



**DIRECTIONS IN DEVELOPMENT**  
Human Development

# Entrepreneurship Education and Training Programs around the World

*Dimensions for Success*

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# About the Study

## **Motivation**

- Entrepreneurship is increasingly seen as a solution to a range of issues, from youth unemployment to innovation
- Entrepreneurship education and training (EET) programs are often implemented as part of broader efforts to promote entrepreneurship

## **The research was guided by four questions**

- What do EET programs target?
- What outcomes do EET programs aim to achieve?
- What dimensions shape these outcomes
- At what cost are outcomes achieved?

# Research Approach

## Search Strategy

- Peer-reviewed academic journals, electronic databases (EBESCO, EconPapers, JSTOR, Web of Science, Web of Knowledge, ProQuest, and Google Scholar) using key words (e.g. entrepreneurship education, entrepreneurship training, self-employment competencies, entrepreneurship, self-employment, entrepreneurial intentions, entrepreneurialism, entrepreneurial attitudes).
- Organizational and practitioner-oriented reports and articles on relevant research institutions' and international organizations' websites (e.g., Global Entrepreneurship Monitor, Kauffman Foundation, International Labor Organization, regional development banks, OECD, EU, World Bank).
- Primary interviews with Advisory Council members

## Selection of Program Evaluations

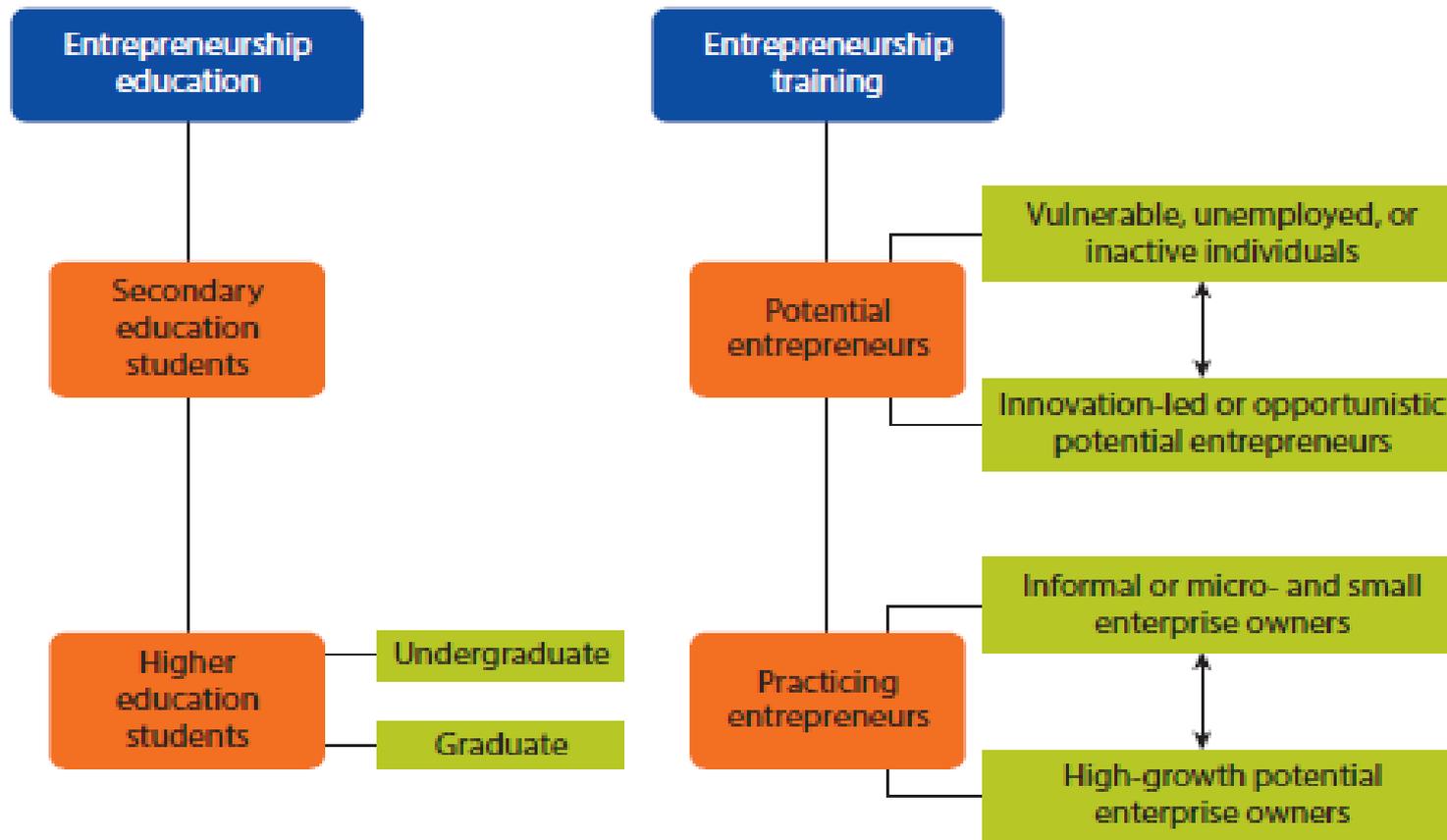
- Identified 230 EET program evaluations, out of which 87 were found to meet the following criteria:
  - Had an explicit definition of its expected outcomes and targeted goals;
  - Had outcomes expressed in some measurable manner (e.g., number of business start-ups, higher income); and
  - Had collected credible information on participants' outcomes.

# Research Approach

- The rigor of the available evaluations ranged from weak to strong. This study categorized program evaluations according to three tiers of rigor:
  - **Tier 1** evaluations are randomized, controlled experiments with an experimental design;
  - **Tier 2** evaluations have a quasi-experimental design; and
  - **Tier 3** evaluations are principally surveys of program participants, including tracer studies that vary in the range of time examined, as well as monitoring and evaluation reports that rely largely on administrative data.

# EET Programs and Target Groups

Figure 3.1 Classifying Entrepreneurship Education and Training Programs



# The Conceptual Framework

Figure 3.6 Program Characteristics



Figure 3.2 Conceptual Framework



Figure 3.3 Outcome Domains

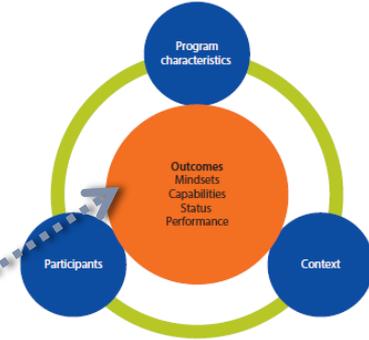


Figure 3.5 Participant Characteristics

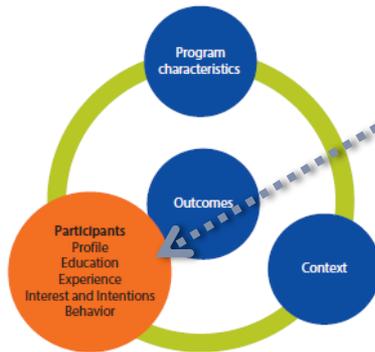
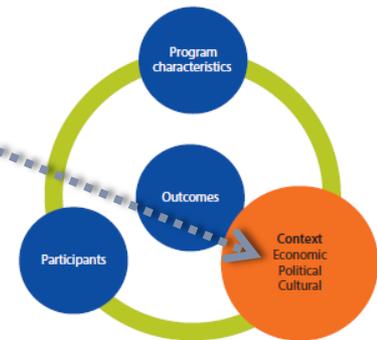


Figure 3.4 Contextual Factors



# Key findings: EET for secondary students (EASE)

## **Participants**

Secondary school students.

## **Program characteristics**

EASE programs are often run in collaborations with schools or with the broader education system. Sometimes they are part of a broader roll-out of curricula on a mass scale.

## **Outcomes**

Programs can achieve positive changes in outcomes associated primarily with foundational entrepreneurial mindsets and a range of socio-emotional skills such as self-confidence, locus of control, leadership, creativity, risk propensity, motivation, resilience, and self-efficacy.

## **Factors influencing long-term impact**

Include the socioeconomic level of community and school and the quality of instruction. Evaluations find a need for teachers trained in the specific pedagogies and content of EASE programs.

*Note: Of 9 programs studied, 1 had an impact evaluation.*

## Key findings: EET in higher education (EEHE)

### Participants

Higher education students, usually self-selected. Selectivity heavily influences participant behavior dynamics for EEHE programs.

### Program characteristics

Content typically focused on general business education, entrepreneurship awareness, and skills such as marketing and accounting. Many programs teach business plan development through competitions and enterprise simulations. Some provide wrap-around services include mentoring and coaching by innovation-driven entrepreneurs.

### Outcomes

Some impact evaluations provide compelling evidence that programs foster positive mindsets and capabilities. They provide mixed results regarding entrepreneurial status, and little evidence of effects on employment.

**Factors influencing long-term impact** are unknown, since evaluations provide little insight in this regard.

*Note: Of 10 programs reviewed, 2 had impact evaluations.*

# Key findings: EET for potential entrepreneurs (ETPo)

## Participants

Many programs target a wide range of individuals, often from vulnerable groups, including women, unemployed youth, and welfare recipients.

## Program characteristics

Content and focus range widely, from business knowledge and general management skills, to entrepreneurial skills, to financial literacy and life skills. Many ETPO programs seek to influence outcomes in entrepreneurial status or performance. Training is often embedded within a broader support program that may include grants, conditional cash transfers, internships, mentoring, or intensive follow-ups.

## Outcomes

Evaluations indicate some impact on helping potential owners launch new businesses and on improving employment, income, and savings for beneficiaries. Promising results also include enhancing business practices, including improved record keeping, better access to new loans, and more strategic firm orientation.

## Factors influencing long-term impact

Include local economic conditions and infrastructure as well as access to finance and markets. Programs that include wrap-around services seem to have greater impact

*Note: Of 16 programs reviewed, 7 had impact evaluations.*

# Key findings: EET for practicing entrepreneurs (ETPr)

## Participants

Practicing entrepreneurs. Selectivity varies as well, as some programs serve thousands of micro-and small enterprises (MSEs) while others are highly selective, serving a handful at one time. Some are restricted to a particular business sector.

## Program characteristics

The most common objective is to improve firm performance, including profits, employment, and productivity. Other objectives include firm expansion into markets, access to financing, and better business practices and innovations. Content varies widely, from basic financial literacy to management and strategic planning. Over half the programs offer wrap-around services linked to financing, and some are linked to institutions or commercial banks.

## Outcomes

Evaluations show mixed results regarding firm performance; they show modest positive results regarding improving firm survival and entrepreneurs' knowledge of good business practices.

**Factors that influence long-term impact** include the broader economic environment, as well as cultural factors such as attitudes towards gender.

*Note: Of 25 programs reviewed, 11 had impact evaluations.*

# Implications for policy

## **Policy implications for programs for secondary school students**

The context of these programs demands some government role, at least within public institutions or institutions using national curricula. With research showing a relationship between labor market performance and socio-emotional skills, it can be credibly asserted that secondary-level programs, which normally focus on these skills, do provide a public good, in turn justifying government intervention and support.

## **Policy implications for programs in higher education**

Government intervention might be important in some contexts, particularly within public institutions. Again, entrepreneurship education can be pointed to as a public good, whether in equipping students with relevant skills and/or providing students with the capacity to innovate or bring innovative products or processes to market.

## Implications for policy (cont'd.)

### **Policy implications for programs for potential entrepreneurs**

Most often, government directly funds, or enables other entities to finance, EET programs for potential entrepreneurs. Since these programs often target vulnerable or underemployed populations, with objectives such as enhancing equity and reducing poverty, they are even more closely tied than in other cases to the public good. Their policy implications should be grounded in considerations of the efficacy of the available policy alternatives (such as conditional cash transfers, fostering wage employment) for furthering these same objectives.

### **Policy implications for programs for practicing entrepreneurs**

The implications for programs targeting practicing entrepreneurs in vulnerable populations echo the considerations for programs geared toward potential entrepreneurs of similar backgrounds. By contrast, for programs targeting high-growth potential entrepreneurs, the government's role is perhaps better reserved for creating the space for the financing, providing private entities to train, and fostering a business environment that enables entrepreneurial activity, since selecting high-growth participants is a role better filled by the market and by private entities.

## Concluding thoughts

Amidst the global interest in education and training for entrepreneurship, available and reliable information on program outcomes is relatively sparse. However, through an analysis of programs, this study is able to offer a focused and structured discussion around what generally characterizes these programs when they target particular groups of beneficiaries, seek to achieve certain objectives, and are delivered in various contexts.

The study illustrates the challenge of looking at EET as a one-dimensional, blunt policy instrument when the global landscape of these programs reveals that they are a complex and heterogeneous collection.

Thank you

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