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Track Title: Education

Impact of the Implementation of an Entrepreneurship Education Programme on behaviours, intention and attitudes of Mozambique Youth

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Aim of the Paper

This paper aims to assess the impact of an Entrepreneurship Education Programme (ECP) at secondary schools in Mozambique in terms of the acquisition of entrepreneurial competences by students enrolled in the final years. More specifically, the study strives to evaluate the impacts of ECP in the development of entrepreneurial attitudes, intention, and behaviours; and to assess the influence of teaching factors (type of schools) and personal factors (gender and age) that also shape the ECP impact. This analysis will be carried out by comparing students attending the ECP with students that are not attending this programme.

Background Literature

Several authors (Birdthistle, Hynes, & Fleming, 2007; Cheung & Au, 2010; Fayolle, Gailly, & Lassas-Clerc, 2006) argue that entrepreneurship education plays a very important role in developing the attitudes, skills and knowledge that enable young people to generate their own income, to create jobs for others, as well as contributing to national economic growth. From the outset, evaluating the impact of an entrepreneurship curriculum raises several important and interrelated aspects as the aims and potential impact of entrepreneurship education, the factors that may shape the achievement of those aims and their evaluation. Following an extensive literature review on the impact of entrepreneurship education, O'Connor (2012) concludes that the relationship with entrepreneurship education is not necessarily clear. Some studies have revealed coupled or multiple links between entrepreneurship education and individual personality characteristics while others report links to personal cognitive infrastructures. Entrepreneurial cognition also seems to be supported by factors other than education, such as the social context and cultural values. In this sense, Wyrwich (2012) is concerned about the interplay between institutions and personal determinants of entrepreneurship. According to O'Connor (2012), some researchers suggest that general entrepreneurship is failing to provide continued economic growth in developed communities while others more specifically claim that the impact of entrepreneurship education is either unclear or does little or nothing to enhance entrepreneurship skills and levels of motivation. Concerning the relationship between entrepreneurship and development, Naudé (2011:33) concludes that *"even if entrepreneurship, as necessary for growth, is not a binding constraint on development in the poorest countries and development economists may have underestimated the potential worth of studying entrepreneurship"*.

In accordance with the previous theoretical contextualization, studying the impact of ECP is grounded on the following assumptions: entrepreneurship education potentially generates direct and indirect outcomes, there are several factors underpinning the effectiveness (impact) of entrepreneurship education, ranging from teaching related facets to individual and contextual factors. This paper is concerned with comparing students subject to entrepreneurship education with students without entrepreneurship education in a developing country.

Methodology

This paper studies the impact of Entrepreneurship Education Programme (ECP) implemented by the Ministry of Education and Culture of Mozambique. Its implementation was based on the two-year pilot experience carried out in the Northern region of Cabo Delgado, which began in 2004 and initially involving four schools (UNIDO, 2012). Through to December 2012, ECP took place in 331 schools with its implementation still under expansion. This was the first large scale impact study of the ECP and, thus, it has cross-sectional nature.

This paper compares two groups of students: a group of teenagers' students who are currently attending ECP with a group of students who are not attending it.

As a sampling selection strategy, to identify the schools/communities to be included in the study, we developed a stratified sample taking into consideration variations among the provinces. Sampling strata were constituted based on regions (North, Centre, and South), on in school ECP implementation (yes/no), on the urban/rural setting of the school/community (urban/rural), and on the respective school system type (GSE – General Secondary Education/ TPVE - Technical, Professional or Vocational Education).

The schools included in each stratum were chosen via random number generation applied to a list containing all schools. A total of 32 schools were thereby selected. The eleven Mozambican provinces are all represented in the sample.

Two questionnaires were administered to ECP students (n=4032) and non-ECP students (n=664). Quantitative data was analysed with descriptive statistics, ANOVA, independent samples t-tests, Pearson Qui-square.

Results and Implications

Students attending ECP distinguish themselves positively from students who do not attend such programme regarding Subjective norms, their Propensity to risk and Tolerance to ambiguity and, to a lesser extent, Social acceptance. On the contrary, they differ negatively in terms of levels of Self-confidence. This latter aspect may well derive from the greater awareness of ECP students about the difficulties and risks inherent to setting up new businesses and the skills required to deal with the circumstances arising.

Furthermore, the findings report how students who attend ECP express more interest in becoming entrepreneurs in comparison with those not attending the programme.

We may reasonably expect that ECPs, over the medium to long-term, contribute positively and significantly to the sustainable growth of small businesses and improve overall productivity through better business related technical training.

Regarding the contextual factors, significant differences in the results returned from general education schools and the Professional/Vocational Education schools. In addition, the results indicate that some education related factors also affect the ECP impact.

As regards personal factors, the results display differences in terms of both gender and age.

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