

Culture: The role of entrepreneurship education

Key facts

- There are significant cross-country differences in people's perceptions of the role that “school education” has in helping them to develop a sense of initiative and an entrepreneurial spirit. In Brazil, Norway and Portugal more than 75% of adults acknowledge the role played by school education, while in Japan this share is less than 20%.
- In Israel, Japan and the United Kingdom, 60% of people consider that not only did school education not help in developing their sense of initiative, but it did not provide them with the skills and know-how needed to start up a business. In many countries however, there is a distinction between the appreciation of the role of education in fostering entrepreneurial spirit and its role in giving practical competencies that enable someone to run a business.
- The opinions on the role that school had in forming a view on the role of entrepreneurs in society are also very diverse from one country to the other. Interestingly, the perceived image of entrepreneurs does not appear to be related to people's assessment on the role that education had in forming a view on entrepreneurs in society.

Definitions

The indicators presented in this section are the following:

- “My school education is helping/has helped me to develop my sense of initiative and a sort of entrepreneurial attitude”, where respondents indicate whether they totally agree, tend to agree, disagree or totally disagree with the statement (Figure 6.1);
- “My school education is giving/has given me skills and know-how to enable me to run a business” where respondents indicate whether they totally agree, tend to agree, disagree or totally disagree with the statement (Figure 6.2);
- “My school education helped me to better understand the role of entrepreneurs in society”, where respondents indicate whether they totally agree, tend to agree, disagree or totally disagree with the statement (Figure 6.3); and...
- “What is your opinion about entrepreneurs (self-employed, business owners)”, where respondents choose among broadly favourable, neutral or broadly unfavourable (Figure 6.3).

Relevance

The entrepreneurial culture of a country affects the attitude that individuals have towards entrepreneurship, the likelihood of choosing entrepreneurship as a career, the ambition to succeed, to start again after a failure, or the support provided to family and relatives planning to set up a business. All these aspects play a role, although there is scarce empirical evidence on their relative importance across countries. This section provides examples of indicators developed to measure certain aspects of the entrepreneurial culture related to the image of entrepreneurs and the role of school education in forming this culture.

Comparability

Data are drawn from the *Flash Eurobarometer on Entrepreneurship*, which is a general survey of the adult population conducted periodically for the European Commission Directorate-General Enterprise and Industry; see Chapter 5, “Preferences and feasibility of self-employment”.

Sources/Online databases

European Commission, *Eurobarometer Survey on Entrepreneurship*, <http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/eurobarometer/>.

Information on data for Israel: <http://dx.doi.org/10.1787/888932315602>.

For further reading

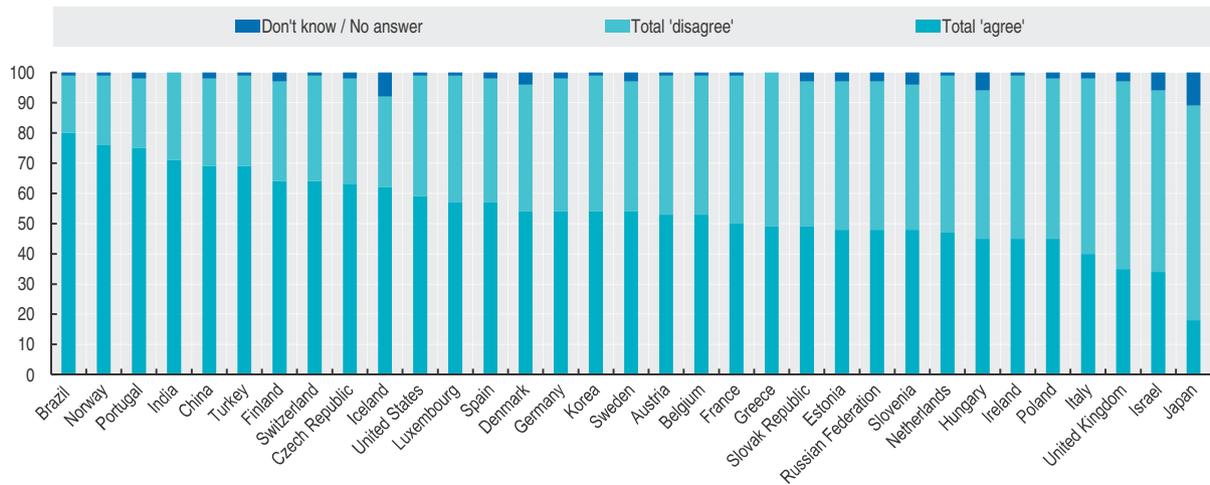
European Commission (2013), *Entrepreneurship in the EU and beyond – Flash Eurobarometer 354*, Report, http://ec.europa.eu/public_opinion/flash/fl_354_en.pdf.

6. DETERMINANTS OF ENTREPRENEURSHIP: SELECTED INDICATORS

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Figure 6.1. **School helped to develop a sense of initiative and a sort of entrepreneurial attitude**

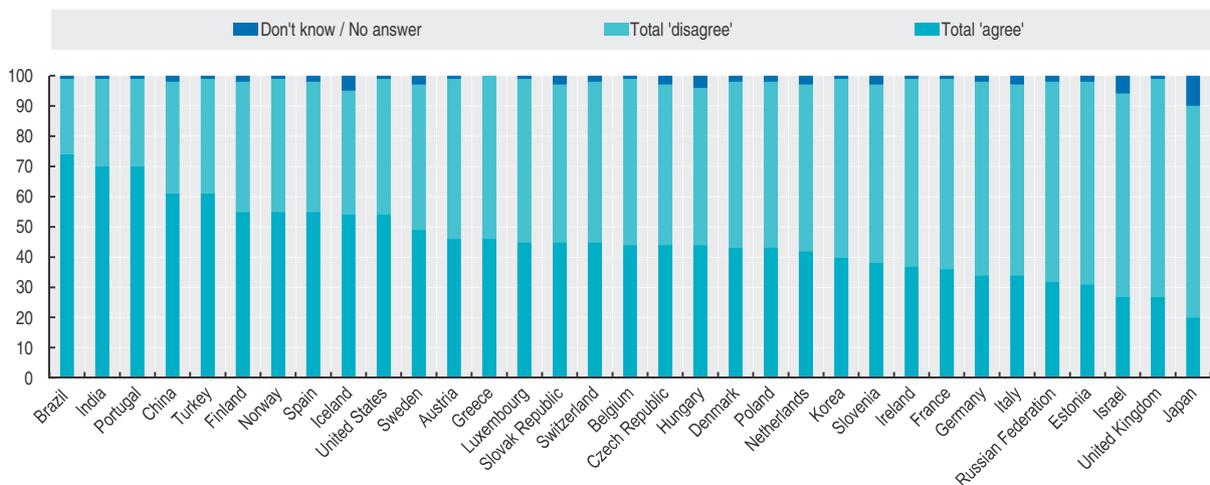
Percentage, 2012



StatLink <http://dx.doi.org/10.1787/888932829438>

Figure 6.2. **School education provided enabling skills and know-how to run a business**

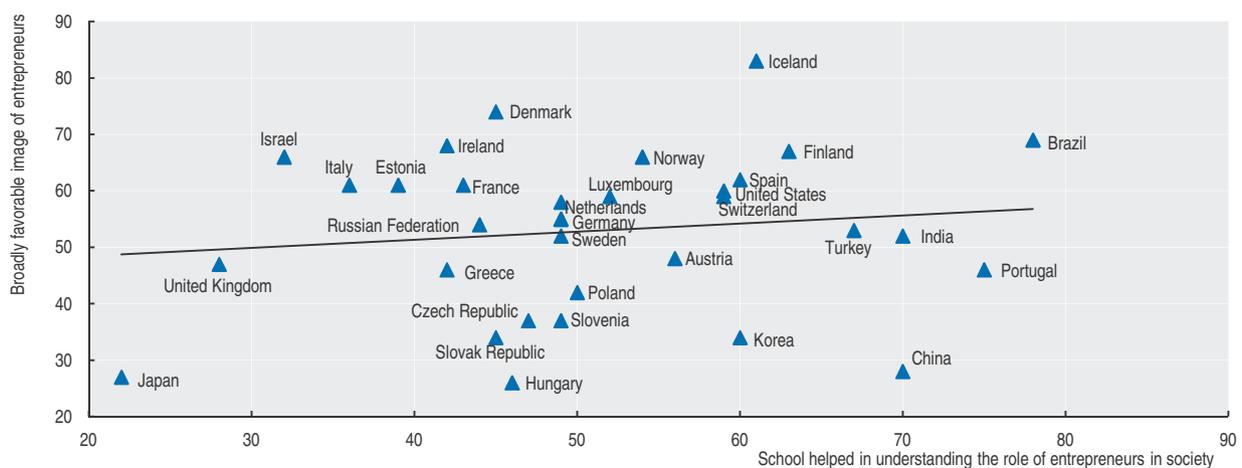
Percentage, 2012



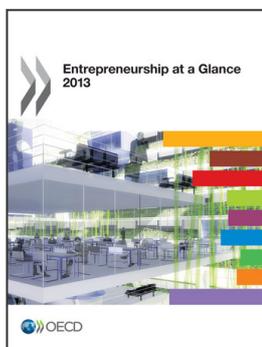
StatLink <http://dx.doi.org/10.1787/888932829457>

Figure 6.3. **Entrepreneurship education and the image of entrepreneurs**

Percentages, 2012



StatLink <http://dx.doi.org/10.1787/888932829476>



From:
Entrepreneurship at a Glance 2013

Access the complete publication at:
https://doi.org/10.1787/entrepreneur_aag-2013-en

Please cite this chapter as:

OECD (2013), "Culture: The role of entrepreneurship education", in *Entrepreneurship at a Glance 2013*, OECD Publishing, Paris.

DOI: https://doi.org/10.1787/entrepreneur_aag-2013-25-en

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