

Evaluation of the Enterprise Education in Schools (EES) Element of the School to Work Programme. Final Report.

Authors – Keys Young. Department of Education, Training and Youth Affairs, Australia. 1999.

Type and objective of programme: The Enterprise Education in Schools Element was initiated in 1995 by the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA). It was designed to achieve a learning culture which results in greater numbers of students equipped and enthused to identify, create, initiate and successfully manage personal, business, work and community opportunities.

The range of initiatives included:

- initiatives designed to raise awareness;
- a range of demonstration and pilot projects designed to promote relationships between schools, businesses and the wider community;
- the development of information and resource materials for Australian schools;
- the development of resources for teachers' professional development highlighting good practice across the key learning areas;
- projects designed to develop enterprising attitudes and qualities among students through use of simulated business situations;
- projects to make available improved information on employment and self-employment opportunities, including an enterprise education website

Target group: Primary and secondary school students.

Type of evaluation: It was a mixed method evaluation, using a combination of qualitative and quantitative methods.

Methods: a national telephone survey of 647 school principals; in-depth interviews with 60 schools, including 40 that had participated in EES funded projects; face-to-face interviews with school principals and teachers, students, parents, business/ industry and community representatives; in-depth interviews with 20 key informants; consultations with project managers of key EES funded initiatives, and where appropriate, their evaluators.

Main findings:

Participating schools' knowledge of business and enterprise had increased.

Students attained a sense of achievement, gained a greater knowledge of their own strengths and weaknesses, improved their ability to work cooperatively, increased their willingness to take the initiative and exercise responsibility, and in some cases improved their performance.

There was considerable support for enterprise education in schools

The 'hands on' experience of involvement in enterprising activities clearly had the greatest impact on individual principals, teachers, and students who participated.