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Enterprise learning

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Enterprise Learning is the second pamphlet to be published as part of the Peoplism project organised by the Academy for Enterprise. The research examined in detail the transition to a peoplist economy in which the principal source of value creation is enterprise and creativity in individuals. The pamphlet argues that the education system needs to do more to develop the generic qualities which are at a premium in the peoplist economy. These are the enterprise skills. This is a wide ranging review of current practice in business, vocational and enterprise education. The paper concludes that at a national policy level we should promote a broad definition of enterprise for all, rather than a narrower set of business skills specific to the next generation of entrepreneurs or narrow set of occupational competencies.

An online version of this book is available at

www.academyofenterprise.org

Other pamphlets in the Peoplism series are published by the **Employment Policy Institute** and the **Smith Institute**.

Matthew Horne is a researcher at Demos.

About Learning

Report of the Learning Working Group

Authors/Editors:

[David Hargreaves](#)

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Future excellence in learning depends on greater collaboration between leading edge schools and education researchers. Teachers are adopting new approaches to help students learn more effectively and some of these methods are better than others. Moreover there is room for developing yet better methods if practical developments in schools and the most promising advances in cognitive science could be brought together to ensure speedy and trustworthy new ways of ensuring that students learn more effectively.

This report, published by the Learning Working Group and Demos, was commissioned by the Department for Education and Skills. The Group was chaired by David Hargreaves, Fellow of Wolfson College, Cambridge.

The report proposes the establishment of a Commission on Learning, with its own small permanent staff and budget. It would be tasked with improving the exchange of ideas between schools and cognitive scientists, and driving forward collaboration between the two communities.

Independence in learning is identified as one of the key areas where greater collaboration between education scientists and practitioners is required to promote excellence and raise standards.