FINAL REPORT

Contract nᵒ: SOE2-CT-3068

Project nᵒ: SOE1-CT-3068

Title: Enterprise and its transfer to combat social exclusion
ENTRANCE

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Reference period: **from** 1/12/00   **to** 30/11/01

Starting date: 1ˢᵗ December 1998   **Duration:** 36 Months

Date of issue of this report: 30/01/2002

ABSTRACT

Abstract of ENTRANCE

The key issue addressed by the ENTRANCE project was: What do young people 'at risk' of social exclusion actually get out of an enterprise education programme. The key objective was to use quantitative and qualitative methods in each of the participating countries **to measure** the impact of the enterprise education programme developed by this international team on groups of young people 'at risk' of social exclusion. The proposal brought together a mix of countries (United Kingdom, Spain, Hungary and Israel) from different parts of the European Union and beyond.

The proposal addressed some key policy concerns including:

- social inclusion; • enterprise education; • programme transfer.

The enterprise education project model utilised by the ENTRANCE project was adapted from Israel "Think Industry" project model.

Programmes can be adapted and transferred to different cultures and structures if the process that is utilised builds on what is known about effective programme transfer. This finding should be examined by the research community and considered by policy makers.

The quantitative data from baseline and exit questionnaires reveals (Kyriakides, 2001) to a high degree of statistical reliability that the youngsters in Israel and England:

- raised their expectations of themselves in the educational system;
- wanted to continue with their studies;
- improved their attitudes to current studies;
- were keener to indicate school encourages them to face the future optimistically;
- raised their expectations of themselves in terms of future jobs and status;
- were more confident:
  a) to work in a team; b) to weigh up the strengths and weaknesses of a situation; c) to solve problems.
- felt more confident to do two signific ant tasks important in work:
  a) to see a job through to the end; b) to review how well they had done.
- see themselves more positively as :
  a) they do not accept they can not do anything: b) they do not accept they can not change their situation; c) felt mor e satisfied with best friends.

An important finding in Israel and England is that the youngsters that made the greatest gains were those youngsters with the lowest scores in the baselining process.

Also in Hungary, England and Israel the quantitative dat a (Huddleston (2000), Banfalvy (2000), Weiss (2000)) suggests to a high degree of statistical reliability that the youngsters:

- did not improve their financial literacy; • did not improve their behaviour at school;
- when comparing themselves with others sti ll thought of themselves as not being able to work as well as their peers.

The qualitative evidence from the semi -structured interviews with youngsters in England, Israel and Hungary and the adults working with them support the findings above. Skills tha t youngsters suggested they had developed included:

1) **Personal and inter -personal skills** such as: team work, dealing with customers, sharing ideas, discussing problems, asking questions, organisational skills, public speaking, listening, planning, punctuali ty, time management, creativity and productivity.
2) **Task related skills** such as: giving change, planning for a profit, computer skills, photocopying, speaking on the telephone, making bookings, letter writing, designing posters, working out costs and writing a business plan, market research and producing a questionnaire.

Youngsters viewed their skill development as being in the area of personal and social skills rather than in terms of particular skills for business, notwithstanding the applicability of all the skills listed to business.

The strongest message from the qualitative and quantitative data is that the project had a significant impact upon the affective domain of youngsters 'at risk' of exclusion. This finding should be examined by the research c ommunity and considered by policy makers.

Different educational institutions had a differential impact on their youngsters. One school from England was identified where pupils' progress was significantly lower than expected and three schools (two from En gland and one from Israel) where it was significantly higher than expected. Thus, the school a pupil attends seems to make a difference to their progress in the affective domain, since schools with intakes of similar attainment and of similar social compo sition achieved significantly different results at the end of the project.

Educational institutions matter is a clear finding.

Effective teaching and learning for 'at risk' youngsters is exemplified in effective enterprise education programmes. Further practice of this approach in Europe's education and training systems and its study is recommended.

1. EXECUTIVE SUMMARY

1.1 Objectives

The overarching objective of the research was to develop a model capable of transfer across the European Union, the rest of Europe and beyond, that effectively develops the enterprise of 14 to 19 year old youth in danger of social exclusion as a result of social and economic disadvantage.

The definition of enterprise education suggested by this research, in common with the consensus in the literature, views 'enterprise' as bringing together in one conceptual framework two broad groups of activities. The first group of activities is concerned with the implementation of setting up a business; both simulated and real businesses. The second group of activities is concerned with awareness raising in young people in education and initial training institutions and settings, of the possibilities and excitement of creating their own work. Thus enterprise is a vehicle for business start-up and at the same time for the delivery of wider educational goals and benefits. These include knowledge, attitudes and skills related to autonomy, creativity, decision making, collaboration and the pursuit of collective goals.

The specific objectives of the research were:

To document from existing research the variables relevant and conducive to programme transfer from one European country to another in order to publish and make available the framework developed.

- To document from existing research the indicators of quality in the development of enterprise education in order to publish and make available the framework developed.
- To document from existing research the indicators of quality in the development of education and training programmes for 14 to 19 year old youth in danger of social exclusion and in the development of enterprise in the target group. Then to publish and make available the framework of variables developed.
- To document from existing research the role of the social partners in the processes of development of enterprise in the target group. Then to publish and make available these findings.
- To create a model for the development of enterprise for 14 to 19 year old youth in danger of social exclusion that is transferable across national boundaries in the EU, Europe and beyond.
- To test in a range of specific locations in each of the countries of the partners the models developed and to refine the models in the light of these experiences and the evaluation processes.
- To make recommendations for specific actions that might be adopted by policy makers and practitioners to maximise the applicability and effectiveness of the model in different structures and cultures in the European Union and beyond.
- To disseminate the results of the research across the EU and beyond.

1.2 The ENTRANCE Project Model and its Implementation

The ENTRANCE project model was adapted from the model developed in Israel "Think Industry" by the project team for implementation in the project's pilot sites in two stages. First it was developed and adapted by the Project Team through team meetings and electronic and other communications. Secondly, it was adapted at national levels to take account of the specific cultural and structural requirements of the diverse national settings of the pilot sites in Hungary, Israel and the UK.

The model was implemented in 12 sites across the partnership. After National Implementation Teams and teachers/facilitators in pilot sites were briefed and trained in the model and its approach then the youngsters working in groups went through with the facilitation of their teachers, the various stages of the model.

The stages are:

1) Developing an idea.

2) Carrying out a feasibility study.

3) Checking out the idea through visits to the local economic community and discussions with local business persons.

4) Carrying out market research.

5) Preparing a prototype and planning production.

6) Developing a financial plan.

7) Finalising the business plan.

8) Raising capital.

9) Production.

10) Advertising.

11) Sales.

12) Reflecting on the learning from the processes.

The model was reviewed and revised after the implementation and published (Weiss 2001) [2] Annex 7, Part 2.

1.3 Researching the Implementation

The model, its implementation and impact was researched utilis ing the following range of quantitative and qualitative instruments:

(i) Baseline questionnaires were distributed to all students participating in the ENTRANCE project;

(ii) Exit questionnaires were distributed to all students in the ENTRANCE project;

(iii) Face-to-face interviews took place with a sample of students participating in the ENTRANCE project, using structured schedules;

(iv) Face-to-face interviews took place with teachers involved in the implementation of the ENTRANCE project, using semi-structured schedules;

(v) Face-to-face interviews took place with headteachers, or principals, of participating institutions, using semi-structured schedules;

(vi) Face-to-face interviews with those responsible for the implementation of the teaching programme and materials, using semi-structured schedules;

(vii) Student portfolios were interrogated where this proved practicable;

(viii) Teacher diaries were interrogated where this proved practicable;

(ix) Case studies were developed in an attempt to provide richer accounts and deeper understanding of ENTRANCE in a limited number of selected institutions.

1.4   The Research's Findings

In both England and Israel the quantitative data, Kyriakides (2001) Annex 7, Part 10, from baseline and exit questionnaires reveals to a high degree of statistical reliability t hat the youngsters:

- raised their expectations of themselves in the educational system;
- wanted to continue with their studies;
- improved their attitudes to current studies;
- were keener to indicate school encourages them to face the future optimistically;
- raised their expectations of themselves in terms of future jobs and status;
- were more confident: a)   to work in a team;
                                   b)   to weigh up the strengths and weaknesses of a situation;
                                   c)   to solve problems.
- felt more confident to do two significant tasks important in work:
                                   a)   to see a job through to the end;
                                   b)   to review how well they had done.
- see themselves more positively as :
                                   a)   they do not accept they can not do anything;
                                   b)   they do not accept they can not change their situation;
                                   c)   felt more satisfied with best friends.

An important finding in both countries and probably one of the most significant findings of the research is that the youngsters that made the greatest gains were those youngsters with the lowest scores in the baselining process.

Also in Hungary, England and Israel the quantitative data suggests to a high degree of statistical reliability that the youngsters:

- did not improve their financial literacy;
- did not improve their behaviour at school;
- when comparing themselves with others still think they can not work as well as their peers.

Thus the strongest message from the quantitative data is that the implementation of the project had a significant impact upon the affective domain of both English and Israeli youngsters.

The qualitative evidence from the semi-structured interviews with youngsters and the adults working with them support the findings above Huddleston (2000) [2], Banfalvy(2000) [2] and Weiss (2000) [2], (Annex 7, Parts 23, 24 and 25). Skills that youngsters suggested they had developed included :

1) **Personal and inter-personal skills** such as: team work, dealing with customers, sharing ideas, discussing problems, asking questions, organisational skills, public speaking, listening, planning, punctuality, time management, creativity and productivity.

2) **Task related skills** such as: giving change, planning for a profit, computer skills, photocopying, speaking on the telephone, making bookings, letter writing, designing posters, working out costs and writing a business plan, market research and producing a questionnaire.

Youngsters viewed their skill development as being in the area of personal and social skills rather than in terms of particular skills for business notwithstanding the applicability of all the skills listed to business.

The impact of the educational institutions

Different educational institutions had a differential impact on their youngsters. One school from England was identified where pupils' progress was significantly lower than expected and three schools (two from England and one fro m Israel) where it was significantly higher than expected. Thus, the school a pupil attends seems to make a difference to their progress in the affective domain, since schools with intake of similar attainment and of similar composition achieved significa ntly different results at the end of the project. Kyriakides (2001)

1.5   Review of the Project's original conceptual, frameworks

An important objective of the ENTRANCE project was to develop, utilise and review in the light of activity, models for:

1) Enterprise education.
2) Working with youth 'at risk' of social exclusion.
3) Programme transfer.

1.5.1   Criteria for Effective Enterprise Education in the light of the ENTRANCE project

This section documents these findings of the research. They are drawn from Peffe rs (1998) and (2001)[4] and Weiss (2000)[2], Banfalvy (2000)[2], Huddleston (2000) and Weiss (2001)[1]. The following table describes those dimensions of existing research about effective enterprise education that are supported by the ENTRANCE research project as well as those that flow out of the ENTRANCE research project. They are offered to the research community for corroboration.

1)   A width of values allowing the whole community to be involved and which:

- Appeals to all shades of political opinion (Jamieson 1984, 1986)
- Involves the whole community (Cumming 1992).
- Is not the servant of any ideology (Watts 1984) (Rees and Rees 1992)

2)   Adequate Preparation

- Adequate training for the teachers and facilitators involved.
- Adequate preparation of students.
- Clear l earning objectives.

3)   Adequate Support to staff

- Support during implementation.
- Networking and sharing by implementations.
- Two implementations in a site to ensure reinforcement and support.
- Making the enterprise a whole institute initiative.
- Offering te chnological training and support to implementators in order to facilitate the development of more sophisticated products and services.

4)   <u>Wide ranging criteria of effectiveness</u>

- Not merely understanding or generating profitability by enhancing general lear ning (HMI 1990)
- Originality in relation to the way capital is generated and used (Holmes and Hanley 1989)

5)   <u>Support to youngsters during the implementation</u>

- Organisation into heterogeneous groups.
- Clarity in setting tasks.
- Allowing students to follow the ir own ideas.
- Visits to factories and markets.

6)   <u>A balanced range of student outcomes</u>

- The learning should balance business and economic knowledge and understanding with the development of attitudes, values, and skills and other personal qualities (Cromp ton 1990 and Trainor 1992).

7)   <u>Schools need specific processes, communications and structures to develop a co -ordinated and coherent strategy for progression in learning, including:</u>

- The existence of a school co -ordinator post for enterprise education (HMI 1 991).
- Auditing and mapping the whole curriculum as part of whole school planning for the development of enterprise education (HMI 1991, Trainor 1992).

8)   <u>Teacher behaviour that exemplifies good practice</u>

- Deliberately building on prior knowledge and experi ence (HMI 1991)
- Challenging style of teaching with high expectations of learners (Weir 1986, Crompton 1988, HMI 1990).
- Explicit curriculum context (HMI 1990)
- Specific aims appropriate to age and ability (HMI 1989).
- Clear objectives (HMI 1991)
- Preparation p rocess with learners that includes deliberate work by teacher towards aims and objectives (HMI 1990)
- Debriefing process with learners that includes deliberate teaching of concepts (HMI 1989, HMI 1990).
- Assessment from a range of perspectives: self, peer, t eacher, business (Jamieson 1986).
- Evaluation reflecting on the aims and objectives from the point of view of the range of stakeholders (Jamieson 1986, and Caird 1990).
- Planned and deliberate reinforcement later by teacher (Trainor 1992).
- Not being prescrip tive to students rather facilitating students' ideas.
- Allowing failure and facilitating learning from failure.
- Developing materials appropriate to all ethnic sub -cultures in the student body.
- Recognising the range of learning styles in the student group an d supporting each.

1.5.2   Criteria for Effective work with 'at risk' youngsters in the light of the ENTRANCE project.

The rationale behind the approach of the ENTRANCE project, in keeping with Huskins (1995) and Merton and Parrott (1999), is that if youn g people who are 'at risk' of exclusion are to be supported then information alone is not effective. They need to be helped to develop:

- **high self esteem** ;
- **motivation** to take responsibility for their lives;
- **a positive life view** , something to work for; and
- the **social skills** necessary to turn their vision into reality.

These results are not achieved by chance, but only through well -managed and skilled work with training approaches designed to encourage these developments. The ENTRANCE project showed that enterprise education can exemplify what is known about effective approaches for working with youth 'at risk' of social exclusion.

Many young 'at risk' people in deprived urban and rural areas are not well -adjusted, and may demonstrate some or all of the foll owing characteristics:
- lack confidence or self -esteem;
- have an unrealistic self-image;
- have poor social skills and low educational attainments;
- be bored, and unable to afford recreational facilities;
- seek their excitement by taking risks through offending; or
- be suffering from depression.

A young person may be considered to be 'at risk' for many reasons, but frequent indicators are:
- lack of family support or discipline;
- experiencing racism or sexism;
- have truanted or been excluded from school;
- possess a le arning difficulty or disability;
- now, or in the past been, in care;
- deemed to be beyond parental control;
- homeless;
- experimented with drugs, including alcohol;
- have experienced child abuse;
- addicted to gambling;
- unemployed;
- cautioned by the police; or
- have child-care responsibilities.

To help young people to move to independence it is useful to have some means of describing their progression and measuring it. Huskins' model below provides one means to describe young people's progressive involvement in dec ision making.

Stage 1   initial contact when the young person is testing and exploring the environment.

Stage 2   familiarisation (getting to know each other more, further testing)

Stage 3   socialisation when the facilitator will be encouraging greater commi tment and involvement in activities.

Stage 4   the activity level, taking part, for example, in a competition, and seeing it through to completion.

Stage 5   when young people begin to take part in the planning and organising of activities.

Stage 6   is when they run the activities themselves.

Stage 7   is the leadership (or peer education level) when they take responsibility for others as well as themselves.

Enterprise education was used by the ENTRANCE project as a vehicle to take individuals from the first stages to the later ones.

The model also provides a tool for identifying:

- the particular role of the facilitator in supporting young people at the different stages, how this role changes, and how young people can be encouraged to move on;
- what young people c an learn at each stage of participation, in particular to recognise that the level of learning increases significantly when they move on to stages 5 -7; and
- the behaviour that demonstrates the learning.

Thus it can be used to provide evidence of young peop le's learning and behavioral change resulting from work with 'at risk' youngsters.

When young people develop social skills they begin the process of moving away from being 'at risk' of exclusion.

The following ten 'social skills' are offered by Huskins as one way of developing and recording young people's social skill learning:

1.   Self-awareness / self-esteem (how you feel about yourself)
2.   Communication skills (communicate effectively)
3.   Interpersonal skills (getting on with others)
4.   Explore and manage feelin gs (aware of, and open about, feelings)
5.   Understand and identify with others (feel as others do)
6.   Values development (what is right and wrong)
7.   Problem solving (solving problems)
8.   Negotiation skills (agreeing decisions with others)
9.   Action planning (planning ah ead)
10.   Reviewing skills (Learning from experience)

The ENTRANCE project showed that enterprise education supports the development of such learning.

The ENTERPRISE Curriculum Development Model

Levels of Activity

- Leadership or peer education role taken in new enterprise programme for peers.
- Intensive group work, initiated by young people.
- New programme planned and run by young people.

Stage 7: Lead
- Young people take full responsibility and control their actions.
- Independence achieved

- Take responsibility fo r planning and running the enterprise programme
- Group work, led by young people
- Explore issues in depth

Stage 6: organise and enterprise
- Young people begin to demand a share in the process and take responsibility.

- Take an active part in planning and runn ing an enterprise activity.
- Young people set agenda re. issues and responses.

Stage 5: to be involved in an enterprise
- Young people begin to take action and responsibility.

- Take part in activities developed from interests and needs that have a business/economic focus.
- Introduce participation.

Stage 4: entrepreneurial preparation
- Programme developed to meet expressed and identified needs.

- Regular discussions based on trust
- Some activities as preparation/ice breakers for an enterprise.

Stage 3: socialise as preparation for an enterprise project
- Young people begin to express opinions, test ideas and seek responses.

- Meet regularly.
- Learn names.

Stage 2: meet again
- Teachers/facilitators/youth workers and young people make contact, engage with each o ther
- Trust and sharing begins

- First steps
- Initial contact

Stage 1: contact
- Young people have access to information and opportunity. Relationship level is low.
- Young people dependent.

The ENTRANCE project took most of the youngsters involved from Stage 2 to Stage 6.
Some sites will take youngsters to Stage 7 during this academic year (2001 –2002)

A progressive model for teacher/youth worker/facilitator involvement with young people through enterprise education
adapted from John Huskins 1995

Effective approaches to teaching and learning for 'at risk' youngsters.

In this overall context effective approaches to teaching and learning for 'at risk' youngsters, in keeping with Merton and Parrott (1999) include:

Adults showing:
- care
- enthusiasm
- genuineness
- trustworthiness
- perseverance
- sense of humour
- commitment
- respect
- believe in the potential to succeed
- counselling and youth work experience; constructive, ability to listen, non -judgmental responses
- ability to develop skills more than knowledge
- learner centred approaches
- non-authoritarian practices
- democratic, participatory, relevant and enjoyable learning

Pedagogic processes appropriate for 'at risk' youngsters.

- Negotiate the programme.
- Find the hook for each individual
- Avoid lectures and formal inpu ts
- Talk with, not at
- Make learning enjoyable
- Listen
- Keep groups small
- Vary the activities and the pace -include role plays, simulations quizzes
- Well resourced IT facilities
- Balance between the needs of the group and the needs of the individuals work in both modes (individual and group)
- Emphasise individual learning styles
- Use action plans
- The process is as important as the product
- Confront and challenge the youngster's attitudes and behaviour
- Use mentors and the experience of others
- Support the teachers by k eeping up their confidence
- Assessment appropriate to objective and processes
- Accreditation: shaped close to learning environment

- Tracking: reviews of learning at regular intervals
- Monitoring
- Record keeping: use personal portfolios of learners
- Careers advice available

Performance indicators in relation to inclusion.

The following suggest an 'at risk' individual is moving towards social inclusion.

- Increased motivation
- More positive attitudes and self-image
- Increased punctuality
- Increased attendance
- Better discipline
- Increased interest in learning
- Ability to plan the future

In its work, the ENTRANCE project, found evidence Weiss (2000) [1and2] and (2001)[1], Huddleston (2000)[1and2], that these approaches could be operationalised within an enterprise project and moreover, it was found that enterprise education was an effective vehicle to encourage such approaches.

1.5.3 Criteria for Effective Programme Transfer in the light of the ENTRANCE project

The following table describes those dimensions of existing research that are supported by the ENTRANCE research project.

1a) **The macro level – Political and economic conditions**

Political conditions in the recipient society
- the need of politicians to provide ready-made solutions to the problems of their polity that emulate 'successful' polities particularly those of their economic rivals. (Finegold, D et al 1992)

Political conditions in the transmitting society
- prestige accruing to 'world leadership', 'innovation' is highly valued. (Robertson and Waltman 1992)
- 'feel good' factors of ideological dissemination and contribution to the solutions of social problems in other societies is highly valued. (De Lone 1990)

Economic conditions in the recipient society
- opportunity to avoid high cost lengthy process for the development of original/new policies. (Robertson and Waltman 1992)
- shortage of policy alternatives. (Finegold, D et al 1992)

Economic condition in the transmitting society
- increased bond with future customers. (De Lone 1990)
- promoting others into economic relati onships. (De Lone 1990)
- employment opportunities for its nationals. (De Lone 1990)

1b).   **The macro level-Similarity of societies**
- the closer two societies are in terms of ideology, political system, language, culture, geography and institutional development the greater the propensity for policy transfer. (Finegold, D et al 1992)
- the greater the extent of similarity of social problems in similar societies the greater the propensity for policy transfer. (Robertson and Waltman 1992)

2a)   **The micro level-Character of policies conducive to successful transfer**
- relatively small scale. (Robertson and Waltman 1992)
- non-controversial policies. (Robertson and Waltman 1992)
- involving researched and better understood social relationships. (Robertson and Waltman 1992)
- targeting homogenous tractable populations. (De Lone 1990)
- involving a small commitment of resources. (De Lone 1990)

2b)   **The micro level –The process, style and manner of policies conducive to successful transfer to recipient society**
- awareness and complianc e with local incentive systems. (De Lone 1990)
- deliberate attempt to sell the programme up and down the system. (De Lone 1990)
- eliciting and encouraging peer endorsement. (De Lone 1990)
- Sensitivity to career advancement issues and to 'turf considerations' (the interests of existing actors and their responsibilities). (De Lone 1990)
- financial investment by borrowers. (De Lone 1990)
- fostering participatory process of defining needs and planning solutions involving all and in whole institutional change strateg ies. (De Lone 1990)

3)   **Characteristics of successful agents of transfer and of their behaviour**
- have a high economic stake in the transfer. (Finegold, D et al 1992)
- have a commitment to developing a 'new market' for the policy. (Finegold D et al 1992)
- the forming of teams set up specifically for the purpose of the transfer. (De Lone 1990)
- possess skills and capacities of programme development research training, technical assistance. (De Lone 1990)
- able to work across jurisdictions, local agencies and lev els of government. (De Lone 1990)
- able to harmonise a variety of incentive systems without turf entanglements. (De Lone 1990)
- able to develop ideas as well as reproduce them. (De Lone 1990)

- able to develop their skills in others. (De Lone 1990)
- able to select appropriate strategy and tactics. (Huberman and Miles 1984)
- able to select local sites for transfer through an appropriate process for the transfer. (Huberman and Miles 1984)
- commitment to high quality and extensive quantity of training to personnel in the sites. (Huberman and Miles 1984)
- commitment to on-going quality control and evaluation with local sites supported to develop their own criteria or evaluation and doing if for themselves. (De Lone 1990)
- commitment to external evaluation. (De Lone 1990)
- after the 'development phase' of the transfer commitment to utilising the credible knowledge that exists about dissemination strategies namely:
- advocates of training and assistance offered by staff from pilot sites to new sites. (Huberman and Miles 1984)
- advocates of peers utilising concrete examples in training process. (Huberman and Miles 1984)
- commitment to engaging local initiative and creativity and encouraging adaptation. (De Lone1990)
- commitment to developing local champions. (De Lone 1990)
- commitment to utilising 'catalytic' non -prescriptive training and conferencing. (De Lone 1990)
- advocate of participants developing their own success criteria and using them in self evaluation. (De Lone 1990)

4)   The Research Community

The existence of an international research community, engaged in 'the global village' refine understanding about policy transfer by:

- studying policy transfer and reporting it.
- conducting experimental studies of programme effectiveness.
- studying successive iterations of policy and their refinements.

1.5.3.1   Programme Transfer in the light of the ENTRANCE Project

Macro variables conducive to policy transfer that are found in the literature flow from work carried out before and in the early stages of the transformati on of socialist economies of the 'Soviet' Bloc. These changes and research carried out by the ENTRANCE project and by others such as Peffers (1998), Peffers and Perotta (1999) in the context of Argentina, Cotton (1993) (1998) and (2000) in the context of Central and Eastern Europe, give rise to new ways of looking at programme transfer and hypothesis such as:

Additional **macro** variables conducive to a programme transfer in the light of the ENTRANCE Project.

It is societies with very different histories, cultures, political and economic structures and traditions that are best placed to offer policies appropriate for transfer to societies undergoing rapid and radical social change, notwithstanding the caveats in Banfalvy (2001) Annex 7, Part 15.

<u>Additional **micro** variables conducive to a programme transfer in the light of the ENTRANCE project.</u>

(i)   The process of programme transfer is strongly supported by a 'key driver' for the transfer in both the transmitting and recipient societies. The characteristics of t hese key drivers include:

- Clarity about the scope of the policy that is being transmitted.

- An enterprising risk -taking attitude.

- A social and professional position from which to engage support for the transfer frommany organisations and individuals includ ing the political elite.

- The skills and abilities to engage constructively with the political and administrative structures in the transmitting and recipient societies.

(ii)   The process of programme transfer is enhanced when key personnel at strategic and operational levels see and experience the programme at work in the transmitting society.

(iii)   The process of transfer is facilitated when the agents of transfer early in their work in the recipient society <u>both</u> demonstrate the practical applications of the programm es with the end users (e.g. students, teachers) <u>and</u> define themselves as seeking to learn from the recipient society and so generate a two way process of development.

(iv)   Interpreters affect the transfer in many ways when recipient and transmitting societies h ave a different language. The evidence from the case studies suggest that the model of interpreting adopted, significantly affects the communication between transmitters and recipients. In transfers when cultural attitudes and human processes are being communicated such as in developments in education and training systems, then a model of interpretation based on cultural mediation is appropriate.
The option to use this model is available when interpreters have direct experiences of culture in the transmit ting society. More scientific or technical transfers such as technical assistance to construct a nuclear power station may well find verbatim translation a more appropriate model.

(v)   The case study evidence suggest that: the agents of transfer are more likel y to be effective in a culture whose language the do not speak if they:

- are aware of the existence of a range of models for interpreting,

- are aware which model of interpreting favours transfer of meaning for their particular programme,

- can discern which m odel is being used by different interpreters and communicate its appropriateness to the interpreters.

- are able to choose interpreters who know and can use the appropriate model of interpreting that maximises clarity and of meaning between transmitters and recipients,

- are able to give guidance to interpreters to ensure that they adopt a model of interpreting appropriate to the requirements of a particular transfer.

Theses additional hypotheses about variables conducive to programme transfer are offered by t he ENTRANCE project to the research community for the exploration.

1.6   Policy Implications

Policy implications from the research can be grouped around the following themes:

- Programme transfer.
- 'At risk' youngsters and their teaching and learning.
- Enterprise education.

Programme Transfer

A programme that exists successfully in one society can be transferred to another society for that society to benefit from that programme and its knowledge/learning. However in order to do so the programme transfer needs to be conducted in a way that is sensitive to the history, culture and structures of the recipient society. Adaptation of the programme can be done if those undertaking the transfer in both the recipient and transmitting societies get those processes righ t. There are many different and distinct processes and approaches that facilitate the transfer of a programme. It is essential to carry out a programme transfer mindful of what is known about the appropriate processes and approaches.

This knowledge abou t effective programme transfer is dispersed. The Entrance project has brought together, both from the literature and from the ENTRANCE research project's experience, what is known about effective programme transfer (see 1.5.3 above). This knowledge shoul d be disseminated widely both to the policy communities in Europe and to those that are engaged by policy communities to undertake a programme transfer.

'At Risk' Youngsters and their Teaching and Learning.

Much is known in Europe about effective appr oaches to teaching and learning with 'at risk' youngsters. This learning is often in pockets within the research and practitioner communities and not systematically available in education and training systems across member states and Europe as a whole.

The application of what is known about effective teaching and learning with 'at risk' youngsters (see 1.5.2 above) deserves wider implementation across Europe's education and training systems in order to combat the problems of social exclusion.

Enterprise education's philosophy and practices makes it a very suitable vehicle for the implementation of what is known about effective teaching and learning practice with 'at risk' youth.

Enterprise Education

Much is known about effective principles and practice of enterprise education.

An effective model of enterprise education can be developed and implemented in contexts for 'at risk' youngsters. Indeed, enterprise education and its underpinning philosophy and practice are highly appropriate contexts according to the ENTRANCE project experience for the implementation of what is known about effective teaching and learning for 'at risk' youth. (See 1.5.1 above)

This coincidence of philosophy and interests provides governments of member states with opportunities to address concerns about social inclusion and life long learning.

The ENTRANCE project has measured the impact on 'at risk' youngsters of an enterprise education project. The measured impact of the ENTRANCE project corroborates what has been emerging in the 1980s and 1990s about the impact of enterprise education, in particular, its impact on the development of personal and interpersonal skills. The ENTRANCE project breaks new ground by suggesting that for the youngsters involved in the ENTRANCE project the beneficial impact of the work is greatest for those youngsters most 'at risk' of social exclusion at the outset of the implementation of the enterprise programme. (See 1.4 above)

The experience of the business community and its involvement in learnin g programmes contributes significantly to the developmental experience of youngsters involved in enterprise education programmes. (Weiss (2000) [1and2], and Huddleston (2000) [1and2]).

The further engagement of the business community in the learning processes of Europe's youth should be further encouraged by the EC.

Enterprise education and entrepreneurship are distinct and different concepts. Enterprise education involves learning THROUGH and ABOUT enterprise/business. Entrepreneurship involves leaving FOR business START-UP. This distinction is little known in Europe and the Commission should be clear of the very different starting points and objectives of each of these distinct areas, help this conceptual distinction to be clearer across Europe and facilit ate the development of both. (Peffers 2001)[4]

Only carefully constructed longitudinal research can throw more light on the actual impact of education and training programmes on the development of entrepreneurship. This is also the case in many other areas for example: for the impact of specific educational interventions such as enterprise education on 'at risk' youth.

Little systematic longitudinal work has been carried out in Europe on issues such as: 'at risk' youth's teaching and learning or entrepre neurship a enterprise education. It should be encouraged, and supported. The European Commission and national governments should consider how to do so to make research effective. Some issues such as the development of entrepreneurship on the impact of any project on intervention on 'at risk' youth can not be tackled by a 3 year research project however well funded.

The advent of the European Research Area is an appropriate moment to foster such a development. Projects lasting at least the whole length of time of a framework should be initiated.

1.7   Publications of the ENTRANCE project.

See annex 7 of Main Report for the range and volume of publications of the ENTRANCE project.

1.8   The future of ENTRANCE

See www.euentrance.com for details of the rece ntly launched Advice and Consultancy Service.

2. BACKGROUND AND OBJECTIVES OF THE PROJECT

2.   Background and Objectives of the Project

The overarching objective of the research was to develop a model capable of transfer across the European Union, the rest of Europe and beyond, that effectively develops the enterprise of 14 to 19 year old youth in danger of social exclusion as a result of social and economic disadvantage.

The definition of enterprise education suggested by this resea rch, in common with the consensus in the literature, views 'enterprise' as bringing together in one conceptual framework two broad groups of activities. The first group of activities is concerned with the implementation of setting up a business; both simul ated and real businesses. The second group of activities is concerned with awareness raising in young people in education and initial training institutions and settings, of the possibilities and excitement of creating their own work. Thus enterprise is a v ehicle for business start-up and at the same time for the delivery of wider educational goals and benefits. These include knowledge, attitudes and skills related to autonomy, creativity, decision making, collaboration and the pursuit of collective goals.

The specific objectives of the research were:

- To document from existing research the variables relevant and conducive to programme transfer from one European country to another in order to publish and make available the framework developed.
- To document from existing research the indicators of quality in the development of enterprise education in order to publish and make available the framework developed.
- To document from existing research the indicators of quality in the development of education and training programmes for 14 to 19 year old youth in danger of social exclusion and in the development of enterprise in the target group. Then to publish and make available the framework of variables developed.
- To document from existing research the role of the social partners in the processes of development of enterprise in the target group. Then to publish and make available these findings.
- To create a model for the development of enterprise for 14 to 19 year old youth in danger of social exclusion that is transferable across national boundaries in the EU, Europe and beyond.
- To test in a range of specific locations in each of the countries of the partners the models developed and to refine the models in the light of these experiences and the evaluation processes.
- To make recommendations for specific actions that might be adopted by policy makers and practitioners to maximise the applicability and effectiveness of the model in different structures and cultures in the European Union and beyond.
- To disseminate the results of the research across the EU and beyond.

All these objectives were addressed by the research. All were achieved. One of the objectives was not realised to the extent that was sought by the project's research proposal. The reason for this is that it proved impossible to test the model developed in one of the country's of the partnership. The team sought and obtained a contract amendment from the Commission when it became apparent that this was going to happen. These issues are documented in the annual and periodic reports by the Co -ordinator to the Scientific Officer.

The objectives of the research project built upon the existing knowledge base, developed new knowledge and thereby supports the decision making process and policy development. The research is grounded in the experience of the wide ranging contexts represented by the partners, all of whom are both researchers and users of research in practical assignments. Therefore, the research seeks to contribute at various levels including k nowledge and understanding, as well as policy and practice and thus to contribute to social and economic development and to the development of social cohesion in Europe. To do so this research explicitly supported and supports educational and training poli cies and practices, to respond to the demands change is imposing on the people of Europe where a different labour market is being forged.

The research helps to support existing EU policies such as the creation of an inclusive labour market and the develop ment of life long-learning. It throws light on contemporary issues such as the work of new initiatives in some member states such as Social Exclusion Units. Above all, it provides substantial new and experimental knowledge to offer additional insights and programmes to combat the further development of an underclass in Europe at a time when substantive discussions about enlargement and the future of the Union are taking place.

The research project has increased understanding based on research and develope d practical programmes responsive to the needs of groups and communities at risk of social exclusion. Thus, this research project is consistent with the principles of transparency, subsidiarity, transferability and innovation.

At this stage, the impact of the research on policy and practice in the European Union is still an aspiration. This report, the publications of the research attached in the Annex 7 and the activity of the ENTRANCE project's recently launched Advice and Consultancy Service are the fi rst steps that the project team are taking to turn these aspirations into a real contribution.

The specific benefits and importance to the European Union of the research are that the research has developed:

- Processes, procedures, systems and methods to maximise the chances of transferring good and innovative practice across the EU and beyond.
- Indicators of quality in the development of enterprise education which draw from research and developments from across the EU and beyond.
- Models for the development of enterprise and transfer through original and experimental research.
- New documented programmes and their accompanying materials that address the disadvantages of the socially marginal and promote their employability and enterprise.
- These developments an d their transfer can support social integration, employment and social cohesion in the EU and beyond.
- An international Advice and Consultancy Service has been set up, and its work will support the EU, member states and future entrants to the Union to devel op enterprise and so to combat social exclusion.
- The published research from the work of the project offers the European research community additional material from which to assist the social integration of those in the target age group in danger of social exclusion.

3. SCIENTIFIC DESCRIPTION OF THE ENTRANCE PROJECT, ITS RESULTS AND METHODOLOGY

3.1 Scientific Description of the ENTRANCE Project, its Results and Methodology

3.1.1 First phase of the research - Building up the mod els

1)   The objectives of the first phase of the research

The partners in the research project through desk research, contact with other specialists from their own nation and through their meetings and communications developed frameworks of effective practic e supported by research on the following themes:

(i)   The transfer of a programme from one country to another.

(ii)   The development of enterprise in 14 to 19 year olds

(ii)   Effective education and training programmes for 14 to 19 year olds in danger of social exclusion.

(iv)   The development of enterprise in 14 to 19 year olds from communities in danger of social exclusion for social and economic reasons.

These were fully documented in the first periodic report to the Commission by the Coordinator of the project in his report of June 1999.

2)   Tasks, timing and duration of the first phase

Time: December 1998 to April 1999 after the start

(i)   Deskwork including a critical literature review and contact and interviews with other national experts by each partner in the research project was undertaken to develop models suggested by existing practice and research. This happened during December 1998.

(ii)   A team meeting of the partners (European Project Team Meeting) to exchange the models developed by the partners in th eir work in their own countries, to agree terminology, to begin to develop new eclectic models and finalise National Implementation Teams and the project's overall approaches and procedures for formative and summative evaluation. This meeting took place i n Warwick, England. The meeting also agreed the content of the web page and discussed the progress of the literature review. It took place in January 1999.

(iii)   Sub-groups of the partners took on the process of refining the embryonic new models through their communications and through further interviews with appropriate national experts. This occurred during January and March 1999.

(iv)   The web site was set up in February 1999.

(v)   The literature review was published in May 1999.

(vi)   Partners in the European Project Team began the process of agreeing National Implementation Teams and of discussing with them the implications of the emerging models during February and March.

(vii)   A European Project Team meeting that took place in June 1999 in Tel Aviv of the partners agreed:

   a)   Framework of variables for the effective transfer of a programme from one country to another.

   b)   Framework of variables of the content and processes for the effective introduction of enterprise to 14 to 19 year-olds from communities in danger of social exclusion.

   c)   Shared understanding of concepts and terminology to be used in the research.

   d)   The ways of working of the National Implementation Teams were agreed in April 1999.

All these tasks were carried out as reported in the first periodic report of June 1999 and all the papers were included in the report.

3)   Methodology for the first phase of the project

a)   <u>Literature search and review.</u>

A wide range of literature dealt with:

*   models of education and training and the roles of enterprise education within them;

*   approaches to and the problems of policy and programme transfer;

*   the school and 'social career' of socially disadvantaged groups.

The literature search and review:

*   identified the overlaps between the three areas;

*   identified the different ways in which concepts are used and understood in the different countries involved in the project and in other parts of Europe;

*   identified the different scientific and political approaches that exist between different countries to such concepts as 'disadvantage' and 'enterprise';

The process of search and critical review was intended to provide a mechanism for agreeing terminology and thus avoiding problems of communication between project partners, at the same time it helped to standardise and define the main categories in the context of the project. This ambition was in practice more difficult to achieve. Two significant misunderstandings occurred at this point in time that proved difficult to rectify. The first was that one partner's conception of

enterprise education included both theoretical and/or practical implementations of programmes, whereas the other partners conceived of enterprise education as not able to exis t only as a theoretical presentation. The other smaller concern was about when a draft interview schedule was actually finalised. This led one partner to administer a draft of the semi -structured baseline survey to a pilot-site's youngsters instead of th e final draft of the schedule which was administered in all of the other pilot sites. As these differences of interpretation occurred in one country it became difficult to treat all three countries in the same way. In essence the work reports on two coun tries comparatively and also reports on the other but not comparatively as had been expected.

The literature search and review and its approach supported the identification of frameworks for effective practice supported by research.

b)   Semi-structured and unstructured interviews with key informants.

While literature reviews and searches provided a comprehensive discussion of problems and issues, they proved to lag behind contemporary developments. Interviews with key informants served the goal of acces sing additional and more current information and thinking regarding the main concerns of the research project

Key informants that were interviewed included educational researchers, policy makers, practitioners, and business people. Some five individuals f rom each of these categories from each participating country were interviewed.

c)   European Project Team meetings and other communications between European
           Project Team members.

European Project Team meetings and communications between the research project partners in large measure used the information collected through the literature review and through the semi - structured interviews with key informants, to build a shared understandi ng not withstanding the two misunderstandings described above. Among the key elements of this shared understanding were terminology, the meaning of concepts and categories and the frameworks for the project. These early team meetings, in addition helped th e team to form, assisted the refinement of methodology, addressed timing issues, apportioned the division of labour and the working processes and procedures, in particular the approaches to National Implementation and National Research Teams by National Co -ordinators.

Finally, the limitations of the methodology were explored. The acknowledged limitations of the methodology were:

i)   the small sample size in each country;

ii)   the multiple layers of the project are susceptible to distortion from each filter;

iii)   the extent of participating institutions' comparability.

A process of continuously seeking to minimise the acknowledged limitations of the methodology was instituted at the early meetings of the European Project Team. At the subsequent meetings of

National Implementation and National Research Teams and National Team, the process was replicated.

3.1.2 Second phase of the project – Implementing and researching the models.

1)   The objectives of the second phase of the research.

To test the models developed du ring the first phase of the project. The model for the effective development of enterprise in the target group is implemented utilising the model for effective transfer.

2)   Tasks, timing and duration of the second phase of the project.

(i)   Each country's pa rticipating sites were finalised in May 1999.

(ii)   National Implementation and National Research Teams were prepared and briefed between July and September 1999.

(iii)   A European Project Team meeting that took place in Budapest finalised the approach t o the implementation of the model and shaped a preliminary draft of the annual report to EU in September 1999.

(iv)   The models were implemented in months September 1999 to May 2000.
        During this period some meetings of each National Implementation Team t ook place.

(v)   The process of researching the models and their impact took place between September 1999 and July 2000. During this period several meetings of each National Research Team took place.

(vi)   During the implementation and research phase three National Team meetings took place. (These were joint meetings of the Research Team and the Implementation Team with the National Co -ordinator)

(vii)   A European Project Team meeting that took place in Valencia reviewed the progress of the national impleme ntations of the models, agrees amendments to the web site and the content of annual report to the EU in November 1999.

(viii) The Annual report to the EU was made in November 1999.

(ix)   The web site was amended in December 1999.

(x)   European Project Team mee ting that took place in London reviewed the implementations and the preliminary data from research teams and developed additional questions\hypotheses for the research teams' further consideration. The meeting agreed the elements of the periodic report to the EU in March 2000.

(xi)   The Report was sent to the EU in April 2000.

(xii)   National Research Teams in consultation with National Implementation Teams and their National Co -ordinators addressed the questions \hypotheses offered by the European

Project Team as part of the process of drawing up the findings from the research and the writing of draft National Reports. This activity took place between April and October 2000.

The activity that took place during this period matched about exactly the work plan i n the proposal. There was a marginal drift of some 2 months during this period. This was largely the function of the misunderstandings about the start date of the project and the relationship between the timescales of the project proposal and its margina l lack of fit with the academic year.

3)   Methodology of the second phase of the project.

a)   <u>Introduction</u>

The implementations of the models occurred in 3 out of 4 partner countries involved in the research project. The imple mentations occurred in two challenging contexts as well as in another context that acted in methodological terms as a national control. The research process started just before the implementation process. Members of local business communities and other soc ial partners were involved in some of the stages of the implementation of the model in 10 out of the 11 sites. This involvement was actively sought by the National Implementation Teams and documented by the research teams. From the outset, an atmosphere w as cultivated by National Co-ordinators with all participants in the project that all could contribute to the research aspects of the project. This approach has led to the involvement of different groups in the work of the project.

b)   <u>Criteria for the selection of participating institutions \settings included;</u>

(i)   The 14 – 19 year old group were the main group that the institution \setting was involved with.

(ii)   The 14 – 19 year olds involved with the institution \setting had been excluded or were 'at risk' of being excluded from mainstream education \training for behavioural reasons.

(iii)   The institutions \settings served 14 – 19 year old youths from socially disadvantaged groups 'at risk' of social exclusion.

c)   <u>The implementation process. </u>

The implementation of the models in each participating country was carried out by a **National Implementation Team** brought together and directed by each country's **National Co -ordinator.**

All the implementations were monitored and data collected about the models being tested by the **National Research Team **, which was brought together and co -ordinated by each country's National Co -ordinator.

The co-ordinator of the research project **(the European Project Team Co -ordinator)** attended and contributed to the briefings of the national implementation and research teams by each national co-ordinator and acted as a monitor and consultant to each National Co -ordinator during this phase. (See the attached training programme of the ENTRANCE project in the UK in annex 7, part 1)

4.   Research Methods

a)   <u>Introduction</u>

Quantitative and qualitative methods were employed in the research regarding the model for the introduction of enterprise to the target group. In each country the target group consisted of 14 to 19 year olds from three different classes from three different settings \institutions schools. A group of some 135 or so in each participating country was to constitute the sample. In the end there were 11 sites in all rathe r than 12 and these came from 3 rather than 4 countries. The actual sample of youngsters was higher than the 135 aimed for. There were 305 youngsters involved in the project.

b)   <u>Quantitative dimension</u>

In each country, the National Research Team working with the National Implementation Team recorded a range of social characteristics as well as the behaviour and attitudes of the young people involved. A structured interview schedule with closed questions was used with the youths and their teachers\trainers. Topics covered included:

(i)   Socio-economic characteristics.

(ii)   Attitudes to school and experiences of school life.

(iii)   Future aspirations and plans.

(iv)   Behaviour at school, including attendance rate, experi ence of exclusions, level of criminal behaviour, instances of drug taking, numbers and types of conflict.

(v)   Responses to the programme and evaluation of the various modules of the programme.

See Annex 7, part 2 for the Baselining Questionaire.

The use of a structured interview schedule made it easier to elicit data to measure some of the main changes taking place in attitudes and behaviour. At the same time, they served the need for international comparison. Data was collected at two points in time. The   first at the beginning of the implementation of the programme and the second shortly after the end of the implementation period. Data was entered on computer and analysed statistically. See Annex 7, part 3 and 4 for the exit questionnaire and the guidance for the codification process prior to statistical analysis.

The National Research Teams developed the semi -structured interview schedule in dialogue with their National Co-ordinator and in consultation with the European Project Team Co -ordinator. The National Research Teams drew from their experience of participant observation to create the instrument. This schedule was used to interview all members of their country's National Implementation Team, a 10% sample of the young people who participated in the p rogramme and the teachers of the students' institution who were directly involved in the programme. The objective of the interviews was to ascertain views and evidence regarding the relative contribution and importance of the different variables of the mod els to the development of students' learning about enterprise.

c)   Qualitative dimensions

Young people were asked and supported to develop a portfolio that recorded their thoughts, ideas, achievements, disappointments and errors during the implementation of the programme. It was acknowledged from the earliest that this process and the subsequent documentary analysis of the portfolios would be very labour intensive. It was hoped that the approach would provide a rich source of qualitative data that would add a different and complementary dimension to the quantitative data. This process proved problematic in all sites. Notwithstanding the support offered in all sites, some youngsters in all sites found the use of portfolios problematic. Indeed few portfolio's proved to be helpful to the research. Weaknesses in the basic skills were a formidable bulwark against the use of portfolios.   This proved to be one of the main disappointments in this research project.

National Implementation Teams kept a research diary of the implementation process. The National Implementation Teams were asked to pay particular attention to recording their observations and hypotheses regarding the micro variables for effective programme transfer outlined by the model. The role and contributions of the social partners to the implementation process was also recorded.

The National Research Team in negotiation with the National Implementation Team and guided by the National Co -ordinator involved itself in participant observation duri ng the implementation process. All these provided rich sources of data for the National Research Reports which became a key backbone of the research process. See part 5 and 6 of Annex 7 for the guidance offered to sites by one National Implementation Tea m in the use and approach to teacher diaries and portfolios of the youngsters.

3.1.3   Third phase of the research – Analysis, evaluation and development of the models.

1.   The objectives of the third phase of the research

Implementation and Research team s with the guidance of the National Co -ordinator and with reference to the European Project Team Co -ordinator analysed, interpreted, summarised and reported their national experiences. In terms of each model these analyses elicited generalisations regardin g strengths and weaknesses of the models.

The European Project Team reflected on each national experience as described in each participating country's National Research Report and in dialogue with National Implementation and Research Teams made the neces sary changes to the proposed models required by the research evidence.

2)   Tasks, timing and duration of the third phase of the project.

(i)   National Team meetings developed National Research reports which drew from the evidence accumulated and analysed by the research teams in the previous months. This occurred in July to September 2000 of the project.
(ii)   National Research Reports made to the European Partners Team meeting in November 2000. The meeting that took place in Valencia.

(iii)   Use was made of the web to seek wider inputs to National Reports.

(iv)   Embryonic generalisations about the models were suggested by the partners from the analysis of the emerging natural data.

(v)   National Team meetings reflected on these generalisations and agreed their views of the final components of the models. This process occurred in November to December 2000 of the research.

(vi)   A European Project Team meeting refined the models in the light of the evidence produced and agreed final elements of the models. This happened in January 2001 in Budapest.

(vii)   The Annual Report to the EU recorded these developments in January 2001.

(viii)   Planning continued for the national and European dissemination phases. Planning for the national dissemination phase was led by National Co -ordinators and for the European Dissemination by the European Project Team Co -ordinator.

3)   Methodology of the third phase of the project.

(i)   The analysis of both models in each country made use of the quantitative data generated from the structured and semi -structured interv iews and the qualitative data from students portfolios (where possible) and the diaries kept by the implementation teams.

(ii)   The analysis of the model for the development of enterprise collated and processed the data generated by the structured interviews wi th the 14 to 19 year old youths and from the semi - structured interviews with their teachers \learning facilitators. In addition, the records of the behaviour of business people in the process of implementation and the analysis of students portfolios and the diaries of the implementation teams were used to finalise the model.

(iii)   The analysis of the model for programme transfer drew on the field notes developed through the participant observation of the research teams and the analysis of the data emergin g from the semi -structured interviews with teachers and the implementation teams. The analysis of the diaries of the implementation teams was also be utilised in this context to finalise this model.

(iv)   International comparisons between the experiences o f the partner countries made it possible to begin to make generalisations about the four broad themes of the research.

See Annex 7, parts 7, 8 and 9 below for the final models developed by the ENTRANCE project for enterprise education, programme transfer and of working with 'at risk' youngsters.

3.1.4   Fourth phase of the research – Recording the experience and its developments.

1. Objective of the fourth phase of the researc h.

To document the experience and the learning from the research project.

Tasks, timing and duration of this phase of the research.

This phase overlapped with other phases of the research. It flowed out of the implementation, research, analysis and ev aluation processes of previous phase and it was an important dimension of the final phase – the dissemination phase.

The discrete element of this phase which lasted the last 9 months of the research project, and indeed continues in the post -project Consul tancy Phase, was the production of tangible outcomes such as:

- research papers and case studies that describe the model developed, and the processes by which it was developed.

- reports describing the processes through which the transfer of the model of e nterprise from one culture to another took place.

- Student materials and teacher guidance or procedures to implement the model of enterprise and allied training programmes.

- a European Project Team meeting agreed the text of the web site, the final design of the project models and the report to the EU and finalised logistical and other issues regarding the next phase of the research - the dissemination phase. This took place in month 30.

The specific outcomes are all attached in Annex 7.

3.   Methodology of the fourth phase of the research.

The different outcomes have different objectives and were developed in different ways. All drew on the research data and its analysis gathered and developed by the approach described above.

Research papers : These, in the main, flow out of the analysis of the data by research teams and focus on the four main themes of the project. The dominant objective of the research papers was to ground in evidence the models for programme transfer and for the development of enter prise in 14 to 19 youth in danger of social exclusion. The widest possible distribution is and will be sought for these research outcomes. The National Co -ordinator in Hungary has been particularly successful in publishing outcomes from the project in Hun gary.

Case studies : These, in the main, focus on specific experiences of different participants and institutions in the research project. For example, the specific experiences of a school(s) or college(s) are documented. The experience of business persons in the implementation process has been documented as have the experiences of individuals and groups of participating 14 to 19 year olds. The views and perspectives of teachers were documented through case studies. The case studies were edited by National Co-ordinators from inputs by a wide and diverse a group of

contributors. The contributors include members of the research and implementation teams as well as students, teachers, parents and business people.

<u>Student materials and guidance for teachers \trainers</u>: These materials draw on the experiences of the implementation of the models and were developed by members of National Implementation Teams with the participation of teachers \trainers. There is a great deal of interest in these materials by those wh o have been in touch with the Consultancy and Advice Centre that was launched. Indeed, the implementation of these materials through Training Programmes appears at this stage to be a key dimension of the Consultancy's future work.

<u>Reports</u>: These drew fr om all the primary data, describe the experience in each country and are the key building blocks for all the research

4.   Publications of the ENTRANCE project.

Theses are attached in Annex 7 if not previously sent to the Scientific Officer.

<u>Research Papers</u>

The impact on learners of the ENTRANCE project by Leonides Kyriakides
A comparison of the impact of the project on learners in UK and Israel.   (23 pages)
(Part 10, of Annex 7)

What role can be claimed for enterprise education projects in the devel opment of entrepreneurs and entrepreneurship by Jack Peffers
An analysis of the role of enterprise education projects in the creation of entreprenuers.
(Part 11)   (30 pages)

Implications for researchers of the ENTRANCE project by Prue Huddleston.
(Part 12)   (12 pages)

Research and Evaluation Studies of Learning for Enterprise and Entrepreneurship by Prue Huddleston.
An update of the literature review.   (42 pages)
(Part 13)

Difficulties in making international comparisons by Joan Aparisi.
An analysis of the variables relevant to a project when making international comparisons.
(Part 14)   (16 pages)

The impact of context on the content in a multi -national project by Csaba Banfalvy.
An analysis of the impact of the Hungarian context on th e content of the multi -national
ENTRANCE project   (5 pages)
(Part 15)

What makes a teacher an agent of change the experience of the ENTRANCE project by Shmuel Weiss.
A discussion of the variables which impact on the teacher as change agent and the ex perience of the ENTRANCE project in Israel with respect to those variables.   (28 pages)
(Part 16)

Case Studies

Case Studies of the ENTRANCE project's pilot sites in England by Prue Huddleston
What happened in the three sites in the UK.   (24 pages)
(Part 17)

A case study of an ENTRANCE project's pilot site in Hungary by Csaba Banfalvy.
What happened in a pilot site in Hungary.   (9 pages)
(Part 18)

A case study of one of the ENTRANCE project's pilot sites in Israel by Shmuel Weiss.
What happened in a pilot site in Israel.   (10 pages)
(Part 19)

Student Materials

Materials for teachers and youngsters for the development and implementation of a mini - enterprise project in an educational setting by Jack Peffers
Teachers guidance and student materials to support setting up enterprises for youngsters 14 -19 'at risk' of social exclusion.   (40 pages)
(Part 20)

A framework for the introduction of Enterprise Education to youth at risk of social exclusion. A Course Syllabus for Teachers and Fa cilitators of Enterprise Education by Shmuel Weiss.
The model of enterprise education of the ENTRANCE project and guidance for teachers for its implementation.   (85 pages)
(Part 21)

Reports

Annual Reports 1998 -1999; 1999-2000 and 2000 - 2001 of the ENTRANCE project by Prue Huddleston, Csaba Banfalvy and Shmuel Weiss.
The detail of what happened during the project in the UK, Israel and Hungary.
(Part 22)

The National Report on the development and implementation of the ENTRANCE project in England by Pru e Huddleston.

The essential building blocks from the UK for all the research papers of the project.

(Part 23)   (32 pages)

The National Report on the development and implementation of the ENTRANCE project in Hungary by Csaba Banfalvy

The essential building blocks from Hungary for the research papers of the project.

(Part 24)   (23 Pages)

The National Report on the development and implementation of the ENTRANCE project in Israel by Shmuel Weiss.

The essential building blocks from Israel for all the research papers of the project.

(Part 25)   (23 pages)

3.1.5   The fifth phase of the research – Dissemination

1.   Objective of the fifth phase of the research

To disseminate the results of the research and the publications describe d above through conferences and seminars organised at national and European levels.

2.   Tasks, timing and duration of the fifth phase of the research.

Publication of research and other papers have taken place from June 2001.

Dialogue regarding the appli cation of the research project's learning to the European Union's programmes starts through this report and the work of the recently launched Advice and Consultancy Service.

National dissemination seminars took place from May to November 2001. See atta ched programmes for the UK and Israel in Annex 7, parts 28 and 29.

A European Dissemination seminar for all participating countries in the research and invited colleagues from other parts of the EU and beyond took place in November 2001. See attached programme for this seminar which took place at the Institute of Education, University of London in Annex 7, Part 26.

The Final European Project Team meeting shaped this Final Report to the EU in November 2001. The meeting took place in London.

The Project's Advice and Consultancy Service was launched in London in November 2001.

3.   Methodology of the fifth phase of the research.

Elements of effective dissemination programmes utilised in this phase of the research included:
a) clarity about the intended messa ge
b) clarity about the needs of an audience
c) effective targeting of information about an event to the group to whom the information \
    message is applicable in terms of their identified or expressed needs.
d) planning with appropriate time scales for the organisat ion of the event and its programme,
    contributors and participants.
e) fulfilling the expectations of the audience with the nature of the programme offered.

National Co -ordinators in conjunction with colleagues from their host institution were responsible
for organising the dissemination events in their country and are supported the European Project
Team Co -ordinator to organise and implement the European dissemination seminar.

The principal audience at seminars was the research others involved were those wo rking with the
target group and those managing programmes that address the needs of 14 to 19 year old youth
in danger of social exclusion.

Each of the national seminars had an international character and were supported by the
attendance at them of the European Co -ordinator. At the European Seminar the Advice and
Consultancy Service was launched by the partners and offered on market principles across
Europe and beyond to those engaged in the development of programmes for the socially
excluded. This service provides the platform for the further development, dissemination and
exploitation of the project's findings and developments.

Discussion through this report is initiated by the European Project Team of the project with th e
Commission in order to assess the applicability of the learning achieved in the research project to
EU programmes.

All the team has contributed to the publications of this phase.

The establishment by the partners of an Advisory and Consultancy Servi ce at the completion of
the research project in London on 23 rd November 2001 (see Annex 7 part 26 for the programme)
offers additional opportunities to apply and disseminate the learning from this research. At the
same time, the work of the consultancy wil l encourage further research and development work
around the themes of the project and a continuing contribution to the areas of this research well
into this century.

The research has a number of different audiences. For this reason, the Advice and Consul tancy
Service and its exploitation plans like the dissemination phase, are targeted at the different
audiences of the research. In terms of the European research community the partners intend to
organise on market principles further dissemination seminars for the research community in each
participating country and another European seminar for an invited audience from the research
community from across the EU, candidate countries and beyond. These seminars, it is hoped, will
be enriched by the presence at t hem of representatives of the three broad constituencies that will
draw from the research of the partners. Namely, the research community with concerns around
the issue of exclusion, those with a research interest in enterprise education and also those wit h a

concern with social policy, its development and its transfer. These seminars will communicate through a series of papers and presentations the findings of the consultancy phase that was started. These papers and the proceedings from the seminars again will be submitted to relevant journals in the EU to ensure that there are additional opportunities for the EU's research community to access the findings of the research project at regular intervals through the Consultancy Phase well beyond the three year project.

The web site for the project www.euentrance.com (see Annex 7, part 27) will act as a signpost to the post-project dissemination plans of the consultancy and will contain summaries of the research undertaken by the partners and the proceedings fr om the seminars during the project phase.

Practitioners working with the target group, in enterprise education will be able to access the project's web pages and gain information about the developments of the consultancy. In addition, details of the trai ning programmes for practitioners in each participating country will be on the web site and act as a further marketing tool for theses events. These training programmes will disseminate both the outcomes of the research and the training modules and materia ls found to have been effective by the National Implementation Teams. These materials and the publications of case studies of developments are anticipated in the magazines and journals that support the development of those professionals and volunteers work ing with and in support of those in danger of social exclusion. The commercial publication of the materials and training modules developed by the partners and shown to have been effective with the target group of the project is anticipated in the next mont hs. These are expected to be the dominant source of income for the Consultancy in its short and medium term business plan.

Recommendations to the EU and its institutions as well as to local, regional and national governments are anticipated both in terms of policy issues and practical programmes for those youth in danger of social exclusion. At the same time, the research offers the entire social policy community a model about the processes, style and manner of programme transfer. Therefore, the social policy community in its attempts to apply effective programmes across the EU and beyond at this time of enlargement and in the context of the Giscard d'Estaing Convention are viewed as key partners in the further development of this area research and its app lication to new EU programmes.

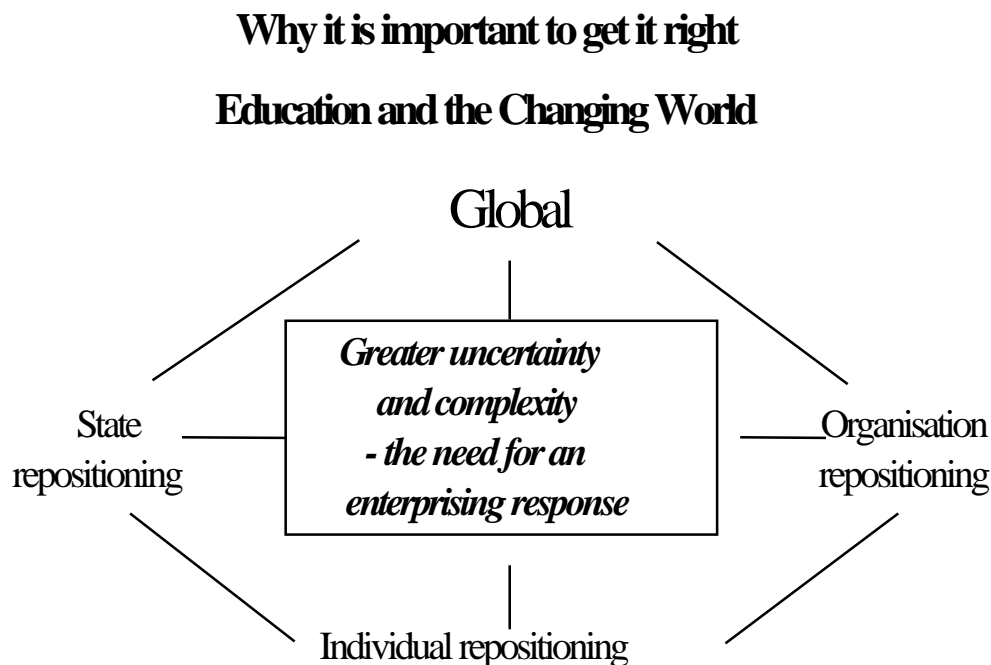## 3.2 Enterprise Education – The State of the Art

3.2.1 Background

1.   Why enterprise is important – the European needs of the future

We are living in a European society that is increasingly demanding enterprising behav iour at all levels. Most of the political and policy statements concerning the need for entrepreneurship and enterprise education are wrapped up in the rhetoric of competitiveness. It is important to explore more deeply why this is the case. This may provi de clues as to what should be taught and how under this umbrella in European schools.

The argument for a greater emphasis upon enterprise education must rest upon an analysis and projection of the world in which the youth of tomorrow will live. In this re spect it can be argued that this will be a world of much greater uncertainty and complexity. The pressures for greater individual and collective entrepreneurial behaviour are already clearly evident in respect of the impact of global pressure upon the Eur opean Union, nation states, organisations and individuals.

Table 1

Why it is important to get it right

Education and the Changing World

At the **global** level, political realignments, reducing trading barriers, the growing significance of information and communication technologies, higher rates of product and technological obsolescence, greater product differentiation, international standards for business, travel and personal transfer, growing lifestyle choices and the impact of massive international capital flows combine to bring much greater o pportunity but also greater uncertainty and complexity to our lives.

At the **regional** level, the withdrawal of the boundaries of the state, public spending pressures, privatisation, de-regulation, the creation of 'markets' in public services, outsourcing of services, business involvement in more partnerships with governments, new forms of governance involving Non Governmental Organisations (NGOs), the growing use of business methods in all walks of life, standards setting and benchmarking, the growing impact of pressure groups in society, the legitimisation of activities earlier thought of as deviant, the decline of religion, mounting concerns over the environment, the growing power of women's rights and the rights of ethnic groups and the increasing propensi ty to challenge issues in courts of law, all confront the individual with greater complexity and uncertainty.

At the **organisational** level, downsizing, delayering, de-centralisation, re-engineering, subcontracting out, purchasing partnerships and strate gic alliances, capital mobility, international sourcing, spin outs and spin offs, the impact of software on virtual reality management, mergers/alliances and global company rationalisations, the demands for flexibility in the workforce and mobility of pers onnel and the growth of small and professional white collar small business linked substantially with the increasing dominance of the human knowledge base of the company over that of physical assets, all contribute to a climate of growing complexity and uncertainty.

Finally, reflecting the above, the **individual** is faced in the work environment with greater career, occupational, rewards and job uncertainty, with a greater probability of part -time and contract employment, with greater pressure for geographica l mobility, with the greater prospects of having periods of self employment, more likely to end up with a portfolio of jobs, with greater pressure at work, wider responsibility, and more stress. At home he/she is increasingly likely to be divorced, to be a single parent, to have multiple relationships, to have reduced public social security, to be faced with making own pension arrangements, to have responsibility for owning things and managing credit, and as a consumer to be faced with a bewildering choice of products about which there is growing information and with greater responsibility for, and demands upon individual choices in learning.

If these scenarios are projected into the future then it is clear that there will be a greater need for the kinds of enterprising behaviours, skills and attributes as set out above. Moreover, if there is to be an educational response of value then it must embody an analysis of the needs to be met by probing more deeply into the factors identified above and the pressure s this will place on the individual and the organisation.

Individuals who for social and economic reasons are 'at risk' of social exclusion face a wide range of additional problems given their marginal position in family, school and work.

Even analysed a t a superficial level, as above, it is clear that the objective of enterprise education must be to help individuals cope with, and indeed enjoy, a changing way of life as encapsulated in Table 2.

Table 2

Changing Way of Life
1. Greater freedom.
2. Greater control over what goes on.
3. Greater responsibility - the 'buck' stops more with you.
4. More autonomy to make things happen.
5. Wider range of tasks - the whole range of 'management' tasks - plus
6. Rewards linked more closely to personal effort.
7. Personal assets more at risk.
8. The ego is more at risk.
9. Living day to day with greater uncertainty.
10. Greater vulnerability to the environment.
11. Managing a wider interdependence on a range of people.
12. 'Know who' becoming more important.
13. Working longer hours and more variable hours .
14. Social, family and work life more highly integrated.
15. Social status and work status more linked.
16. More learning by doing and responsibility for learning.

It can be argued that the table 2 produces a basic evaluation framework for any broad attempt to develop enterprising behaviour in individual citizens in Europe.

2.   Entrepreneurship and Enterprise - from concept to practice.

There has been academic debate about the notion of entrepreneurship for several centuries and still little clarity. Much of it se ems focused more upon wringing further researchable questions out of the debate rather than upon the needs of the practitioner/enabler of enterprise education. There is almost universal agreement, however, that entrepreneurship is centrally concerned with the way that individuals and organisations create and implement new ideas and ways of doing things, respond proactively to the environment, and thus provoke change involving various degrees of uncertainty and complexity.

In the educational context it is t he *behaviours* associated with entrepreneurship that are important. These behaviours, widely associated with the more generic notions of enterprise education and the 'enterprising person', are spelt out below. Behind them lie certain skills and attributes.   There is much academic debate as to whether the attributes can be developed in individuals or are the

product of genetics. The weight of opinion leans towards the notion that they can be considerably influenced .

Knowledge, as a basis for 'developing' be haviours in education may be regarded as contextual. Thus it is possible to encourage entrepreneurial behaviour within the context of the standard school subjects of, Language, Mathematics, Geography, History, Science and so on. In a business context, fo r example a new venture, the knowledge base will be substantially related to the immediate tasks and learning requirement. Skills in themselves, however, embody a knowledge base in the context of their application.

Accepting the above, entrepreneurship/e nterprise can therefore be defined as follows:

'Behaviours, skills and attributes applied individually and/or collectively to help individuals and organisations of all kinds, to create, cope with and enjoy change and innovation involving higher levels of uncertainty and complexity as a means of achieving personal fulfilment'.

It is important to note that the definition embraces organisations of all kinds. It is not a function of business activity.

The behaviours most commonly associated with the Entrepre neur in the literature are shown in Table 3. In general they support the notion of the active person, getting things done, thinking strategically on one's feet and harnessing resources imaginatively.

Table 3

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Enterprising Behaviour

- opportunity seeking and grasping

- taking initiatives to make things happen]

- solving problems creatively

- managing autonomously

- taking responsibility for, and ownership of, things

- seeing things through

- networking effectively to manage interdependence

- putting things together crea tively

- using judgement to take calculated risks.

</div>

Backing up these behaviours are a number of attributes which it is argued can be developed, although undoubtedly nature endows some individuals with more, and different mixes, of these than others. They sup port the notion of an individual or team wanting to achieve and being capable of driving change through new ideas and innovations rather than sitting back and responding to events.

Table 4

> **Enterprising Attributes**
>
> - achievement orientation and ambition
> - self confidence and self belief
> - perseverance
> - high internal locus of control (autonomy)
> - action orientation
> - preference for learning by doing
> - hardworking
> - determination
> - creativity.

It is possible to assert more positively that the skills commonly associated wi th enterprising behaviours can be developed. These are tightly tied in with attributes and support the pursuit of behaviours as identified below.

Table 5

> **Enterprising Skills**
>
> - creative problem solving
> - persuading
> - negotiating
> - selling
> - proposing
> - holistically managing business/projects/situations
> - strategic thinking
> - intuitive decision making under uncertainty
> - networking.

Annex 7 - part 11 develops this argument more fully.

It is very important not to confuse enterprising behaviours with being 'business -like' or indeed 'professional' in the administrative management sense. This seems a common confusion. It is possible that many of the mechanisms and associated values and beliefs of corporate and administrative management as shown in the left -hand side of Table 6 below can be brought into education under the 'enterprise' label. They can indeed also be introduced into the management of schools on the same pretext. Yet in essence, and certainly as applied in their extreme form, they can be construed as the antithe sis of entrepreneurial organisation, and are likely to constrain entrepreneurial behaviour.

Table 6

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IMPORTANT TO GET IT RIGHT

The Bureaucratic - Corporate - Entrepreneurial Dilemma

government/corporate (looking for)	*enterprises, small business (as being)*
order	untidy
formality	informal
accountability	trusting
information	observing
clear demarcation	overlapping
planning	intuitive
corporate strategy	'tactically strategic'
control measures	'I do it my way'
formal standard s	personally observed
transparency	ambiguous
functional expertise	holistic
systems	'feely'
positional authority	owner managed
formal performance appraisal	customer/network exposed

</div>

In reality the entrepreneurial organisation, particularly the small organisation, is likely to be much more akin to the right hand side of the diagram. Large organisations have been dramatically downsizing and decentralising over the past decade or so in the search for the flexibility

associated with moving more to the right. This is important in an educational context as the young person in the future is more likely to find himself/herself in an organisation closer to the right than the left of the table.

In the educational and management context it is importa nt to understand that enterprise is embodied in sets of values and beliefs relating to:

- ways of doing things

- ways of seeing things

- ways of feeling things

- ways of communicating things

- ways of organising things and, importantly for education

- ways of learning things.

It is also important not to think that enterprising behaviours, skills and attributes are synonymous with interpersonal, transferable or core skills. It is very evident that they are not. Problem solving is very different from creative problem solving. Communication, presentation skills, numeracy, and so on, underpin enterprise skills but are not identical with them. It is perfectly possible to utilise these skills in 'bureaucratic' occupations.

Without clearer thinking it is therefore possible that we will end up confusing enterprise with:
- industrial awareness

- financial awareness

- economic awareness

- business management skills

- small business management

- work experience

- project work in industry

- transferable skills

As each of the above have associated 'pressure groups' then confusion may be exacerbated by new initiatives unless there is a wider consensus as to its meaning. Importantly, this is not to deny that each of the above can be approached in an enterprising way. It must be recognised, however, that it is perfectly possible to have work experience that is not enterprising. One can participate in a start-up programme that is not enterprising. Personal and transferable skills can be

practised and developed without using them in an enterprising way. Projects may be undertaken and business knowledge accumulated without any notion of being enterprising and so on.

Great care needs to be taken to ensure that the concept of enterprise is clarified, embodied in our practice and related clearly to 'needs of the future' before programmes are developed and disseminated widely.

3.   The Basic Educational Challenge

This section addresses the broader context issues of the European school as an enterprising organisation, the classroom as an enterprising place and the teacher as an entrepreneurial/enterprising person.

It can be argued that the capacity to really take up the metaphor of enterprise in the school and college is a function of the organisation and culture of the school itse lf, the organisation of the classroom and the ability of the teacher.

Educational institutions as enterprising organisations

It should be clear from the above that the 'enterprising' educational organisation is not necessarily the one that operates subst antially off a 'business' paradigm. It has long been evident from studies that the challenge of channelling entrepreneurial behaviour to maximise organisational effectiveness involves high degrees of decentralisation and empowerment. It is the antithesis of 'command and control'. Much enterprising behaviour of all kinds is used in organisations for fighting internal departmental and individual battles, consuming energies that could be better directed to the external task environment. It may be difficult for a teacher to 'teach' enterprise if the organisation of which she/he is a part restricts the scope for individual experiment and innovation.

The enterprising school creates the culture and climate for teaching of enterprise and will be 'designed' to:

- create and reinforce a strong sense of individual *ownership* of activities

- reinforce associated feelings of *freedom and personal control* to make things happen

- maximise the opportunity for individuals to *take responsibility* for a wide and integrated range of tasks

- reinforce the notion of responsibility to *see things through*

- strongly focus the organisation on *defining its excellence through the eyes of the various stakeholders* (in the case of schools, the pupils, parents, staff, governors, feeder schools, colleges and HE institutions, the local community, "competitors", the business community, the church, the local authority and the business associations)

- encourage staff to develop their *own stakeholder networks* in line with strategy

- *link rewards to satisfying stakeholder needs* and thus 'school' excellence

- *tolerate ambiguity and allow mistake making* as a basis for learning

- encourage *strategic thinking* rather than emphasise too much formal planning

- emphasise the importance of *personal trust and 'know–who'* as a basis for management rather than formalised relationships

- avoid too strict demarcation and *encourage 'informal overlap'* between departments and groups as a basis for developing a common culture

- maximise the opportunity, th rough staff development, for *building upon ways of learning in the context of the job.*

If the school/college 'lives' enterprise then it will be easier to teach it. It will involve the institution in giving every support to 'risk takers'.

Enterprise in the 'classroom'

Much of the challenge in this respect is to organise the class around the 'structural' characteristics identified above, to allow young people to experience and 'feel' the concept rather than just learn it (in the conventional sense). The em phasis must therefore be upon pedagogies that encourage learning: by doing; by exchange; by copying (and learning from the experience); by experiment; by risk taking and 'positive' mistake making; by creative problem solving; by feedback through social interaction; by dramatising and acting the part; by exploring role models; and in particular by interacting with the outside/adult world.

The enterprising 'teacher'

The teacher in the present climate in the schools is hard pressed to engage wholeheartedly in the above. Excellent teachers have always used the above methods, and more, as learning vehicles. They are however, seen to be part of 'progressive' and 'trendy' views of education which are paradoxically under attack. The resolution of this dichotomy w ill be necessary before substantive progress can be made in enterprise education.

Truly 'excellent' teachers will always be able to use 'progressive' methods to combine excellent exam results with the development of personal enterprising skills for stude nts: he/she will mix progressive with more "traditional" methods as appropriate. It is certainly the experience of the partners in the research in running programmes for many thousands of teachers in Europe and across the world that the 'excellent' teache r will take easily to the enterprise concept, and, once it is disengaged from too narrow a view of it being solely business -like, will see it as central to educational objectives.

Overall, the apparent polarisation of views on pedagogies can easily be res olved if it is recognised: that some things are best taught by some methods and others by others; that students themselves have preferences in the ways they like to learn; and that helping students to learn to learn in different ways is an educational goa l. This is of central importance to the issue of preparing students for a future of 'life -long' learning. It can be argued that enterprising behaviour will be central to the issue of young people actively taking up opportunities in European education and s ociety.

In conclusion to this section it can be argued that the enterprising teacher will be one who is excellent at: knowing how much ownership and control of learning to give to students; achieving the maximum of social learning; encouraging student net working and be good at it him/herself; developing motivation and commitment of students to see things through; encouraging calculated risk taking; seeking/taking opportunities in an innovative fashion; involving students in taking responsibility and accept ing his/her own responsibility for development of students' personal skills and attitudes.

4.   Key Issues to be 'Resolved'

This section addressed a broad range of issues which are focused upon how enterprise can be introduced into the schools and college curriculum building from the many imaginative initiatives that already exist. These issues include: clarifying the desired objectives and outcomes; the needs of different student groups; progression through primary, secondary and tertiary; the gateways into the curriculum; assessment and accreditation; the role of business and the community; the particular role of adults other than teachers in the classroom; and teacher competency and training.

The objectives and outcomes of Enterprise (and related) educat ion

Introducing enterprise education into the school curriculum will almost certainly mean building upon what already exists in the sphere of schools community links. In this respect it also provides an excellent opportunity for review of the objectives, processes and outcomes in which schools and colleges are already engaged.

Young people upon entering the 'world of work' are likely to be part of the increasingly 'flexible' labour market. They will have to 'manage' their lives in the world described ear lier; most, but not all, will work in a small organisation, but only a minority will become self employed and/or start a new venture of some kind.

There are a number of particular objectives around which inputs can be designed. These again may be overlap ping but nevertheless it is important to consider in any particular initiative which range of objectives will be targeted. Decisions in this respect will then dictate process issues of location and curriculum place of entry. For example, enterprise program mes with the targeted objective of creating a 'real' venture to be pursued by the individual or team concerned may be targeted particularly upon the vocational education system. On the other hand it can be argued that, given the fact that all students will work in the flexible labour market, and that the probability of finding themselves in a position where they are 'pulled' or 'pushed' into starting a venture of their own is high, they should be prepared as part of their basic education to 'manage' their own lives around their own venture. It can be seen from these examples that a debate is necessary.

The needs of different student groups

The above brief discussion of objectives, targets and outcomes is a reminder that within the education system differen t student groups have different needs that might be served by enterprise education. Within secondary school, for example, there are: school leavers; low academic achievers; high academic flyers; the potentially unemployed; those in transition to further o   r

higher education; those who because of their personal background are more likely to engage in 'family' business activity; the disabled or special educational needs groups; and gender and ethnic groups.

Progression

There are also different needs at prim ary, secondary and further education levels. Primary school objectives are possibly more likely to concentrate upon personal development and cross curricula activity and socialisation with adults. Later on, efforts may focus more upon the 'hard' business end.

Notwithstanding the above discussion it may be desirable to reflect upon particular targets within the context of taking a 'whole school' approach. At present it can be argued that much of the curriculum is uncoordinated. Seeking greater co -ordination would raise the issue of creating some form of progression through different school levels and within schools and colleges, related to age and ability. Table 7 posits some of the existing options available in schools and community in several countries i n Europe to the primary, secondary and tertiary education system. Not all of these embrace enterprise in the sense described above but all have the potential to some degree to embrace it.

Table 7

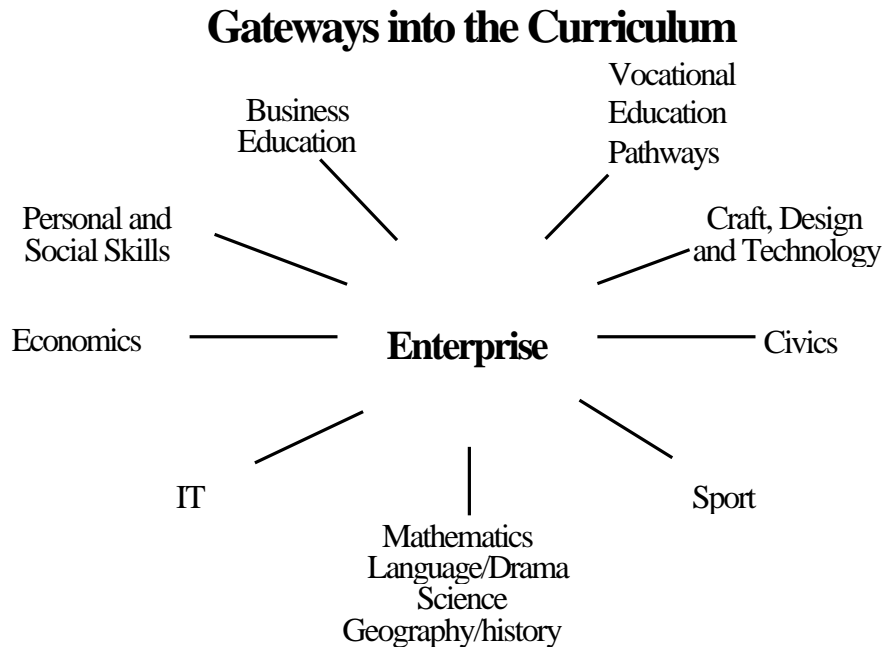| Progression and Target Groups Vehicles for the Developme nt of Enterprise Skills?								
Objective	**Primary**		**Secondary**		**Further**		**Higher**	
	V	A	V	A	V	A	V	A
Economic awareness Understanding industry Understanding business Business skills/competence Experience of work Career choice Transferable skills Insight into business start up Personal enterprise skills								

    A   Academic focus of curriculum   **V**   Vocational focus of curriculum

Gateways into the curriculum

Enterprise as defined above can find its way into a broad swathe of the curriculum. Indeed it can be argued that it can be introduced anywhere as part of the teaching 'process'. Much will depend in this respect as to decisions taken regarding desired outcomes and inputs, the needs of di fferent groups and priorities, the dictates of the existing curriculum, any notion of progression entered into and, importantly, the degree to which it is regarded as an 'extra -curricula' activity as opposed to being an intrinsic part of the school/college curriculum. (Table 8).

Table 8

Gateways into the Curriculum

Business
Education

Vocational
Education
Pathways

Personal and
Social Skills

Craft, Design
and Technology

Economics — **Enterprise** — Civics

IT

Sport

Mathematics
Language/Drama
Science
Geography/history

The table above clearly indicates the potential and thus the major decisions to be made in this respect.

Assessment and Accreditation

If the objective of assessment is to support the enterp rising behaviours, attributes and skills as set out earlier then this is a formidable task. While there is some evidence that teachers can recognise enterprising behaviours there is no common code for recognition, and no satisfactory current measurement sy stem that allows them to code comparatively, and thus weigh behaviours and note development progress over time.

There are, however, proxies in terms of measuring and evaluating outcomes from enterprise processes, such as progress in project development an d completion. Some would argue that the 'business plan' is a measure: but acceptance of the argument above would deny that it is a satisfactory one. One can be very enterprising in producing a business plan. Equally the plan can be the result of a very fo rmal and uninspiring process! Setting up and running the venture is also another measure perhaps nearer to the mark, but assessment of the degree of enterprise involved in the process and the personal development thereof via the process is very subjective   indeed.

The competency based approach offers a way forward but when it comes to generic 'soft skills' measurement there are many difficulties involved. Most of these are linked with the difficulty in assessing such skills in a range of different contexts   each of which might demand a different combination for effective performance. Completely satisfactory accreditation waits upon assessment.

The role of Business and the Community in enterprise education

The nearest models to enterprise are those that si mulate the process of new venture development such as Young Enterprise which exists in most countries of Europe, those that focus upon the development of personal enterprising skills such as the work at Durham, which has been taken to some institutions in many countries of Central and Eastern Europe, and those in between such as the work in Israel, Holland and in Scotland. These and other models need to be carefully examined as to their content. A major issue for debate in this context is that of the degree to which initiatives penetrate the established curriculum and are 'owned' by teachers.

A closely related issue, in need of careful consideration, is the role of Adults Other than Teachers (AOTs) from the business community as advisors or as facilitators of enterprise programmes. It seems important in the context of the confusions surrounding the concept of enterprise to attract external facilitators from any organisation (both public and private) with experience of enterprise and true understanding of t he concept. The business plan for example is not enterprise. The **process** by which it is developed, which can be an enterprising, is the key issue.

The ENTRANCE project team at the outset of their work in December 1998 were indebted to Professor Allan Gib b and Judi Cotton of the Enterprise and Industry Education Unit of Durham University Business School in their mapping work and in particular their paper – Creating the Leading Edge (1998) which shaped the discussion above and throughout the project. See references section 6.

There were some major challenges faced by the ENTRANCE team as it addressed the objectives of the research proposal. The first was to be quite clear as to the concept of enterprise education. The second was to be equally clear about t he objectives of the intervention and its desired outcomes. The third was to reflect on how enterprise relates to the culture of the pilot site, the organisation of 'classroom' activity (perhaps redefining the 'classroom' in the process) and the competencies and development needs of the teacher. The fourth was to consider how to build upon what already existed in pilot sites and achieve more co -ordinated approaches taking the best of different appropriate practices. The role of business and the community a nd the challenges of the twenty first century, by the need for the education system to respond to the entrepreneurial debate at the same time there was a need to develop a sound methodology for the research.

The next sections deal with the research design and methodology of the ENTRANCE project (3.3); the ENTRANCE project model and its implementation (3.5); the measured impact on learners of the implementation (3.6); the research's findings about the role of teachers and the business community in shaping e ffective practice (3.7); and the impact of cultural context on the content of the ENTRANCE model and its meanings for students and teachers (3.4).

3.3 The Research Design and Methodology of the ENTRANCE project.

' Concern about youth unemployment, and a bout those young people at risk of unemployment and social exclusion, is ongoing in OECD countries.' (OECD, 2000)

Introduction to the Research Design

This section seeks to explore and reflect upon the challenges presented to the researchers in the ENTRANCE project. The research teams were working in three different countries, Israel,

Hungary and England in very different settings and with diverse groups of young people. The research questions posed by ENTRANCE seek to understand the ways in which, if at a ll, an enterprise model of learning can contribute to the re-engagement and re-motivation of young people at risk of exclusion from the education and training system, and from society more generally.

Given the complexity of the task, it is hardly surprisi ng that the research design posed significant methodological challenges. These challenges were experienced at a number of levels, for example, at the level of the individual student, school, country and in cross-country comparisons. However, similar issues are being recognised within the field of comparative educational research more generally. Although there is a recognition that much can be gleaned from: *'increasingly adopting cross-disciplinary frameworks and recognising that while we can learn much from the experience of others, there are very real dangers in the uncritical transfer of policy and practice.'* (Crossley: 251).

As Sadler (1900) pointed out:

'We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves from another, and then expect that if we stick what we have in the soil at home, we shall have a living plant...' (p.49)

This section is intended to initiate debate amongst the research team and to test the extent to which problems encountered in one setting were replicated in others. To what extent were problems culturally bounded? To what extent did 'vested interests at all levels affect transmission and implementation by creating barriers'? (Philips and Economou: 305). To what extent did different teachers and trainers bring different perspectives to bear upon the way in which the programme was delivered to students? These are just a few of the questions raised by the research which clearly merit further investigation. The purpose here however, is to outline the methodology selected and to discuss the implications of that choice.

Research design

'The social phenomena that we study 'on the ground' in the real world are unarguably complex, dynamic, and contextually diverse. The need to understand these phenomena, to make sense of contemporary social problems and to find promising solutions to them remain pressing, if not urgent. We therefore need to use all of our methodological expertise and skills in this endeavour for contemporary understanding of social issues.' (Greene, Benjamin and Goodyear, 2001:25)

The nature of the intervention proposed in ENTRANCE was both social and educational. Such a complex programme argues for a mixed-method approach to evaluation, since no one method, either quantitative or qualitative, could be expected to capture the diversity of impact or response:

'Different kinds of methods are best suited to learning about different kinds of phenomena.' (Greene and Caracelli, 1997:7).

In addressing the research design the research team might be described as embracing two views, namely *'the pragmatic'*, or what might reasonably be achieved given the limitations of time, resource etc. and the *'substantive theory'* view. House (1994) has argued that research design should not be driven by methods but by the aims and purposes of the programmes being

investigated. Since ENTRANCE was designed to test the extent to which a specific intervention in the field of education might bring about change, the research design should attempt to measure this change over time.

The purpose, therefore, of the mixed method approach combined the need to select the appropriate tool for the job, for example, questionnaire or interview schedule, with the desire for enhanced validity and credibility of inferences and comprehensiveness.

Another important consideration was the need to ensure that the methodology might be applied across all sites. Therefore, it was important to develop common research tools which might be universally applied. Additionally the use of triangulation attempted to ensure that relevant issues were examined from a range of perspectives, for example, students, teachers, programme managers.

Methodology

The methodology applied consisted of a number of separate, but inter-connected strands. It combined both quantitative and qualitative instruments as well as documentary sources, including teachers' diaries and student portfolios. In considering the process of evaluating educatio nal innovation, the 10-stage framework elaborated by Jacobs (2000) has been helpful in describing the process followed in ENTRANCE.

Stage 1   Locate the innovation within the context and policy framework of its operation

Stage 2   Determine the goals of the evaluation

Stage 3   Identify the principal stakeholders from all relevant constituencies

Stage 4   Identify the aspects of the innovation to be evaluated

Stage 5   Determine criteria for evaluating aspects of innovation

Stage 6   Decide on the best sources of inf ormation

Stage 7   Decide on evaluation methods to be used

Stage 8   Collect data from sources

Stage 9   Analyse and interpret the data

Stage10   Disseminate the evaluation findings.

(Adapted from Jacobs, 2000)

In applying this framework to ENTRANCE relevant f actors at each stage have been considered.

Stage 1 Context clearly embraced both macro and micro factors. Each innovation was set within a national context, namely Hungary, Israel and England, each with its own distinctive educational policy, organisation al and curricular arrangements. In addition, there were historical and cultural factors to be considered. At the micro level were the individual institutional characteristics, for

example, individual autonomy, policies and practices, including experience o f previous innovation. Perhaps most importantly of all were the individual learners, each with his or her own life history.

Clearly, this type of contextual information had to be collected. The methods used were predominantly investigation of documentary evidence supplemented by interviews with key informants, for example, headteachers of participating institutions.

Stage 2 The evaluation goals were inherent within the overall project design and stated within its objectives. The focus of ENTRANCE was an investigation into the potential for a programme of enterprise learning activities to re-engage and re-motivate those at risk of exclusion. To this extent the research questions were embedded within the programme's rationale and the questions flowed from it. The research, therefore, attempted to measure the extent to which learning gains had been achieved, but, perhaps more importantly, the extent to which those previously 'at risk' had re-engaged with education and training. Such a consideration required the use of 'before' and 'after' schedules and a combination of quantitative and qualitative techniques.

At this stage it was also important to consider the formative aspects of the evaluation since the intention was to disseminate best practice. Here class room observations were used in some of the sites in order to observe work in progress. These were supplemented by the interviews conducted with implementing teachers and trainers.

Stage 3 The principal stakeholders were identified as the young people, their teachers and participating institutions. However, it was recognised that the results could be of interest to the policy community more widely, particularly those concerned with the exclusion/inclusion agenda. This might be at a local, regional, nati onal or international level.

Stage 4 Two aspects of the programme were identified as being of particular interest to the research team. These were, enterprise education and social exclusion. The questionnaires and interview schedules for both teacher s and pupils, therefore, were designed to capture information relating not only to knowledge and skills but also to attitudes, motivation and self -esteem.

Stage 5 Criteria for evaluating the innovation were determined by the particular aspects determined in Stage 4. The main foci were the teaching methodology and materials, their effectiveness and extent of application, and the participants' attitudes towards them.

Stage 6 Here the research team attempted to use an eclectic range of information, since in any evaluation of educational innovation as wide a range of sources of information as possible should be consulted. For this reason, in addition to the questionnaires and interview schedules, some sites were able to use observation schedules, teacher diar y entries and student portfolio records. However, this was not possible in every site, since some teachers were unwilling to engage in the process and some students found portfolio building difficult.

Stage 7 The deciding factor in selecting the research methods to be used should always be 'fitness for purpose'. In other words the best possible method should be used for meeting the evaluation criteria of each aspect of the project. No one method will meet all the criteria but rather a combination of method s is required in order to view the innovation from a variety of perspectives and to provide triangulation. Cohen and Mannion (1980) suggest that:' *exclusive reliance on one*

method may bias or distort the researcher's picture of the slice of reality he is i nvestigating.' (pp 269-70)

For this reason the following techniques were used:

- Baseline questionnaires were distributed to all students participating in the ENTRANCE project;

- Exit questionnaires were distributed to all students in the ENTRANCE project;

- Face-to-face interviews took place with a sample of students participating in the ENTRANCE project, using structured schedules;

- Face-to-face interviews took place with teachers involved in the implementation of the ENTRANCE project, using semi -structured schedules;

- Face-to-face interviews took place with headteachers, or principals, of participating institutions, using semi -structured schedules;

- Face-to-face interviews with those responsible for the implementation of the teaching programme and material s, using semi -structured schedules;

- Student portfolios were interrogated where this proved practicable;

- Teacher diaries were interrogated where this proved practicable;

- Case studies were developed in an attempt to provide richer accounts and deeper understanding of ENTRANCE in a limited number of selected institutions.

This was regarded as an optimal model. Not all sites were able to collect all 10 data items. The reasons will be explored more fully in the concluding section.

Stage 8 In collecting data under the stages outlined above care had to be taken in the design of those instruments to be used with students. Since the sample was drawn from youth 'at risk of exclusion', several factors impacted significantly on their ability and willingness to resp ond. Such factors included: poor literacy skills resulting in an inability to read and understand the questions; short attention span; disruptive or uncooperative behaviour; poor attendance resulting in a reduction of the sample size. In some cases studen ts appeared not to know that they were on a special programme and, therefore, the reliability and validity of their answers was in doubt.

Stage 9 The qualitative analysis was undertaken from transcriptions of taped interviews and analysed according to a n umber of themes. The quantitative analysis was undertaken using appropriate software packages.

Stage 10 A full dissemination programme occurred during the final phase of ENTRANCE.

Outcomes

'....there are many stages and forms of evaluation which contribu te to the development of effective interventions. While outcome evaluations and effectiveness reviews tend to be the prized evaluation products for those concerned with policy and strategic planning these forms of evaluation are just the 'tip of the iceber g' of what is required to build a sound evidence base, bringing together the full range of evaluation needs from the perspectives of all the different stakeholder groups.' (Wimbush and Watson, 2000: 317)

This resonates well with the methodology adopted i n the ENTRANCE programme, since its design recognised that there were many stages and forms of evaluation which might contribute to the development of effective intervention. The dissemination phase attempted to transfer lessons learnt to a wider audience in order to spread good practice in enterprise education for youth at risk of exclusion.

'The main difficulty of programme transfer is being able to identify (a) which elements of the programme were effective and need to be transferred; and (b) what the necessary conditions are for the programme to be effective.' (Wimbush and Watson, ibid: 316)

In considering factors impacting upon policy implementation, Philips and Economou (ibid.) have identified a number of possible variables. It is useful to consider these in the context of the ENTRANCE programme and its potential for future transfer. These are:

- *'cultural traditions'* Another paper in this series, (Banfalvy, 2001) looks at the issue of the impact of culture on ENTRANCE implementation. Clearly, this is an important consideration and the research evidence suggests that issues of shared understandings and interpretation are crucial to successful transfer. For example, in Hungary the term 'entrepreneur' carries pejorative connotations in the minds of some of the young people.

- *'vested interests at all levels will affect transmission and implementation by creating resistances.'* This was experienced to varying degrees at all sites; resistance could be at a number of levels, for example, individual student, te acher or institution. Such resistance could affect responses made about the programme's efficacy and potential.

- *'commitment of 'significant actors' will contribute to effective implementation at the various levels.'* This was found to be an important facto r for ENTRANCE since the commitment of key gatekeepers, often heads of educational institutions, was important to the project's success. In Hungary, for example, one principal decided to withdraw from the initiative after it had begun and another lost his job because of his zealous commitment to it in the face of staff resistance, whilst in one English school the headteacher ensured the programme's continuance in the face of some staff opposition.
- *'institutional ignorance will impede all processes of interp retation, transmission and implementation'*. The role of the training is clearly important here, for example, in Israel the training was protracted and required substantial 'buy in' from participating schools and teachers. The research results indicate that in Israel ENTRANCE had its most significant impact in terms of developing an understanding of the business cycle and entrepreneurship, whilst in the other two countries the development was expressed much more in terms of personal characteristics, for exam ple improved self-esteem and self-confidence.

- *'processes of reception of policy will inevitably result in a transformation (distortion) of the policy in question.'* It could be argued that all sites were able to *'transform/distort'* ENTRANCE to their own ne eds, for example, by using it to meet existing course objectives. (Adapted from Philips and Economou, 1999)

Finally, the question of unintended outcomes should not be overlooked in any evaluation of educational innovation. These are, of course, the most d ifficult to plan for in the design of any research methodology. They can only be captured by providing tools which are sufficiently open-ended to allow for individual variation. Here the use of student portfolios provided such opportunities although they w ere not taken up universally.

Conclusions

The ENTRANCE programme presented significant methodological challenges for the research team. Whilst it was necessary to agree an overall strategy, including common research instruments, issues of definition a nd understanding, sampling, access, implementation and interpretation were just some of the variables encountered across different sites.

Whilst common instruments were used for the collection of quantitative data in the Israeli and English sites, a modified version was used in the Hungarian sites. Similarly, the qualitative instruments, whilst broadly seeking to elicit the same information, were not identical. Obviously, researchers working in each of the countries would bring their own interpretations to bear upon the data which they were collecting and individual as well as national characteristics and research traditions would affect them.

The complexity of the intervention required a mixed -methods approach to be adopted and this proved to be the stren gth of the design. The case studies have yielded deeper insights into the process, which might be used comparatively to give them wider significance. The case studies focused upon key issues and themes relating to the programme's implementation drawing together information which is contextual, teacher focused and student focused.

The research design was also complicated by the fact that it was attempting to look at a number of interconnected strands. These were concerned with a model of intervention, a spe cific pedagogical approach, particular groups of students with a variety of learning needs and all of this set within the wider context of social exclusion Huddleston (2001) – Annex 7, Part 12. As Schweisfurth (1999) reminds us:

'The challenge in gleaning meaning from case studies is to appreciate the unique and intrinsic value of each specific case, while at the same time using them comparatively to give them wider significance.' (p. 339)

3.4   Considerations for International Comparison

The way enterpri se education, vocational education and social disadvantage are understood in the different national contexts of the ENTRANCE project can be very different. These different meanings come from the different ways how modernisation took place in the different regions of

the world (see. Gerschenkron) and through them the diverse national experiences are demonstrated through verbal means.

Enterprise. The meaning of the form of business and the way of life described by the expression can be standardised in a formal way (through agreements) among the members of the international research team but it does not solve all the problems. The words "enterprise" "entrepreneurial" enterprising" have several second or latent meanings in the national cultural, historical contexts. In Central Europe the entrepreneur is historically understood as a non Hungarian. The enterprising personality is valued though as financially successful still the word has negative second meanings: one who is finding the easy way (mostly at others' cost). The successful enterprise or entrepreneur may though be envied but seldom respected and almost always considered to be not far from a cheater, anyway entrepreneurship is not considered as gentleman-like, not something you would like your child to do unless it is absolutely necessary. These negative connotations are dominant in countries where in fact modern enterprise historically meant foreigners' activities which undermined the dominant semi-feudal social and political system and demonstrated itself through values and behavioural patterns alien to the dominant social patterns of the day. In other countries – as Britain or the USA e. g. – where business enterprises have played different role in the process of modernisation the enterprise related expressions do not have such strong negative connotations. (Banfalvy 2001)

Vocational education. The whole educational system has been established, administered, supervised, financed from above in Central Europe from the 18th century onward). The vocational educational system has also been a means of reproducing central power through the education of good citizens and labourers – in other words obedient and competent performers of centrally designated tasks. Centrally run formal education has also played a very important role in economic modernisation in the last 200 years. As a state dominated bureaucratic mechanism it gave little role to enterprising schools, teachers or pupils.

Where the educational system has a different history and a different role in the society as a whole the tasks, obligations, responsibilities and rights of the state, the schools, the teachers and the pupils etc. are different and the expectations towards the "deal" are different too.

So to implement an enterprise education model through a course in a vocational education institution will mean relatively different things similar the process on the formal level may though seem to be.

Social disadvantage. Countries differ substantially in how much social inequality they consider as tolerable. They also differ in how homogenous culturally they are and how well they have learned to handle social heterogeneity. Therefore, the more heterogeneous culturally and a more unequal economically a society is (and the longer tradition it has in multi culturalism and inequality) the better it can handle cultural divergences and the least it is able to deal with inequalities.

In school context it means that Hungarian schools are less willing to bother with pupils from sub-cultural social environment then required in a multi-cultural society (which Hungary is moving towards when entering the European Union) but schools are more tolerant towards the problems of pupils from low income families. In other of Europe countries it may be the other way round or the emphasis may be somewhere else.

Pupils. The social role attributed to the given age group may vary not only by social groups but by countries as well. In each country participating in the research we find a different social

composition of the populati on by occupations, religion, level of education and so on. Last but not least these countries have different demographic age structures. A 18 year old Israeli pupil in a school can not only mean something different according to their being Arab or Jewish, but they are different from a Hungarian by the social roles, expectation etc. towards them (e. g. the Israeli boy might soon be a soldier if Jewish or father if Arab in Israel, a university student in Hungary). Even if we compare similar age groups statist ically in the participating countries we have to be conscious throughout the data analysis of the fact that statistical similarity may mask social differences, that the social context creating the content of the statistical fact may cause more substantial differences in the social and educational meaning of a certain age then the statistical data would suggest. (Banfalvy 2001)

Different meanings in the different countries of the research to the same "imperical fact" meant that comparisons are made tentativ ely even when they are possible to make.

3.5   The ENTRANCE Project Model and its Implementation

The ENTRANCE project model was adapted from the model developed in Israel "Think Industry" by the project team for implementation in the project's pilot site s in two stages. First it was developed and adapted by the Project Team through team meetings and electronic and other communications. Secondly, it was adapted at national levels to take account of the specific cultural and structural requirements of the diverse national settings of the pilot sites in Hungary, Israel and the UK. (Section 21of Annex 7 contains the ENTRANCE project model in full).

The model was implemented in 12 sites across the partnership. After National Implementation Teams and teacher s/facilitators in pilot sites were briefed and trained in the model and its approach then the youngsters working in groups went through with facilitation of their teachers the various stages of the model.

The stages are:

1)   Developing an idea.

2)   Carrying out a feasibility study.

3)   Checking out the idea through visits to the local economic community an discussions with local business persons.

4)   Carrying out market research.

5)   Preparing a prototype and planning production.

6)   Developing a financial plan.

7)   Finalising the business plan.

8)   Raising capital.

9)   Production.

10)   Advertising.

11)   Sales.

12)   Reflecting on the learning from the processes.

In the light of the implementation and the National Research reports the model was further developed and is attached in full in Annex 7, part 21.

3.6   The Impact on learners of the Entrance Project

The impact on learners of the ENTRANCE project is fully documented in Annex 7. Parts 10 Kyriakides (2001) ,11 Peffers (2001)[4], 22 Peffers (2001)[6], 23 Huddleston (2000)[2], 24 Banfalvy (2000)[2] and 25 Weiss (2000)[2] of Annex 7 contain in full the quantitative and qualitative data that underpin the findings. In summary the main findings of the project follow below.

There are many evaluations of enterprise education programmes in the literature (see for example: Williamson (1989), Harris (1989 and 1995), Saunders (1997)). Nowhere in the literature is there an attempt to deliberately set up an enterprise education project in order to measure the impact of enterprise education on youngsters. Neit her is there such experimental evidence for 'at risk' youngsters. ENTRANCE did this. This makes it innovative and distinctive

In both England and Israel the quantitative data from baseline and exit questionnaires (Kyriakides 2001) reveals to a high degr ee of statistical reliability that the youngsters:

• raised their expectations of themselves in the educational system;

• wanted to continue with their studies;

• improved their attitudes to current studies;

• were keener to indicate school encourages them to face the future optimistically;

• raised their expectations of themselves in terms of future jobs and status;

• were more confident: a)   to work in a team;

                          b)   to weigh up the strengths and weaknesses of a situation;

                          c)   to solve problems.

• felt more confident to do two significant tasks important in work:

                          a)   to see a job through to the end;

<div style="text-align: center;">

c)   to review how well they had done.

</div>

- see themselves more positively as :

  a)   they do not accept they can not do anything;

  b)   they do not accept they can not change their si tuation;

  c)   felt more satisfied with best friends.

An important finding in both countries and probably one of the most significant findings of the research is that the youngsters that made the greatest gains were those youngsters with the lowest scores in the baselining process. This is a very important and interesting finding that merits verification.

Also in Hungary, England and Israel the quantitative data suggests to a high degree of statistical reliability that the youngsters:

- did not improve their financial literacy;

- did not improve their behaviour at school;

- when comparing themselves with others still think they can not work as well as their peers.

Thus the strongest message from the quantitative data is that the implementation of the project had a significant impact upon the affective domain of the youngsters involved.

The qualitative evidence (Huddleston (2000) [1and2], Banfalvy (2001) [1and2], Weiss (2000) [1and2] from the semi-structured interviews with youngsters and the adults working with them su pport the findings above. Skills that youngsters suggested they had developed included:

1) **Personal and inter -personal skills** such as: team work, dealing with customers, sharing ideas, discussing problems, asking questions, organisational skills, public spe aking, listening, planning, punctuality, time management, creativity and productivity.

2) **Task related skills** such as: giving change, planning for a profit, computer skills, photocopying, speaking on the telephone, making bookings, letter writing, designing   posters, working out costs and writing a business plan, market research and producing a questionnaire.

Youngsters viewed their skill development as being in the area of personal and social skills rather than in terms of particular skills for business notw ithstanding the applicability of all the skills listed to business.

The impact of the educational institutions

Different educational institutions had a differential impact on their youngsters. One school from England was identified where pupils' progres s was significantly lower than expected and three

schools (two from England and one from Israel) where it was significantly higher than expected. Thus, the school a pupil attends seems to make a difference to their progress in the affective domain, since schools with intake of similar attainment and of similar composition achieved significantly different results at the end of the project. (Kyriakides 2001)

It is finally important to note that it was not possible to identify differential effectiveness betw een the schools of the two countries. (Kyriakides 2001)

Successful delivery of the ENTRANCE project required a particular pedagogical approach, one that draws upon active learning techniques and student centred methodologies. It is clear that all teachers are not comfortable with such approaches.

'You have to be very flexible. I think you have to give ownership to them, which is quite hard in a classroom situation. Because we are control freaks.'
(Teacher, UK Pilot Site)

Teaching style is intensely perso nal and the success of ENTRANCE will in large measure depend upon the extent to which implementing teachers are comfortable and confident with, and convinced of, the methodology proposed. One of the major problems inherent in such 'experiments' is that the y are often proposed by and peopled with enthusiasts, rather than objective practitioners. The use of the teacher diaries was an attempt to encourage reflection and to bring a critical perspective to bear on the project's implementation. These diaries will be further investigated in the next stage of the work. (Huddleston 2000) [2]

Teachers are often capable of colonising initiatives effectively and of transforming them, thus making them 'their own'. Evidence from the evaluation of the Technical and Vocationa l Education Initiative (TVEI) in the UK during the 1980s and early 1990s supports this view. ENTRANCE is such a model in that it allows for local variation and adaptation. There was evidence of such variation across the three implementing sites. It is fair to suggest, from classroom observation, that if the young people from the three implementation sites had met they would not have recognised that they were following the same programme. Although all staff attended the same induction and training, were give n the same materials and supported by the same implementer, they all developed their own highly individual programmes. Clearly, such a statement does not adequately consider the complexity of different student groups, institutional arrangements, previous e xperience; all of these will have an impact upon the delivery of the programme.

Different sites in all three countries also provided different levels of teacher support to the programme. For example, for one group the staff student ratio was 1:1, at anoth er it was 1:25. Clearly, there are differing optimal levels of support required to make the project work effectively.

It appears that the notion 'one size fits all' cannot be sustained for the implementation of this programme. Although the sites may h ave started out by trying to be the same, they ended up being quite different. However, certain generic principles apply to ENTRANCE which resonate with the effective practice criteria suggested by Merton and Parrot (1999) when working with disaffected you th. These include:

- a range of imaginative and innovative approaches to learning;

- activities which are intrinsically attractive and which act as hooks to re -engage young people with learning, including vocational and practical skills;

- negotiation, flexibility and differentiation in the development and provision of programmes;

- open communication with learners based on trust and mutual respect;

- small group size;

- variation in pace and activity;

- balance between individual and group learning;

- personal support of learners at all stages of the programme;

- curricula which recognise strengths and areas for development, build self -esteem and enable learners to make choices and connections;

- schemes which recognise a wide range of skills, knowledge, attitudes an d attributes. (Adapted from Merton and Parrot)

It may also be concluded that some of the interest of the project was its novelty. What made it special for young people was that it allowed them to work in ways not usually open to them. This was particularl y the case for those young people who were more customarily denied opportunities because of their poor behaviour.

Finally, it should be noted that the project was implemented in very different institutional environments in the three countries. The extent to which one type of institution provided a more fertile environment for the project than another is a matter of conjecture. In fact the results from the quantitative data are conclusive on this point in that it was not possible to describe some sites' implementation as more successful than others. However, this is an area that would merit further investigation particularly in the light of current educational policy, which seeks to provide more flexibly in all the countries involved for the 14 -18 age range in terms of institutional, and curricula arrangements. (Huddleston 2000) [2]

A key question that arose from the research was:

 What is the purpose of the ENTRANCE programme? Whilst its stated intention is to use an enterprise model of education to re -engage those at risk of exclusion it appears to deliver more in terms of the inclusion agenda rather than in developing entrepreneurs. Enterprise, broadly interpreted, may be seen as developing what are described as 'enterprise skills' and, in some cases, develo ping entrepreneurs.

In the UK and Hungarian sites, the majority of young people did not see themselves as entrepreneurs in embryo. Rather they described the programme as giving them improved self -confidence, a sense of achievement, a feeling of enjoymen t. Essentially, its success is described

in terms of personal and social development. It might be argued that the small group sizes and the potential for individual attention also contributed to the project's success. (Banfalvy 2000)

In the Israeli sites in contrast the majority of young people did see themselves as entrepreneurs in embryo. However they describe the impact of the project in the same terms of personal and social development as the Hungarian and English youngsters.

It is interesting to reflect upon the extent to which students had acquired new skills? Where such skills were reported, they were again described in all three countries in terms of personal and interpersonal skills. Most tutors felt that there had been insufficient time in which to develop skills such as business planning, or to develop an understanding of the product life cycle, for example. At the UK site an understanding of the role of market research had been achieved by the group of mature students, this was supported by both tutor and student interviews. At another site there was an improved understanding of the importance of research prior to the planning phase, but in the third UK site staff generally felt that many of the concepts were too difficult for students to understand. (Huddleston 2000)

Planning, researching and organising were seen more as skills for life, not for business, within sites in all countries. However, it could be argued that a business simulation provided the context in which to learn such skills. The extent to which students were able to transfer such skills, or to operationalise them, would merit further investigation. For example, whilst students could talk about the importance of team-work, in practice some of the youngsters found it difficult to achieve. Here, many reverted to often well established patterns of conflict. Indeed, co-operative models of working may be seen as diametrically opposed to competitive business practice.

The extent to which institutions viewed this model as a compensatory or a complementary curriculum is an important consideration for the research. It appeared that different sites used the model for different purposes. For one student group at the UK site, ENTRANCE was seen as enhancing and complementary to the other components of their course. In fact, the majority of this group had in prospect further, or higher, education at the end of their current course. For the younger group its purpose may be seen as compensatory, in other words it was attempting to provide for the shortcomings of the British National Curriculum. The same may be said for the group at another site, whilst at the third UK site the ENTRANCE project was being used to complement an existing examination programme and to provide it with an element of business realism.

3.7   The ENTRANCE project models revised

An important objective of the ENTRANCE project was to develop, utilise and review in the light of activity models for:

1) Enterprise education.

2) Working with youth 'at risk' of social exclusion.

3) Programme transfer.

This section documents the findings of the research by adding and amending the models that the project started with. The first periodic report to the Scientific Officer contains the original models of the ENTRANCE project started with. Th is section revises the models the project started with.

3.7.1   Elements of Effective Enterprise Education Practice, Emerging from the Research

A range of elements of good practice regarding enterprise education for 'at risk' youngsters emerged from the ENTRANCE project. These both corroborated the frameworks for effective practice that the research started with Peffers (1998), Gibb and Cotton (1998) and added, out of the work of Weiss (2002)[1and2] and (2001)[1and2], Huddleston (2000)[1and2] and (2001) and Peffers (2001)[6], additional hypotheses about effective practice including:

These additional elements include:

- Teachers with different backgrounds can facilitate enterprise education.

- Teachers need quality and focused training in the principles and practice s of business and of enterprises.

- Having two participating teachers in the same school enterprise programme contributes to the quality and effectiveness of their facilitation of the students' learning.

- Teachers need on going support throughout the implem entation of the programme of enterprise education.

- Networking between teachers involved in enterprise education is helpful to those teachers and the students' experience.

- Including teachers not directly involved in the enterprise programme is helpful as it leads to a greater man of support for the project.

- Supporting materials for teachers should be as simple as possible.

- Teachers who use support materials only as a guideline create their own approach and lead the class at their own pace are more likely to be successful than the teachers who straightly follow the guidance of others and of Materials.

- Teachers should avoid prescription and enable young people to develop and implement their own ideas.

- It is a serious error for a teacher to overrule studen ts' ideas as it causes feelings of insult and deep frustration, as well as lowering the students' enthusiasm.

- The teaching process should recognise the range of learning styles of students.

- Effective group work is essential to good enterprise education. Heterogeneous groups are more likely to be effective than homogeneous groups.

- Clear communications are essential for students and teachers.

- Students from ethnic and linguistic minorities need written materials in their own language.

- To be relevant and real the 'industrial world' needs to be concrete and focused when presented to youngsters. Industrial tours and visits to markets if appropriately prepared for, structured and debriefed; support students understanding of the 'industrial world' and of 'enterprise'.

- Both the process and the products of enterprise education must be attractive.

- Appropriate books and professional training in technological areas are needed to increase the ability of youngsters to develop more advanced products.

These findings are incorporated into the project's original framework for effective enterprise education and follow in the next section.

Criteria for Effective Enterprise Education in the light of the ENTRANCE project

This section documents these findings of the resea rch. They are drawn from Peffers (1998) and (2001)[4] and Weiss (2000)[2], Banfalvy (2000)[2], Huddleston (2000) and Weiss (2001)[1]. The following table describes those dimensions of existing research about effective enterprise education that are supported by th e ENTRANCE research project as well as those that flow out of the ENTRANCE research project. These are unattributed in the table below. They are offered to the research community for corroboration.

1)   A width of values allowing the whole community to be involved and which:

- Appeals to all shades of political opinion (Jamieson 1984, 1986)
- Involves the whole community (Cumming 1992).
- Is not the servant of any ideology (Watts 1984) (Rees and Rees 1992)

2)   Adequate Preparation

- Adequate training for the tea chers and facilitators involved.
- Adequate preparation of students.
- Clear learning objectives.

3)   Adequate Support to staff

- Support during implementation.
- Networking and sharing by implementations.
- Two implementations in a site to ensure reinforcement and support.
- Making the enterprise a whole institute initiative.
- Offering technological training and support to implementators in order to facilitate the development of more sophisticated products and services.

4)   Wide ranging criteria of effectiveness

- Not merely understanding or generating profitability by enhancing general learning (HMI 1990)
- Originality in relation to the way capital is generated and used (Holmes and Hanley 1989)

5)   Support to youngsters during the implementation

- Organisation into hete rogeneous groups.
- Clarity in setting tasks.
- Allowing students to follow their own ideas.
- Visits to factories and markets.

6)   A balanced range of student outcomes

- The learning should balance business and economic knowledge and understanding with the development of attitudes, values, and skills and other personal qualities (Crompton 1990 and Trainor 1992).

7)   Schools need specific processes, communications and structures to develop a co -ordinated and coherent strategy for progression in learning, including :

- The existence of a school co -ordinator post for enterprise education (HMI 1991).
- Auditing and mapping the whole curriculum as part of whole school planning for the development of enterprise education (HMI 1991, Trainor 1992).

8)   Teacher behaviour that exemplifies good practice

- Deliberately building on prior knowledge and experience (HMI 1991)
- Challenging style of teaching with high expectations of learners (Weir 1986, Crompton 1988, HMI 1990).
- Explicit curriculum context (HMI 1990)
- Specific aims approp riate to age and ability (HMI 1989).
- Clear objectives (HMI 1991)
- Preparation process with learners that includes deliberate work by teacher towards aims and objectives (HMI 1990)
- Debriefing process with learners that includes deliberate teaching of concept s (HMI 1989, HMI 1990).
- Assessment from a range of perspectives: self, peer, teacher, business (Jamieson 1986).
- Evaluation reflecting on the aims and objectives from the point of view of the range of stakeholders (Jamieson 1986, and Caird 1990).
- Planned and deliberate reinforcement later by teacher (Trainor 1992).
- Not being prescriptive to students rather facilitating students' ideas.
- Allowing failure and facilitating learning from failure.
- Developing materials appropriate to all ethnic sub -cultures in the student body.
- Recognising the range of learning styles in the student group and supporting each.

3.7.2 Criteria for Effective work with 'at risk' youngsters in the light of the ENTRANCE project.

The rationale behind the approach of the ENTRANCE project in keeping with Huskins (1995) and Merton and Parrott (1999) is that, if young people who are 'at risk' of exclusion are to be supported, then information alone is not effective. They need to be helped to develop:

- **high self esteem**;

- **motivation** to take responsibility for their lives;

- **a positive life view**, something to work for; and

- the **social skills** necessary to turn their vision into reality.

These results are not achieved by chance, but only through well-managed and skilled work with training approaches designed to encourage these developments. The ENTRANCE project showed that enterprise education can exemplify such an effective approach. (Weiss 2000 [1and 2], 2001 [1and 2]; Huddleston 2000 [1and2]; and Banfalvy 2000 [1and2], 2001) This is innovative.

Many young 'at risk' people in deprived urban and rural areas are not well-adjusted, and may demonstrate some or all of the following characteristics:

- lack confidence or self-esteem;

- have an unrealistic self-image;

- have poor social skills and low educational attainments;

- be bored, and unable to afford recreational facilities;

- seek their excitement by taking risks through offending; or

- be suffering from depression.

A young person may be considered to be 'at risk' for many reasons, but frequent indicators are:

- lack of family support or discipline;

- experiencing racism or sexism;

- have truanted or been excluded from school;

- possess a learning difficulty or disability;

- now, or in the past been, in care;

- deemed to be beyond parental control;

- homeless;

- experimented with dru gs, including alcohol;

- have experienced child abuse;

- addicted to gambling;

- unemployed;

- cautioned by the police; or

- have child-care responsibilities.

To help young people to move to independence it is useful to have some means of describing their progressi on and measuring it. Huskins' model below provides one means to describe young people's progressive involvement in decision making.

Stage 1   initial contact when the young person is testing and exploring the environment.

Stage 2   familiarisation (getting to know each other more, further testing)

Stage 3   socialisation when the facilitator will be encouraging greater commitment and involvement in activities.

Stage 4   the activity level, taking part, for example, in a competition, and seeing it through to completion.

Stage 5   when young people begin to take part in the planning and organising of activities.

Stage 6   is when they run the activities themselves.

Stage 7   is the leadership (or peer education level) when they take responsibility for others as well as themselves.

Enterprise education was experience as a tool to take individuals from the first stages to the later ones by the ENTRANCE research project.

The model also provides a tool for identifying:

- the particular role of the facilitator in support ing young people at the different stages, how this role changes, and how young people can be encouraged to move on;

- what young people can learn at each stage of participation, in particular to recognise that the level of learning increases significantly w hen they move on to stages 5 -7; and

- the behaviour that demonstrates the learning.

Thus it can be used to provide evidence of young people's learning and behavioral change resulting from work with 'at risk' youngsters.

When young people develop social sk ills they begin the process of moving away from being 'at risk' of exclusion.

The following ten 'social skills' are offered by Huskins as one way of developing and recording young people's social skill learning:

1) Self-awareness / self-esteem (how you fe el about yourself)

2) Communication skills (communicate effectively)

3) Interpersonal skills (getting on with others)

4) Explore and manage feelings (aware of, and open about, feelings)

5) Understand and identify with others (feel as others do)

6) Values development (wha t is right and wrong)

7) Problem solving (solving problems)

8) Negotiation skills (agreeing decisions with others)

9) Action planning (planning ahead)

10) Reviewing skills (Learning from experience)

The ENTRANCE project showed Kyrikiades (2001), Weiss 2000 [1and 2] and 2001 [1and2], Huddleston 2000 [1and2] and 2001 that enterprise education supports the development of such learning.

The ENTERPRISE Curriculum Development Model

Levels of Activity

- Leadership or peer education role taken in new enterprise programme for p eers.
- Intensive group work, initiated by young people.
- New programme planned and run by young people.

Stage 7: Lead
- Young people take full responsibility and control their actions.
- Independence achieved

- Take responsibility for planning and running the ent erprise programme
- Group work, led by young people
- Explore issues in depth

Stage 6: organise and enterprise
- Young people begin to demand a share in the process and take responsibility.

- Take an active part in planning and running an enterprise activity.
- Young people set agenda re. issues and responses.

Stage 5: to be involved in an enterprise
- Young people begin to take action and responsibility.

- Take part in activities developed from interests and needs that have a business/economic focus.
- Introduce participation.

Stage 4: entrepreneurial preparation
- Programme developed to meet expressed and identified needs.

- Regular discussions based on trust
- Some activities as preparation/ice breakers for an enterprise.

Stage 3: socialise as preparation for an en terprise project
- Young people begin to express opinions, test ideas and seek responses.

- Meet regularly.
- Learn names.

Stage 2: meet again
- Teachers/facilitators/youth workers and young people make contact, engage with each other
- Trust and sharing begins

- First steps
- Initial contact

Stage 1: contact
- Young people have access to information and opportunity. Relationship level is low.
- Young people dependent.

The ENTRANCE project took most of the youngsters involved from Stage 2 to Stage 6.
Some sites will ta ke youngsters to Stage 7 during this academic year (2001 –2002)

A progressive model for teacher/youth worker/facilitator involvement with young people through enterprise education
adapted from John Huskins 1995

Effective approaches to teaching and learning for 'at risk' youngsters.

In this overall context effective approaches to teaching and learning for 'at risk' youngsters, in keeping with Merton and Parrott (1999) include:

Adults showing:

- care
- enthusiasm
- genuineness
- trustworthiness
- perseverance
- sense of humour
- commitment
- respect
- believe in the potential to succeed
- counselling and youth work experience; constructive, ability to listen, non - judgmental responses
- ability to develop skills more than knowledge
- learner centred approaches
- non-authoritarian practices
- democratic, participatory, relevant and enjoyable learning

Pedagogic processes appropriate for 'at risk' youngsters.

- Negotiate the programme.
- Find the hook for each individual
- Avoid lectures and formal inputs
- Talk with, not at
- Make learning enjoyable
- Listen
- Keep groups small
- Vary the activities and the pace -include role plays, simulations quizzes
- Well resourced IT facilities
- Balance between the needs of the group and the needs of the individuals work in both modes (individual and group)
- Emphasise individual learning styles
- Use action plans
- The process is as important as the product

- Confront and challenge the youngster' attitudes and behaviour
- Use mentors and the experience of others
- Support the teachers by keeping up their confidence
- Assessment appropriate to objective and processes
- Accreditation: shaped close to learning environment
- Tracking: reviews of learning at regular intervals
- Monitoring
- Record keeping: use personal portfolios of learners
- Careers advice available

Performance indicators in relation to inclusion.

The following suggest an 'at risk' individual is moving towards social inclusion.

- Increased motivation
- More positive attitudes and self-image
- Increased punctuality
- Increased attendance
- Better discipline
- Increased interest in learning
- Ability to plan the future

In its work the ENTRANCE project found evidence that these approaches could be operationalised and were recommended within an enterprise project for 'at risk' youngsters. Moreover, it was found that enterprise educati on was an effective vehicle to encourage such approaches.

It is a finding requiring wide dissemination, something the ENTRANCE team is doing through its publications and the Consultancy and Advice Service. Is also in need of verification by the research community. Policy communities addressing the concern of social exclusion will reflect on these experience and findings

3.7.3   Criteria for Effective Programme Transfer in the light of the ENTRANCE project

The original framework that the research project started with was extended by the ENTRANCE project. The following table describes those dimensions of existing research that are supported by the ENTRANCE research project.

1a) **The macro level – Political and economic conditions**

Political conditions in the recipient society

- the need of politicians to provide ready -made solutions to the problems of their polity that emulate 'successful' polities particularly those of their economic rivals. (Finegold, D et al 1992)

Political conditions in the transmittin g society

- prestige accruing to 'world leadership', 'innovation' is highly valued. (Robertson and Waltman 1992)

- 'feel good' factors of ideological dissemination and contribution to the solutions of social problems in other societies is highly valued. (De Lone 1990)

Economic conditions in the recipient society

- opportunity to avoid high cost lengthy process for the development of original/new policies. (Robertson and Waltman 1992)

- shortage of policy alternatives. (Finegold, D et al 1992)

Economic condition in the transmitting society

- increased bond with future customers. (De Lone 1990)

- promoting others into economic relationships. (De Lone 1990)

- employment opportunities for its nationals. (De Lone 1990)

1b). **The macro level -Similarity of societies**

- the closer two societies are in terms of ideology, political system, language, culture, geography and institutional development the greater the propensity for policy transfer. (Finegold, D et al 1992)

- the greater the extent of similarity of social problems in similar societies the greater the propensity for policy transfer. (Robertson and Waltman 1992)

2a)   <u>**The micro level-Character of policies conducive to successful transfer**</u>

- relatively small scale. (Robertson and Waltman 1992)

- non-controversial policies. (Robertson and Waltman 1992)

- involving researched and better understood social relationships. (Robertson and Waltman 1992)

- targeting homogenous tractable populations. (De Lone 1990)

- involving a small commitment of resources. (De Lone 1990)

2b)   <u>**The micro level –The process, style and manner of policies conducive to successful transfer to recipient society**</u>

- awareness and compliance with local incentive systems. (De Lone 1990)

- deliberate attempt to sell the programme up and down the system. (De Lone 1990)

- eliciting and encouraging peer endorsement. (De Lone 1990)

- Sensitivity to career advancement issues and to 'turf considerations' (the interests of existing actors and their responsibilities). (De Lone 1990)

- financial investment by borrowers. (De Lone 1990)

- fostering participatory process of defining needs and planning solutions involving all and in whole institutional change strategies. (De Lone 1990)

3)   <u>**Characteristics of successful agents of transfer and of their behaviour**</u>

- have a high economic stake in the transfer. (Finegold, D et al 1992)

- have a commitment to developing a 'new market' for the policy. (Finegold D et al 1992)

- the forming of teams set up specifically for the purpose of the transfer. (De Lone 1990)

- possess skills and capacities of programme development research training, technical assistance. (De Lone 1990)

- able to work across jurisdictions, local agencies and levels of government. (De Lone 1990)

- able to harmonise a variety of incentive systems without turf entanglements. (De Lone 1990)

- able to develop ideas as well as reproduce them. (De Lone 1990)

- able to develop their skills in others. (De Lone 1990)

- able to select appropriate strategy and tactics. (Huberman and Miles 1984)

- able to select local sites for transfe r through an appropriate process for the transfer. (Huberman and Miles 1984)

- commitment to high quality and extensive quantity of training to personnel in the sites. (Huberman and Miles 1984)

- commitment to on-going quality control and evaluation with l ocal sites supported to develop their own criteria or evaluation and doing if for themselves. (De Lone 1990)

- commitment to external evaluation. (De Lone 1990)

- after the 'development phase' of the transfer commitment to utilising the credible knowledge that exists about dissemination strategies namely:

- advocates of training and assistance offered by staff from pilot sites to new sites. (Huberman and Miles 1984)
- advocates of peers utilising concrete examples in training process. (Huberman and Miles 198 4)

- commitment to engaging local initiative and creativity and encouraging adaptation. (De Lone1990)

- commitment to developing local champions. (De Lone 1990)

- commitment to utilising 'catalytic' non -prescriptive training and conferencing. (De Lone 1990)

- advocate of participants developing their own success criteria and using them in self evaluation. (De Lone 1990)

4)   The Research Community

The existence of an international research community, engaged in 'the global village' refine understanding abo ut policy transfer by:

- studying policy transfer and reporting it. (Gruber, K 1991)

- conducting experimental studies of programme effectiveness. (Watson, K 1991)

- studying successive iterations of policy and their refinements. (Goodman, K 1991)

Programme Transfer in the light of the ENTRANCE project

The work by Jack Peffers in the context of Slovakia (1998) and of Jack Peffers and Rafael Perotta (1999) in the context of Argentina as well as the ENTRANCE project suggest additional variables conducive to programme transfer.

The macro variables conducive to policy transfer that are predominantly found in the literature flow from work carried out before the transformation of socialist economies of the 'Soviet' Bloc. These changes and research carried out by the ENTRANCE project and by others such as Cotton (1993) (1998) and (2000) give rise to new ways of looking at programme transfer.

Additional **macro** variables conducive to a programme transfer. This work suggest such hypothesis as:

It is societies with very different histories, cultures, political and economic structures and traditions that are best placed to offer policies appropriate for transfer to societies undergoing rapid and radical social change, notwithstanding the caveats in Banfalvy (2001).

Additional **micro** variables conducive to a programme transfer.

(i)   The process of programme transfer is strongly supported by a 'key driver' for the transfer in both the transmitting and recipient societies. The characteristics of these key drivers include:

- Clarity about the scope of the policy that is being transmitted.

- An enterprising risk-taking attitude.

- A social and professional position from which to engage support for the transfer from many organisations and individuals including the political elite.

- The skills and abilities to engage constructively with the political and administrative structures in the transmitting and recipient societies.

(ii)   The process of programme transfer is enhanced when key personnel at strategic and operational levels see and ex perience the programme at work in the transmitting society.

(iii)   The process of transfer is facilitated when the agents of transfer early in their work in the recipient society <u>both</u> demonstrate the practical applications of the programmes with the end users (e .g. students, teachers) <u>and</u> define themselves as seeking to learn from the recipient society and so generate a two way process of development.

(iv)   Interpreters affect the transfer in many ways when recipient and transmitting societies have a different languag e. The evidence from the case studies suggest that the model of interpreting adopted, significantly affects the communication between transmitters and recipients. In transfers when cultural attitudes and human processes are being communicated such as in developments in education and training systems, then a model of interpretation based on cultural mediation is appropriate.

The option to use this model is available when interpreters have direct experiences of culture in the transmitting society. More sc ientific or technical transfers such as technical assistance to construct a nuclear power station may well find verbatim translation a more appropriate model.

(v)   The case study evidence suggest that: the agents of transfer are more likely to be effective in a culture whose language the do not speak if they:

- are aware of the existence of a range of models for interpreting,

- are aware which model of interpreting favours transfer of meaning for their particular programme,

- can discern which model is being used by different interpreters and communicate its appropriateness to the interpreters.

- are able to choose interpreters who know and can use the appropriate model of interpreting that maximises clarity and of meaning between transmitters and recipients,

- are able to give guidance to interpreters to ensure that they adopt a model of interpreting appropriate to the requirements of a particular transfer.

Theses additional hypotheses about variables conducive to programme transfer are offered by the ENTRANCE project to the research community for the exploration.

The model of programme transfer is offered to policy makers and practitioners of programme transfer for their consideration.

4. Conclusions and Policy Implications

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The conclusions and policy implications from the research carried out by the ENTRANCE project can be grouped around the following themes:

- Programme transfer.
- Enterprise education.
- 'At risk' youngsters and their teaching and learning.

4.1 The Most Important Results Relevant Across Europe

4.1.1 Programme Transfer

A programme that exists successfully in one society can be transferred to another society for that society to benefit from that programme and its knowledge/learning. However, in ord er to do so the programme transfer needs to be conducted in a way that is sensitive to the history, culture and structures of the recipient society. Adaptation of the programme can be done if those undertaking the transfer in both the recipient and transm itting societies get those processes right. There are many different and distinct processes and approaches that facilitate the transfer of a programme. It is essential to carry out a programme transfer mindful of what is known about the appropriate processes and approaches.

The original framework that the research project started with was extended by the ENTRANCE project. The following table describes those variables conducive to programme transfer that have been suggested by existing research. They ar e supported by the ENTRANCE research project.

1a) The macro level – Political and economic conditions

Political conditions in the recipient society

- the need of politicians to provide ready -made solutions to the problems of their polity that emulate 'suc cessful' polities particularly those of their economic rivals. (Finegold, D et al 1992)

Political conditions in the transmitting society

- prestige accruing to 'world leadership', 'innovation' is highly valued. (Robertson and Waltman 1992)

- 'feel good' factors of ideological dissemination and contribution to the solutions of social problems in other societies is highly valued. (De Lone 1990)

Economic conditions in the recipient society

- opportunity to avoid high cost lengthy process for the development of original/new policies. (Robertson and Waltman 1992)

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1b)   The macro level-Similarity of societies

- the closer two societies are in terms of ideology, political system, language, culture, geography and institutional development t he greater the propensity for policy transfer. (Finegold, D et al 1992)

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2b)   The micro level –The process, style and manner of policies conducive to successful transfer to recipient society

- awareness and comp liance with local incentive systems. (De Lone 1990)

- deliberate attempt to sell the programme up and down the system. (De Lone 1990)

- eliciting and encouraging peer endorsement. (De Lone 1990)

- Sensitivity to career advancement issues and to 'turf consider ations' (the interests of existing actors and their responsibilities). (De Lone 1990)

- financial investment by borrowers. (De Lone 1990)

- fostering participatory process of defining needs and planning solutions involving all and in whole institutional chan ge strategies. (De Lone 1990)

3)   Characteristics of successful agents of transfer and of their behaviour

- have a high economic stake in the transfer. (Finegold, D et al 1992)

- have a commitment to developing a 'new market' for the policy. (Finegold D et al 1992)

- the forming of teams set up specifically for the purpose of the transfer. (De Lone 1990)

- possess skills and capacities of programme development research training, technical assistance. (De Lone 1990)

- able to work across jurisdictions, local a gencies and levels of government. (De Lone 1990)

- able to harmonise a variety of incentive systems without turf entanglements. (De Lone 1990)

- able to develop ideas as well as reproduce them. (De Lone 1990)

- able to develop their skills in others. (De Lone 1990)

- able to select appropriate strategy and tactics. (Huberman and Miles 1984)

- able to select local sites for transfer through an appropriate process for the transfer. (Huberman and Miles 1984)

- commitment to high quality and extensive quantity of t raining to personnel in the sites. (Huberman and Miles 1984)
- commitment to on -going quality control and evaluation with local sites supported to develop their own criteria or evaluation and doing if for themselves. (De Lone 1990)

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- after the 'development phase' of the transfer commitment to utilising the credible knowledge that exists about dissemination strategies namely:

- advocates of training and assistance offered by staff from pilot sites to new site s. (Huberman and Miles 1984)

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4)   The Research Community

The existence of an international research community, engaged in 'the global village' refine understanding about policy transfer by:

- studying policy transfer and reporting it. (Gruber, K 1991)

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The work by Jack Peffers (1998) in the context of Slovakia, of Jack Peffers and Rafa el Perotta (1999) in the context of Argentina and by others such as Cotton (1993) (1998) and (2000) give rise to new ways of looking at programme transfer as well as the ENTRANCE project suggest additional variables conducive to programme transfer.

The macro variables conducive to policy transfer that are predominantly found in the literature flow from work carried out before the transformation of socialist economies of the 'Soviet' Bloc. These changes and research carried out by the ENTRANCE project sugg est additional variables conclusive to programme transfer such as:

Additional **macro** variables conducive to a programme transfer. This work suggest such hypothesis as:

It is societies with very different histories, cultures, political and economic struct ures and traditions that are best placed to offer policies appropriate for transfer to societies undergoing rapid and radical social change, notwithstanding the caveats in Banfalvy (2001) About the impact of social context on educational content.

Additional **micro** variables conducive to a programme transfer.

(i)   The process of programme transfer is strongly supported by a 'key driver' for the transfer in both the transmitting and recipient societies. The characteristics of these key drivers include:

- Clarity about the scope of the policy that is being transmitted.
- An enterprising risk -taking attitude.
- A social and professional position from which to engage support for the transfer from many organisations and individuals including the political elite.

- The skills and abilities to engage constructively with the political and administrative structures in the transmitting and recipient societies.

(ii)   The process of programme transfer is enhanced when key personnel at strategic and operational levels see and experience the programme at work in the transmitting society.

(iii)   The process of transfer is facilitated when the agents of transfer early in their work in the recipient society <u>both</u> demonstrate the practical applications of the programmes with the end users (e.g. students, teachers) <u>and</u> define themselves as seeking to learn from the recipient society and so generate a two way process of development.

(iv)   Interpreters affect the transfer in many ways when recipient and transmitting societies have a different language. The e vidence from the case studies suggest that the model of interpreting adopted, significantly affects the communication between transmitters and recipients. In transfers when cultural attitudes and human processes are being communicated such as in developme nts in education and training systems, then a model of interpretation based on cultural mediation is appropriate.

The option to use this model is available when interpreters have direct experiences of culture in the transmitting society. More scientific or technical transfers such as technical assistance to construct a nuclear power station may well find verbatim translation a more appropriate model.

(v)   The agents of transfer are more likely to be effective in a culture whose language the do not speak if they:

- are aware of the existence of a range of models for interpreting,

- are aware which model of interpreting favours transfer of meaning for their particular programme,

- can discern which model is being used by different interpreters and communicate its appropriateness to the interpreters.

- are able to choose interpreters who know and can use the appropriate model of interpreting that maximises clarity and of meaning between transmitters and recipients,

- are able to give guidance to interpreters to ensure that they adopt a model of interpreting appropriate to the requirements of a particular transfer.

Theses additional hypotheses about variables conducive to programme transfer are offered by the ENTRANCE project to the research community for the exploratio n.

The model of programme transfer is offered to policy makers and practitioners of programme transfer for their consideration.

4.1.2   Enterprise Education

Much is known about effective principles and practice of enterprise education. An effective model of enterprise education can be developed and implemented in contexts for 'at risk' youngsters. Indeed, enterprise education and its underpinning philosophy and practice are highly appropriate contexts according to the ENTRANCE project experience for the implementation of what is known about effective teaching and learning for 'at risk' youth.

The ENTRANCE project has measured the impact on 'at risk' youngsters of an enterprise education project. The measured impact of the ENTRANCE project corroborates w hat has been emerging in the 1980s and 1990s about the impact of enterprise education, in particular, its impact on the development of personal and interpersonal skills. The ENTRANCE project breaks new ground by suggesting that for the youngsters involved in the ENTRANCE project the beneficial impact of the work is greatest for those youngsters most 'at risk' of social exclusion at the outset of the implementation of the enterprise programme.

There are many evaluations of enterprise education programmes i n the literature (see for example: Williamson (1989), Harris (1989 and 1995), Saunders (1997)). Nowhere in the literature is there an attempt to deliberately set up an enterprise education project in order to measure the impact of enterprise education on youngsters. Neither is there such experimental evidence for 'at risk' youngsters. ENTRANCE did this. This makes it innovative and distinctive

The impact on learners of the ENTRANCE project is fully documented in Annex 7. Parts 10 Kyriakides (2001), 1 1 Peffers (2001)[4], 22 Peffers (2001)[6], 23 Huddleston (2000)[2], 24 Banfalvy (2000)[2] and 25 Weiss (2000)[2] of Annex 7 contain in full the quantitative and qualitative data that underpin the findings. In summary the main findings of the project follow below.

In both England and Israel the quantitative data from baseline and exit questionnaires (Kyriakides 2001) reveals to a high degree of statistical reliability that the youngsters:

- raised their expectations of themselves in the educational system;

- wanted to continue with their studies;

- improved their attitudes to current studies;

- were keener to indicate school encourages them to face the future optimistically;

- raised their expectations of themselves in terms of future jobs and status;

- were more confident :   a)   to work in a team;
  b)   to weigh up the strengths and weaknesses of a situation;
  c)   to solve problems.

- felt more confident to do two significant tasks important in work:

  a)   to see a job through to the end;
  b)   to review how well they had done.

- see themselves more positively as :

<blockquote>

a) they do not accept they can not do anything;

b) they do not accept they can not change their situation;

c) felt more satisfied with best friends.

</blockquote>

An important finding in both countries and probably one of the most significant findings of the research is that the youngsters that made the greatest gains were those youngsters with the lowest scores in the baselining process. This is a very important and interesting finding that merits verification.

Also in Hungary, England and Israel the quantitative data suggests to a high degree of statistical reliability that the youngsters:

- did not improve their financial literacy;

- did not improve their behaviour at school;

- when comparing themselves with others still think they can not wo rk as well as their peers.

Thus the strongest message from the quantitative data is that the implementation of the project had a significant impact upon the affective domain of the youngsters involved.

The qualitative evidence (Huddleston (2000) [1and2], Banfalvy (2001)[1and2], Weiss (2000)[1and2] from the semi-structured interviews with youngsters and the adults working with them support the findings above. Skills that youngsters suggested they had developed included:

1) **Personal and inter-personal skills** such as: team work, dealing with customers, sharing ideas, discussing problems, asking questions, organisational skills, public speaking, listening, planning, punctuality, time management, creativity and productivity.

2) **Task related skills** such as: giving change, planning for a profit, computer skills, photocopying, speaking on the telephone, making bookings, letter writing, designing posters, working out costs and writing a business plan, market research and producing a questionnaire.

Youngsters viewed their ski ll development as being in the area of personal and social skills rather than in terms of particular skills for business notwithstanding the applicability of all the skills listed to business.

The impact of the educational institutions

Different educational institutions had a differential impact on their youngsters. One school from England was identified where pupils' progress was significantly lower than expected and three schools (two from England and one from Israel) where it was significantly higher than expected. Thus, the school a pupil attends seems to make a difference to their progress in the affective domain, since schools with intake of similar attainment and of similar composition achieved significantly different results at the end of the pro ject. (Kyriakides 2001)

It is finally important to note that it was not possible to identify differential effectiveness between the schools of the two countries. (Kyriakides 2001)

Successful delivery of the ENTRANCE project required a particular pedagogic al approach, one that draws upon active learning techniques and student centred methodologies. It is clear that all teachers are not comfortable with such approaches.

'You have to be very flexible. I think you have to give ownership to them, which is quit e hard in a classroom situation. Because we are control freaks.'
(Teacher, UK Pilot Site)

A range of elements of good practice regarding enterprise education for 'at risk' youngsters emerged from the ENTRANCE project. These both corroborated the framewor ks for effective practice that the research started with Peffers (1998), Gibb and Cotton (1998) and added, out of the work of Weiss (2002)[1and2] and (2001)[1and2], Huddleston (2000)[1and2] and (2001) and Peffers (2001)[6], additional hypotheses about effective pr actice including:

The ENTRANCE project, therefore, accumulated evidence about additional factors conducive to effective teaching and learning of enterprise education.

These additional elements include:

- Teachers with different backgrounds can facilitate enterprise education.

- Teachers need quality and focused training in the principles and practices of business and of enterprises.

- Having two participating teachers in the same school enterprise programme contributes to the quality and effectiveness of the ir facilitation of the students' learning.

- Teachers need on going support throughout the implementation of the programme of enterprise education.

- Networking between teachers involved in enterprise education is helpful to those teachers and the students' experience.

- Including teachers not directly involved in the enterprise programme is helpful as it leads to a greater man of support for the project.

- Supporting materials for teachers should be as simple as possible.
- Teachers who use support materials onl y as a guideline create their own approach and lead the class at their own pace are more likely to be successful than the teachers who straightly follow the guidance of others and of Materials.

- Teachers should avoid prescription and enable young people to develop and implement their own ideas.

- It is a serious error for a teacher to overrule students' ideas as it causes feelings of insult and deep frustration, as well as lowering the students' enthusiasm.

- The teaching process should recognise the range of learning styles of students.

- Effective group work is essential to good enterprise education. Heterogeneous groups are more likely to be effective than homogeneous groups.

- Clear communications are essential for students and teachers.

- Students from ethnic and linguistic minorities need written materials in their own language.

- To be relevant and real the 'industrial world' needs to be concrete and focused when presented to youngsters. Industrial tours and visits to markets if appropriately prepared for, structured and debriefed; support students understanding of the 'industrial world' and of 'enterprise'.

- Both the process and the products of enterprise education must be attractive.

- Appropriate books and professional training in technological areas are needed to increase the ability of youngsters to develop more advanced products.

This leads the ENTRANCE project to suggest the following framework which builds on and adds to the framework the project started with.

Criteria for Effective Enterprise Education in the light of the ENTRANCE project

This section documents these findings of the research. They are drawn from Peffers (1998) and (2001)[4] and Weiss (2000)[2], Banfalvy (2000)[2], Huddleston (2000) and Weiss (2001)[1]. The following table describes those dimensions of existing research about effective enterprise education that are supported by the ENTRANCE research project as well as those that flow out of the ENTRANCE research project (which in the table below are unattributed). They are offered to the research community for corroboration.

1)   A width of values allowing the whole community to be involved and which:

- Appeals to all shades of political opinion (Jamieson 1984, 1986)
- Involves the whole community (Cumming 1992).
- Is not the servant of any ideology (Watts 1984) (Rees and Rees 1992)

2)   Adequate Preparation

- Adequate training for the teachers and facilitators involved.
- Adequate preparation of students.
- Clear learning objectives.

3)   Adequate Support to staff

- Support during implementation.
- Networking and sharing by implementations.
- Two implementations in a site to ensure reinforcement and support.
- Making the enterprise a whole institute initiative.
- Offering technological training and support to implementators in order to facilitate the development of more sophisticated products and services.

4)   Wide ranging criteria of effectiveness

- Not merely understanding or generating profitability by enhancing general learning (HMI 1990)
- Originality in relation to the way capital is generated and used (Holmes and Hanley 1989)

5)   Support to youngsters during the implementation

- Organisation into heterogeneous groups.
- Clarity in setting tasks.
- Allowing students to follow their own ideas.
- Visits to factories and markets.

6)   A balanced range of student outcomes

- The learning should balance business and economic knowledge and understanding with the development of attitudes, values, and skills and other personal qualities (Crompton 1990 and Trainor 1992).

8)   Schools need specific processes, communications and structu res to develop a co -ordinated and coherent strategy for progression in learning, including:

- The existence of a school co -ordinator post for enterprise education (HMI 1991).
- Auditing and mapping the whole curriculum as part of whole school planning for the development of enterprise education (HMI 1991, Trainor 1992).

8)   Teacher behaviour that exemplifies good practice

- Deliberately building on prior knowledge and experience (HMI 1991)
- Challenging style of teaching with high expectations of learners (Weir 1 986, Crompton 1988, HMI 1990).
- Explicit curriculum context (HMI 1990)
- Specific aims appropriate to age and ability (HMI 1989).
- Clear objectives (HMI 1991)
- Preparation process with learners that includes deliberate work by teacher towards aims and objectives (HMI 1990)
- Debriefing process with learners that includes deliberate teaching of concepts (HMI 1989, HMI 1990).

- Assessment from a range of perspectives: self, peer, teacher, business (Jamieson 1986).
- Evaluation reflecting on the aims and objectives from the point of view of the range of stakeholders (Jamieson 1986, and Caird 1990).
- Planned and deliberate reinforcement later by teacher (Trainor 1992).
- Not being prescriptive to students rather facilitating students' ideas.
- Allowing failure and facilitating learning from failure.
- Developing materials appropriate to all ethnic sub -cultures in the student body.
- Recognising the range of learning styles in the student group and supporting each.

The additional hypotheses about variables conducive to effective ent erprise education are offered by the ENTRANCE project to the research community for their exploration. The model of effective enterprise education is offered to policy makers and practitioners for their consideration.

4.1.3 'At risk' youngsters and their teaching and learning.

The rationale behind the approach of the ENTRANCE project in keeping with Huskins (1995) and Merton and Parrott (1999) is that, if young people who are 'at risk' of exclusion are to be supported, then information alone is not effec tive. They need to be helped to develop:

- **high self esteem**;

- **motivation** to take responsibility for their lives;

- **a positive life view**, something to work for; and

- the **social skills** necessary to turn their vision into reality.

Many young 'at risk' people in deprived urban and rural areas are not well -adjusted, and may demonstrate some or all of the following characteristics:

- lack confidence or self -esteem;

- have an unrealistic self -image;

- have poor social skills and low educational attainments;

- be bored, and unable to afford recreational facilities;

- seek their excitement by taking risks through offending; or

- be suffering from depression.

A young person may be considered to be 'at risk' for many reasons, but frequent indicators are:

- lack of family support or discipline;

- experiencing racism or sexism;

- have truanted or been excluded from school;

- possess a learning difficulty or disability;

- now, or in the past been, in care;

- deemed to be beyond parental control;

- homeless;

- experimented with drugs, including alcoho l;

- have experienced child abuse;

- addicted to gambling;

- unemployed;

- cautioned by the police; or

- have child-care responsibilities.

To help young people to move to independence it is useful to have some means of describing their progression and measuring it. Huskins' model below provides one means to describe young people's progressive involvement in decision making.

Stage 1   initial contact when the young person is testing and exploring the environment.

Stage 2   familiarisation (getting to know each other m ore, further testing)

Stage 3   socialisation when the facilitator will be encouraging greater commitment and involvement in activities.

Stage 4   the activity level, taking part, for example, in a competition, and seeing it through to completion.

Stage 5   when young people begin to take part in the planning and organising of activities.

Stage 6   is when they run the activities themselves.

Stage 7   is the leadership (or peer education level) when they take responsibility for others as well as themselves.

Enterprise education was experience as a tool to take individuals from the first stages to the later ones by the ENTRANCE research project.

The model also provides a tool for identifying:

- the particular role of the facilitator in supporting young people at the different stages, how this role changes, and how young people can be encouraged to move on;

- what young people can learn at each stage of participation, in particular to recognise that the level of learning increases significantly when they move on to stages 5-7; and

- the behaviour that demonstrates the learning.

Thus it can be used to provide evidence of young people's learning and behavioral change resulting from work with 'at risk' youngsters.

When young people develop social skills they begin the process of moving away from being 'at risk' of exclusion.

The following ten 'social skills' are offered by Huskins as one way of developing and recording young people's social skill learning:

1) Self-awareness / self-esteem (how you feel about yourself)

2) Communication skills (communicate effectively)

3) Interpersonal skills (getting on with others)

4) Explore and manage feelings (aware of, and open about, feelings)

5) Understand and identify with others (feel as others do)

6) Values development (what is right and wron g)

7) Problem solving (solving problems)

8) Negotiation skills (agreeing decisions with others)

9) Action planning (planning ahead)

10) Reviewing skills (Learning from experience)

The ENTERPRISE Curriculum Development Model

Levels of Activity

- Leadership or peer education role taken in new enterprise programme for peers.
- Intensive group work, initiated by young people.
- New programme planned and run by young people.

Stage 7: Lead
- Young people take full responsibility and control their actions.
- Independence ach ieved

- Take responsibility for planning and running the enterprise programme
- Group work, led by young people
- Explore issues in depth

Stage 6: organise and enterprise
- Young people begin to demand a share in the process and take responsibility.

- Take an active part in planning and running an enterprise activity.
- Young people set agenda re. issues and responses.

Stage 5: to be involved in an enterprise
- Young people begin to take action and responsibility.

- Take part in activities developed from interests and needs that have a business/economic focus.
- Introduce participation.

Stage 4: entrepreneurial preparation
- Programme developed to meet expressed and identified needs.

- Regular discussions based on trust
- Some activities as preparation/ice breakers for an enterprise.

Stage 3: socialise as preparation for an enterprise project
- Young people begin to express opinions, test ideas and seek responses.

- Meet regularly.
- Learn names.

Stage 2: meet again
- Teachers/facilitators/youth workers and young people make c ontact, engage with each other
- Trust and sharing begins

- First steps
- Initial contact

Stage 1: contact
- Young people have access to information and opportunity. Relationship level is low.
- Young people dependent.

The ENTRANCE project took most of the youngs ters involved from Stage 2 to Stage 6.
Some sites will take youngsters to Stage 7 during this academic year (2001 –2002)

A progressive model for teacher/youth worker/facilitator involvement with young people through enterprise education
adapted from John Huskins 1995

In this overall context effective approaches to teaching and learning for 'at risk' youngsters, in keeping with Merton and Parrott (1999) include:

Adults showing:

- care
- enthusiasm
- genuineness
- trustworthiness
- perseverance
- sense of humour
- commitment
- respect
- believe in the potential to succeed
- counselling and youth work experience; constructive, ability to listen, non - judgmental responses
- ability to develop skills more than knowledge
- learner centred approaches
- non-authoritarian practices
- democratic, participatory, relevant and enjoyable learning

Pedagogic processes appropriate for 'at risk' youngsters.

- Negotiate the programme.
- Find the hook for each individual
- Avoid lectures and formal inputs
- Talk with, not at
- Make learning enjoyable
- Listen
- Keep groups small
- Vary the activities and the pace -include role plays, simulations quizzes
- Well resourced IT facilities
- Balance between the needs of the group and the needs of the individuals work in both modes (individual and group)
- Emphasise individual learning styles
- Use action plans
- The process is as important as the product
- Confront and challenge the youngster' attitudes and behaviour
- Use mentors and the experience of others

- Support the teachers by keeping up their confidence
- Assessment appropria te to objective and processes
- Accreditation: shaped close to learning environment
- Tracking: reviews of learning at regular intervals
- Monitoring
- Record keeping: use personal portfolios of learners
- Careers advice available

Performance indicators in relatio n to inclusion.

The following suggest an 'at risk' individual is moving towards social inclusion.

- Increased motivation
- More positive attitudes and self -image
- Increased punctuality
- Increased attendance
- Better discipline
- Increased interest in learning
- Ability to plan the future

These results are not achieved by chance, but only through well -managed and skilled work with training approaches designed to encourage these developments. The ENTRANCE project showed that enterprise education can exemplify such an effective approach. (Weiss 2000 [1and 2], 2001 [1and 2]; Huddleston 2000 [1and2]; and Banfalvy 2000 [1and2], 2001) This is innovative.

These findings require wider dissemination, something the ENTRANCE team is doing through its publications and the Consultancy and Advice Service. The findings are also in need of verification by the research community. Policy communities addressing the concern of social exclusion, life long learning, enterprise, entrepreneurship and programme transfer will reflect on these experience and findings

4.2   How European Collaboration Contributed To The Results

The ENTRANCE project could not have been carried out in a national context. An international context was indispensable to address the concerns of the ENTRANCE project as by defin ition a programme transfer occurs across national boundaries.

The ENTRANCE project required a partner with an existing and tested programme within its country. The 'Think Industry' model provided that enterprise education programme. It required the partner to be willing to have the programme adapted for transfer to pilot sites in European Countries. The association for Industry Community Relations (IL) partner was willing for this to occur.

Additionally, it required partners in the European Countries t o assemble and apply knowledge about effective programme transfer in the adaptation and implementation of the programme in the different cultures and structures of the different countries involved in the partnership. England, Hungary and Spain provided ve ry different environments in Europe. These distinctive cultures and structures enabled a programme, originating in Israel to be transferred to the very different environments of the pilot sites. Thus the models of enterprise education, programme transfer and working with 'at risk' youth could be tested rigorously in different settings.

Enterprise education has different traditions in Europe and across the world. Its meanings vary. A European project was able to explore these distinctive traditions and meanings and develop new and shared understandings of enterprise education as well as, to discriminate its meaning from entrepreneurship.

Researching the implementation required a wide range of qualitative and quantitative instruments. The differing rese arch traditions in the different partner countries encourage a dialectic about the research instruments and through this process the research instruments were sensitive to the project's objectives. Again a European partnership benefited this aspect of the project.

The review and analyses of the findings and the materials developed again benefited from the different perspectives brought by the ENTRANCE team both from the point of view of the different cultural perspectives of the partners but also because the team brought together the expertise of researchers and practitioners.

Finally, the dissemination processes both during and after the project have benefited and built on the distinctive networks in Europe of the different partners. This enabled the re search to be disseminated widely in a geographical sense but also in the sense of dissemination to the distinct constituencies (research, policy and practice) that the ENTRANCE research reaches out to.

4.3   Future Needs For Research

The model of the varia bles conducive to programme transfer brought together by the ENTRANCE project merits both wider dissemination and vigorous testing by the European research community.

The model of the variables conducive to programme transfer developed by the ENTRANCE project should be subjected to further vigorous research. The European Commission (EC) should take an interest in prompting this further research. The advent of the European Research Area and its networks of excellence creates an opportunity for this develo pment.

It would be appropriate for this research to be undertaken in the context of new programme transfers occurring between member states, between member states and candidate countries, between candidate countries and between Europe and other parts of t he world; both within work undertaken and commissioned by the EC and by other activity of member states, governments and donor agencies.

The models developed by the ENTRANCE project for effective enterprise education and of teaching and learning enterpris e education for youth 'at risk' of social exclusion merits both wider dissemination and vigorous testing by the European research community. In particular, the finding that those most 'at risk' of social exclusion are the ones that most benefit from an enterprise education project deserves further examination by the research community. The Commission should consider commissioning such work given that if it is corroborated enterprising teaching and learning could support many policy imperatives of Europe i ncluding social inclusion and life long learning.

The experience of the business community and its involvement in learning programmes contributes significantly to the developmental experience of youngsters involved in enterprise education programmes. Thi s finding requires more systematic investigation.

The development of enterprise and of entrepreneurship is a function of a large number of variables. The impact of education and training programmes are only one of these many variables.

Only carefully co nstructed longitudinal research can throw more light on the actual impact of education and training programmes on the development of enterprise in youth 'at risk' of social exclusion. This is also the case in many other areas seeking to explore the impact of specific educational interventions on 'at risk' youth.

Little systematic longitudinal work has been carried out in Europe on issues such as: 'at risk' youth's teaching and learning or enterprise education or entrepreneurship. It should be encourage d, and supported. The European Commission and national governments should consider how to make research effective in the work in Europe's education and training institutions. Some issues such as the development of entrepreneurship or the impact of any project on intervention on 'at risk' youth can not be tackled by a 3 year research project however well funded.

4.4 Policy Implications

Knowledge about effective programme transfer is dispersed. The Entrance project has brought together, both from the lit erature and from the ENTRANCE research project's experience, what is known about effective programme transfer. This knowledge should be disseminated widely both to the policy communities in Europe and to those that are engaged by policy communities to undertake a programme transfer.

The enlargement of the European Union requires that such knowledge be widely disseminated. The problems faced by many candidate countries and members states may be alleviated by successful programmes that exist in other cou ntries. However, transfers that do not follow what is known about appropriate processes of transfer are likely to create problems not only in the recipient country, but also for the programme being transferred, as well as, for the whole process of programme transfer.

It would be appropriate for the EC to consider and build on what the ENTRANCE project has learnt about programme transfer and to disseminate this knowledge widely.

It is appropriate for the ENTRANCE Consultancy to support this suggested work for the EC and to market amongst its services what it has learnt about programme transfer as part of the process of widening awareness of what constitutes effective programme transfer.

With the advent of the European Research Area and Framework 6 the C ommission should consider how to build up additional research and networks of excellence around the theme of effective programme transfer.

Knowledge about effective teaching and learning for youth 'at risk' of social exclusion is dispersed in Europe's res earch and practitioner communities.

Wider dissemination of what is known; about effective teaching and learning for youth 'at risk' of social exclusion; including what the ENTRANCE project has developed, should be a consideration for the EC.

Systematic **dissemination** of learning about effective approaches to teaching and learning with 'at risk' youngsters deserves to be of high importance to the EC. This is particularly the case as the Union moves towards enlargement and the imperatives of social inclusio n and life long learning become even more pressing.

The **application** of what is known about effective teaching and learning with 'at risk' youngsters deserves wider implementation across Europe's education and training systems in order to combat the proble ms of social exclusion.

It is appropriate for the ENTRANCE Consultancy and Advice service to support the Commission in their work and to market amongst its services what it has built up about effective teaching and learning for 'at risk' youngsters and ho w enterprise education is a very suitable vehicle for the application of effective approaches for teaching and learning for 'at risk' youth.

With the advent of the European Research Area, it is important to ensure that a network of excellence from practit ioners and research communities is gathered around the theme if effective teaching and learning programmes for 'at risk' youth. Efforts to add knowledge and practice to this important practical concern of European society should be given further momentum in the context of Framework 6.

Enterprise education's philosophy and practices have been shown by the ENTRANCE project to be a very suitable vehicle for the implementation of what is known about effective teaching and learning practice with 'at risk' yout h.

This coincidence of education philosophy and practice with political imperatives and interests provides governments of member states with opportunities to address concerns about social inclusion and life long learning; through enterprise education pro grammes that build on what is known about effective approaches to enterprise education.

The model of effective enterprise education developed by the ENTRANCE project merits wider dissemination. Its materials, principles and practices provide opportunitie s for action.

The further engagement of the business community in the learning processes of Europe's youth should be further encouraged by the EC.

It is appropriated that one of the services marketed by the ENTRANCE Consultancy and Advice Service is the dissemination of what is known about effective enterprise education for youth 'at risk' of social exclusion and the materials developed by the ENTRANCE project to facilitate enterprise education.

Enterprise education and entrepreneurship are distinct and different. They have different objectives. Enterprise education involves learning THROUGH and ABOUT enterprise/business. Entrepreneurship involves leaving FOR business START -UP. This distinction is not fully understood in Europe and the Commission should be clear of the very different starting points and objectives of each of these distinct areas, help this conceptual distinction to be clearer across Europe and facilitate the development of both. At the same time, these concepts have links and overlaps . These should be made clearer to the practitioner, policy and research communities with these concerns.

The advent of the European Research Area is an appropriate moment to foster such a development. A network of excellence involving researchers and pr actitioners around the theme of enterprise education should be created. Such a network should explore both enterprise education and entrepreneurship studying both their distinctiveness and their connections. The Study of the impact of interventions such as enterprise education or entrepreneurship on any group of people including those 'at risk' of social exclusion is complex and will take a long time. Longitudinal research in this area should be fostered.

5. Dissemination and Exploitation of Results

5.   Dissemination and Exploitation of Results

The fifth phase of the research – Dissemination

1.   Objective of the fifth phase of the research

To disseminate the results of the research and the publications described above through conferences and seminars organised at national and European levels.

- **Tasks, timing and duration of the fifth phase of the research.**

Publication of research and other papers have taken place from June 2001.

Dialogue regarding the application of the research project's learning to the European Union's programmes starts through this report and the work of the recently launched Advice and Consultancy Service.

National dissemination seminars took place from May to November 2001. Se e attached programmes for the UK and Israel in Annex 7, parts 28 and 29.

A European Dissemination seminar for all participating countries in the research and invited colleagues from other parts of the EU and beyond took place in November 2001. See attach ed programme for this seminar which took place at the Institute of Education, University of London in Annex 7, Part 26.

The Final European Project Team meeting shaped this Final Report to the EU in November 2001. The meeting took place in London.

The Project's Advice and Consultancy Service was launched in London in November 2001.

- **Methodology of the fifth phase of the research.**

Elements of effective dissemination programmes utilised in this phase of the research included:
- clarity about the intended mes sage
- clarity about the needs of an audience
- effective targeting of information about an event to the group to whom the information \ message is applicable in terms of their identified or expressed needs.
- planning with appropriate time scales for the organis ation of the event and its programme, contributors and participants.
- fulfilling the expectations of the audience with the nature of the programme offered.

National Co -ordinators in conjunction with colleagues from their host institution were responsible for organising the dissemination events in their country and are supported the European Project Team Co -ordinator to organise and implement the European dissemination seminar.

The principal audience at seminars was the research others involved were those working with the target group and those managing programmes that address the needs of 14 to 19 year old youth in danger of social exclusion.

Each of the national seminars had an international character and were supported b y the attendance at them of the European Co -ordinator. At the European Seminar the Advice and Consultancy Service was launched by the partners and offered on market principles across Europe and beyond to those engaged in the development of programmes for t he socially excluded. This service provides the platform for the further development, dissemination and exploitation of the project's findings and developments.

Discussion through this report is initiated by the European Project Team of the project with the Commission in order to assess the applicability of the learning achieved in the research project to EU programmes. A similar process will be undertaken with those national governments of the partners involved in the research.

All the team has contrib uted to the publications of this phase.

The establishment by the partners of an Advisory and Consultancy Service at the completion of the research project in London on 23 rd November 2001 (see Annex 7 part 26 for the programme) offers additional opportun ities to apply and disseminate the learning from this research. At the same time, the work of the consultancy will encourage further research and development work around the themes of the project and a continuing contribution to the areas of this research well into this century. The partners will study the requirements of the Sixth Framework and seek to participate in it.

The research has a number of different audiences. For this reason, the Advice and Consultancy Service and its exploitation plans like t he dissemination phase, are targeted at the different audiences of the research. In terms of the European research community the partners intend to organise on market principles further dissemination seminars for the research community in each participating country and another European seminar for an invited audience from the research community from across the EU, candidate countries and beyond. These seminars, it is hoped, will be enriched by the presence at them of representatives of the three broad const ituencies that will draw from the research of the partners. Namely, the research community with concerns around the issue of exclusion, those with a research interest in enterprise education and also those with a concern with social policy, its development and its transfer. These seminars will communicate through a series of papers and presentations the findings of the consultancy phase that was started. These papers and the proceedings from the seminars again will be submitted to relevant journals in the EU to ensure that there are additional opportunities for the EU's research community to access the findings of the research project at regular intervals through the Consultancy Phase well beyond the three year project.

The web site for the project www.eue ntrance.com (see Annex 7, part 27) will act as a signpost to the post-project dissemination plans of the consultancy and will contain summaries of the research undertaken by the partners and the proceedings from the seminars during the project phase.

Practitioners working with the target group, in enterprise education will be able to access the project's web pages and gain information about the developments of the consultancy. In addition,

details of the training programmes for practitioners in each parti cipating country will be on the web site and act as a further marketing tool for theses events. These training programmes will disseminate both the outcomes of the research and the training modules and materials found to have been effective by the National Implementation Teams. These materials and the publications of case studies of developments are anticipated in the magazines and journals that support the development of those professionals and volunteers working with and in support of those in danger of s ocial exclusion. The commercial publication of the materials and training modules developed by the partners and shown to have been effective with the target group of the project is anticipated in the next months. These are expected to be the dominant sour ce of income for the Consultancy in its short and medium term business plan
.

Recommendations to the EU and its institutions as well as to local, regional and national governments are anticipated both in terms of policy issues and practical programmes for   those youth in danger of social exclusion. At the same time, the research offers the entire social policy community a model about the processes, style and manner of programme transfer. Therefore, the social policy community in its attempts to apply effect ive programmes across the EU and beyond at this time of enlargement and in the context of the Giscard d'Estaing Convention are viewed as key partners in the further development of this area research and its application to new EU programmes.

Results

	Results Title Description		Annex
1.	Set up web site	Completed see www.euentrance.com To disseminate publications and market consultancy. Lead AICR and IOE	See Annex 7 Part 27
2.	Complete the literature rev iew. A critical review of the main issues of the project. The subjects to be covered will be: • enterprise education • policy and programme transfer • education and training of youth in danger of social exclusion.	Completed - reported and sent with the first p eriodic report. To be disseminate to the research community. Lead UOW	See 1st periodic report and Part 13 of Annex 7 which update it.
3.	Framework of variables for the effective transfer of a programme form one country to another country.	Completed - reported and sent with first periodic report. To be disseminated to the policy and research communities. Lead IOE	See Annex 7, Part 9

AICR=   Association of Industry Community Relations (IL)
IOE=   Institute of Education, University of London (UK)
UOW=   University of Warwick (UK)
ELU of B=   Eotvos Lorand, University of Budapest (HU)

Results

	Results Title Description		Annex
4.	Framework of variables for the effective introduction of enterprise education to 14-19 year olds in danger of social exclusion.	Completed - reported and sent with first periodic report. To be disseminated to the policy and research communities. Lead IOE	See Annex 7, Part 7
5.	National reports of the implementation of the project and preliminary findings for the research.	Completed - reported and sent with second annual report. To be Dissemination nationally by UOW, AICR, ELU of B, IOE	See Annex 7, Parts 23 to 25
6.	Publication of the Model for the effective introduction of enterprise education to 14-19 year olds in danger of social exclusion.	Completed - reported and sent with second annual report. To be disseminated via web site and by all partners by web site and consultancy. Lead IOE and AICR	See Annex 7, Parts 7 to 9 and 20 and 21
7.	Research papers and case studies that describe the models developed and the processes by which they had been developed.	Completed see draft publications in Annex 7. To be disseminated by the authors.	See Annex 7, Part 10-19
8.	Publication of students materials and training processes to disseminate the models.	Completed and attached in the Final Report. To be disseminated by every site and by the Consultancy. Lead AICR and IOE	See Annex 7, Part 20 and 21

AICR=   Association of Industry Community Relations (IL)
IOE=   Institute of Education, University of London (UK)
UOW=   University of Warwick (UK)
ELU of B=   Eotvos Lorand, University of Budapest (HU)

6. ACKNOWLEDGMENTS AND REFERENCES
(Additional to those in Annex 7)

6. Acknowledgements and References

The ENTRANCE project team wish to record their thanks to the following for their intellectual support and leadership.

Judi Cotton

Kevin Crompton

Peter Evans

Julia Fiehn

Professor Alan Gibb

Professor Denis Gleeson

Toni Griffiths

Dr Geoff Hayward

Professor Ian Jamieson

Dr Leonides Kyriakides

Professor Andy Miller

Professor William Richardson

Professor Ulf Staberg

Professor Tony Watts

Professor Geoff Whitty

Professor John Woolhouse.

To the following officers of the Commission for their effecti ve support

Especially Fadila Boughanemi

and

     Veronique Christophe

     Laurence Duhem

     Vivianne Ferreira

     Ivan Feys

     Chris Jetten

     Nunzio Migliore

     Stephen Parker

     Victoria Vandersteen

     Alan Wells

To the following for their work in the project:

Varda Gur Ben-Shitrit

Toker David

Dora Dorasz

Amit Galili

Pat Ludgate

Jayne Moroan

Gabor Pertl

Reuvan Shmaia

Steve Stillwell

Andrew Somers

Nigel Raiment

Istavan Takacs

Most especially, all the youngsters from all the pilot sites, the facilitators of the ENTRANCE project in all pilot sites and site managers, as well as, all members of the local economic communities of pilot sites who gave their time to support this work.

To the following for their administrative support and good humour:

Gabrielle Brown

Samantha Borysiewicz

Lois Davis

Adebola Laditan

Dr Loreto Loughran

Lucy Palfreyman

Rajee Rajagopalan

Dr Alan Rowe

Angeles Sanchis

Ginny Smith

To Katalin Romhànyi for encouraging the proposal to be written.

Above all, to Maria Tamas ('Babi'). Her kind ness, charm, quiet companionship and encouragement will be remembered always by all of the ENTRANCE team and anyone who ever met her.

7. ANNEXES

Annex 7 - Parts 1 to 30

Part	Title
1	ENTRANCE Project Implementation Training Programme.
2	ENTRANCE Baseline Questionnaire to Students.
3	ENTRANCE Exit Questionnaire to Students.
4	Codification Instructions for the Questionnaire to Students.
5	ENTRANCE Project – Teacher/Lecturer Diary (guidance).
6	Guidance for teachers/facilitators regarding student portfolios.
7	ENTRANCE's model of quality in Enterprise Education. - Peffers (2001)[1]
8	ENTRANCE's model of work with 'at risk' youngsters. - Peffers (2001)[2]
9	ENTRANCE's model of Programme Transfer. - Peffers (2001)[3]
10	The impact on learners of the ENT RANCE project. - (Kyriakides, 2001)
11	What role can be claimed for enterprise education projects in the development of entrepreneurs and entrepreneurship. - Peffers (2001)[4]
12	Implications for researchers of the ENTRANCE project. - Huddleston (2001)
13	Research and Evaluation Studies of Learning for Enterprise and Entrepreneurship.
14	Difficulties in making international comparisons. - Aparisi (2000)
15	The impact of context on the content in a multi -national project. – Banfalvy (2001)
16	What makes a teach er an agent of change -the experience of the ENTRANCE project in Israel. – Weiss (2001)[1]
17	A case study of an ENTRANCE project's pilot site in Hungary. – Banfalvy (2001)
18	Case Studies of the ENTRANCE project's pilot sites in England. – Huddleston (2000)[1]
19	A case study of one of the ENTRANCE project's pilot sites in Israel. – Weiss (2000)[1]
20	Materials for teachers and youngsters for the development and implementation of a mini -enterprise project in an educational setting. - Peffers (2001)[5]
21	A framework for the introduction of Enterprise Education to youth at risk of social exclusion. A Course Syllabus for Teachers and Facilitators of Enterprise Education - Weiss (2000)[2].
22	A comparative analysis of the implementation of the ENTRANCE project in Hungar y, Israel and the UK – Evidence from the National Research Reports and Case Studies. - Peffers (2001)[6]
23	The National Report on the development and implementation of the ENTRANCE project in England. – Huddleston (2000)[2]
24	The National Report on the devel opment and implementation of the ENTRANCE project in Hungary. – Banfalvy (2000)
25	The National Report on the development and implementation of the ENTRANCE project in Israel. – Weiss (2000)[2]
26	Programme of European Dissemination Seminar – London 23/11/01
27	Web Site www.euentrance.com – front page.
28	National Dissemination Seminars – Israel
29	National Dissemination Seminars - UK
30	Publications in Hungarian and Hebrew

The List of the projects deliverables and their status is attached to part 5 above.