

1. Record Nr.	UNINA9910786905003321
Autore	Valerio Alexandria <1968->
Titolo	Entrepreneurship education and training programs around the world : dimensions for success // Alexandria Valerio, Brent Parton and Alicia Robb
Pubbl/distr/stampa	Washington, DC : , : The World Bank, , 2014
ISBN	1-4648-0203-3
Descrizione fisica	1 online resource (pages cm)
Collana	Directions in Development
Disciplina	658.4/21071
Soggetti	Entrepreneurship - Study and teaching Educational assistance - Evaluation
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front Cover; Contents; Preface; Acknowledgments; About the Authors; Abbreviations; Overview; Entrepreneurship Promotion; Entrepreneurship Education and Training; About the Study; Typology for EET Programs; Figure O.1 Classifying Entrepreneurship Education and Training Programs; Conceptual Framework for EET; Figures; Figure O.2 Conceptual Framework; EET Program Landscape Analysis; Implications for EET Program Design and Implementation; Implications for Policy; Chapter 1 About the Study; Motivation; Objective; Methodology; Structure of the Study; Audience; Note; Bibliography Chapter 2 Literature Review On Entrepreneurship; On Entrepreneurship Education and Training; Figure 2.1 Entrepreneurship Versus Business Management Education; Implications for Policy; Bibliography; Chapter 3 Conceptual Framework; Types of EET Programs; Figure 3.1 Classifying Entrepreneurship Education and Training Programs; Figure 3.2 Conceptual Framework; Developing a Conceptual Framework for EET; Describing the Framework by Dimension; Box 3.1 Building Socio-Emotional Skills: BizWorld (the Netherlands); Figure 3.3 Outcome Domains; Boxes Box 3.2 Improving Entrepreneurial Capabilities: FINCA (Peru)Box 3.3 Becoming Entrepreneurs: Student Training for Promoting Entrepreneurship (Uganda); Box 3.4 Enhancing Firm Performance: Interise (United States); Figure 3.4 Contextual Factors; Box 3.5 Political

Support through Partnership: Start and Improve Your Business (Vietnam); Figure 3.5 Participant Characteristics; Box 3.6 The Gender Effect: National Rural Savings Programme (Pakistan); Box 3.7 Entrepreneurial Intentions: Entrepreneurship Development Center (Bosnia and Herzegovina); Figure 3.6 Program Characteristics Box 3.8 Training the Trainers: Network for Teaching Entrepreneurship (United States)Box 3.9 Coaching as Follow-Up: Business Plan Thesis Competition (Tunisia); Figure 3.7 Conceptual Framework: Detailed Structure; Note; Bibliography; Chapter 4 EET Program Landscape and Analysis; Entrepreneurship Education-Secondary Education Students (EESE); Table 4.1 Entrepreneurship Education-Secondary Education Students (EESE) | List of Evaluations; Figure 4.1 Entrepreneurship Education-Secondary Education; Tables; Analyzing EESE Programs Table 4.2 Entrepreneurship Education-Secondary Education Students (EESE) | Key Information Entrepreneurship Education-Higher Education Students (EEHE); Table 4.3 Entrepreneurship Education-Higher Education Students (EEHE) | List of Evaluations; Figure 4.2 Entrepreneurship Education-Higher Education; Analyzing EEHE Programs; Table 4.4 Entrepreneurship Education-Higher Education (EEHE) | Key Information; Box 4.1 Examining the Formation of Human Capital in Entrepreneurship; Entrepreneurship Training-Potential Entrepreneurs (ETPo) Table 4.5 Program List: Entrepreneurship Training-Potential Entrepreneurs (ETPo) | List of Evaluations

Sommario/riassunto

Entrepreneurship has attracted global interest for its potential to catalyze economic and social development. Research suggesting that certain entrepreneurial mindsets and skills can be learned has given rise to the field of entrepreneurship education and training (EET). Despite the growth of EET, global knowledge about these programs and their impact remains thin. In response, this study surveys the available literature and program evaluations to propose a Conceptual Framework for understanding the EET program landscape. The study finds that EET today consists of a heterogeneous mix of progra
