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**Does entrepreneurship education to teenagers have different impacts over time: some evidences based on a an
Entrepreneurship Education Programme on Mozambique Youth**

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Aim of the Paper

This paper aims to assess the medium and long term impact of an Entrepreneurship Education Programme (ECP) directed to teenager students. The study intends to understand if the acquisition and application of entrepreneurial competences by students that attended an ECP changed in different phases of life, comparing a group of teenagers' students who are currently attending the course with a group of students who, having attended the program, finished their secondary studies and are already in the labor market. More specifically, the study strives to evaluate how the impacts of ECP in the development of entrepreneurial attitudes, intention, and behaviours as well as how students evaluate the ECP, differ between the two groups. This assessment is part of a broader study that aims to study the impact of the ECP in Mozambique, a programme developed by UNIDO under the "Entrepreneurship development for the youth" project, and funded by the Norwegian Government and by the Ministry of Education and Culture of Mozambique. This ECP was inserted into general education and vocational/professional secondary schools throughout the country with the aim of encouraging the development of entrepreneurial attitudes and behaviours. The Entrepreneurship Curriculum Program (ECP), and more specifically the subject Notions of Entrepreneurship (NE), was implemented under the auspices of this transformation and primarily aimed at providing a professional subject thereby tackling unemployment, which represents a major problem that determines the prevalence of absolute poverty in Mozambique (INDE, 2009).

Background Literature

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". Thus, in spite of the fact that positive results are reported by studies on some programs, other studies raise doubts regarding the efficacy of entrepreneurship education for either economic or individual outcomes (O'Connor, 2012). Following an extensive literature review on the impact of entrepreneurship education, O'Connor (2012) concludes that while some authors maintain that with respect to macroeconomic performance, the relationship with entrepreneurship education is not necessarily clear; others have argued that entrepreneurship education does influence entrepreneurial behaviours and the likelihood of engaging in entrepreneurial activities. Furthermore, researchers have also argued that investments in the development of entrepreneurship education sector most probably only deliver long-term returns. This idea is reinforced when considering Entrepreneurship Education Programmes directed to young people (Chaskin, 2009). On the other hand, as argued by Dorado and Ventresca (2013), in the context of durable social problems (as in the case of Mozambique) entrepreneurial engagement is distinct not only because it includes efforts directed toward the creation of predominantly social rather than economic value but because it must bring about new states in relevant economic, social, institutional and cultural environments. It is thus a question of system-change, which according to theory of change (Connel and Kubish, 1998, Vogel, 2012), the impact evaluation of changes must be considered in a short-medium and long term.

Longitudinal studies support this view, which suggests that some entrepreneurship education may return a positive impact on entrepreneurial outcomes only after extended periods in industry or gaining commercial experience. Despite this recourse to longitudinal studies, such methodologies do hinder efforts to isolate the extent to which entrepreneurship education actually proves in anyway causal or even beneficial to entrepreneurship practices.

From the outset, evaluating the impact of an entrepreneurship curriculum raises several important and interrelated questions that require due consideration. The first stems from what are the aims and potential impact of entrepreneurship education and, more specifically, what is the purpose and impact of a specific entrepreneurship education program over the short and long-term; the second question comes with identifying what factors may shape the achievement of those objectives and, thirdly, just how do we evaluate. This paper is specifically concern with impact of entrepreneurship education programme in the short and long term in attitudes, intentions and behaviours.

Methodology

This study focus on the case 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, more specifically, compares two groups of students: a group of teenagers' students who are currently

attending the course with a group of students who, having attended the program, finished their secondary studies and are already in the labor market (graduate students).

Concerning the first group, a stratified sample was developed to identify the schools to be included in the study, taking into consideration variations among the provinces and type of school. More specifically, sampling strata were constituted based on regions (North, Centre, and South), 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.

Concerning the second group, since there is no official record of the location of students who have left the system and given the inherent difficulty of finding them, a convenience sample was used.

Questionnaires were administered to ECP students (n=4032) and ECP graduate students (n=93). Quantitative data was analysed with descriptive statistics, ANOVA, independent samples t-tests and Pearson Chi-square.

Results and Implications

Results point out the existence of different impacts in the medium and long term. ECP graduates distinguish themselves positively from students attending the ECP regarding Subjective norms, the Propensity to risk and Social acceptability. Graduates, in comparison to students currently attending the ECP, return a greater will to work, whether for others or on their own. However, they place greater emphasis on working on their own and, especially, on dealing with formal businesses (being an entrepreneur).

Concerning the evaluation of ECP, the importance of the discipline “Notions of entrepreneurship” was scored highest by graduates, who also placed greater value on the aspects related to creating/implementing businesses. These results reveal that, once outside the education system and given the need to find ways to support themselves and their families, graduates “activate” some entrepreneurial attitudes, intentions and behaviours and gain a greater perception of the importance and relevance of entrepreneurship education in comparison to students still attending ECP.

In sum, results support the argument that investments in the development of entrepreneurship education sector deliver long-term returns. These results have both practical and theoretical implications. For governments and policy makers, this means that the results of their efforts and investments on entrepreneurship education cannot be immediately fully evident and that long-term results (often considering a time-span of generations) should be expected. This means that their actions concerning (entrepreneurship) education cannot be conducted by circumstantial factors and must be conducted in long-term perspective considering the society and the development model intended for their nation. From the theoretical side, results indicate that time and/or the circumstances of life of the individual (cycle of life) are important variables to consider when studying entrepreneurship education impacts. Thus, this study reinforces the idea that assessing the impact of an entrepreneurship programme requires a careful and longitudinal analysis.

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