

Entrepreneurship Education

An exportation of the possibilities for enhancement in Secondary Education in the UK

Entrepreneurship Dissertation – 7013ICTE
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ABSTRACT

Purpose – The purpose of this research is focused on Entrepreneurship/ Enterprise Education, aiming at the prospects for improvement in the UK Secondary School sector. The basis for this research seeks to explore the potential of introducing secondary school pupils in the UK to entrepreneurship/ enterprise education through education. by introducing secondary school children to entrepreneurship education, it is believed that they will develop a level of interest in an entrepreneurship career pathway in future.

Methodology – This research gathers qualitative data on the subject of enterprise and entrepreneurship education in the UK secondary school system. This research is based on empirical data and seeks to add to the existing literature. This piece of work takes a standpoint of various stakeholder groups, being enterprise educator, parents and teachers to assess the possibility of introducing entrepreneurship and enterprise education in the UK secondary school curriculum.

Findings – The search findings revealed the benefits entrepreneurship and enterprise education has on individuals and children who have experienced entrepreneurship education through a UK enterprise educator. The findings also revealed the existing enterprise/ entrepreneurship education activities ongoing on other parts of the world and the government policies regarding the subject matter. The opinions of UK parents and secondary school teachers are also captured in this research.

Originality/ Value – Implementation of government policy on entrepreneurship education and the need for the introduction of entrepreneurship/ enterprise education as part of the UK secondary school curriculum. Training of secondary school teachers to deliver effective teaching and assessment of entrepreneurship education courses in UK secondary schools.

Keywords – Entrepreneurship Education, Enterprise Education, Education, Secondary School Education, UK Secondary School System, Entrepreneurship, Government Policy

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1.0 CHAPTER ONE: INTRODUCTION

Advancing entrepreneurship has currently become a subject area which is gaining maximum priority among governments and public policy organisations (Luthje and Franke 2003: 135–147). As a result, entrepreneurship education is being promoted in educational institutions in both developed and developing countries around the world. This is aimed as a mechanism to educate and develop students who aim to pursue entrepreneurship careers as well as equip students with the essential skills to strive in the fast-paced globalised marketplace (Nabi and Holden 2008: 545–551). This initiative is established on the belief that the skill of entrepreneurship can be studied. Being competent in the 21st-century marketplace is as essential and policymakers have taken it upon themselves to breed its citizens in that regard (Matlay 2005: 627–643; Matlay 2006: 293–295; Solomon and Tarabishy 2002: 65–86; Kuratko 2005: 577–598; Kuratko 2003).

According to Kuratko (2005), entrepreneurship is frequently seen as one of the most effective disciplines. This argument came about and is concisely stated by Kuratko (2005) claimed that the art of entrepreneurship has developed over the past 20 years as perhaps the most effectual economic force that the world has ever witnessed in the last two decades. Consequently, entrepreneurship has been described and defined in many ways by numerous individuals, organisations and scholars (Kuratko 2005: 577–598). As said by (Kuratko and Hodgetts 2004), entrepreneurship can be defined as an effectual process of vision, management of change, and invention (Kuratko and Hodgetts 2004). In their view, entrepreneurship involves an application of passion, enthusiasm and energy towards the development and application of new concepts and innovative solutions.

In an alternative way, (Hisrich and Peters 2002) describes entrepreneurship as a step-by-step process of developing something original that brings value by dedicating the required time, skills and effort, allocating the needed financial resources, mindset and social risks as well as obtaining the desirable monetary rewards, independence and personal fulfilment (Hisrich and Peters 2002). They are also of the view that though there are countless descriptions than can be listed in defining entrepreneurship, there are a few shared characteristics which depict what

entrepreneurship entails, which are risks taking, rewards, originality and personal fulfilment. (Hisrich and Peters 1998) claim that these characteristics and commonalities will potentially continue to be the mainspring behind the concept of entrepreneurship as well as entrepreneurship education in the long term (Hisrich and Peters 1998).

(Shepherd and Douglas 1997) defined the entirety of entrepreneurship education as the skill and capability envision an idea, pursue the course for a business venture by merging information from academic disciplines and also from external environment factors all in the framework of ensuring the survival of an enterprise over a lifetime (Shepherd and Douglas 1997). Entrepreneurship education is an educational program that aims to offer its students with not only knowledge but with skills and a drive to inspire a successful entrepreneurial venture in a multiplicity of settings. Entrepreneurship education also has the means to encourage entrepreneurship intentions by imparting the interest and zeal of becoming an entrepreneur (Alberti et al. 2004). Another definition by Fiet (2001) denotes entrepreneurship education as an academic and structured formal passage of entrepreneurial know-how, which in order refers to the ideas, skills, and intellectual understanding used by people through the process of beginning and growing their growth-oriented enterprises (Fiet 2001: 1–24). Critically assessing both definitions, it is comparative to derive that entrepreneurship and enterprise education is a well-founded discipline that is targeted at instilling not only entrepreneurial information and knowledge but also passion, skills, and enthusiasm which contributes to one's ability to become an entrepreneur.

My aim for undertaking this research is centred around the lack of enterprise education in secondary education of which I seem to have been a victim too, growing up. While studying for my bachelor of science degree in construction technology and management, I realised how unpassionate I was about the programme even though I was excelling. I actively soul searched myself and uncovered my innate passion for entrepreneurship and decided to start a shoe manufacturing business after identifying an opportunity to fuel my passion. Even though my venture is excelling, I believe that I would have excelled even better if I was introduced to

entrepreneurship/ enterprise education earlier in my life. I therefore aim to research into existing entrepreneurship education ecosystem and how it can be encouraged within the UK secondary system.

This piece of work will look into the possibilities of enhancing the teaching of entrepreneurship in the British Secondary School curriculum; taking into consideration entrepreneurship/ enterprise education providers, parents and secondary school teachers in the UK. Demographic data, opinions and expectations of parents and secondary school teachers will be involved because they are stakeholders associated with education and shaping of a child's future. Several studies and researchers have identified that differences in culture have a tremendous influence on entrepreneurial motives in the 21st century (Paul Dana 2001a: 405–416); (Lee et al. 2011: 55–70). An in-depth interview will be conducted with entrepreneurship/ enterprise education providers in the UK to acquire relevant information on the subject matter, as well as collation of opinions from parents and teachers in the UK. This research will also look into the existing entrepreneurship/ enterprise education activities around the world and what is happening in the UK. A juxtaposition will be drawn from the information discovered through the interviews, the online surveys for both parents and teachers and a conclusion drawn as well as recommendations made on the subject of entrepreneurship/ enterprise education in the British secondary school system.

2.0 CHAPTER TWO: LITERATURE REVIEW

The literature review for this piece of work will explore the benefits of entrepreneurship education, taking into considering the research works that have been conducted in the subject area. The stance of entrepreneurship education in the UK and the European Union will be delved into as well as enterprise education in other parts of the world. This section of this research will also delve into the Welsh Baccalaureate entrepreneurship pathway for secondary education and other non-conventional forms of education; relating to enterprise/ entrepreneurship education within the UK and other parts of the world.

2.1 The Benefits of Entrepreneurship Education

(Fayolle and Gailly 2004) are of the firm belief and have stressed the significance of developing and emphasising venture creation objectives, thus enriching the efforts a person is willing to contribute to creating a business venture whether for profit or to help society (Fayolle and Gailly 2004). The findings that were reported by (Kolvereid and Meon 1997) in their article on business and entrepreneurship graduates are by this belief. Having likened graduates who have majors in entrepreneurship to graduates with concentrations in other business disciplines, their research findings confirmed that having entrepreneurship as an academic major often result in greater entrepreneurial intentions and therefore a higher chance of the graduates creating businesses (Kolvereid and Moen 1997: 154–160). However, (McMullan and Gillin 1998) also found out that more so, students who were not intending this type of career initially could end up having their minds changed; i.e. being educated and becoming more prone to starting a business of their own (McMullan and Gillin 1998: 275–286).

According to Noel's (2002) research, entrepreneurship graduates have higher tendencies of setting up businesses within the first two-five years after graduating, compared to graduates with other business or non-business academic majors (Noel 2002: 3–14). In the same vein, Souitaris et al (2007) established that there is an upsurge of entrepreneurial intentions among most students having taken part in an

entrepreneurship academic programme, while students who did not participate in entrepreneurial activities or programmes did not demonstrate the same transformation (Souitaris et al. 2007: 566–591).

Young people with entrepreneurship education are more likely to set up their own companies. Up to 20% of students who participate in a mini-company programme in secondary school will later start their own company. That is up to five times higher than in the general population. Businesses started by these students are also more ambitious (European-Commission 2020a). Nonetheless, the effectiveness of entrepreneurship education is has been an essential ongoing debate as to whether entrepreneurship education moulds an individual into a type of personality or only provides relevant skills to practice entrepreneurship (Béchar and Toulouse 1998: 317–332).

2.2 Entrepreneurship Education In The UK

As described by Neck and Greene (2011), teaching entrepreneurship as a subject has transformed from being a process-oriented syllabus into a methodical and experimental approach. They went on to state that, Babson College, for example, require their entrepreneurship students to start-up businesses in their first year of college; to help them gain a tangible experience of what they study in the classroom (Neck and Greene 2011: 55–70).

According to the Ofsted report (2016), the UK government needs to improve on its policy concerning the indulgence of entrepreneurship education in the British primary and secondary school levels. The report revealed that out of 40 UK secondary schools visited on inspection, only 4 schools demonstrated an effective enterprise education approach to their curriculum regardless of the government's promise to foster enterprise education in response to the Lord Young's report in 2014 (Ofsted 2016).

In response to the findings of this report, Sir Michael Wilshaw who was the HM Chief Inspector said: “The question of how well our school system is preparing young people for the world of work has never been more important. The future success and prosperity of the UK in a post-Brexit world will increasingly depend on our ability to harness home-grown talent and to encourage the creativity and innovation of our young people. That will mean making sure that pupils from all backgrounds have access to an education that prepares them well for the next stage of their lives, be that higher education, entering employment or setting up their own business.” (APPG 2018).

A longitudinal research study on enterprise education in the United Kingdom conducted by Matlay and Carey (2007), which lasted close to a decade from 1995 to about 2004 revealed that less than 20 universities offered entrepreneurship education as a full-time undergraduate programme. Within that same period, only 6 universities offered postgraduate programmes in entrepreneurship in the UK. Towards the end of the research period in 2004, the number of universities offering programmes in entrepreneurship in both undergraduate and postgraduate levels had increased to 36 and 29 correspondingly. It was revealed that this increase was as a result of funding from government and widespread interest by individuals (Matlay and Carey 2007: 252–263).

Entrepreneurship is essential and fundamental to job creation and an avenue to help boost every country's economy to prosperity (Acs et al. 1990); (Kourilsky and Esfandiari 1997: 205–215). This research contributes to the rationale of why governments are interested in promoting entrepreneurial activities and inciting their citizens to be entrepreneurially-minded through education (Rae and Wang 2015). Subsequently, an increase in curricula and programmes in entrepreneurship and enterprise education has been in existence since the early years of 1980; in which over those past years, schools and academic establishments have made a lot of effort to create apposite entrepreneurial programmes for individuals and small business owners.

Notwithstanding the fairly brief history of entrepreneurship education compared to other disciplines in management, entrepreneurship education has over the years become extensively recognised and existing teaching programme in universities and most business schools globally. However, how entrepreneurship education should be designed and taught effectively to students remains an unanswered question (Heuer and Kolvereid 2014: 506–523). According to the All Party Parliamentary Group for Entrepreneurship (APPG), the British Government ought to identify the necessity to recognise and train enterprising teachers and ones who have the needed skills and knowledge to teach school children enterprise education. The government must also create an avenue for schools to liaise with local entrepreneurs who would periodically visit schools to mentor kids and also liaise with organisations who have similar objectives such as The Young Enterprise, Peter Jones Foundation, Ultra Education C.I.C, Founders4Schools and 7-Billion Ideas who will assist teachers and students with enterprise education courses (APPG 2018).

2.2.1 APPG for Entrepreneurship

The All Party Parliamentary Group for Entrepreneurship (APPG) was established to support, promote and encourage entrepreneurship in the UK. The group is made up of Lords and Members of the British Parliament (MPs) of both the House of Commons and the House of Lords who share a similar interest in the subject of entrepreneurship. The APPG for entrepreneurship also sees to it that the British Parliament is kept up-to-date on the key areas and sectors that need to be given attention, in improving the most approving state of entrepreneurship in the UK. The advisory board of the group which is made up of individuals with astute knowledge on the subject from different sectors work together to keep the APPG, members and officers updated on policies concerning entrepreneurship (APPG 2020).

In 2014, the All Party Parliamentary Group proposed a study to the British parliament entitled “An Education System Fit for an Entrepreneur” which was as a result for the quest to create more microbusinesses by the UK parliament. This study served as a springboard for further government policy to be made by the Prime minister’s office such as the Lord Young’s Enterprise for All (QAA 2018: 34–50). The All Party

Parliamentary Group for Entrepreneurship focusses on key policy priorities such as entrepreneurship education, tax reform, exportation, female entrepreneurship, mental health, disability, procurement and immigration. In the area of entrepreneurship education, the group focuses on how the British education system equips students with the knowledge and skills required to start a business by researching into how to effectively deliver entrepreneurship education, considering the challenges and successes which is then presented to the government (APPG 2020).

2.2.2 Enterprise for All

Enterprise for All (2014) is a report on enterprise education in the United Kingdom, which was put together by Rt Hon Lord David Young. Lord Young is an advisor to the British Prime Minister on small business and enterprise and has many years of experience in venture creation and public policy. Lord Young's commendations on Enterprise for All brings about the ability for British students to be able to choose university programmes by on their future employment rates and income potential. Other recommendations include:

- Enterprise Passport – an introduction of a digital record which will contain all enterprise-related and extra-curricular activities of students; throughout their educational experience.
- A National Volunteer of Enterprise Advisors who will work closely with the head of schools.

The prime aim of Enterprise for All is concerned with encouraging young people to acquire employable skills and excel through their education in addition to experiencing the significance of what they taught through education. Enterprise does not only to create entrepreneurs but also creating a can-do spirit and attitude in young people as well as equipping them with the poise to cultivate a career or vocation of interest (Gov.uk 2020).

According to Lord Young (2014), young people in the 21st-century experience a different type of economy. There used to be a time where the education stages and

system was predictable is relation to lifelong employment after a person completed their education. Today in the UK, 95.5% of companies employ less than 10 workers within their organisation and working for the same employer for a longer period of years is not the option for today's generation. Over the last 10 years, the UK has experienced an astounding rise in self-employment by 4.6million. The increase in the number of entrepreneurship activities and employment in the UK has resulted in more than 600,000 microbusinesses; with 0-9 employees (Young 2014). Lord Young (2014) again stated that, according to the RBS youth entrepreneurship tracker between 2004 and 2015, recorded that 55% of 18 to 30-year-olds aspired to start a business, compared to 35% of the total adult population and fourteen per cent within this age group confirmed they were actually in the course of starting their businesses.

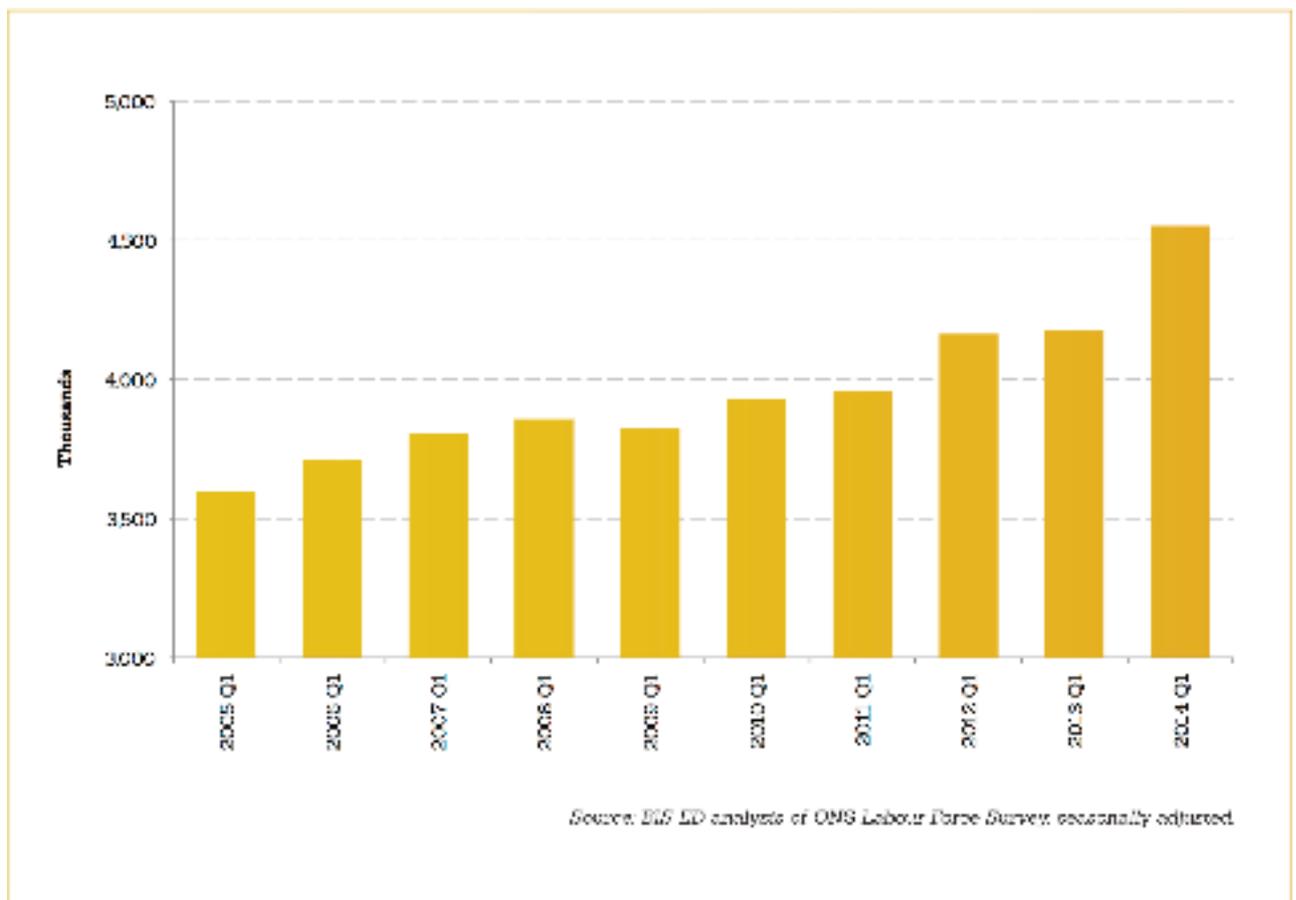


Figure 1- Self Employment Number 2005-2014. Source BIS ED Analysis of ONS Labour Force Survey, Seasonally Adjusted

Another aim of Enterprise for All is for the UK to allow enterprise activity throughout the British educational system from primary through to the university level and

beyond. This will help to change the knowledge that children receive in schools towards venture creation and employability as well as what employers will be looking out for when recruiting. Some of the enterprise activities in secondary schools in the UK include the Premier League Enterprise Academy, Tenner Challenge and also Tycoon Enterprise Competition. These platforms offer students and young people from several schools in London and across the UK, real-world skills and confidence to increase employability prospects, and assist those wanting to establish a business or enterprise (Young 2014).

2.3 UK Higher Education Policy Report

In 2012 (updated in 2018) UK's organisation for higher education; the QAA published guidance on Entrepreneurship and Enterprise Education which contributed to the evolving of the British policy landscape which has called for some aspects of the guidance to be reviewed and given attention. The Depart for Business, Energy and Industrial Strategy (BEIS) created a new role for a Chief Entrepreneurial Adviser in 2017 with the aim to ensure consider the best international business practices, ensure that more people get access to business school practices and help assess the available support entrepreneurs.

The QAA guidance contributed to the shaping of the Teaching Excellence Framework (TEF); which provides an opportunity for an educational institution to appreciate the importance of quality Entrepreneurship and Enterprise Education as well as highlighting the career benefits for students. Considerable progress has been made over the years to help improve the evidence base for institutions to identify the effect of Entrepreneurship Education on jobs as well as the economy as a whole. Destinations of Leavers from Higher Education (DLHE) conducted a review between 2015 and 2017 to come up with a new model which offered a much better way of identifying the outcome of a student who takes non-traditional educational routes which included entrepreneurship, self-employment and freelancing.

The QAA (2018) guidance revealed that in Scotland, the higher education institutions (HEIs) are actively partaking in the 'Making it Happen' initiative among Scottish

universities, which has a purpose of addressing the gaps with regards to Enterprise and Entrepreneurship Education in the Scottish higher education system. In 2015, all Scottish universities approved and signed an agreement on a set of actions that will increase the accessibility of Enterprise and Entrepreneurship Education in Scottish higher education system; to increase the number of students and teachers partaking in Enterprise and Entrepreneurship allied activities; amongst others.

According to the QAA (2018) guidance, the Welsh Government is spearheading two initiatives in line with enterprise and entrepreneurship education. these initiatives are The Youth Entrepreneurship Strategy initiative and The Big Ideas Wales initiative. The government actively funds the allocation of entrepreneurial role models at all educational levels and the training of teachers on enterprise education. The government of Wales also funds educational boot camps which can help establish networks for companies and institution to network with educators. The Successful Futures' (2015) review which focused of the Welsh educational system, shed more light on the need for enterprising innovative contributors, which has become part of central policy, and to enhance the Welsh teacher training initiatives. In 2017, the Welsh Government's initiated an economic action plan which called for more entrepreneurship and innovation focussed enterprises to coordinate with various Welsh educational institutions at all levels.

In Northern Ireland, the Think/Create/Innovate Education Action Plan which was initiated by the Northern Irish government informed a 10-year strategy from 2014 to 2025. This strategy is focused on Innovation and development of Northern Ireland. This initiative called for the enhancement of innovative activities and provision of skills needed by innovative businesses through education. The initiative also proposed that formal qualifications needed to be supplementary, as Entrepreneurship Education will be the basic requirement (QAA 2018: 34–50).

2.4 European Government Policy on Entrepreneurship Education

The European Commission is of the view that entrepreneurship is a transferable skill and art that can be studied. Being an entrepreneur is not by birth and you do not have to be born an entrepreneur to be able to run a successful business. You can develop the skill of entrepreneurship by developing an entrepreneurial mindset and the willingness to solve a problem. Europe wants more entrepreneurs in its economy to create more jobs for the people of Europe and it is necessary for the EU to support enterprise education in all European countries. The main aim of the European Commission on entrepreneurship education is to promote it and emphasise its importance at all levels of the European education system; from primary school to university and even beyond (European-Commission 2020a).

According to the European Commission, developing the entrepreneurial capabilities of the European people and institutions has been one of the major policy aims for the EU and the Member States for numerous years. The European Commission's first reference to the significance of entrepreneurship education was in the European Green Paper which was focused on Entrepreneurship in the year 2003. By 2006, the EU Commission had come up with an initiative for entrepreneurship as part of the eight key skills essential for all members of any European knowledge-based institution. The European Commission has institutionalised a number of public policies over the years in regards to entrepreneurship education which has led to job creation, wealth creation and economic stability across Europe. A more recent policy of that nature is the New Skills Agenda and the 2013 Entrepreneurship Action Plan 2020. Other policies are the 2012 Communication on Rethinking Education and the 2008 Small Business Act of Europe (Bacigalupo et al. 2016, vol. 27939).

The European Entrepreneurship Competence Framework (EntreComp) is a complete, adaptable & multi-purpose orientational framework developed by the European Commission; intended to help understand entrepreneurship as competence and to be able to apply it in every field of work. According to enterprise educators (2020), the EntreComp Framework identifies the skills that make up what it takes to be entrepreneurial, what to discover and how to act upon opportunities as well as ideas. It also details out how to transform an idea into commercial, social, or

cultural value for others (Enterprise Educators 2020). At its basic level, the EntreComp Framework consists of three key areas with each having five separate competences; summing up to a total 15 competences by which individuals use a guide to discover and develop opportunities and ideas. The three key areas that make up the EntreComp Framework are Ideas and Opportunities, Resources, and Into Action (Bacigalupo et al. 2016, vol. 27939).

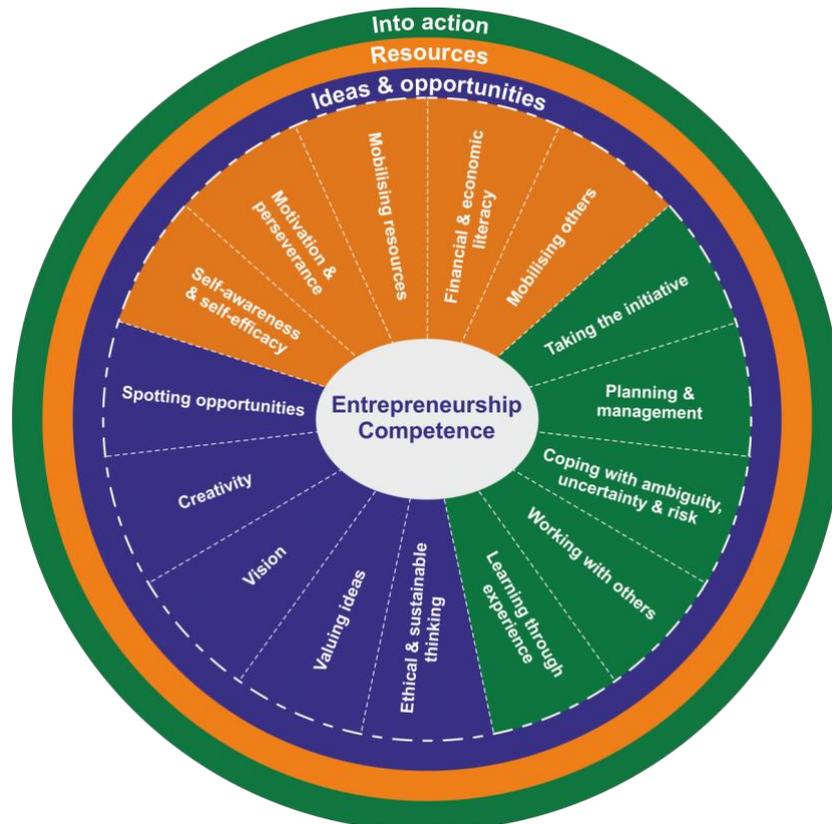


Figure 2 - Areas and Competencies of the EntreComp Conceptual Model

2.5 Entrepreneurship Education in Other Parts of the World

2.5.1 France

Many researchers have strongly advocated and argued for governments to be more assertive in fostering the promotion of enterprise education as a national policy to help incite a better economy. Klapper (2014) stated that the government of France with a keen interest in the education sector urged the teaching of enterprise education and the creation of small-medium enterprise across the country. The

government believed that entrepreneurship is an avenue to job creation for the people of France and a way of economically developing the country (Klapper 2004: 127–137). O'Connor (2013) also reinforced the significance of government involvement on policy for enterprise education to help boost the economic climate of a country; by the creation of employment and businesses. In nation-building, it will be prudent for governments to play a prime role in integrating enterprise education in educational systems as a national policy (O'Connor 2013: 546–563).

2.5.2 United States Of America

Entrepreneurship education outside of the United States of America began quite late under different perspectives and situations. Wilson (2008) inferred that the definition of enterprise education for the people in the USA differed from that of people in Europe. Several pieces of research conducted found that universities in the US have been playing major roles in the entrepreneurship ecosystem within local communities; merging entrepreneurship and academia to build a network for business start-up founders, connecting venture capitalists to business start-ups, etc. However, most universities in European which are government-owned, happen to be more conventional and are rarely open to new ways of doing things (Wilson 2008: 1–20).

Most higher education institutions within communities in the US who are registered with business school collegiate and have affiliations to public institutions offer accredited entrepreneurship courses (Katz 2003: 283–300). These community colleges eventually develop full-time entrepreneurship concentrated programmes as time goes on. Enterprise education has a way of nurturing the understanding of entrepreneurship and making it a practicable art of self-employment (Keogh and Galloway 2004: 531–541).

Thus in the United States of America, entrepreneurship is known to be one of the major pillars of economic growth in the country (Christensen et al. 2002: 22–32); (Kirby 1983: 107–111); (Schumpeter 1950). Acs et al. (1999) debated rightly that the enormity of entrepreneurial activity is one of the contributing factors for the

excellent performance of the United States economy in producing innovation and reduced unemployment. Hence when it comes to entrepreneurship education, the US is predominantly known for it than in most countries in the world (Acs et al. 1999). Entrepreneurship education is a dynamic academic speciality that is speedily growing. Furthermore, a plethora of study and research on entrepreneurship education exists in the USA far more than any part of the world. Outside the United States of America, only countries like the United Kingdom and Canada have an enormous number of academic disciplines and programmes in entrepreneurship education (Vesper 1982).

2.5.3 Kenya

Kenya (1964) reported that most African countries and especially Kenya, the ultimate panacea to unemployment is entrepreneurship and job creation, wherein the Republic of Kenya for example, have been involved in job creation and entrepreneurship education for many years and that is a major contributing factor to the booming of new enterprising ventures till date. Entrepreneurship education and development training programmes in Kenya can be traced back to the country's International Labour Organisation report in 1972, the Ominde report from 1964 and that of Ndegwa report from 1971. These three sets of reports recorded the intentions and importance of teaching entrepreneurship in schools as a national strategy to develop more entrepreneurs for the country. In 1981, the Kenyan Mackay report led to the introduction of 8.4.4 educational system that comprised of eight years in basic school, four years in secondary school and another four years in university education for all citizens. This system had a significant impact on the forming of entrepreneurial academic programmes for Kenya's educational system (Kenya 1964) ; (Kenya 1976); (Kenya 1981); (Kenya 1988).

In 1990, the United Nations Development Programme (UNDP) funded a compulsory entrepreneurship education and development programme for all vocation training school in Kenya to have their students enrol. every student that enrolled in a vocational training school was expected to develop a business idea or project as part of the requirement for completion of the programme. This project was executed by

the International Labour Organisation (ILO) and supported students by financing and mentored their business ideas upon vocational school completion. The compulsory entrepreneurship course inducted as part of the Kenyan vocational school system was intended to help develop students to becoming self-employed and an avenue for vocational school graduates create jobs for other youthful individuals (Kenya 1992).

2.5.4 Indonesia

Unlike enterprise education programmes in Asian countries such as Indonesia, Malaysia, India, Singapore and India, (Paul Dana 2001) recommended that extensive cultural modifications within Asian communities will help entrepreneurial programmes to be more effective. He further argued that Asian higher education institutions have gradually gravitated towards offering more entrepreneurial education programmes to its citizens (Paul Dana 2001b: 405–416).

2.5.6 China

The governmental and socio-economic reforms that transformed a country like China since the 1980s began in the country-side areas of China, by the introduction of a family responsibility system which brought about a rapid springing up of rural enterprises and township development. The Chinese economy has been successful since the 1980s and this has been as a result of the entrepreneurial agenda and effort of the Chinese people, nevertheless, the exceptional development came about during the circumstances wherein entrepreneurship education was fused in the country's foundational stages (Li 2002).

Entrepreneurship education in China began about 30 years ago by the setting up of training facilities for the purpose of entrepreneurship. Following the success of the candidates that went through the training centres, local universities adopted entrepreneurship programmes into their courses and administered. However, their study revealed that graduates from universities such as Nankai University, a prestigious university in the north of China, sort to secure jobs with private companies and institutions. Furthermore, (Li et al. 2003) insisted that enterprise education programmes taught in Chinese universities will be better off when students are encouraged to create SMEs at the end of their courses (Li et al. 2003: 495–505).

2.5.7 Singapore

Singapore has emerged in recent times as a hub for entrepreneurship within the Asian continental region. And this is as a result of having notable support from the government, the use of significant mediums to tackle impediments to entrepreneurship and also having a welcoming environment (Anthony 2015). Singapore's remarkable entrepreneurial stride is due to support from the country's local government policy to invest into creating abundant opportunities for its citizens; investing into the education, venture community and technology (Henry 2015). In 2015, Singapore was ranked ninth in venture capital funding for start-ups; according to the global start-up ranking survey. The same survey ranked Singapore tenth, as being a start-up friendly country globally; churning out about 3,600 new businesses from the country's capital city alone. Most of these businesses were predominantly in the gaming, e-commerce and tech industry (Tegos 2015).

2.5.8 Taiwan

The government of Taiwan is of no difference to Singapore when it comes to entrepreneurship education. The government is actively involved in supporting entrepreneurship education by initiating a plethora of initiatives and campaigns. A vivid example was when the country's National Youth Organisation launched a National Enterprise Education and Incubator Programme for the youths of Taiwan in 2006. The youth programme was set up to teach practical entrepreneurship courses, help in start-up fundraising and encourage start-up businesses in Taiwan. This initiative was supported by other independent arms of the government of Taiwan and targeted various start-up demographics such as; providing loans, giving access to government resources, setting up Angel Funds to make start-up seed available and opening up networking channels to companies in Silicon Valley – San Francisco. Some of these independent government bodies include; the Taiwan National Development Council, Taiwan Council of Agriculture, Taiwanese Ministry of Education, the Taiwanese Economic Affairs Ministry and Taiwan Entrepreneurial Angel Fund (Cooperation 2013). This makes it all-inclusive government project,

which involves various independent bodies under the government structure to help project entrepreneurship education and overall economic good for Taiwan.

2.6.0 Welsh Baccalaureate System

The Baccalaureate system of education comprises of a blend of core subjects such as; English, Maths, Science, religious education, sex education, personal and social education, as well as optional specialisation pathways for students to choose and specialise in. This system of education is with the aims to strike an appropriate balance between educational styles which allows the student the freedom to pursue their area of interest and the subjects that are basic or highly prescriptive. With the student having the choice to select between specialised subjects as well as basic core subjects, serves two precise purposes. Firstly, it makes the curriculum more responsive to the needs of the student, rather than imposing a set curriculum unto the student; and secondly, it fuses the breadth with the depth of the study to aid the student (Phillips and Pound 2003).

The Baccalaureate Education System was recently offered as an alternative to the conventional GCE A-Level qualification to post-16 students in secondary schools which are accepted as the entry qualification into major higher education institutions in the UK. Acquiring a Baccalaureate Qualification is linked with considerably higher chances of university enrolment interest in the student.

The Welsh Baccalaureate system has designed two models (A and B) through which students are educated. The Model A, which is also known as The Welsh Bac was put together by the Institute of Welsh Affairs (IWA) with the aim of creating a better educational system for the people of Wales. The Welsh Bac is taught in three levels; foundation, intermediate and higher and has a structure as the International Baccalaureate (IB) Diploma but is amended to incorporate vocational choices and accompanied by essential core subjects. The Welsh Bac (Model A) therefore has some underlining principles as follows;

- An academic programme that also provides vocational options according to the needs of the students as well as basic core curriculum subjects.
- A programme that allows students to learn a second language.

- A programme that allows a student to study maths and one or more science subject.
- A broad programme that allows students to have a multifaceted spectrum of knowledge.
- International components are suited and essential for the 21st-century student.
- A programme that encourages entrepreneurial abilities and communal partnership involvement.

These are the principal features of the Welsh Bac (Model A) that provide a coherent education curriculum and student experience. The Welsh Bac programme, therefore, offers a balanced and depth of education to the student, aimed in three levels – foundation, intermediate and advanced, acquire academic and vocational education and provide a component of communal development/partnerships (Phillips and Pound 2003).

Model B which is also known as The Welsh Baccalaureate Qualification seems to be a more successful model. This combines a set of compulsory core subjects alongside current NVQ, GCSC, GNVQ and AS/ A2 qualifications are offered at both intermediate and advanced secondary school levels. The Welsh Baccalaureate Qualification (Model B), was rolled out into the Welsh and Scottish secondary schools since 2003. The Welsh Baccalaureate Qualification embodies a set of compulsory core subjects with either sports or language options as well as distinctive pathways from which students have the option to choose from. The rationale for The Welsh Baccalaureate Qualification is to broaden the perspectives of the students and educate them with a curriculum that will be essential to their future needs for a long term economic good of Wales (Phillips and Pound 2003).

The Welsh Baccalaureate Qualification (WBQ) was inducted with the prime aim of encouraging the completion of education and training at all key stages, broadening participation and individual interest, promoting access to education to help increase student accomplishment. WBQ students predominantly acquire knowledge and skills exclusively to the programmes they want to pursue at the university level and to

acquire a WBQ, students must excel in both core and elective components of the programme. The core components of the Welsh Baccalaureate Qualification consists of five components which include;

- Work-related Education
- Wales, Europe and the world
- Essential Skills Wales and Key Skills
- Individual Investigation
- Personal and Social Education

The elective subject components of the Welsh Baccalaureate Qualification consist of both academic qualifications and vocational qualifications. The academic qualifications of the WBQ are AS-Levels and A-Levels while the vocational qualifications include, courses under The National Vocational Qualifications as well as courses under The Business & Technology Education Council (BTEC). Since the summer of 2015, WBQ candidates are awarded grades according to UCAS grade point system; from A* - C. Where a grade C contributes to 120 UCAS points while grades A* - B requires a much better grade point than it is presently required to pass (Yhnell et al. 2016: 156–169).

2.7 NON-CONVENTIONAL ENTREPRENEURSHIP EDUCATION

Many organisations educate and teach children on subjects which sit outside the formal educational system or the traditional academic system but ultimately contribute to child development. This research will delve into such organisations in the area of entrepreneurship/ enterprise education within the UK and around the world.

2.7.1 Ultra Education C.I.C

Ultra Education is a community interest company (C.I.C) which, since 2014 has been the leading organisation providing entrepreneurship education to children through schools and clubs. The vision of Ultra Education C.I.C is to see young individuals in

the UK regardless of their background or social standing, have access to necessary entrepreneurial education. The organisation believes that in a continuously changing world, having entrepreneurial knowledge as an individual is an increasingly essential life skill and this is the reason why they teach entrepreneurship to children between the ages of 7- 18 years. Ultra Education C.I.C was set up with the ambition of enabling all young children and teens regardless of where they live, what their background is to have access to effective entrepreneurial education that can do several things that can help to close the gap between education and employment as well as also helping to positively impact the lives of the most disadvantaged children in the country by using entrepreneurship as a way to increase their life chances. The organisation was founded by Mr. Julian Hall with its core values being equality, diversity as well as an aim to rouse positive and long-lasting change among young people who could otherwise find themselves in a disadvantaged position in life.

Aside from teaching children to become entrepreneurs, Ultra Education also aims to help develop employable skills and traits then by using exciting and challenges teaching methods to build significant social skills and self-esteem. Furthermore, Ultra Education has developed a start-up game for kids called Start-up Dash; which introduces the concept of entrepreneurship to kids and developed the first A.I powered chat bot which interacts with kids on the subject of entrepreneurship. The mode of teaching and interaction the Ultra education applies does not divert the attention of kids of main-stream education but rather reinforces their academics by providing them with more practical and realistic educational experience (UltraEducation 2018).

Ultra Education C.I.C is classified as a Community Interest Organisation that hosts Europe's largest business fair for kids and young adults to showcase their businesses. This bi-annual event which is sponsored by companies like Tesla and Microsoft, brings together a hundreds of individuals to witness the showcase of business founded by children between the ages of 7- 18 years. Ultra Education also hosted its first ever kids business awards show in 2017; creating the platform to encourage and urge kids on their various entrepreneurship ventures. Since the inception of Ultra Education C.I.C in 2014, the organisation was able to teach 5,000

students in the UK within the first 18 months of existence and aims to reach out to 1 Million students in the UK by 2020. The organisation also works with many schools, local councils, youth organisations and youth clubs to help reach out to more young people in the UK to enrol onto their entrepreneurship programmes (GrowthRocket 2019).

2.7.2 Sage Global

SAGE (Students for the Advancement of Global Entrepreneurship) Global, is an international not-for-profit organisation dedicated to supporting and helping teenage entrepreneurs. The organisation exists to help create better solutions for an ever-changing world through teenage entrepreneurship in the area of alternative energy, climate change, transportation and environmental sustainability. Sage has the vision to create a global community of teenage entrepreneurs sharing a common purpose; to make the world a better place. The organisation's mission is to create entrepreneurial leaders whose innovations address some of the world's urgent problems. Their teenage entrepreneurship programme consists of three key components which are: Mentoring, Competition and Curriculum.

Sage Global has developed a curriculum that teaches teenagers to start and operate a real social enterprise to solve critical world problems. The teenagers are classified into two categories; those that set up and run Socially-Responsible Businesses (SRBs) or those that set up and run Social Enterprise Businesses (SEBs). The teens are connected to university students by Sage to mentor them whiles business and community leaders serve as judges in their competitions; where teenagers showcase their enterprises with documented reports and also in live presentations. Sage Global engages secondary school teachers to also become mentors to Sage students and assist them in nurturing their socially responsible ideas.

Between 2015 to 2016, Sage Global was able to engage 12,000 teenagers worldwide on their entrepreneurship programme. Sage Global was founded in 2002 and over the years, has been formed across 5 regions in the world namely, Africa, Asia, Europe, North America and South America. This has made Sage Global

present in 25 countries around the world. Sage teenage entrepreneurs who enrol on their programme are expected to set up and operate real-world viable and social ventures; blending environmental stewardship, civic engagement at a global dimension. At the beginning and the end of each year, sage students, as well as teachers and mentors, are asked to complete sage research survey by which data is collected to help improve their “Teenpreneurship” agenda (SageGlobal 2020).

2.7.3 JA (Junior Achievement) Worldwide

Being one of the largest not-for-profit youth organisation in the world today, Junior Achievement Worldwide equips young people for employment and entrepreneurship. Founded in the year 1919 in Massachusetts, the organisation works with schools, organisation and local business to deliver hands-on experimental learning in financial literacy, entrepreneurship and employable skills. The mission of Junior Achievement Worldwide is to inspire and prepare young people to succeed in a global economy and its vision is the choice for educator, policymakers and businesses around the globe that seeks to expand youth education and economic development. JA has been passionate about impacting the lives of young people since its inception and was one of the first organisations to ever bring computers into classrooms for students. It was also one of the first non-profit organisations to help educate young people and restructuring economies following World war II.

Over the last 100 years, JA Worldwide has been able to reach millions of young people globally and is recognised as the world’s largest youthful non-profit organisations. With a wide reach of up to 100 countries globally, JA Worldwide has six regional offices: JA Europe, JA Africa, JA Achievement USA, JA Asia Pacific, JA Americas and JA Middle East. The organisation is also known around the world by other names such as Prestasi Junior in Indonesia, Young Enterprise in the UK, Vlajo in Belgium, INJAZ in the Middle East and more. JA delivers its entrepreneurship and job knowledge skills through 450,000 JA volunteers globally and it's able to reach 12 million young people between the ages of 5 and 25 years. For many years, JA Worldwide has been known to be an afterschool programme to help young people

form company's, learn how to buy and sell stocks and also learn how to produce products, market and sell it to individuals in their communities as well as globally.

The companies formed by JA students are mentored and monitored by business executives and industry professionals who volunteer to help champion the aims of the organisation. In 1975, JA Worldwide introduced its maiden in-school program which featured volunteers from business leaders from local businesses within the community; teaching secondary school students about entrepreneurship and how to be financially independent. For the next 100 years, JA is aimed at laying the foundations to exponentially reach more students and young people by encouraging more innovative ideas through its network, investing in human capital as well as technology, and partnering with like-minded organisations and businesses to help the next generation of leaders succeed. The organisation's ultimate goal is to ensure that the next generation of world and business leaders will be well-versed in how to be productively employed, start and run global businesses that will solve the unending world problems (JuniorAchievement 2020) (Wikipedia 2020) (JAWorldwide 2017)

As it has been portrayed in chapter two of this research work, there are many benefits of entrepreneurship and enterprise education in developing and educating children. The British government, as well as the European government, have researched enterprise and entrepreneurship education and its benefits to its citizens. Entrepreneurship and enterprise education has been discovered as a discipline in the UK and the other parts of the world through both conventional and non-conventional means. The next chapter to the piece of work will delve into method and process by which this research will be conducted.

3.0 CHAPTER THREE: METHODOLOGY

3.1 INTRODUCTION

This piece of research work is centred on Entrepreneurship Education, with a focus on the exploration of the possibilities for enhancement in Secondary School Education in the UK. The rationale for this study is to explore the potential of introducing entrepreneurship to secondary school pupils (11-18 years old) through education. By introducing entrepreneurship to pupils through education, it is believed that they will build a level of interest in the subject area, more self-efficacy with regards to the possibilities for enterprising and entrepreneurial career pathways, and garner a longer-term potential to enhance a socioeconomic good for the country.

3.1.2 DEFINING THE RESEARCH PROBLEM

This research has three main objectives:

1. To explore the landscape of entrepreneurship and enterprise education within the UK Secondary School system.
2. To explore the drivers, barriers, challenges and opportunities that might be associated with entrepreneurship and enterprise education in the UK.
3. To assess the appetite for entrepreneurship and enterprise education through various stakeholders: current providers of enterprise and entrepreneurship education; the parents of pupils currently in primary and secondary education in the UK, and teachers with the UK secondary School sector.

These objectives are attained through a thorough literature review on the subject of entrepreneurship and enterprise education in the UK and across the world, interviews of providers of entrepreneurship education and data collection from parents and teacher through online surveys. Through the exploration of the various aspects of this work, recommendations will be made for the enhancement of entrepreneurship courses in the British Secondary School system.

3.2 RESEARCH PHILOSOPHY

This research was designed to gather qualitative data on the subject of enterprise and entrepreneurship education in the UK secondary school sector. The work is empirically based and aims to add to the existing literature, which argues that an early entrepreneurship or enterprise education intervention can lead to a greater likelihood of entrepreneurship being seen as a viable career option. It takes the perspective of various stakeholder groups (enterprise educators, parents and teachers) to assess the feasibility and desirability of introducing enterprise and entrepreneurship education into the UK secondary school curriculum.

The research is inductive, generally because it does not presume what the stakeholder responses will be but rather seeking their opinions on the subject matter which directly applies to what is happening in retrospect. By seeking the opinions of the stakeholders to inform the theory, this work is essentially ontologically interpretivist and epistemologically subjective. The methods chosen are qualitative as they enable for the exploration of subjective knowledge, understanding them and using them to inform theory. This research is, therefore, interpretivist, exploring qualitative data and assuming an inductive analysis approach to generate recommendations for enterprise and entrepreneurship education based on existing literature, stakeholder interviews and survey data.

3.3 RESEARCH DESIGN

With reference to Saunders Research Onion (Saunders et al. 2019), this research took an ontological philosophy approach to assess the subject of entrepreneurship and enterprise education in the UK secondary school system. This caused me to think about how the UK secondary education has been structured over the years, the phases of change it has gone through and how stakeholders who are directly engaged respond to enterprise education in the UK.

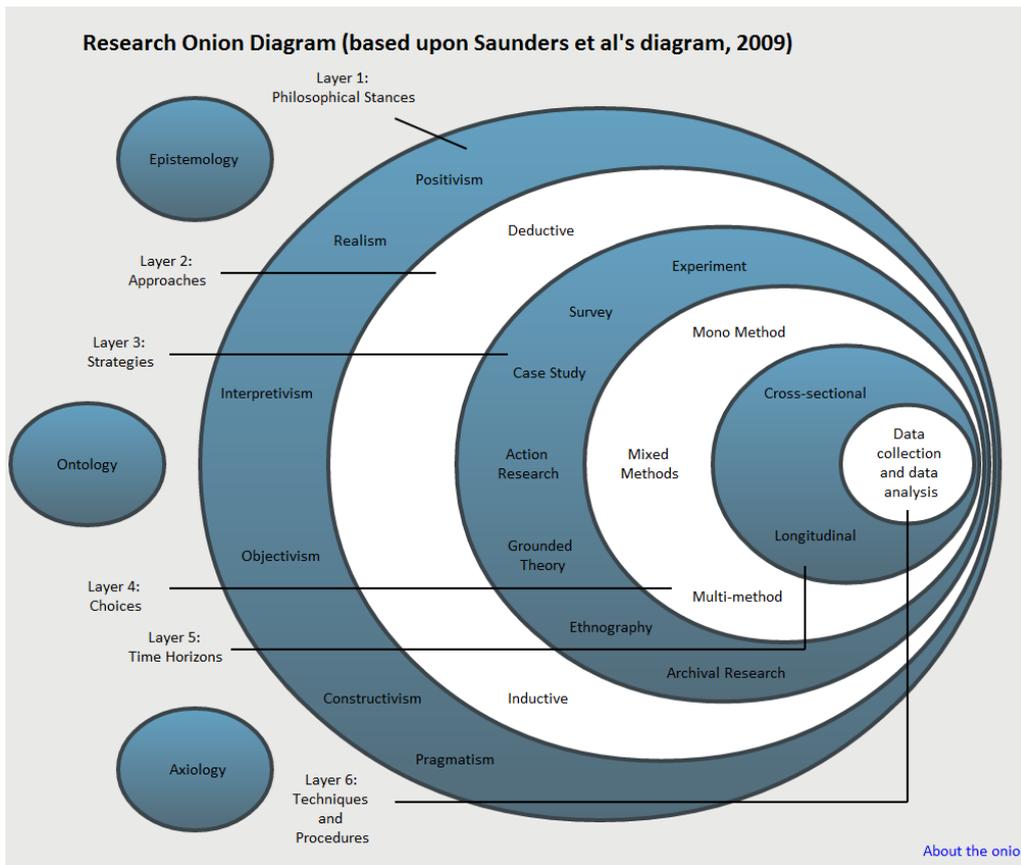


Figure 3 Saunders Research Onion

3.4.0 SAMPLE DESIGN

A convenient sample design was used to acquire the primary data by interviewing the Ultra Education C.I.C team, who happens to be an engaged enterprise and entrepreneurship stakeholder in the UK. Ultra Education C.I.C was chosen for this research because of their influence and expertise in the teaching of enterprise education in the UK. Ultra Education C.I.C has been teaching Enterprise and Entrepreneurship education in schools within the UK for the past five years and I was able to derive first-hand information from the team members through a semi-structured interview.

To capture the opinions of parents and teachers, a snowball sampling technique was used by using online surveys and through Ultra Education C.I.C, it was possible to get through to UK parents and UK secondary school teachers. The online survey

questionnaire was sent out to parents and teachers who were directly linked to Ultra Education C.I.C. The online surveys were open within a space on 24 days and every participant received the link to the surveys through Ultra Education.

3.5.0 DATA COLLECTION METHOD

3.5.1 Interview

The interview with the Ultra Education C.I.C team which was initially supposed to be a face-to-face interview was changed into virtually video interview over Microsoft Teams because of the COVID-19 pandemic. The Ultra Education team consisted of 8 persons who have been part of the community interest company for an average of 3 years. The semi-structured interview each lasted for a minimum of 25mins and maximum of 40mins. The interview forms the deepest dive of information into my research. The structure of the semi-structured interviews covered the role of each interview participant on the Ultra education team and their experience so far.

The interview also looked into what their takes are on Ultra Education, the state of enterprise and entrepreneurship education in the UK, the challenges the organisation have been facing since its inception and the role of the UK government, parents and teacher in supporting their organisation. This gave me direct data and information which helped me understand issues relating to entrepreneurship and enterprise education. The interview question was ethically approved by Coventry University and participants were made to sign a participant information sheet as well as giving consent to be recorded during the interview. Copies of these documents can be found in appendices A and B of this research work.

The interview with the Ultra education team members looked into the mission of the organisation, the children the organisations work with, the levels of attainment of the organisation's goals, challenges faced by the organisation, the role and support of parents, teachers and the British government as a whole. The interview had eight respondents and each interview lasted between a timeframe of 20 to 40 minutes over MS teams. The social enterprise which has been in existence since 2015 has a

mission is to transform the lives of children and young people using the vehicle of entrepreneurship and to ensure that every child around the world has access to effective entrepreneurial education. A copy of the semi-structured interview questions can be found in Appendices C of this document. Below is a brief background to the interview respondents:

Participants	Brief Background Information
Participant 1	Tutor
Participant 2	Advisory Board Member/ Mentor
Participant 3	Tutor/ Mentor
Participant 4	Tutor/ Parent/ Project Coordination
Participant 5	Tutor/ Marketing
Participant 6	Founding Member/ Parent
Participant 7	Operations Executive
Participant 8	Founding Member/ Parent

Table 1- Interview Respondents

3.5.2 Online Surveys

The online surveys were also a form of primary data which I was able to collect using structured questions which participants answered online. There were two sets of surveys; one for UK parents and the other for UK secondary school teachers (copies of this research instrument can be found in appendix D and E of this research work). Participants who partook in the online surveys were teachers and parents who contacted through the help of Ultra Education C.I.C. The number of parent respondents to the survey were 28 while the number of teacher respondents was

10. Every survey participant was above the age of 18 and consented to take part in the online survey

The question of the online surveys covered the following: demographic information of the participants, their experience with entrepreneurship and how important employable skills are to them in relation to pupils. Other question looked into receiving participant opinions on the appropriate age entrepreneurship child education if entrepreneurship education should be embedded into the UK secondary school curriculum and what future career aspirations parents had for their children. The survey took an average time of 6 minutes to complete and the question where subject to ethics approval by Coventry University.

3.6.0 PROCESSING AND ANALYSING OF DATA

After all the interviews were conducted and transcribed a number of key themes emerged. The interviews were methodically subjective because I asked for the opinions of each participant from a personal point of view on every question. The results from online surveys were put together in a Microsoft Excel document and every answer to the questions where interpreted into graphs to be able to explicitly analyse. The online survey results are also methodically subjective as well but interpretivist and inductive in supporting the qualitative data gathered from the interviews. In analysing all the results gathered for this research, I triangulated all the results which comprised of interview data, survey data from parents and teachers to able to arrive at a consensus for this research.

4.0 CHAPTER FOUR: PRESENTATION OF DATA

This chapter presents all the data received for this research. The data include results from the semi-structured interviews with the Ultra Education team and data results from online surveys conducted for UK parents and secondary school teachers.

4.1 INTERVIEW: ULTRA EDUCATION

Ultra Education teaches children of all backgrounds but has a specific focus on disadvantaged young people between the ages of 7 to 18 years entrepreneurship education with the goal of embedding an entrepreneurial mindset and the spirit of entrepreneurship in them. The organisation does so by teaching and supporting the pupils to develop business ideas to help them become successful business owners as well as equipping them with skills needed to manage their businesses.

The aim of the organisation is not only to teach pupils on how to build businesses but also to instil employable skills and knowledge that are currently absent from mainstream education; to help them have better chances at being employed in future. Ultra Education also has mentorship, employability projects where they work with adults between 24 to 30 years where they help individuals who may be at risk of crime or falling out of education. The organisation uses entrepreneurship as a way to re-engage them back into some kind of meaningful employment through training. As stated by participant 6,

“The mission of Ultra is working to give children the power and responsibility of their present and future. The organisation is to teach pupils life transferable skills which they can use later in life and giving them much more meaning to the academic subjects. Ultra education also allows children to think outside the box”.

4.1.1 Working with Pupils

Ultra Education C.I.C gains access to children who enrol of their programmes through parents, schools, local authorities, housing associations and events. The organisation has partnered with some local authorities within the UK to gain access to children through schools. Ultra Education holds free workshops for students during the midterm as well as entrepreneurial fairs for pupils during the winter and summer holidays. Ultra Education has been active in some schools in London where Ultra teachers are assigned to partnering schools every week to teach entrepreneurship. Ultra Education also accepts and works with a wide arrange of pupils devoid of special ability, academic brilliance or special needs.

Through the power of social media, Ultra Education can reach a large number of parents through social media adverts; who turn to enrol their kids unto the Ultra entrepreneurial programmes. During the COVID-19 global pandemic lockdown, Ultra Education migrated its entrepreneurial training for pupils primarily to online portals such as Zoom, Instagram, Podcasts and YouTube to enable the organisation to maintain its goal of developing young people through entrepreneurship education. This, as a result, drew child participants from other countries such as Australia and Nigeria as rightly said by participant 7,

“Currently because of the situation with COVID-19 and the current excessive use of the organisations online platforms, Ultra has been able to reach kids in Australia and Nigeria wanting to enrol of the Ultra education programme”.

Interpretations from the interview with the Ultra Education team indicates that there isn't a specified or appropriate age to introduce a child to entrepreneurship education. According to the Ultra education team, a child is ready to undergo entrepreneurship education as soon as the child starts exhibiting that they have ideas, willing to learn or is passionate about something as rightly said by participant 4,

“The right age is the age that kids start showing you that they have ideas. As young children they show that they have ideas . if parents could realise the entrepreneurial interest from their kids as early as possible”.

Younger children are more inquisitive, more expressive and engage a lot better with problems than older children do. The experience gathered proves that the older a child gets, relatively the more creativity is lost as stated by participant 6,

“and I found actually that as I started to work with children that were a little bit older, a lot of creativity was lost. And actually, the older the students, and the harder is to actually get them to think outside the box. I think it's probably because mainstream education is there's one objective, which is to follow the curriculum, there's not much movement to allow children to just explore their views and just have a different way of teaching, you know, different way of learning, really. And so yeah, I think that we do really help children to think outside of the box. And to realise that that anything's possible, just depends on how you look at it. We can make anything possible pretty much”.

4.1.2 Entrepreneurship Education Experience – Ultra Education Team

The working experience from the Ultra Education team reports has been very encouraging and fulfilling. According to the team members at Ultra education, it is pleasing to see how good and how well the pupils that enrol of Ultra’s programme are transformed from having no passion to being able to confidently present their business ideas. One typical example was during when 30 to 35 pupils enrolled on Ultra Education’s entrepreneurial education programme, were able to pitch their businesses before 450 people at the Microsoft flagship store in London. Ultra Education’s entrepreneurial education programme is believed to transform children on how they approach life in a way that school never does. A point of attraction to what Ultra Education does especially is working with the community and sensitising individuals to develop an entrepreneurial mindset.

Conversely, it is difficult to engage or work with pupils that are forced by their parents to enrol on the programme. Such pupils are not entirely interested in the programme and take extra effort to convince and to shape their minds entrepreneurially. The Ultra Education tutors are also very much encouraged to see when the pupils that enrol of the programme are developing naturally by their interest and willingness to do something for themselves. According to participant 3, children on the Ultra Education programme improve faster when they are surrounded by like-minded kids of similar entrepreneurial interest and evidence of what Ultra Education is substantial which has helped pupils to improve their interest to excel in school.

“I enjoy going to schools and being able to engage with students who have a common interest and are challenged to do something for themselves. This encourages me a tutor to ensure that the students are able to get the best out of their time with me. We have had students who request to extent their programmes in this regard”.

One predominant trait that happens to be common among the pupils that enrol of Ultra Education’s programme is the level of self-confidence they turn to develop about themselves and what they are passionate about. It's just amazing the growth and the development of the children and to realise that children are so much capable when they find themselves in the right environment to be creative. Also if boundaries are not placed around the mental capacities and capabilities of children, there are endless possibilities that could come out of them. A lot of people do not believe that entrepreneurship or being entrepreneurial could be taught; but seeing Ultra Education do it with pupils changes the narrative and perceptions of people.

4.1.3 Challenges Faced By Ultra Education

The major challenge faced by Ultra Education C.I.C according to participant 2, is the ability is scale up its programmes to reach a wider audience. The market for entrepreneurial education for young people is incredibly huge and the organisation has so far been able to be effective in some parts of London and Birmingham. Ultra Education seeks to become a national organisation; being effective all over the UK

but its prime challenge has been how to move the organisation from a start-up to a scale up.

“I think the challenge is trying to scale the programmes. We'd like to become a national organisation and the challenge has been to scale the organisation as fast as we would like. And so, you know that we're being very effective in London in some parts of Birmingham. We'd like to be like to be effective all over the country. So the challenge has been to grow the company as fast as we would like”.

Additionally, most of the participant argued that the organisation lacks volunteering teachers. The number of volunteering teachers Ultra Education currently has isn't enough to suffice the demands of the organisation. It is not an easy task for Ultra education to find teachers that are passionate about the aims of the organisation. Also, ensuring that teachers are trained to nurture pupils entrepreneurially and not replicating what's been taught in mainstream education. With Ultra education aiming to be a national organisation, this will require the organisation to have a large number of teachers volunteering all across the UK to active this feat.

Another major challenge that's faced by Ultra Education is the struggle to get the message of Entrepreneurial and Enterprise education across to individuals. The organisation still finds people who do not believe that entrepreneurship can be taught or people who are of the notion that entrepreneurship is something for older people and not for children. Parents and the public needs to be more education about what entrepreneurship or enterprise education can do for children and the country as a whole. The activities of the organisation needs more endorsements and national recognition. Even so, the current lockdown in recent times has affected Ultra in terms of its annual events it holds and even the tutor-student relationship. Even though the most activities of the organisation which were face-to-face have been moved to a virtual setting, the level of interest and concentration from the students have decreased.

4.1.4 Support From Parents

One of the key reason for the success of Ultra Education is the support from parents. The parents who enrol their wards into Ultra Education's programmes are satisfied by the rapid improvement in their child(ren's) life and recommend the organisation to schools and organisation of various descriptions. The parents champion the work of Ultra Education and there isn't much the organisation would have achieved if it wasn't for the unflinching supporting of parents. Some parents have developed into becoming volunteering teachers as part of Ultra Education and some have bought franchises of the Organisation. The wards whose parents are more supportive mostly turn out to be the children that progress rapidly on the programmes because the parents turn to be interested in what they study, spend time to go over their lessons with them and provide the needed equipment and financial support.

On the contrary, the few parents who have not been supportive are the parents who do not invest their time into their child is doing. Children spend much more time with their parents and in schools than on the Ultra Education programme so parents are supposed to invest their time and supporting their child's development. There must be a some courses for parents as part of the Ultra Education programmes to help involve parents in playing their part toward the entrepreneurial and developmental phases of their child(ren). According to participant 7, some parents also hinder the progress of their chid(ren) by imposing specific business ideas which might not be of interest to the child. This usually causes conflicts between what the child is passionate about and what parent wants for the child but Ultra Education always urges what the child is passionate about.

"Yes parents do support. But there are times where some parents turn to want a particular business idea which the child might not be interested and that's conflicting".

4.1.5 Support From Teachers

The best people to interreact with pupils on an educational level are teachers and teachers seem to have the credibility for teaching in the eyes of the child. For Ultra Education to attain its goal of teaching pupils entrepreneurship education and imparting employable skills, its best to do it through teachers not entrepreneurs who most of the time busy running their businesses. Not all teachers in school entirely support or buying into the idea of entrepreneurship and enterprise education. Allot of teachers are in support but some teachers will just do it because the leadership of the school agrees to it. You do not need to be an entrepreneur to teach an entrepreneurial programme to kids. However, teachers will need training and pedagogy to be able to help fashion an entrepreneurial mindset in the children.

Most of the teachers in the schools where Ultra has run its programmes are very supportive and are encouraged by how Ultra Education can have an impact on young pupils using different teaching techniques/ methods. On brilliant thing which Ultra Education C.I.C has done is to synchronise its entrepreneurial education programme to the national curriculum to help make the mainstream education more meaningful and practicable for the students. Increasingly, teachers have seen the impact of enterprise education not just in terms of curriculum but also in terms of child development. As said by participant 8, the role of the teacher is to help develop the child and prepare them for life however, they are restricted to a national curriculum.

“so increasingly, teachers have seen the, the impact not both in terms of curriculum, but just in terms of child development, because, you know, the ambition of a teacher is to help develop a child's mind and skills and prepare them for life. That's why teachers go to teaching. However, they are restricted by a national curriculum”.

4.1.6 Support From Government

Ultra Education is a community interest company that work with social enterprise and private companies that support its social activities and so far has not received immense support from the national government as a whole. The greatest support Ultra Education has received from the governmental sector of the country will be the immense support from local governments. Brent Council has been at the forefront in supporting Ultra Education with community projects and access to schools within its jurisdiction. Lambeth Council, Camden Council and Birmingham Council have also been very supportive to Ultra Education in conscientizing communities within the UK on enterprise education.

The local government authorities seek to improve the lives of the people they govern and the impact Ultra Education's programmes will have on the individuals living in their communities. Ultra Education also seeks for the government to endorse their work and activities to help become a national programmes through which children across the UK will benefit from. However if more local governments can endorse and create an easy access to the local schools, Ultra Education will be able to affect a lot more communities without needing help from the national government as rightly said by participant1,

“To be honest, I'd say no, because in the three years that I've been working with ultra, I haven't seen, you know, it being incorporated into the school curriculum. I haven't seen schools endorsing ultra. I mean, you know, so I'll say no, it's been the hardware for the management team to keep pushing through”.

4.1.7 Entrepreneurship/ Enterprise Education In UK Secondary Schools

Almost all of the team members at Ultra Education C.I.C strongly believes that entrepreneurship and enterprise education should be embedded in the British secondary school education system as a subject for children to have the impact of being entrepreneurial just as they can read, write or count. However, According to

participant 5, entrepreneurship education should not be a subject but should be fused into other existing subjects.

“Entrepreneurship should not be a stand-alone subject but should be inculcated within different subjects for kids to see how applicable what they are currently studying reflects in the real world”.

The organisation has in the past worked with Putney High School and held meetings with the teachers on how to modify the core academic curriculum to make it more entrepreneurial. The Ultra team is of the view that; if every child had enterprise education through secondary school and developed an entrepreneurial mindset, having employable skills and developing an edge to run successful businesses among individuals will be on the high.

According to Ultra Education, embedding entrepreneurship education in the secondary school curriculum will be a great idea. The current curriculum seems quite monotonous and having entrepreneurship education is will be able to help students who do not fit into the regimented school structure. This does not entirely mean the students are not intelligent or smart, but the regular education route is not able to cater for their educational and developmental needs. One thing that could be done will be to have more partnership with start-up companies where school children will be exposed to by having groups of children going to see how start-up companies are built and operated just as children excursions are organised to animal museums.

When Ultra Education started, the organisation received emails and messages from abroad and even close countries such as Ireland to say that they already taught enterprise education in schools and the UK is behind. The fact is that when it comes to entrepreneurial education, as a subject, whether it's a standalone subject, whether it's integrating the UK is behind many, many countries in the world. So the idea of entrepreneurship as a subject in secondary schools is great ideas and the UK needs to have it running; considering the UK for a long time has been regarded as one of the world's centres of education. This is rightly said by participant 8,

“people around the world, even as close as Ireland say, contact us saying we already do this in schools, and the UK is behind. The fact is that when it comes to entrepreneurial education, as a subject, whether it's a standalone subject, whether it's integrating the UK is behind many, many countries in the world..... And it's a shame because the UK for a long time has been regarded as one of the world's centres of education and the you know, and still to this day, the UK education is held in high regard, but it's in danger of, of losing that, that edge if it doesn't catch up with other countries in the world who already have entrepreneurship as a subject”.

4.2 ONLINE SURVEY- PARENTS

The online survey for parents received a total of 28 respondents from parents resident in the UK.

4.2.1 Age and Gender

Below is the graphical representation of the sex and age demographics of parents who took part in the survey. The highest number of parent respondents were between the age range of 41-70 years with 10 respondents from both sexes, while the lowest number of respondents were parents between the age ranges of 26-30 years and 31-35 years respectively.

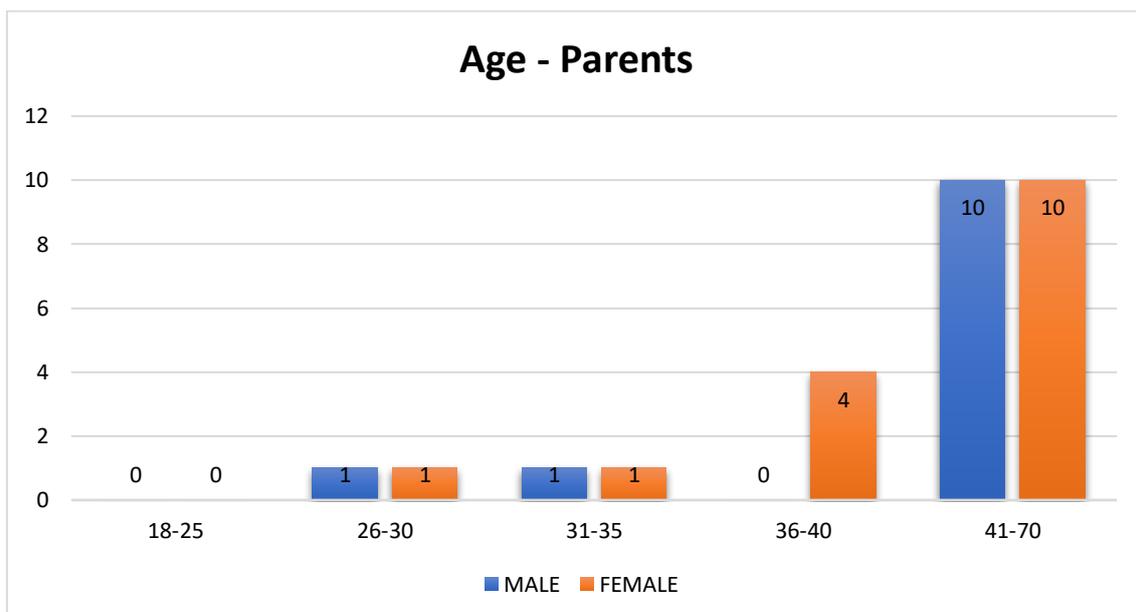


Figure 4 Parents Gender and Age

4.2.2 Gender and Race

Below is the graphical representation of the sex and racial demographics of parents who took part in the survey. The highest number of parent respondents were female and male black/ African/ Afro-Caribbean race with 8 and 7 respondents respectively, followed by the female and male respondents from the white/ Caucasian race with 4 and 3 respondents respectively. Other respondents were from Asian and Hispanic descents whiles 1 respondent preferred not to disclose her race.

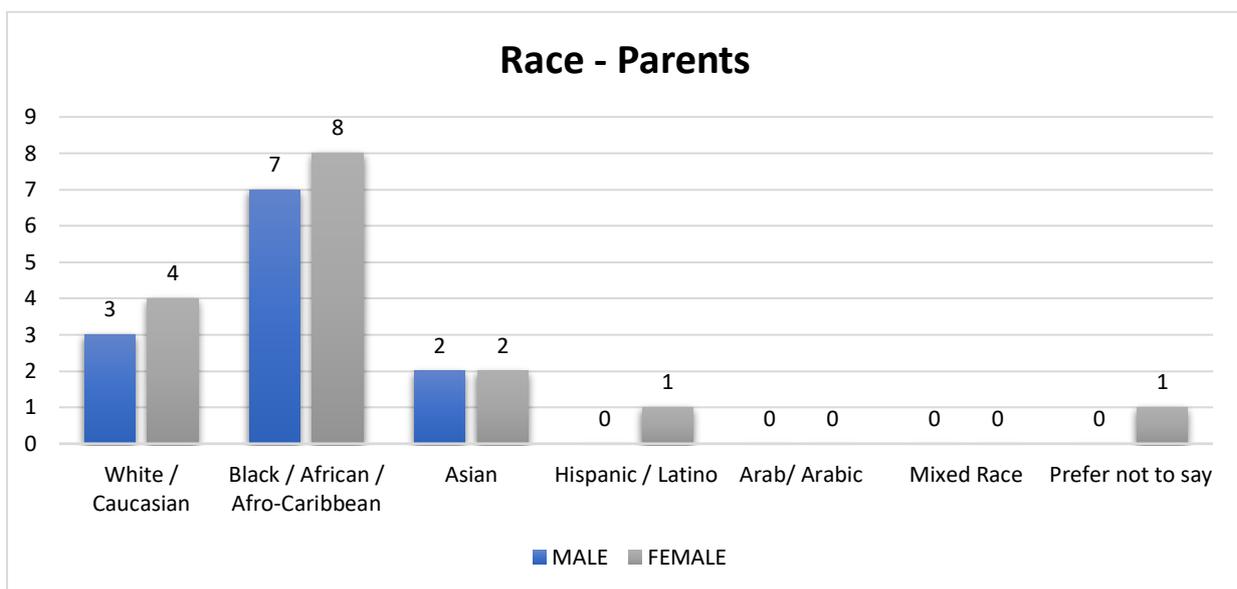


Figure 5 Parents Gender and Race

4.2.3 Gender and Religion

Below is the graphical representation of the sex and religious demographics of parents who took part in the survey. The highest number of parent responses were male and female of Non-Religious and Christian backgrounds with 6 and 5 responses respectively, followed by female Muslims with 3 responses. 2 females belonging to other religions and 1 male of the Hindu religion also took part in the survey.

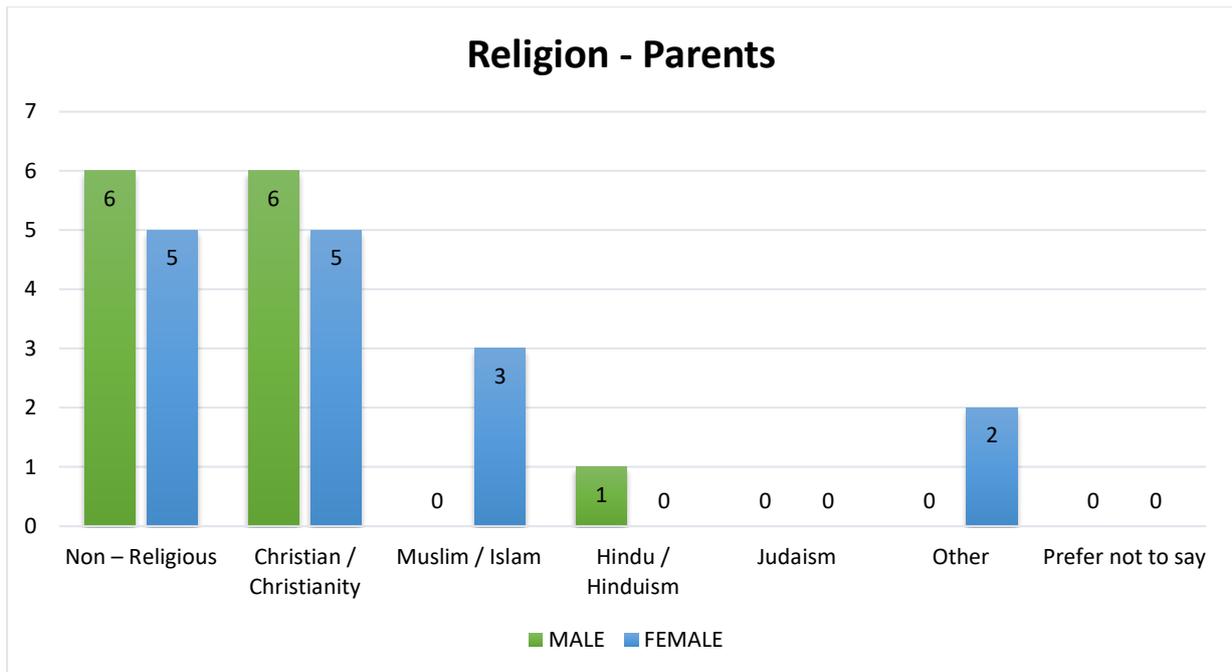


Figure 6 Parents Gender and Religious Beliefs

4.2.4 Parental Responsibility in UK Secondary School

The graphical representation below indicates the number of parent respondents who have parental responsibility for a child(ren) in a UK secondary school. The total number of respondents was 28, 19 respondents have parental responsibility of children in secondary school which contributed to 68% of the total respondents. Nine parent respondents did not have children in secondary yet, this contributed to 32% of the total respondents to this question.

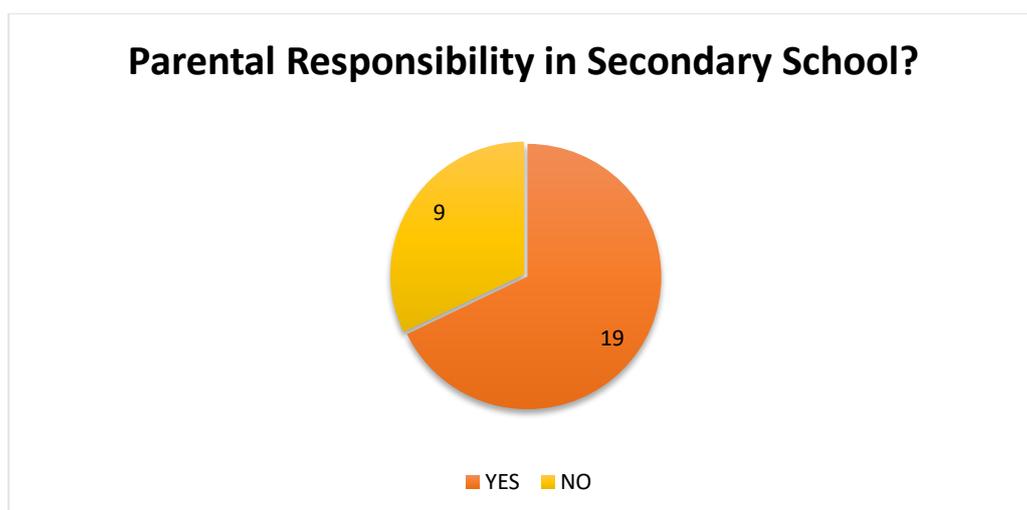


Figure 7 Parental Responsibility of Secondary School Child

4.2.5 Secondary School Child(ren) Key Stage (age range)

The graphical representation below depicts the percentage value of parents with a child in a UK Secondary School. Nineteen parents responded to have (a) child(ren) in secondary school but only 18 responded right to the specific key stages for their child. Out of eighteen respondents to this question, ten parents had children in Key Stage 3 (11-13years) formed 56% of the total response, seven parents had children in Key Stage 4 (14-16years) formed 39% of the total response and one parent had a child in Key Stage 5 (17-19years) forming 5% of the total response to this question.

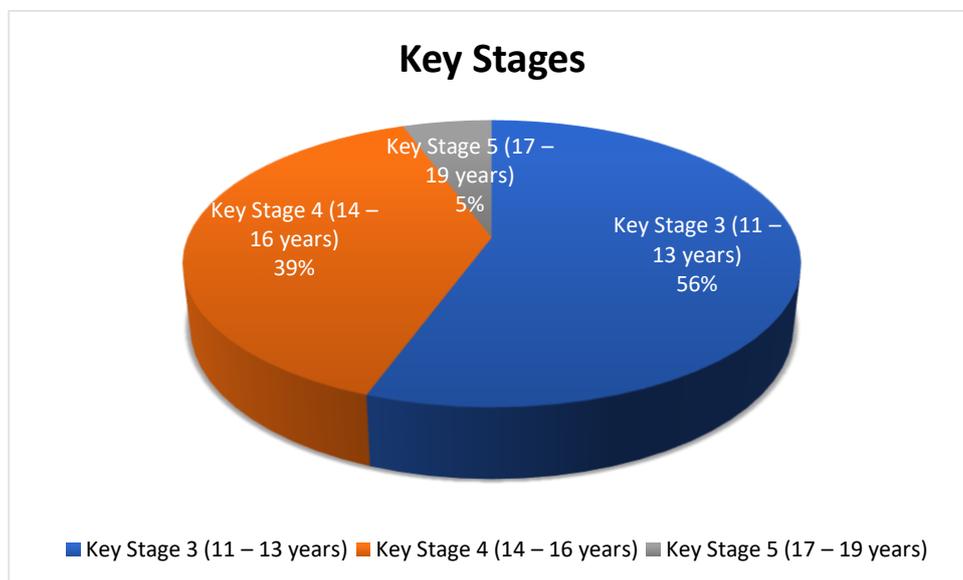


Figure 8 Child(ren) Key Stages

4.2.6 Entrepreneurial Experience- Parents

Below is a graphical representation of the respondent's personal entrepreneurial experience. The highest number of parent's entrepreneurial experience was 10; who are self-employed, contributing to 36% of the total respondents. This is followed by parents who had no entrepreneurial experience, which was 6 respondents and contributed to 21% of the total responses to this question.



Figure 9 Parents Entrepreneurial Experience

4.2.7 Employable Skills – Parent Level of Importance

The table below indicates the results of parent responses to the level of importance they place a set of skills to make their child(ren) employable in future. With 1 being the lowest and 10 being the highest, parents were asked to rate the level of importance to the following skills in making their children employable. All 28 respondents answered this question.

The total for each level of importance range was calculated and a mean average was calculated on each of them, based on the number of responses. The mean average was found by adding up all the level of importance and dividing by the number of respondents.

$$\text{Mean Average} = \frac{\text{sum of all level of importance}}{\text{number of respondents}}$$

EMPLOYABLE SKILLS	RESPONSES (TOTAL)	RESPONSES (MEAN AVERAGE)
Creativity	241	8.6
Innovative	249	8.9
Problem-solving skills	261	9.3
Opportunity recognition	232	8.3
Risk-taking	222	7.9
How to starting a business	220	7.9
Managing a business	226	8.1
Financial literacy	255	9.1
Self-confidence	264	9.4

Table 2- Employable Skills - Level of Importance

The graphical representation below shows the mean average parent respondents place on each skill to making their child employable in future. The highest level of importance on employable skills parents wants their children to possess is self-confidence at 9.4 out of 10, followed by problem-solving skill at 9.3 out of 10. The least level of importance parent respondents placed on the set skill were risk-taking and how to start a business; with both of them at 7.9 out of 10.

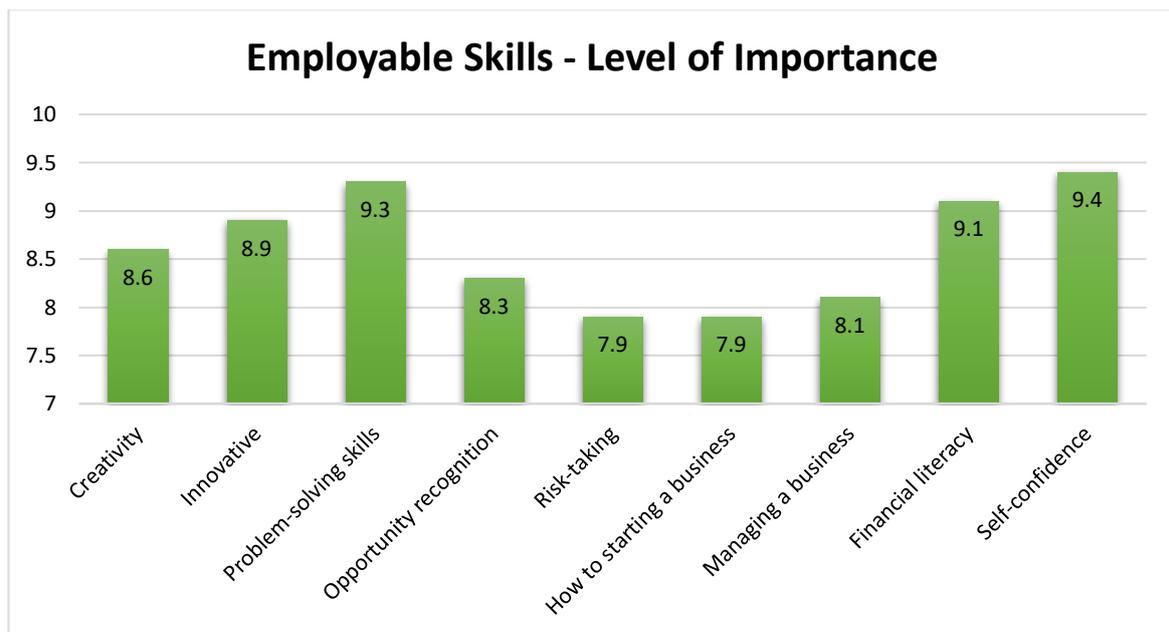


Figure 10 Employable Skills - Parent Level of Importance

4.2.8 Teacher Ability To Teach Employable Skills- Parents

The table below indicates the results of parent responses to the level of belief they place on secondary school teachers in teaching their children employable skills. With 1 being the lowest and 10 being the highest, parents were asked to rate the level of believe they place on secondary school teachers in teaching their children employable skills. All 28 respondents answered this question.

The total for each level of belief range was calculated and a mean average was calculated on each of them, based on the number of responses. The mean average was found by adding up all the level of beliefs and dividing by the number of respondents.

$$\text{Mean Average} = \frac{\text{sum of parent level of believe (teachers teaching skills)}}{\text{number of respondents}}$$

EMPLOYABLE SKILLS (TEACHER ABILITY)	Response (TOTAL)	RESPONSES (MEAN AVERAGE)
How to be creative	159	5.7
How to be innovative	154	5.5
How to solve problems	188	6.7
How to recognise business opportunities	129	4.6
How to take and manage risk	128	4.6
How to starting a business	122	4.3
How to market or sell a product	138	4.9
How to manage money	146	5.2
Self-confidence	172	6.1

Table 3- Employable Skills- Parents Thoughts on Teachers Ability

The graphical representation below shows the mean average parent respondents place on teacher ability to teach their children employable skills. The highest level of believing parents place on teachers ability to teach employable was how to solve problems at 6.7 out of 10, followed by self-confidence at 6.1 out of 10. The least level of believing parent respondents placed on teacher ability to teach employable skills was how to start a business at 4.3 out of 10.



Figure 11 Employable Skills- Parents Thoughts on Teachers Ability

4.2.9 Child Introduction to Entrepreneurship Education - Parents

Given these definitions:

1. Enterprise education is an excellent tool to prepare students for changing environments. It provides enhanced impact through placements and activities that build links between education and external organisations.
2. Entrepreneurship education is linked to employability and provides competencies that lead a rewarding, self-determined professional life. Both can help students to add significant social, cultural, and economic value to society throughout their careers.

Parents were asked if they thought these will be beneficial to their child in secondary school?

The graph below shows the responses of parents to whether entrepreneurship/enterprise education will be beneficial to their child and at what secondary school Key Stage they will like their children to be exposed to enterprise education. the highest rate of respondents wants their children to be introduced to enterprise education in Key Stage 3 (11-14 years). Some of the least respondents also opted that, they will like enterprise education to an extra-curricular activity for their children at different key stages.

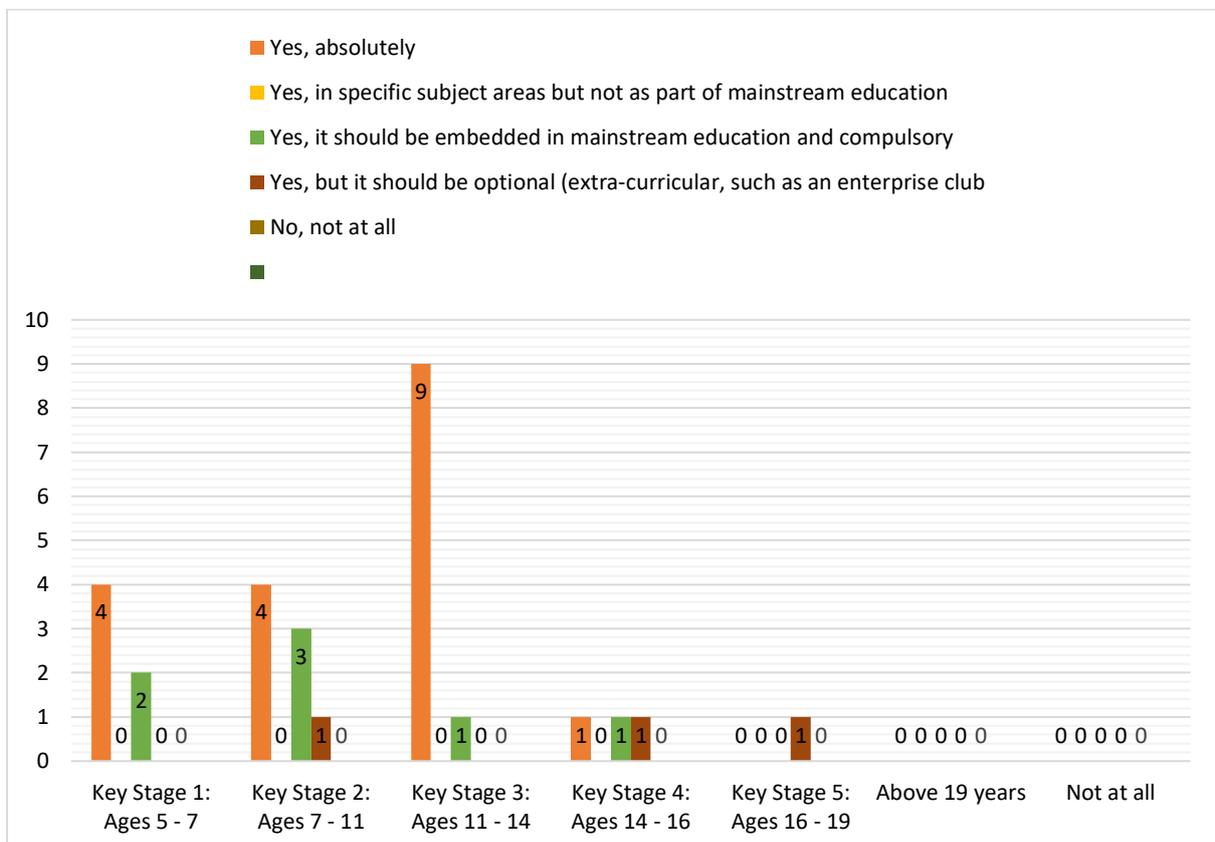


Figure 12 Child Introduction to Entrepreneurship Education- Parent

4.2.10 Entrepreneurship Education by Teachers - Parents

Below is a graphical representation of the parent response if they think secondary school teacher should be able to teach enterprise/ entrepreneurship education. From the total of 28 parents responding to this question, 18 which represents 67% of the total response; believes teachers should be able to teach enterprise education especially if it is embedded in the secondary educational system. Some also believed that teaching enterprise education is a different skill set and will require a specialist to teach while some of the parents believed that teacher should teach in certain subject areas. None of the parent respondents to this question believed that teachers will not be able to teach enterprise education.

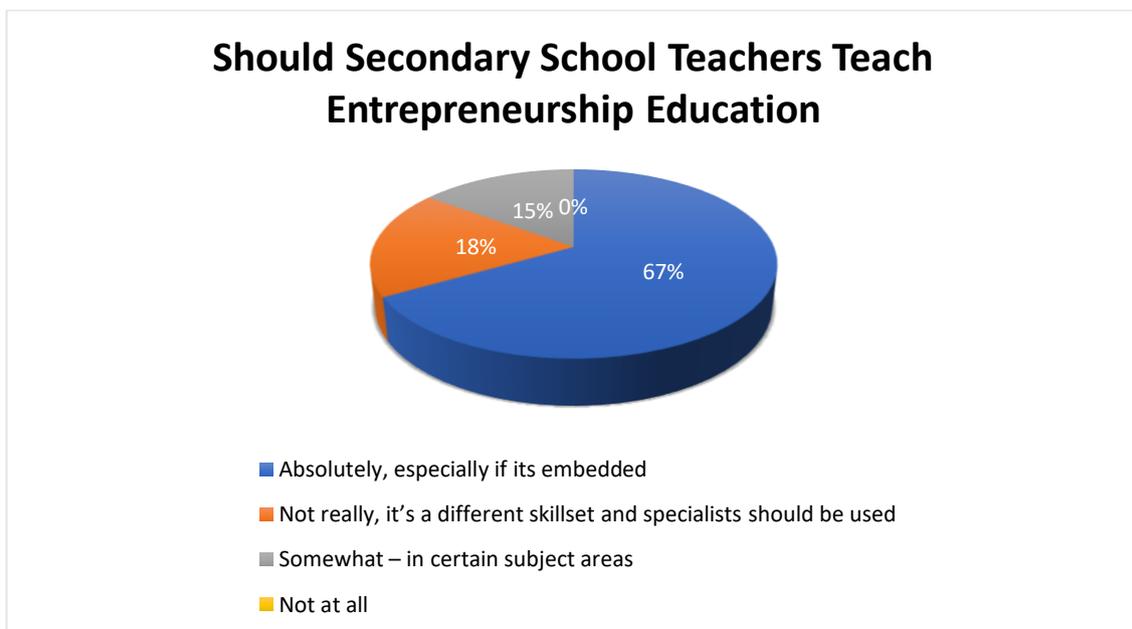


Figure 13 How Secondary School Teachers Should Teacher Enterprise Education- Parents

4.2.11 Parent Employment Aspirations for Child

The graph below is the graphical representation of parent responses to the employment aspiration they have for their children. Respondents were allowed multiple selections for this question. All 28 respondents to the survey answered this question. The highest number of employment aspirational picks parents had for their children was for the children to have the skills and confidence to do what they are passionate about, followed by for them to be a professional. The least employment

aspirations the parent respondents had for their children was for them to be employees with a trade and for them to work in the public sector.

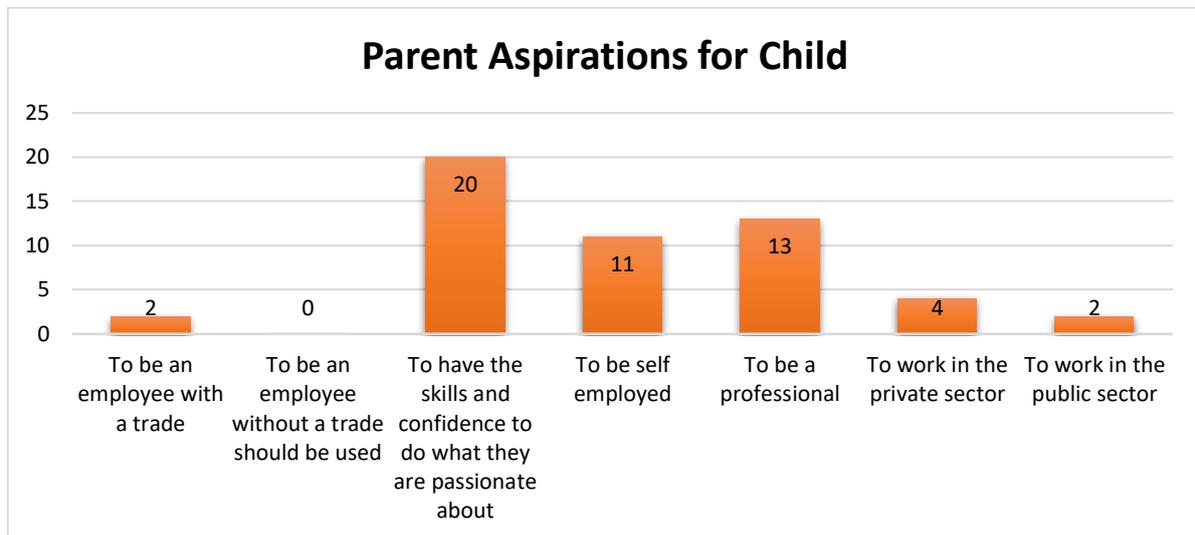


Figure 14 Parent Aspiration for Child(ren)

4.2.12 Welsh Baccaulaureate- Entrepreneurship Pathway

The graph below represents the parent's response to the question; if they will be interested in an entrepreneurship educational pathway for their child should that of the Welsh Baccaulaureate be introduced in the UK. All the 28 respondents to this question chose yes to this question, contributing to a 100% positive response to the question.



Figure 15 Welsh Baccaulaureate Entrepreneurship Pathway- Parents

4.2.13 Parental Value Rate Of Entrepreneurship Education To Child

The last question for the parents survey allowed the parents to rate from 1 to 10; with 1 being the lowest and 10 being the highest, to type in how valuable enterprise education will be to their children. All respondents to this question but participant 2 answered to this question by rating between 1 and 10. Survey participant 2 typed in, “Enterprise education taps a wide skills set that develops an individuals at many levels. It is vital that children are exposed to developing a solid skillset and mindset at a young age. Furthermore, a creative and innovative mindset.”

The graph below represents the responses from 27 out of 28 respondents to this survey, signifying how valuable enterprise/ entrepreneurship education will be to their child’s education. The total valuable rate of responses was 231, giving an average of 8.6 out of 10 based on the 27 respondents who answered correctly.

Parental Value Rate of Entrepreneurship Education to Child

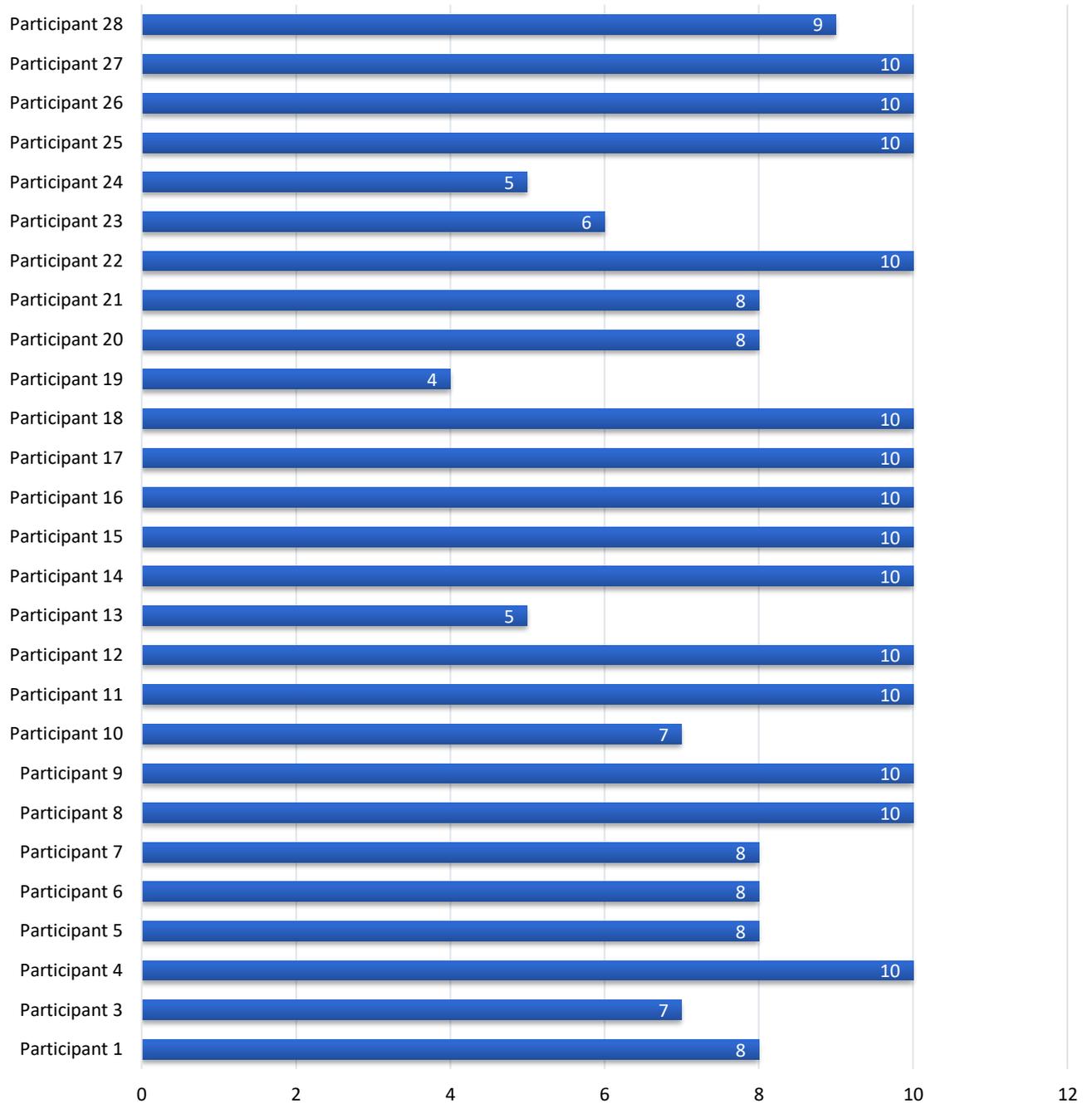


Figure 16 Parental Value Rate of Entrepreneurship Education to Child

4.3 ONLINE SURVEY- TEACHERS

4.3.1 Age and Gender

Below is the graphical representation of the gender and age demographics of teachers who took part in the survey. The highest number of teacher respondents were females between the ages of 26-30 years and 36-40 years with 2 respondents each, while the rest of the age groups has 1 respondent each with no male respondents between the ages of 26-30 years and 41-65 years.

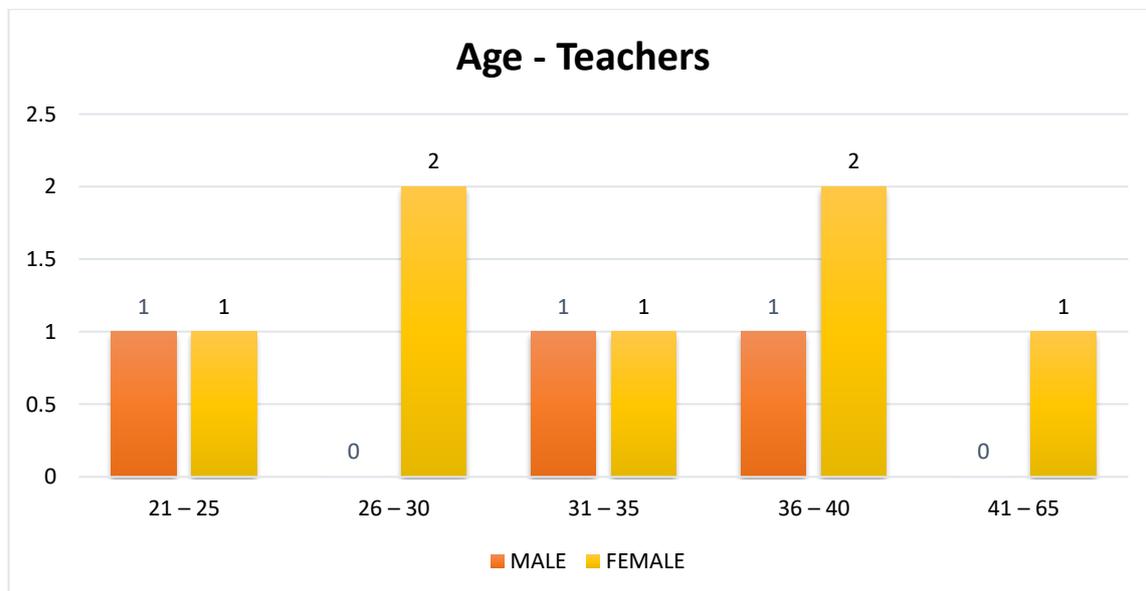


Figure 17 Teachers Gender and Age

4.3.2 Age and Teaching Key Stage(s)

The graph below shows the different key stages all 10 teacher respondents teach. Teachers, where allowed to select multiple key stages according to what they teach. All 10 respondents answered this question. A greater number of the teacher teach children in key stage 2 (7- 11 years) and key stage 3 (11- 14 years), with both having 6 picks each. This followed by key stage 4 (14- 16 years) and key stage 5 (16- 19 years), having 5 and 4 picks respectively.

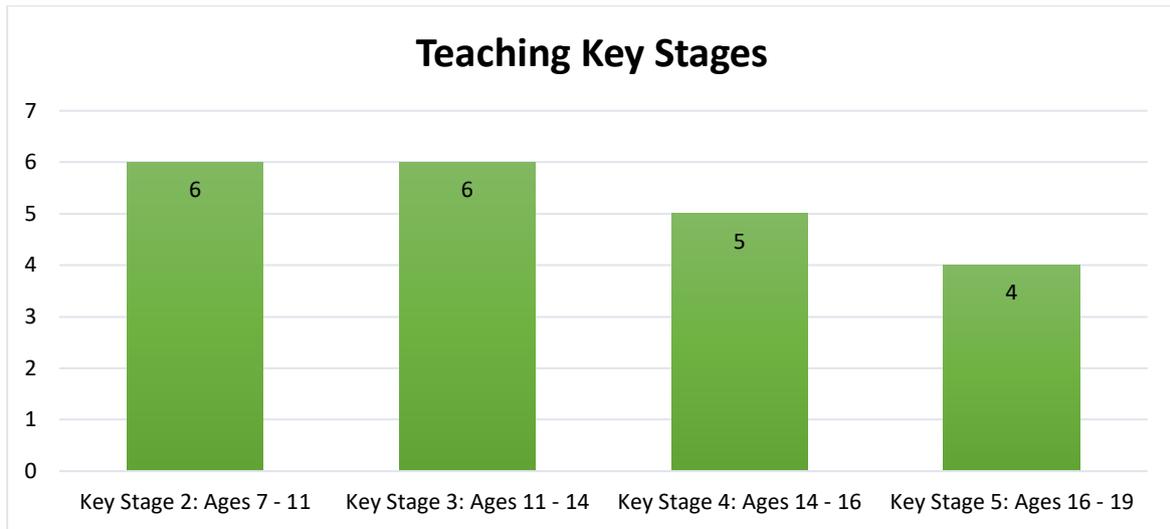


Figure 18 Teaching Key Stages

4.3.3 Years of Teaching Experience

The graphical presentation below shows the number of teaching experience in years by the teacher respondents for this survey. 60% of the respondents to this survey have a teaching experience between 1-3years, followed by teachers who have more than 12 years of experience making up 20% of the respondents. The least number of years of teaching experience were teachers with 4-6years and 7-10years experience, making up 10% each.

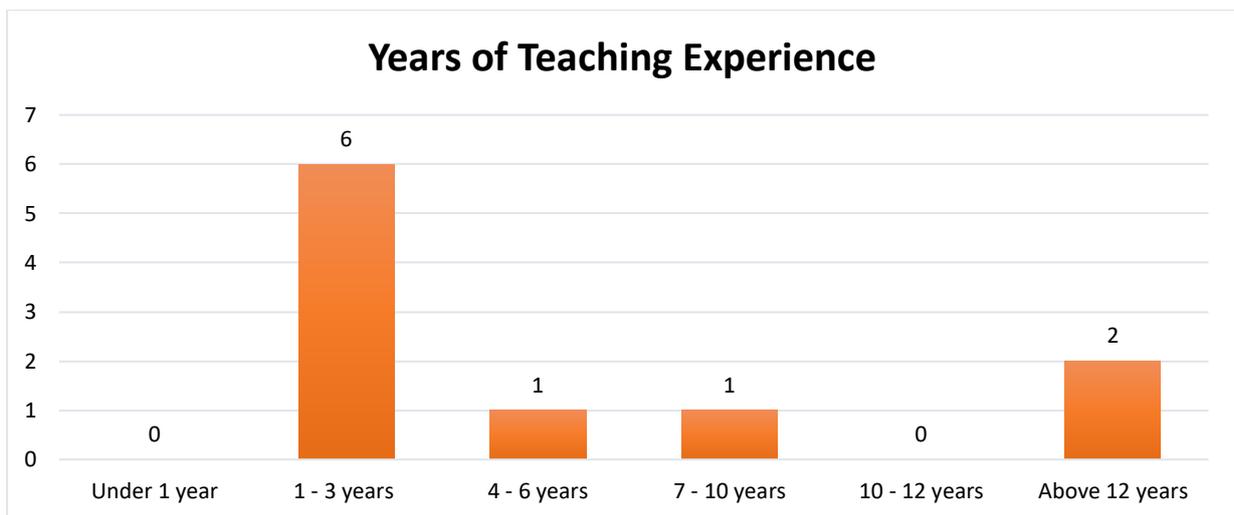


Figure 19 Teaching Years of Experience

4.3.4 Employable Skills - Teacher Level of Importance

The table below indicates the results of teacher responses to the level of importance they place on teaching secondary school child(ren) how to be entrepreneurial and employable in future. With 1 being the lowest and 10 being the highest, teachers were asked to rate the level of importance to the following skills in making the children they teach employable. All 10 respondents answered this question.

The total for each level of importance range was calculated and a mean average was calculated on each of them, based on the number of responses. The mean average was found by adding up all the level of importance and dividing by the number of respondents.

$$\text{Mean Average} = \frac{\text{sum of all level of importance}}{\text{number of respondents}}$$

EMPLOYABLE SKILLS	RESPONSES (TOTAL)	RESPONSES (MEAN AVERAGE)
Creativity	87	8.7
Innovative	87	8.7
Problem-solving skills	88	8.8
Opportunity recognition	81	8.1
Risk-taking	82	8.2
How to starting a business	72	7.2
Managing a business	74	7.4
Financial literacy	69	6.9
Self-confidence	92	9.2
Communication	92	9.2

Table 4- Employable Skills - Teacher Level of Importance

The graphical representation below shows the mean average teacher respondents place on each skill to making children they teach employable in future. The highest level of importance on employable skills teachers placed on teaching was self-confidence and communication, with both having a mean average of 9.2 out of 10 each. The least level of importance teacher respondents placed on the set skill was how to start a business and how to manage a business; having 7.2 out of 10 and 7.4 out of 10 respectively.

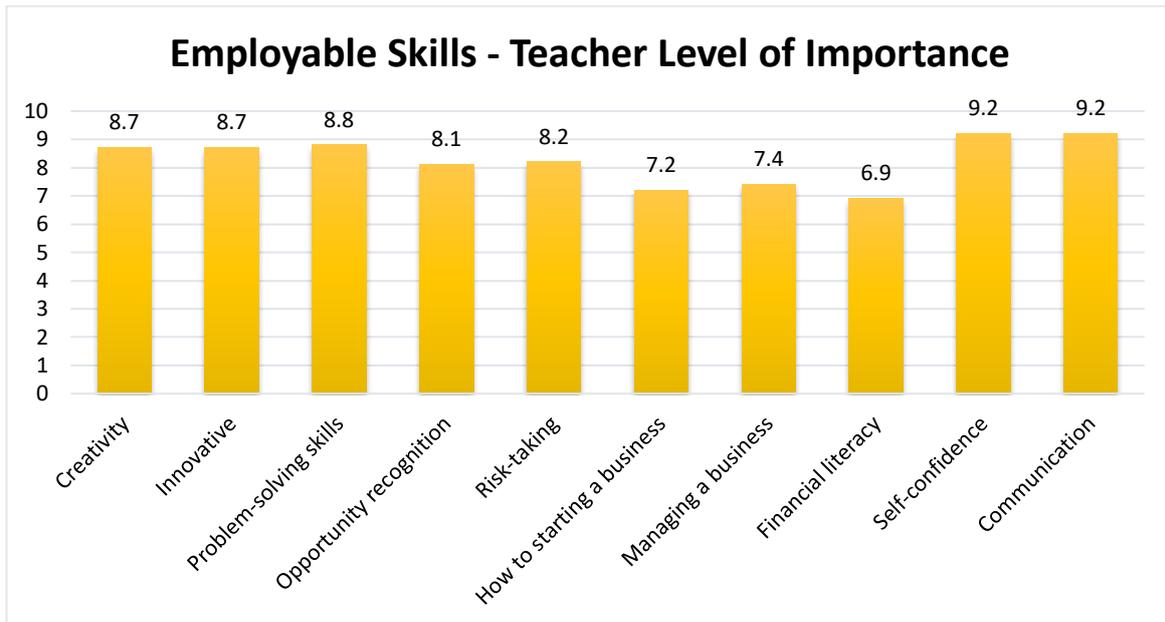


Figure 20 Employable Skills - Teacher Level of Importance

4.3.5 Employable Skills- Teacher Ability Confidence

The table below indicates the results of teacher responses to their level of confidence in teaching secondary school child(ren) how to be entrepreneurial and employable in future. With 1 being the lowest and 10 being the highest, teachers were asked to rate their level of confidence in teaching the following skills. All 10 respondents answered this question.

The total for each level of confidence range for each skill was calculated and a mean average was calculated on each of them, based on the number of responses. The mean average was found by adding up all the level of confidence rate and dividing by the number of respondents.

$$\text{Mean Average} = \frac{\text{sum of rate of confidence}}{\text{number of respondents}}$$

EMPLOYABLE SKILLS (TEACHER ABILITY)	Response (TOTAL)	RESPONSES (MEAN AVERAGE)
How to be creative	84	8.4
How to be innovative	84	8.4
How to solve problems	84	8.4
How to recognise business opportunities	68	6.8
How to take and manage risk	74	7.4
How to starting a business	63	6.3
How to market or sell a product	74	7.4
How to manage money	80	8.0
Self-confidence	94	9.4

Table 5- Employer Skills - Teacher Confidence

The graphical representation below shows the mean average rate of confidence teacher respondents believe they possess to each skill in making children they teach employable in future. The highest level of confidence in teaching employable skills that the teacher respondents believed they possess was, teaching children to be more self-confident. This was followed by teaching secondary school children how to be creative, innovative and how to be problem-solving. The least level of confidence in teacher respondents have in teaching employable skills was how to start a business.



Figure 21 Employer Skills - Teacher Confidence

4.3.6 Entrepreneurship Education Training- Teachers

The graph below depicts the rates of response if teacher respondent will need extra training to help embed some of some or all employable skills listed in the above question to the pupils they teach. 50% of the respondents said, yes they will absolutely need the training to be able to embed some or all the employable in their current teaching subjects. 10% of the respondents think the curriculum is currently crowded to add these skills and none of the respondents thinks that it should be a specialist role for extra curricula activity.

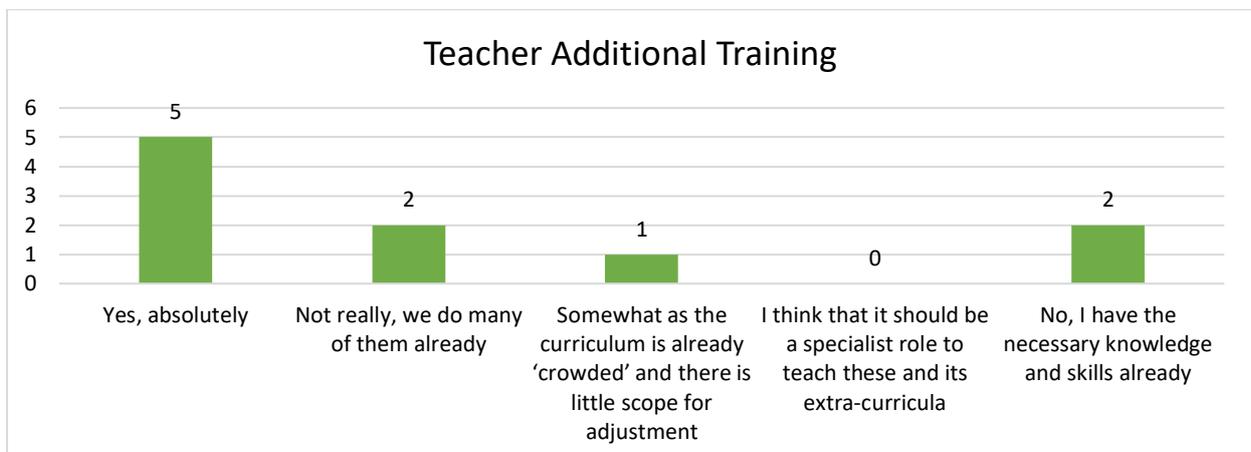


Figure 22 Teacher Additional Training

4.3.7 Teachers thoughts about Parents on Entrepreneurship Education

The graphical representation of the question; if teacher respondents believe that parents of the children they teach, will want them to teach enterprise education to their children? The highest number of responses which is 60% of the total responses said, yes parents will like for them to teach their children enterprise education as part of mainstream education. The of the respondents said that parents will want this as an extra curricula activity and will only want it if the child was interested, making 20% responses each.

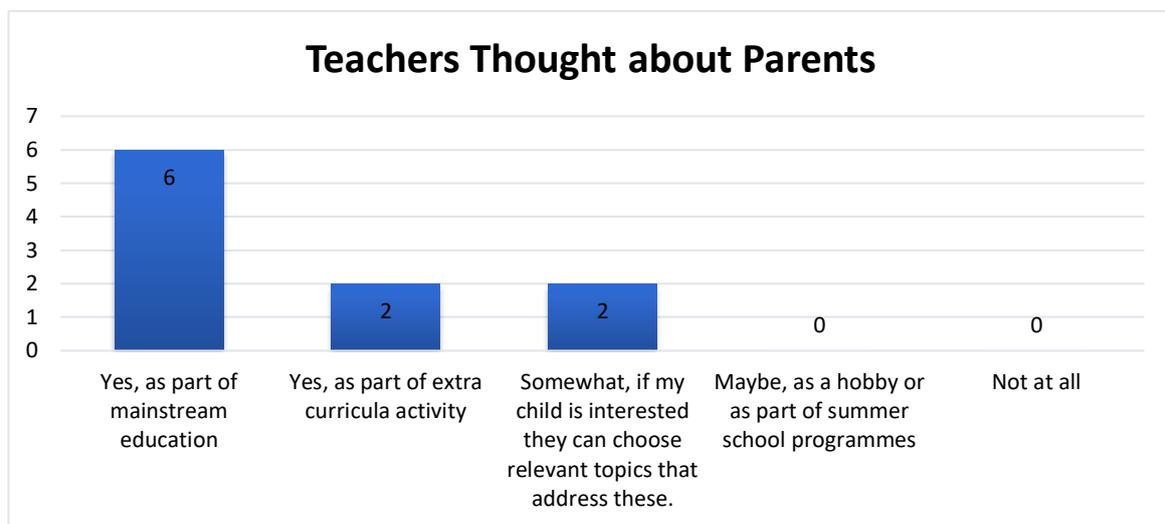


Figure 23 Teacher Thoughts About Parents

4.3.8 Welsh Baccalaureate- Entrepreneurship Pathway

The graph below represents the teacher response to the question; if it will be of value to the UK secondary school system to have an entrepreneurship educational pathway for the students; should that of the Welsh Baccalaureate be introduced in the UK. All the 10 respondents to this question chose yes to this question, contributing to a 100% positive response to the question.

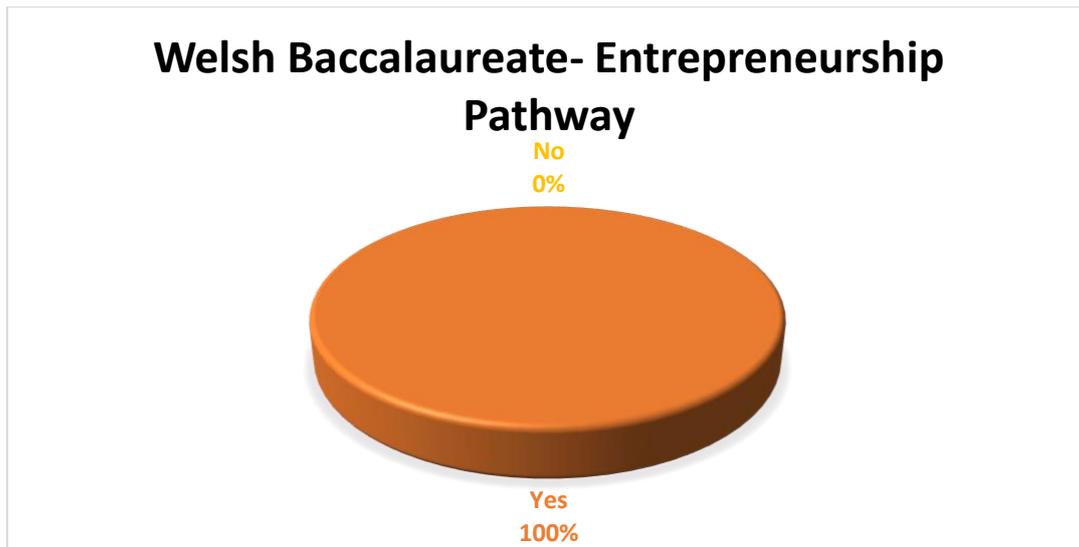


Figure 24 Welsh Baccalaureate Entrepreneurship Pathway - Teachers

4.3.9 Teacher Value Rate Of Entrepreneurship Education To Student

The last question for the teacher survey allowed the teachers to rate from 1 to 10; with 1 being the lowest and 10 being the highest, to type in how valuable they think enterprise education to UK secondary school children. All 10 respondents answered this question.

The graph below represents the responses from all 10 teacher respondents to this survey, signifying how valuable enterprise/ entrepreneurship education will be to secondary school children in the UK. The total valuable rate of responses was 92, giving an average of 9.2 out of 10 based on the 10 teachers who took part in this survey.

Teacher Value Rate of Entrepreneurship Education to Student

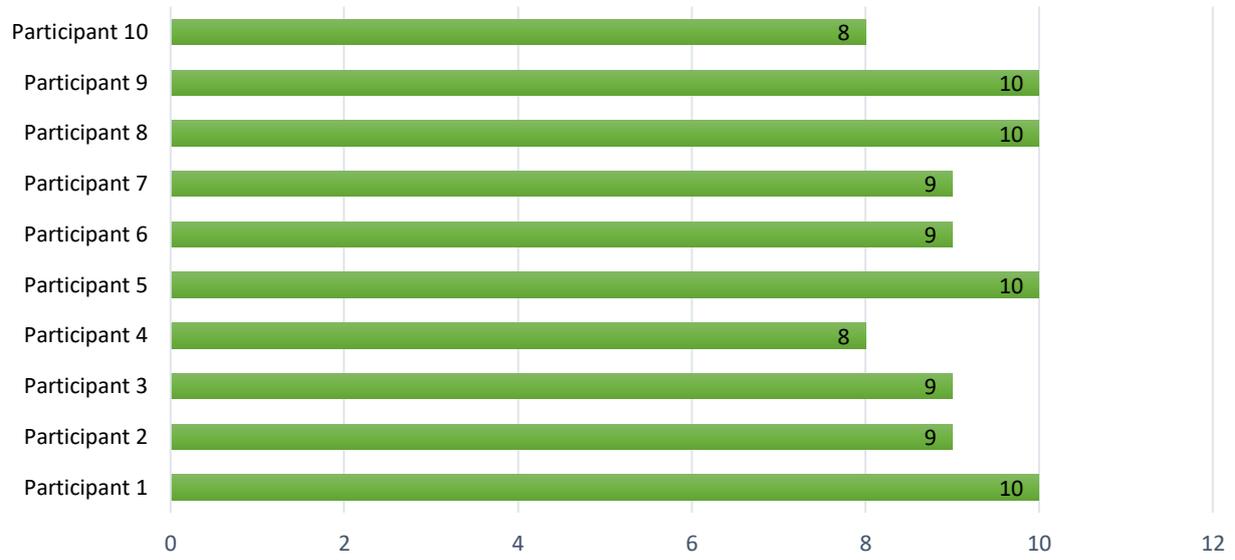


Figure 25 Teacher Value Rate of Entrepreneurship Education to Student

5.0 CHAPTER FIVE: ANALYSIS OF DATA

The analysis of all the data received for this research work will be carried out in this chapter; by drawing from the key issues raised from the interviews, parent survey and teacher survey. Key interrelated areas will be assessed and analysed to be able to make a meaningful conclusion on the subject of entrepreneurship and enterprise education in the UK secondary school system. The data received for this research has uncovered several interesting opinions and some realities on enterprise education within secondary schools in the UK.

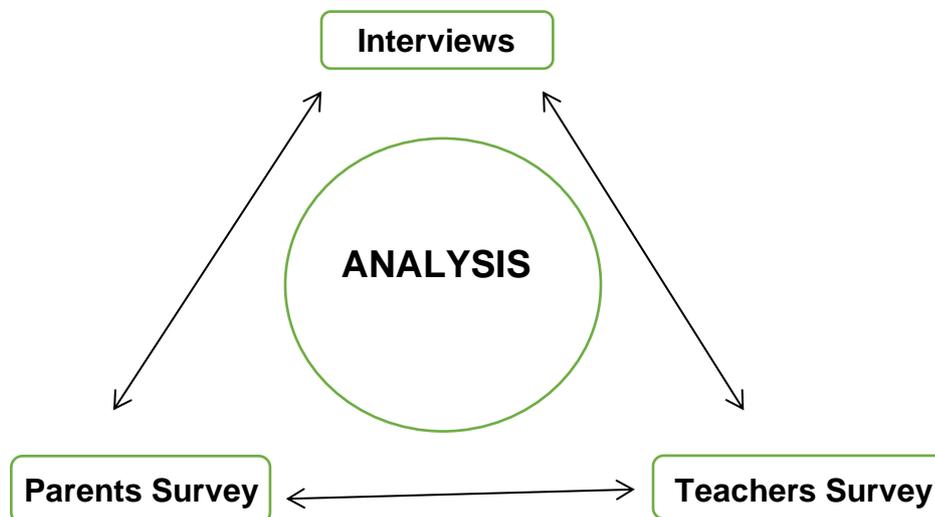


Figure 26 Analysis of Data

5.1 Entrepreneurship/ Enterprise Education in UK Secondary Schools

Results from the two surveys conducted for this research work for parents and teachers both showed 100% positive response in having an entrepreneurship pathway for secondary school children in the UK; should that of the Welsh Baccalaureate is introduced. Although the parent's survey showed quite a lower rate in their belief in secondary school teachers being able to teach their children how to start or manage a business. The teacher survey, on the other hand, revealed that even though the teacher currently isn't well vexed in teaching secondary school children how to start or manage a business; they think that, they will need extra

training in teaching entrepreneurship/ enterprise education subjects and do not think specialist should teach the subject of entrepreneurship.

Information gathered from the interview with Ultra Education C.I.C disclosed that the organisation found that entrepreneurship/ enterprise education is already being taught secondary school in countries abroad and even countries as close as Ireland. The organisation is of the view that the UK is lacking behind in embedding the subject of entrepreneurship into the secondary education system; since the UK is considered as a centre of education. The interview also revealed that Ultra Education has so far not received support from the national government but only received support from social organisations, local governments and councils to aid them to teach entrepreneurship/ enterprise education to children with the UK.

5.2 Right Age To Introduce Child To Entrepreneurship

From the interview with Ultra Education C.I.C, there is not a specific or appropriate age to introduce a child to entrepreneurship/ enterprise education. The interviews further revealed based on the five years' experience of teaching children entrepreneurship/ enterprise education that, relatively a lot of creativity is lost in children as they grow older and therefore the earlier a child is introduced to entrepreneurship/enterprise education, the better. Furthermore, majority of the parents that responded to the survey will like to have their child(ren) introduced to entrepreneurship/ enterprise education at Key Stage 3 (11- 14years) or even earlier in Key Stage 1 (5- 7years) and Key Stage 2 (7- 11years).

Not all parents who responded to the survey currently has parental responsibility on children in secondary school, but they were included in the analysis because their children might be younger or they might have plans, therefore, their opinions do matter. However, from the teacher's survey in which 60% of them has 1-3years of experience in teaching secondary school pupils in Key Stage 2 (7- 11years) and Key Stage 3 (11- 14years); when asked how valuable entrepreneurship/ enterprise education will be for the secondary school children they teach, revealed a 9.2 average rate out of 10.

That being said based on this research findings, entrepreneurship/ enterprise education should be introduced to secondary school children as early as possible even though there is no right specific age because every child is different. However, this will help engage their minds quicker and will help to instil problem-solving skills as well as soft skills as early as possible.

5.3 Analysis of Parent Respondents

Majority of the parent respondents to the survey were between the ages of 41-70 years and were of the Black/ African/ Afro Caribbean race. Taking into consideration the results received for the future aspirations parents have for their children, with the majority of the parent respondents selecting the option for their children to have the skills and confidence to do what they are passionate about; it can be deduced based on this research that Black/ African/ Afro Caribbean parents above the age of 40 in the UK wish for their children to have the confidence and skills to what they are passionate about.

Consequentially, with the majority of the parent respondents being from the Black/ African/ Afro Caribbean race and the results for the entrepreneurial experience for parents having a majority (36%) of respondents running their own business, it can be deduced from this research that many Black/ African/ Afro Caribbean parents in the UK above the age of 40 run their businesses. However, quite a several parent respondents have no entrepreneurial experience (21%), therefore it can be inferred based on this research that quite a several UK parents between the ages of 41-70 have no entrepreneurial experience.

A majority of parent respondents to the survey for this research are entrepreneurs and run their businesses, making up 36% of the total number of parent respondents to this survey. This could mean that they do what they are passionate about and this could also lend to the reason why the majority of the parent respondents to this survey will want their children to have the skills and confidence to do what they are passionate about. Also, it can be deduced based on the results of this survey that

entrepreneurial parents will often want their children to become entrepreneurs or to be a professional.

The parental value rate for entrepreneurship education to the child, from the results, saw the majority of the parents stating high rates of 8 to 10 within the given scale of 1 being the lowest and 10 being the highest. However, some parents rated the value of entrepreneurship education to their child low even though there was a 100% positive response rate to if parents will be interested in an entrepreneurship education pathway, like that of the Welsh Baccalaureate was introduced in the UK. It can be inferred based on this research that not all UK parents see the value in entrepreneurship education for their child even though they will be interested in entrepreneurship education is introduced in the UK educational system.

With the highest number of parent respondents to this survey are from Black/ African/ Afro Caribbean and White/ Caucasian race with the majority of them being above the age of 40 and considering the low average rate (below 5.0) results from the parents level of confidence in secondary school teachers being able to teach their children employable skills such as how to start a business, how to recognise a business opportunity, how to take and manage risk and how to market or sell a product; it is right notion based on this survey to argue that UK parents belonging to black and white races do not entirely believe that secondary school teachers can teach their children certain important entrepreneurial traits.

5.4 Analysis of Teacher Respondents

The number of teacher respondents to the survey were quite an even spread the age ranges and sexes even though there was a greater percentage of female respondents to males respondents between the ages of 26-30 years and 36-40 years with the majority of them having 1-3 years secondary school teaching experience. The Key Stages taught by the teachers even though the teacher respondents were allowed to select multiple Key Stages, saw a majority of teachers teaching pupils in Key Stage 2 (7-11 years) and 3 (11-14 years). An argument can be made based on these demographics of this survey that, a lot of UK secondary

school teachers who teach Key Stage 2 (7-11 years) and 3 (11-14 years) are either younger or older females between the ages of 26-30 years and 36-40 years. A majority of teacher respondents have less than 3 years of experience and this could influence the way they perceive the UK secondary school teaching system.

50% of teacher respondents are of the opinion that they will need extra training to be able to teach secondary pupils enterprise education and employable skills while the other half are of the view that they do not need additional training and are not sure if the current crowded curriculum will be able to contain extra training. This gives a clear understanding that part of the UK secondary school teachers who responded to the survey are willing to accommodate extra training while part of them are not. However, the teacher respondent results for the introduction of the Welsh Baccalaureate in the UK was 100% positive.

The teacher respondents to the survey have a higher level of confidence in themselves in teaching employable skills such as creativity, innovation, self-confidence and problem solving but relatively lower confidence in themselves in teaching students how to manage risk, how to start a business, opportunity recognition and how to market a product. It could be inferred that the 50% of teacher respondents who were of the view that they will need extra training will be in these subject areas even though the majority of the teachers are of the opinion that parents will like teachers teach employable skills as part of mainstream education. All the teachers who took part in the survey rated entrepreneurship education on a high level of importance to the pupils they teach.

5.5 Parent And Teacher Analytical Overview

The parent respondents to the survey conducted for this research showed a widespread of parental entrepreneurial experience; 36% of parent respondents are self-employed, 21% have no entrepreneurial experience, 18% of the total parent respondents occasionally work for other as well as parents who are employers and parents who help others with their business endeavours were 11% and 14% respectively. Even though most of the parent respondents to the survey are self-

employed, the survey revealed that their aspirations for their children are for them to have the skills and confidence they need to do what they are passionate about but surprisingly, the next highest after that was for their children to professionals before being self-employed like most of them are.

The teachers, on the other hand, 60% of teacher respondents believed that parents will like for them to teach their children in secondary school how to be enterprising as part of mainstream education. however, the teacher respondents strongly believe that they will need the training to be able to teach all or some of the entrepreneurial/ employable skills listed in the survey. The number of teachers that responded to this survey was only 10; probably because of the pandemic, it was difficult to easily reach out to secondary school teachers in these times.

The deductions from this analysis reveal that children upon receiving entrepreneurship/ enterprise education will be able to develop skills that may lead them to have to start a business at a point in their life but the theory is, the earlier children are exposed to enterprise education and employable skills, the greater the likelihood of them evolving into becoming entrepreneurs. According to the interview with Ultra Education C.I.C, as long as parents understand their role in the development of their children; by not just expecting the only the teacher to nurture their child(ren) but also with them encouraging their children to do what they are passionate about based on their strengths and not imposing career options on them.

6.0 CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

This research which drew opinions from an interview with Ultra Education C.I.C, a UK based entrepreneurship/ enterprise education provider for kids and young adults as well as opinions from parents and secondary school teacher within the UK through online surveys, has revealed quite an interesting paradigm to the subject of entrepreneurship and enterprise education in the British secondary school system. In as much the aim of Ultra Education C.I.C is to teach kids entrepreneurial skills and knowledge to start businesses, this research revealed that not every child will become an entrepreneur neither does every parent wants their child to become an entrepreneur nor every secondary school teacher has what it takes to teach a child entrepreneurial skills or knowledge. Employable skills enable students not only to gain employment but also to progress in employment and exhibit skills that can be used to execute every task or challenge presented to them (Owoh 2016: 138–142).

All the same, this does not take out the act that employable skills for work; which are mostly derived through entrepreneurial education are not necessary to make a child employable in the future. Teaching kids entrepreneurial/ enterprise education does not automatically make them entrepreneurs, but the skills which the children end up developing cultivate an entrepreneurial mindset within them and gives them a better choice of choosing to become entrepreneurs. Children in the UK must be introduced to entrepreneurship/ enterprise education as early as possible just as they are introduced to reading, writing, calculating and debating before they get into higher education. The British government considers entrepreneurship graduates as essential in growing the UK economy, and delivering enterprise education through schools is important to urge this motive. Research into entrepreneurship/ enterprise education has grown over the years and this has eventually become one of the sorts after higher education programmes in the UK (APPG 2018).

6.2 RECOMMENDATIONS

- Entrepreneurship/ enterprise education should be encouraged and if possible, embedded in the UK secondary school curriculum. Developed and developing countries already have enterprise education their educational curriculum and since the UK's All Party Parliamentary Group (APPG) already stands for the course, the national government should urge the establishment of entrepreneurship/ enterprise education in UK secondary schools. Efforts must be made to promote enterprise education among all UK public and private secondary schools. A maintenance and improvement plan must also be in place to ensure sustainability as well as the enhancement of enterprise education. I recommend the Welsh Baccalaureate enterprise education pathway for the UK secondary education system.
- There should be training for secondary school teachers on the subject of entrepreneurship/ enterprise education. initial compulsory training will be required for the teachers to under the subject and periodic training sessions and evaluations must be conduction to help sharpen the teaching skills on the subject and improve the subject content. Teachers should also be trained on how to use action-oriented teaching as well as assessment methods to teach and assess students on enterprise/ entrepreneurship education subjects.
- Parents with children in British secondary schools or even basic schools must be conscientized and trained if possible with the knowledge that; parents play a major part of their child's development process and must not expect the teacher to do everything. There should be training for parents just as there will be training for secondary school teachers who will be teaching enterprise/ entrepreneurship education. Parents must be taught not to impose their idealistic career expectations on children but should rather help their children identify themselves and support them in what they are passionate about.
- There should be funded research into enterprise and entrepreneurship education course and topics for secondary schools; which will be able to stimulate the mindsets of students into thinking entrepreneurial as well as baring employable skills. Funding researches into enterprise and entrepreneurship education can help design appropriate courses, methods of

teaching enterprise education in UK secondary schools as well as apposite
course contents enterprise education.

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8.0 APPENDICES

8.1 Appendix A – Informed Consent Form

Participant
No.

INFORMED CONSENT FORM: Entrepreneurship Education: An exportation of the possibilities for enhancement in Secondary Education in the UK

You are invited to take part in this research study for the purpose of collecting data on the possibility of enhancing the teaching of entrepreneurship in the British Secondary School curriculum.

Before you decide to take part, you must **read the accompanying Participant Information Sheet.**

Please do not hesitate to ask questions if anything is unclear or if you would like more information about any aspect of this research. It is important that you feel able to take the necessary time to decide whether or not you wish to take part.

If you are happy to participate, please confirm your consent by circling YES against each of the below statements and then signing and dating the form as participant.

1	I confirm that I have read and understood the <u>Participant Information Sheet</u> for the above study and have had the opportunity to ask questions	YES	NO
2	I understand my participation is voluntary and that I am free to withdraw my data, without giving a reason, by contacting the lead researcher and the Research Support Office <u>at any time</u> until the date specified in the Participant Information Sheet	YES	NO
3	I have noted down my participant number (top left of this Consent Form) which may be required by the lead researcher if I wish to withdraw from the study	YES	NO
4	I understand that all the information I provide will be held securely and treated confidentially	YES	NO
5	I am happy for the information I provide to be used (anonymously) in academic papers and other formal research outputs	YES	NO
6	I am happy for the interview to be <u>audio recorded</u>	YES	NO

7	I agree to take part in the above study	YES	NO
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Participant's Name	Date	Signature
Researcher	Date	Signature

8.2 Appendix B – Participant Information Sheet

PARTICIPANT INFORMATION SHEET

You are being invited to take part in research on Entrepreneurship Education: An exportation of the possibilities for enhancement in Secondary Education in the UK. Mr Daniel Affum Odonkor, MA Global Entrepreneurship student at Coventry University is leading this research. Before you decide to take part it is important you understand why the research is being conducted and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?

The purpose of the study is to research into the possibility of enhancing the teaching of entrepreneurship in the British Secondary School curriculum.

The objective of this research is to create an avenue for further research into entrepreneurship education and to propose various options for the enhancement of entrepreneurship courses in British Secondary Schools. This research will explore the drivers, the opportunities and the challenges that might be encountered as the various options are explored.

Why have I been chosen to take part?

You are invited to participate in this study because you work with/ associated with an organisation which has direct impact to the UK Secondary School System.

What are the benefits of taking part?

By sharing your experiences with us, you will be helping Mr Daniel Affum Odonkor and Coventry University to better understand the possibilities for enhancement in Secondary Education in the UK.

Are there any risks associated with taking part?

This study has been reviewed and approved through Coventry University's formal research ethics procedure. There are no significant risks associated with participation.

Do I have to take part?

No – it is entirely up to you. If you do decide to take part, please keep this Information Sheet and complete the Informed Consent Form to show that you understand your rights in relation to the research, and that you are happy to participate. Please note down your participant number (which is on the Consent Form) and provide this to the lead researcher if you seek to withdraw from the study at a later date. You are free to withdraw your information from the project data set at any time until the data are destroyed on 1st October, 2020. You should note that your data may be used in the production of formal research outputs (e.g. journal articles, conference papers, theses and reports) prior to this date and so you are advised to contact the university at the earliest opportunity should you wish to withdraw from the study. To withdraw, please contact the lead researcher; Mr. Daniel Odonkor by email: odonkord@coventry.ac.uk.

What will happen if I decide to take part?

You will be asked a number of questions regarding Ultra Education C.I.C. and Entrepreneurship Education. The interview will take place over Microsoft Teams at a time that is convenient to you. Ideally, we would like to audio record your responses and will require your consent for this, so the location should be in a fairly quiet area. The interview should take around 30 minutes to complete.

Data Protection and Confidentiality

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR) and the Data Protection Act 2018. All information collected about you will be kept strictly confidential. Unless they are fully anonymised in our records, your data will be referred to by a unique participant number rather than by name. If you consent to being audio recorded, all recordings will be destroyed once they have been transcribed. Your data will only be viewed by the researcher/research team.

Data Protection Rights

Coventry University is a Data Controller for the information you provide. You have the right to access information held about you. Your right of access can be exercised in accordance with the General Data Protection Regulation and the Data Protection Act 2018. You also have other rights including rights of correction, erasure, objection, and data portability. For more details, including the right to lodge a complaint with the Information Commissioner's Office, please visit www.ico.org.uk. Questions, comments and requests about your personal data can also be sent to the University Data Protection Officer - enquiry.ipu@coventry.ac.uk

What will happen with the results of this study?

The results of this study may be summarised in published articles, reports and presentations. Quotes or key findings will always be made anonymous in any formal outputs unless we have your prior and explicit written permission to attribute them to you by name.

Making a Complaint

If you are unhappy with any aspect of this research, please first contact the lead researcher, Mr. Daniel Odonkor by email: odonkord@coventry.ac.uk. If you still have concerns and wish to make a formal complaint, please write to Professor Joan Lockyer via email: j.lockyer@coventry.ac.uk / aa7114@coventry.ac.uk

8.3 Appendix C – Semi Structured Interview Questions

Background

The aim of this study is to explore the desirability and feasibility of enhancing the provision of enterprise and entrepreneurship education in UK Secondary Schools.

I am conducting this study as part of my Master's Degree at Coventry University. You have been asked to take part in this interview as part of the Ultra Education team as I believe that your experience and expertise will be valuable in shaping the research. Your participation is entirely voluntary, and you can opt out at any time. Please read the Participant Information Sheet provided and sign the Informed Consent Form if you are happy to proceed.

The interview should take approximately 30 minutes. Your contribution will be anonymous and your data will be held securely in a locked draw and on a password protected laptop. All data will be deleted by 1st October, 2020.

Q1. How many years have you been working as part of Ultra Education?

Q2. How would you describe the role and mission of Ultra Education?

Q3.a What is your role in the Ultra Education Team?

Q3.b – What age groups do you work with?

Q3.c – How does Ultra Education gain access to schools – through tenders, invitations, as a charity

Q3.d – How would you characterise the types of children that you mainly work with? (Are they gifted, excluded or disaffected for example?)

Q4 – Based on your experience, at what age is best to start young people on their enterprise and entrepreneurship journey?

Q5. How has the experience been, working as part of Ultra Education?

Q6. Do you believe the organisation is achieving its goals?

Q7. What are some of the challenges the organisation faces towards achieving its goals?

Q8. Have parents been supportive of your activities?

If Yes, in what way?

If No, what could be the problem?

Q9. Have Teachers been supportive in Enterprise Education / Ultra Education?

If Yes, in what way?

If No, what could be the problem?

Q10. Has Government Policy been supportive in Enterprise Education / Ultra Education? Yes or No?

If Yes, in what way?

If No, what could be the problem?

Q11.a Do you think that Entrepreneurship and Enterprise Education can be embedded in the British school curriculum?

Q11.b – if not embedded that what would be the next best option?

Q11.c – If there were one thing you could ask for to support the agenda, what would it be?

Thank you

8.4 Appendix D – Parents Survey Questions

Survey Questions - Parents

1. Sex
 - Male
 - Female
 - Other

2. Age (Year)
 - (18 – 25)
 - (26 – 30)
 - (31 – 35)
 - (36 – 40)
 - (41 – 70)

3. What Race/ Ethnicity do you identify as?
 - White / Caucasian
 - Black / African / Afro-Caribbean / Black-British
 - Hispanic
 - Arabic
 - Mixed Race
 - Asian
 - Prefer not to say

4. What Religion to believe in / belong to / practice ?
 - Non – Religious
 - Christian / Christianity
 - Muslim / Islam
 - Hindu / Hinduism
 - Judaism
 - Sikhism
 - Buddhism
 - Other
 - Prefer not to say

5. Do you have parental responsibility for a child in secondary school?
 - Yes
 - No

6. What age range does your child belong to?
 - Key Stage 2: Ages 7 - 11
 - Key Stage 3: Ages 11 - 14

- Key Stage 4: Ages 14 - 16
- Key Stage 5: Ages 16 - 19

7. Which of the following apply to you?

- Run my own business / Self-employed (Yes/ No)
- Work in a family business (Yes/ No)
- Supported a family member or friend with his/ her business (Yes/ No)
- Plan to be self-employed in the near future (Yes/ No)
- Do you regard entrepreneurship as a career for your child? (Yes/ No)
- Do you regard entrepreneurship risky? (Yes/ No)
- Will you encourage your child to be entrepreneurial? (Yes/ No)

8. On a scale of 1 to 10; with 1 being the lowest and 10 being the highest, how important do you think the following skills are in making your child employable for the future?

- Creativity
- Innovative
- Problem solving skills
- Opportunity recognition
- Risk taking
- How to starting a business
- Managing a business
- Financial literacy
- Self confidence

9. What will be the appropriate age to introduce your child to entrepreneurship / enterprise education ?

- Key Stage 1: Ages 5 - 7
- Key Stage 2: Ages 7 - 11
- Key Stage 3: Ages 11 - 14
- Key Stage 4: Ages 14 - 16
- Key Stage 5: Ages 16 - 19
- Above 19 years
- Not at all

10. Will you be in support for entrepreneurial / enterprise education being embedded in the UK secondary school curriculum?

- Yes, As part of mainstream education
- Yes, As part of extra curricula activity
- Somewhat, If my child is interested
- Maybe, As a hobby
- Not at all

- As part of Summer school programmes
11. On a scale of 1 to 10; with 1 being the lowest and 10 being the highest, how well do you believe that secondary school teachers will be able to teach your child the following?
- How to be creative
 - How to be innovative
 - How to solve problems
 - How to recognise business opportunities
 - How to take and manage risk
 - How to starting a business
 - How to market or sell a product
 - How to manage money
 - Self confidence
12. In Scotland and Wales; as part of the secondary school baccalaureate system of education, they have an entrepreneurial pathway for students. Will you be interested in this for your child, if it was introduced in the UK?
- Yes
 - No
13. Do you believe that secondary school teachers should be able to teach your child(ren) enterprise and entrepreneurship as part of the school curriculum?
- Absolutely, especially if it's embedded
 - Not really, It's a different skillset and specialists should be used
 - Somewhat – in certain subject areas
 - Not at all
14. What are your aspirations for your child? (Select the choice(s) that apply).
- To be an employee with a trade
 - To be an employee without a trade
 - To have the skills and confidence to do what they are passionate about
 - To be self employed
 - To be a professional
 - To work in the private sector
 - To work in the public sector
15. On a scale of 1 to 10; with 1 being the lowest and the 10 being the highest, how valuable do you think entrepreneurship will be to your child's education?
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Thank You .

8.5 Appendix E – Teachers Survey Questions

Survey Questions - Teachers

1. Sex
 - Male
 - Female
 - Other

2. Age (Years)
 - (21 – 25)
 - (26 – 30)
 - (31 – 35)
 - (36 – 40)
 - (41 – 65)

3. What Key Stage(s) to do you teach? *Multiple tick boxes*
 - Key Stage 2: Ages 7 – 11years
 - Key Stage 3: Ages 11 – 14years
 - Key Stage 4: Ages 14 – 16years
 - Key Stage 5: Ages 16 – 19years

4. How many years have you been a teacher? (Years)
 - Under 1 year
 - 1 – 3 years
 - 4 – 6 years
 - 7 – 10 years
 - 10 – 12 years
 - Above 12 years

5. On a scale of 1 to 10; with 1 being the lowest and 10 being the highest, how important do you think the following skills are in making secondary school children employable for the future?
 - Creativity
 - Innovative
 - Problem solving skills
 - Opportunity recognition
 - Risk taking
 - How to starting a business
 - Managing a business
 - Financial literacy
 - Self confidence
 - Communication Skills

6. On a scale of 1 to 10; with 1 being the lowest and 10 being the highest; Do you believe you have the skillset to teach the following?

- How to be creative
- How to be innovative
- How to solve problems
- How to recognise business opportunities
- How to take and manage risk
- How to starting a business
- How to market or sell a product
- How to manage money
- Self confidence

7. With reference to the question above, will you need additional training as a teacher, to help you teach your students these skills as part of the secondary school curriculum?

- Absolutely
- Not really
- Somewhat
- Maybe
- Not at all

8. With refence to question 6, do you believe parents will want their children to be taught these skills as part of UK secondary school curriculum?

- Yes, As part of mainstream education
- Yes, As part of extra curricula activity
- Somewhat, If my child is interested
- Maybe, As a hobby
- Not at all
- As part of Summer school programmes

9. In Scotland and Wales; as part of the secondary school curriculum/ baccalaureate system of education, they have an entrepreneurial pathway for students. As a teacher, do you think this will be of value to the UK secondary school curriculum?

- Yes
- No

10. On a scale of 1 to 1 – 10; with 1 being the lowest and the 10 being the highest, how valuable do you think entrepreneurship education will be for kids in the UK secondary school system?

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8.6 Appendix E – Ethics Certificate

PROJECT P108515

ENTREPRENEURSHIP EDUCATION: AN EXPORTATION OF THE POSSIBILITIES FOR ENHANCEMENT IN SECONDARY EDUCATION IN THE UK



This project was submitted via the Legacy version of CU ETHICS, therefore some sections may be incomplete

Project **Medium risk** Checklist **15** Comments **3** Approval Stages **Authorised**

Stage	Status	Actioned by	Actioned on
Project	Submitted	Daniel Odonkor	Wed, 17/06/2020 20:49
Supervisor	Approved	Joan Lockyer	Tue, 23/06/2020 10:29
Referrer	Approved	Sunita Dewitt	Fri, 26/06/2020 14:20
Reviewer	Not required	Reviewer	-
Finalizer	Not required		-

Specialist Reviewers

Specialist reviewers will have access to view this application, but not to approve it at any level

Role	Full name
No specialist reviewers	