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A framework for entrepreneurship education and training programs

Interest in entrepreneurship began its current resurgence among academics and policymakers in the 1980s, as new research indicated that some entrepreneurial behaviors could be acquired through education and training. Curran & Stanworth (1989) were among the first to argue that some skill sets and capacities associated with entrepreneurship can be learned, including the cognitive ability to think creatively. During the last 20 years, entrepreneurship education and training (EET) programs have mushroomed, given their promise and potential to promote entrepreneurial skills and attitudes.

Nevertheless, while the number of such programs worldwide continues to expand, global knowledge today regarding their effectiveness and the magnitude of their impacts remains dispersed, fragmented, and largely inaccessible to policymakers and practitioners. To date there has been no systematic classification or analysis of the diversity of EET programs, which are rarely subject to independent impact evaluations. The lack of information is a critical gap for those looking to design new EET programs or strengthen or scale-up existing ones. The study that I want to present therefore set out to fill that critical knowledge gap by conducting a systematic analysis of EET research and programs, with the aim of developing evidence-based guidance for the programs' design—applicable in a variety of country and economic contexts—going forward.