

Enterprise Education and Work Based Learning in Small Family Businesses

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- This session will draw on participants' knowledge, experience and creativity to explore the similarities and difference of 'work-based learning' and 'enterprise education'.
- The concepts will be unpicked through an exploration of insights from theory, discussion of real-world practice and illustrated by case study examples.
- This session will provide an opportunity for participants to have their voices heard and to thus help inform future debate.
- The focus will be on audience engagement, fun-learning and new insights.



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Rationale and Purpose

- EE is often used to stimulate entrepreneurship especially so at the start up phase.
- More attention should be given to EE in mature businesses to stimulate innovation, fresh thinking and to help re-orientate business purpose.
- Family businesses offer something different to traditional SMEs and EE can help them with issues such as succession and business transfer.
- EE and WBL links, similarities and differences



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‘Increasingly employers are encouraged to deepen their links with schools, colleges and universities. They seek to promote more effective education-business collaboration and mutual understanding, by developing better two-way contacts that benefit both education and industry and involve employers more centrally in young people’s education’ (Jones and Iredale, p9)



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Work-based learning and Enterprise Education

- Both can be traced back to Dewey (1859-1952) where relevance to people's lives lies at the centre of education
- Contexts influence the production of knowledge, learning theories and curriculum (Soft skills/employability and business start-up/self employment)
- Learning is viewed primarily as an activity that arises from experience of grappling with a problem
- WBL/EE may be viewed as 'inferior' forms of learning in HE



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Activity

- In groups of 3 or 4 discuss what you see as the points of similarity between WBL and EE.
- In groups of 3 or 4 discuss what you see as the points of difference between WBL and EE.
- Note the key points on the post-it notes provided and place them on the appropriate board/space.
- Discussion of points raised.



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	Traditional	EE	WBL
Policy drivers	Preparing individuals for a productive contribution in society	Preparing people for self-employment, business start-up or work in SMEs	Preparing people to succeed in the world of work
Pedagogical approach	Learning by rote – theory and disciplinary focus	Work-related learning, simulated learning, multi-disciplinary, practice focused	Workplace, experiential learning; learning through doing
Place of learning	University campus	Campus and off-campus	Predominantly off campus
Nature of curriculum	Significant theoretical and conceptual elements determined by HE	Curriculum shaped and informed by an understanding of the entrepreneur and the small business owner	Significant practice based elements determined by the employer/learner
Teaching staff	Academics	Mixture of academics, entrepreneurs, small business owners and business advisors	Mixture of academics, employer trainers/mentors, third party tutors
Teaching materials	Developed and owned by the university	Developed by the university with input from entrepreneurs and business advisors	Often shared between the university and employer (group)
Learner support	Primarily university	University, business advisors, small businesses	University and employers
Assessment	Primarily academic knowledge assessed by the university	Mix of academic theory and practice. Assessed by academics and small businesses and business advisors	Mix of academic and practice knowledge jointly assessed by employer/university/learner

Source: Adapted from Carswell et al 2010

Case study

- Both concepts have a shared heritage and history.
- Both EE and WBL were built into two Erasmus+ projects addressing the needs of small family businesses in Europe.
- Two Erasmus+ projects (INSIST and FAME) looked at family businesses in Europe and ways of supporting them through education and training.



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ERASMUS + INSIST and FAME: addressing a problem

Need for intervention?
Education intervention for
succession in small family
businesses required to help
improve chances of successful
transfer of family businesses in
Western Europe and to help
support first generation family
businesses in Eastern Europe.

43% of family firms do not have a succession plan
in place, with only 12% making it to a 3rd generation



Source: Family Business Survey 2016, National Bureau of Economic Research
Family Business Alliance



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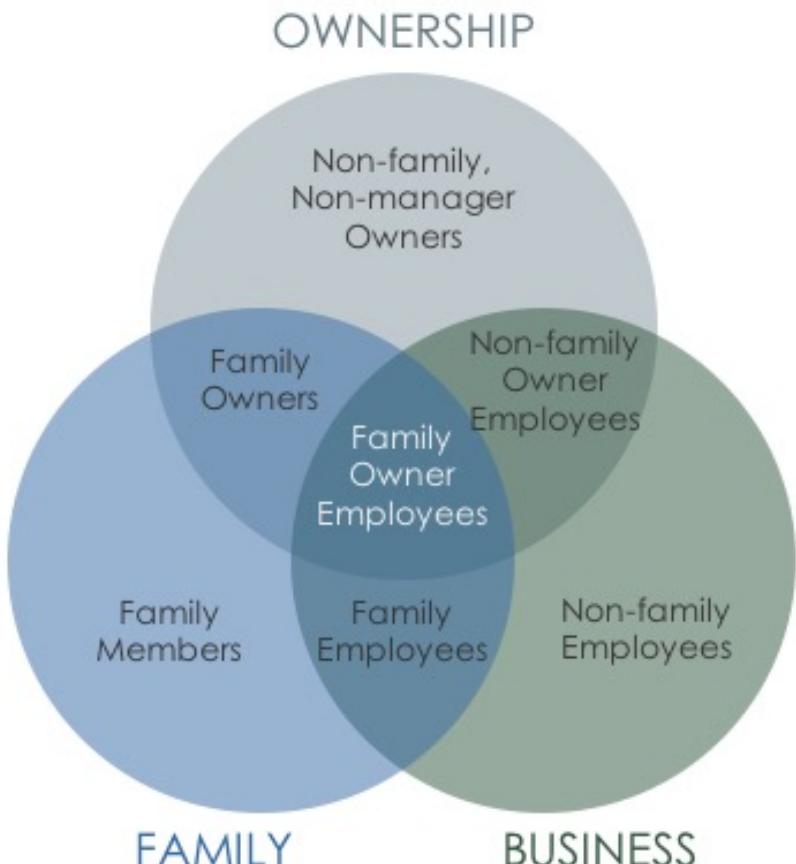


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THREE-CIRCLE MODEL OF THE FAMILY BUSINESS SYSTEM



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Small Group Discussion Activity

- What is different about small family businesses?
- What makes the family business learning context different and what are the implications for EE?
- Do enterprise educators need to think more about family when discussing EE interventions with SMEs? Why and what factors need to be taken into account?
- How do EE innovate for family businesses?



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This is what we did

- Research
- Module development
- Piloting involving businesses
- E-learning materials
- Outputs – report, conference papers, academic journal article
- Dissemination activities – blogs, websites, conferences and more



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Curriculum development

Quality Assurance Agency

Internal QA processes

Integration with existing programmes

Case studies

Module specifications

Virtual learning environment

Guest lectures

Piloting

Mentoring



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A framework in development

- Traditional approach ←→ work-related and work-based
- Theory ←→ practice
- Campus ←→ world of work
- Academics ←→ family business practitioners
- Books and journals ←→ case studies, simulated learning
- University support ←→ university and employer support
- Academic knowledge ←→ practice based knowledge



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Some points of note

- Points of convergence
 - Give teaching and learning ‘real world’ relevance
 - Enrich and add variety to the curriculum
 - Better motivate students especially those who might become disengaged
 - Shape and inform views, opinions and knowledge of the different educational and workplace expectations/requirements
 - Ease the transition between education and work
 - Provide an opportunity for employers to engage with the curriculum
- Points of divergence
 - Enterprise – embraces soft skills and knowledge
 - entrepreneurship emphasis on business start-up self employment
 - WBL – employability (transition into and on in work)
- Work-based or work-related learning
 - Learning ‘about’ or ‘in’ work and business



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Questions?

More information is available at

- INSIST <http://www.insist-project.eu/index.php>
- FAME <http://www.fame-programme.eu/>

.....thank you



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