5	9/3
felt that what I was doing in school was relevant.	15,2	25,0	54,3	54,3	10,9	14,0	0,0	6,1	9/1
had the opportunity to learn from mistakes.	26,1	37,2	52,2	44,5	2,2	9,8	0,0	7,9	9/1

Table 12. About behaviour skills and attributes, business knowledge and relevance. Pupil questionnaire. The Swedish case grouped by age. 164 respondents. %

Hur överensstämmer följande påståenden med hur du känner? När jag tänker tillbaka på de senaste åren i skolan så har jag…	1. Mycket bra		2. Ganska bra		3. Ganska dåligt		4. Inte alls		Inget svar
	1996	1997	1996	1997	1996	1997	1996	1997	St
känt nyfikenhet och lust att lära mig.	17,2	28,0	46,9	57,0	28,1	11,0	6,2	4,0	1
fått möjlighet att pröva egna idéer	23,4	12,0	43,8	55,0	25,0	26,0	7,8	6,0	1
lärt mig att lösa problem.	34,4	23,0	57,8	68,0	6,2	6,0	1,6	3,0	-
fått ett bättre självförtroende	29,7	27,0	45,3	55,0	18,7	13,0	6,2	5,0	-
fått möjlighet att ta egna initiativ	37,5	19,0	45,3	60,0	12,5	18,0	4,7	3,0	-
lärt mig att ta eget ansvar	54,7	47,0	32,8	42,0	10,9	7,0	1,6	2,0	2
lärt mig diskutera, lyssna på andra och säga vad jag tycker.	43,8	38,0	39,1	46,0	14,1	11,0	1,6	3,0	3
känt att det jag lär mig är på "riktigt"	39,1	33,0	40,6	54,0	12,5	9,0	6,2	2,0	3
lärt mig att fatta egna beslut	34,4	23,0	54,7	61,0	7,8	13,0	3,1	2,0	1
lärt mig att våga ta kontakt med människor jag inte känner	37,5	32,0	45,3	42,0	10,9	16,0	4,7	9,0	2
blivit modigare att göra utmanande saker (t ex prata inför klassen)	37,5	30,0	35,9	41,0	18,8	20,0	7,8	6,0	3

lärt mig om att hantera min personliga ekonomi?	7,8	20,0	34,4	20,0	31,2	20,0	26,6	31,0	2
lärt mig att utveckla produkter och tjänster	4,7	3,0	29,7	30,0	32,8	28,0	32,8	37,0	2
lärt mig att producera och leverera produkter/tjänster	4,7	5,0	21,9	19,0	21,9	28,0	50,0	43,0	6
lärt mig marknadsföra produkter/tjänster	6,2	2,0	20,3	20,0	31,2	30,0	39,1	45,0	5
lärt mig att starta och driva ett företag	4,7	2,0	7,8	13,0	15,6	20,0	71,9	63,0	2
lärt mig att reflektera över mitt eget lärande	21,9	21,0	53,1	55,0	12,5	15,0	10,9	7,0	3
upplevt att det jag gör i skolan är relevant för mig	28,1	23,0	45,3	60,0	20,3	10,0	6,2	6,0	1
fått möjlighet att lära av misstag	37,5	37,0	46,9	43,0	4,7	13,0	10,9	6,0	1

Table 13. About behavior skills and attributes, business knowledge and relevance. Pupil questionnaire. The Swedish case grouped by gender. 164 respondents. %

När jag tänker tillbaka på de senaste åren i skolan så har jag…	Stämmer mycket bra		Stämmer ganska bra		Stämmer ganska dåligt		Stämmer mycket dåligt		Inget svar
	Flickor	Pojkar	Flickor	Pojkar	Flickor	Pojkar	Flickor	Pojkar	
känt nyfikenhet och lust att lära mig.	26,5	20,0	54,9	50,0	13,7	25,0	3,9	5,0	3 st
fått möjlighet att pröva egna idéer	14,7	20,0	53,0	48,3	28,4	20,0	3,9	10,0	3 st
lärt mig att lösa problem.	29,4	25,0	63,7	63,3	5,9	6,7	1,0	5,0	2 st
fått ett bättre självförtroende	30,4	23,3	50,0	53,3	14,7	16,7	4,9	6,7	2 st
fått möjlighet att ta egna initiativ	25,5	28,3	63,7	36,7	8,8	28,3	2,0	6,7	2 st
lärt mig att ta eget ansvar	60,8	33,3	32,4	48,3	4,9	13,3	1,0	3,3	4 st
lärt mig diskutera, lyssna på andra och	48,0	28,3	38,2	51,7	10,8	15,3	2,0	3,3	5 st

säga vad jag tycker.								
känt att det jag lär mig är på "riktigt"	42,2	25,0	43,1	58,3	11,7	6,7	2,0	6,7	5 st
lärt mig att fatta egna beslut	29,4	25,0	60,1	56,7	7,8	13,3	1,0	5,0	3 st
lärt mig att våga ta kontakt med människor jag inte känner	35,3	31,7	42,2	45,0	15,7	11,7	5,9	10,0	4 st
blivit modigare att göra utmanande saker (t ex prata inför klassen)	34,3	31,7	35,3	45,0	22,6	15,0	7,8	3,3	5 st
lärt mig om att hantera min personliga ekonomi?	12,8	20,0	22,6	41,7	28,4	16,7	34,3	21,7	4 st
lärt mig att utveckla produkter och tjänster	0,0	8,3	30,4	30,0	29,4	31,7	38,2	30,0	4 st
lärt mig att producera och leverera produkter/tjänster	2,9	8,3	17,6	25,6	25,5	25,0	51,0	36,7	8 st
lärt mig marknadsföra produkter/tjänster	1,0	8,3	18,6	21,7	29,4	33,3	46,1	36,7	7 st
lärt mig att starta och driva ett företag	0,0	8,3	8,8	15,0	17,6	18,3	71,6	58,3	4 st
lärt mig att reflektera över mitt eget lärande	20,6	21,7	55,9	51,7	13,7	15,0	7,8	10,0	5 st
upplevt att det jag gör i skolan är relevant för mig	27,4	21,7	53,9	53,3	13,7	15,0	3,9	10,0	3 st
försökt att undvika situationer där jag kan misslyckas eller göra fel	32,4	46,7	51,0	33,3	8,8	10,0	6,9	10,0	3 st

Table 14. About behavior skills and attributes, business knowledge and relevance. Teacher questionnaire.
6 respondents UK, 29 respondents Sweden. %

	Very		Reasonably		A little		Not at all		No answer
	UK	SW	UK	SW	UK	SW	UK	SW	Persons
To what extent do you feel comfortable with your knowledge about entrepreneurial learning.	57,1	10,3	28,6	31,0	0	37,9	0	6,9	1/4
To what extent do you feel comfortable working with entrepreneurial learning.	71,4	6,9	14,3	31,0	0	34,5	0	13,8	1/4

Appendix: The enterprise Journey and 10 Key concepts

10 Key Concepts for Effective Enterprise Education Delivery

	IDEAS	Yes	No	Unsure
1	Has the school/college created a **policy** for enterprise education which encompasses the school's/college's **vision** for future development as an entitlement for all pupils/students?			
2	Is the school's/college's vision for enterprise education **communicated** to all pupils/students, staff and the wider community?			
3	Has the school/college undertaken a systematic **audit** of enterprise education activities at any point during the last two years?			
	PLANNING			
4	Does the school/college have an **enterprise education coordinator** who operates with the full support of the senior management team?			
5	Does the school/college allocate specific **resources** to encourage and support enterprise education activity?			
	ENTERPRISE ACTIVITY AND CAPABILITY			
6	Do the school's/college's enterprise education activities include attention to **moral and ethical** issues?			
7	Do the enterprise education activities develop a full range of **enterprise capabilities**?			
8	Does the school/college ensure that **pupil/student centred, activity based learning** is at the heart of its enterprise education portfolio, extending across the full range of subject areas and supported by external partners where appropriate?			
	EVALUATION			
9	Is pupil/student enterprise learning **regularly recorded, assessed** and **reviewed**?			
10	Are all enterprise education activities **evaluated** as a matter of course, and results shared with a wide audience?			
	TOTALS			

THE ENTERPRISE JOURNEY
The Fast Lane to the Future

	Beginner.	Level 1.	Level 2.	Level 3.	Level 4.	Level 5.
Communications	I can listen well to others.	I can talk and listen to people I know and others.	I can make a positive contribution to discussions.	I can effectively communicate in a group. I can use verbal and non verbal methods of communicating (Note 2).	I can listen, process and then respond appropriately to the information I am given (Note 3).	I can present in a professional manner, the advantages and disadvantages of a submitted project.
Teamwork	I know why working together is important.	I can work with others and share.	I can use my strengths to work with others.	I recognise & appreciate how others strengths fit into a team.	I can evaluate the performance of myself and my team.	I can evaluate any gaps in the expertise of my team and take necessary steps to build up the core strength.
Risk Taking	I am willing to try new activities.	I am aware that I am learning when I try new things.	I understand that trying new things may or may not work.	I have the confidence to take calculated risks.	I reflect and build on positive outcomes and learn what to do differently from negative outcomes.	I can identify and evaluate the main risks in enterprise and make decisions on accepting or rejecting those risks.
Negotiate & Persuade	I can give reasons for my ideas.	I can understand that not everyone will agree with my ideas.	I can make a positive contribution to discussions.	I am willing to listen and commit to an idea that is not my own.	I can persuade people to agree to and support my ideas.	I can identify goals and am able to negotiate and persuade others to follow in the pursuit of those goals.
Creative Thinking	I like to use my imagination.	I like to use my imagination to improve things.	I understand there are different ways to be creative.	I can generate new ideas to solve problems.	I can evaluate and modify my ideas to reach innovative solutions.	I can apply creative thinking in order to overcome any obstacles arising in the achievement of my goals.
'Can Do' Attitude	I am happy to have a go at any activity.	I can keep trying when things are hard.	I understand that my attitude can affect how I perform.	I can stay motivated on a task even when things are different or difficult.	I can sustain motivation and energy when stepping outside of my comfort zones.	I look for solutions not problems.
Initiative & Decision Making	I understand that not everything will be done for me.	I can see when it is good to do something without being told.	I understand that using my initiative can have a variety of consequences (Note).	I am willing to make the first move and make decisions.	I can encourage others to make their decisions and act upon them.	I can act on my own initiative and make the necessary decisions to achieve my goals.
Organising & Planning	I can plan my activities.	I can understand why a plan is important.	I can plan and organise my work using different techniques.	I can prioritise my workload and manage my time effectively to ensure different deadlines are met.	I can evaluate and learn from previous experiences taking into account finances, workload and time.	I can plan and organise available resources in the pursuit of my goals.
Problem Solving	I can use my knowledge and skills to solve problems.	I can think about different ways to solve problems.	I can evaluate different options and decide which is best.	I can reflect on previous to inform my approach to problems.	I can implement previous learning to create new solutions and can think 'outside the box'.	I see problems as opportunities to achieve workable solutions.
Leadership	I can speak out when I take on a role in a group.	I am willing to take the lead.	I am good at getting people organised.	I can identify the strengths of good leadership.	I recognise and embrace the strengths of good leadership by confidently leading a familiar group.	I recognise and embrace the strengths of good leadership by confidently leading an unfamiliar group.
Respect & Responsibility	I know what is right and wrong.	I can make the right behaviour choices.	I can consider other people's opinions and feelings when making choices.	I am aware of and respect others values and beliefs.	I am aware that the choices I make have an impact on others and my surroundings.	I respect others, acknowledge their skills and recognise their contributions, but readily take up responsibility when needed.
Ethical Awareness	I can take turns and share fairly.	I know what is fair and what is unfair.	I can make decisions that demonstrate fairness for all those that I am working with.	I understand the role of a responsible citizen by acting fairly, justly and morally.	I can make decisions as a responsible citizen.	I fully recognise the differing ethical issues and corporate responsibility arising in the pursuit of my goals.
Flexibility & Change	I can cope with new activities.	I am able to change plans and respond to change others make.	I can change the way I do things if the situation requires it.	I am flexible and respond positively to changing situations.	I recognise that some situations have uncertain outcomes and am able to respond positively to continual changing situations.	I understand that change and innovation can be a positive leadership force.
Global Awareness	I understand that we are all different.	I am aware of other cultures and beliefs other than my own.	I understand that products and services can be imported and exported.	I understand why products are imported and exported and the impact it can have on local and global economies.	Innovation and adaptability mean towards other cultures and the diverse nature of the international world of business.	Innovation and availability mean that global awareness has to be central to targets and goals in the wider business market.
Managing Money	I can recognise money and understand what it is used for.	I can recognise how much things cost and have value.	I can find out how much things cost and budget.	I can make decisions about how to manage my money.	I am aware of and understand personal budgeting e.g. bank accounts, cheques, credit, loans, and debt (Note 4).	I recognise the need for tight control over finances and recognise the terms such as cash flow and break even.

* Note 1: Sometimes using initiative can be seen as taking risks * Note 2: Letters, emails, texting, photographs, questionnaires, flyers, posters, etc. * Note 3: Receive information via different technologies such as email and respond via the same method * Note 4: Examples of personal budgeting language - debit, credit, cheques, overdraft, mortgage, credit rating, income support, child benefit.