

Evaluation and Impact of Entrepreneurial Education and Training

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Why undertake evaluation?

- ☐ To get the most out of the programme
- ☐ To provide evidence of impact
- ☐ To determine whether aims are being met
- ☐ To identify what works/what doesn't
- ☐ To assess overall effectiveness
- ☐ To identify improvements which can be made
- ☐ To inform future policy/practice
- ☐ To support the case for entrepreneurship education

Relevance for SEET

- ❑ Need to develop a culture of evaluation:
 - Evaluation being an integral part of programmes
 - Greater capability to conduct evaluation
- ❑ Enhance understanding of processes
- ❑ Encourage common approaches
- ❑ Policy to be informed by robust evidence
- ❑ Provide transnational comparability

Measuring Impact

- ❑ Level of programmes – local/national, educational level
- ❑ Need to clarify programme aims
- ❑ Who are the target beneficiaries
 - Individual participants
 - Wider community/society
- ❑ What is being measured? – attitudes, behaviour, business start-up

Components of evaluation

- ☐ Establish the purpose of the evaluation
- ☐ Type of evaluation – formative/summative
- ☐ Set out specific aims and objectives
- ☐ Identify and secure available resources
- ☐ Decide on approach and methods
- ☐ Data collection
- ☐ Analysis
- ☐ Dissemination/reporting

Methods

- ☐ Quantitative/qualitative
- ☐ Pre and post test designs
- ☐ Baseline studies
- ☐ Control groups
- ☐ Counterfactual
- ☐ Longitudinal studies
- ☐ Case studies

Challenges

- ☐ Resources required
- ☐ Evaluation capability
- ☐ Measuring attitudinal change/mindset shifts
- ☐ Differentiating impact of programme
- ☐ Deadweight/substitution/displacement
- ☐ Measuring 'soft' outcomes
- ☐ Variability in objectives, content and delivery
- ☐ Timescales required to identify outcomes
- ☐ Establishing causality

Berger Entrepreneurship Programme

- ❑ University-based programme
- ❑ Dedicated curriculum
- ❑ To provide business and entrepreneurial skills
- ❑ Summative evaluation to measure impact
- ❑ Evidence of positive impact
- ❑ Use of counterfactual
- ❑ Matched samples of graduates/non-graduates
- ❑ Comparison of graduates from 1985 to 1998
- ❑ Survey of 2,484 individuals
- ❑ 21% response rate
- ❑ Interviews with departmental heads, administrators etc

Regional Education for Enterprise Clusters (NZ)

- ❑ Secondary schools based programme
- ❑ To develop competences in innovation and managing and setting up businesses
- ❑ Formative/Process/impact evaluation
- ❑ To inform development of programme
- ❑ To assess impact in creating sustainable E4E
- ❑ Mixed methods
- ❑ Quantitative and qualitative data
- ❑ Consultations with programme co-ordinators
- ❑ Surveys of school principals and students
- ❑ Focus groups of students
- ❑ Case studies of schools
- ❑ Surveys of community/business partners
- ❑ Excellent research instruments

European Junior Enterprises

- ❑ Development of business start-up skills
 - ❑ University students
 - ❑ Programme operates across Europe
 - ❑ To provide practical experience of running a company
 - ❑ Evaluation to assess the "development of entrepreneurial spirit among JEs' members and its present and long-term effects on students and alumni"
 - ❑ Mixed methods
 - ❑ Review of the literature
 - ❑ Qualitative survey of JE members and alumni
 - ❑ Online quantitative survey of JE members, alumni and customers
 - ❑ High proportions had started or planned to start their own company
 - ❑ Assessment made of key competences for JE
 - ❑ Good example of online methods
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Enterprise Education in Schools (Australia)

- ❑ To achieve a learning culture in schools
- ❑ Primary and secondary school pupils
- ❑ Mixed methods
- ❑ To assess effectiveness
- ❑ To identify barriers to take-up
- ❑ To assess level of awareness of being enterprising
- ❑ Quantitative and qualitative
- ❑ National telephone survey of 647 schools
- ❑ In-depth interviews in 60 schools
- ❑ Interviews with school principals, teachers, students, parents etc
- ❑ In-depth interviews with key informants
- ❑ Consultations with project managers

Benchmarking

- ❑ To establish starting points – where we are now
- ❑ To provide comparability across national contexts
- ❑ To identify where we want to get to
- ❑ Need to establish common indicators for transnational benchmarking
- ❑ Benchmarking as an ongoing process

Framework for Transnational Evaluation

- ☐ Need engagement and commitment of partners
- ☐ Identify likely level and scope of resources available for evaluation
- ☐ Able to accommodate range of programmes
- ☐ Agree what the purpose(s) of the evaluations should be
- ☐ Identify key indicators of performance and progress
- ☐ Develop templates for data collection

Key Messages

- ❑ Need to generate a culture of evaluation
 - Evaluation should be an integral component of enterprise education programmes
- ❑ Needs to be development of:
 - Understanding of evaluation processes and practices
 - Capability in conducting evaluations
- ❑ Opportunity for transnational benchmarking
 - Identify indicators
- ❑ Need to develop evaluation framework