

Does entrepreneurship teaching foster more young entrepreneurs?

Yes, and results are even better if this kind of teaching is differentiated on different levels of education.

International studies show that, in the short term, entrepreneurship education increases students' interest in becoming an entrepreneur and, in the long term, entrepreneurship education positively generates more entrepreneurs. Danish research shows that in order to achieve the highest impact, entrepreneurship education must be differentiated at different educational levels and be given from an early age. In basic school, it is important to strengthen the pupil's connectedness to school and education by means of entrepreneurial didactics and to promote skills such as creativity and proactivity.

Starting from lower secondary level, entrepreneurship education should moreover focus on skills in starting up a business. Danish as well as foreign studies have shown that at lower and upper secondary level, the highest impact on students' entrepreneurial self-efficacy is achieved by combining these two approaches. At the higher education level, moreover, it was proven essential for students' later entrepreneurial activity that during the teaching they had a feeling of ownership for their entrepreneurial projects and were able to draw on their own interests and experiences.

Canadian survey of 42 studies

A study of 16,000 students at the higher education level showed that entrepreneurship education generally had a positive influence on the students' courage, self-knowledge and persistence as well as on their desire to become an entrepreneur.¹

A longitudinal American study

Researchers from University of Arizona studied the effects of entrepreneurship programmes that had been taught during

15 years; compared to the control group, it was three times as likely for students who had participated in the programmes to take part in start-up activities 10 years later. Out of the 2,484 students who participated in the study, 460 had followed the entrepreneurship programmes.²

The earlier the better

Danish studies show that the earlier entrepreneurship education is given, the greater the effect on pupils. When pupils' entrepreneurial mindset and skills are strengthened from an early educational stage, they are more likely to participate in this kind of teaching at later educational stages. The more often pupils and students meet entrepreneurship throughout their education, the more likely it is that they will later choose to become an entrepreneur or work with innovation in an established company.³

Company Programme generates more young entrepreneurs

A Swedish study of the effect of Company Programme in Sweden shows that, compared to other students, significantly more students who have participated in the programme later become entrepreneurs.⁴

Entrepreneurship as a subject and as a method

A Danish study of final year classes in the Danish primary school showed that if entrepreneurship was taught as a 'subject', focusing on so-called 'hard entrepreneurial skills' such as finance and business plans, it had a positive effect on pupils' intentions of becoming an entrepreneur. If, on the other hand, entrepreneurship was taught as a 'method', focusing on 'soft entrepreneurial skills' such as creativity and proactivity, it had the opposite effect, but this teaching increased pupils' motivation for studying.⁵

¹ Martin, McNally, Jeffrey and Kay, 2013. Examining the Formation of Human Capital in Entrepreneurship: A Meta-analysis of Entrepreneurship Education Outcomes. *Journal of Business Venturing*, 28(2), 211-224.

² Charney & Libecap, 2000. The Impact of Entrepreneurship Education: An Evaluation of the Berger Entrepreneurship Program at the University of Arizona, 1985-1999. Final Report to the Kauffman Center for Entrepreneurial Leadership.

³ Impact of Entrepreneurship Education in Denmark - 2014. Danish Foundation for Entrepreneurship.

⁴ Elert, Anderson and Wennberg, 2015. The Impact of Entrepreneurship Education in High School on Long-Term Entrepreneurial Performance. *Journal of Economic Behavior and Organization*. Vol. 111, March 2015, 209-223.

⁵ Moberg, 2014. Two Approaches to Entrepreneurship Education: The Different Effects of Education For and Through Entrepreneurship at the Lower Secondary Level. *The International Journal of Management Education*, 12(3), 512-528.

