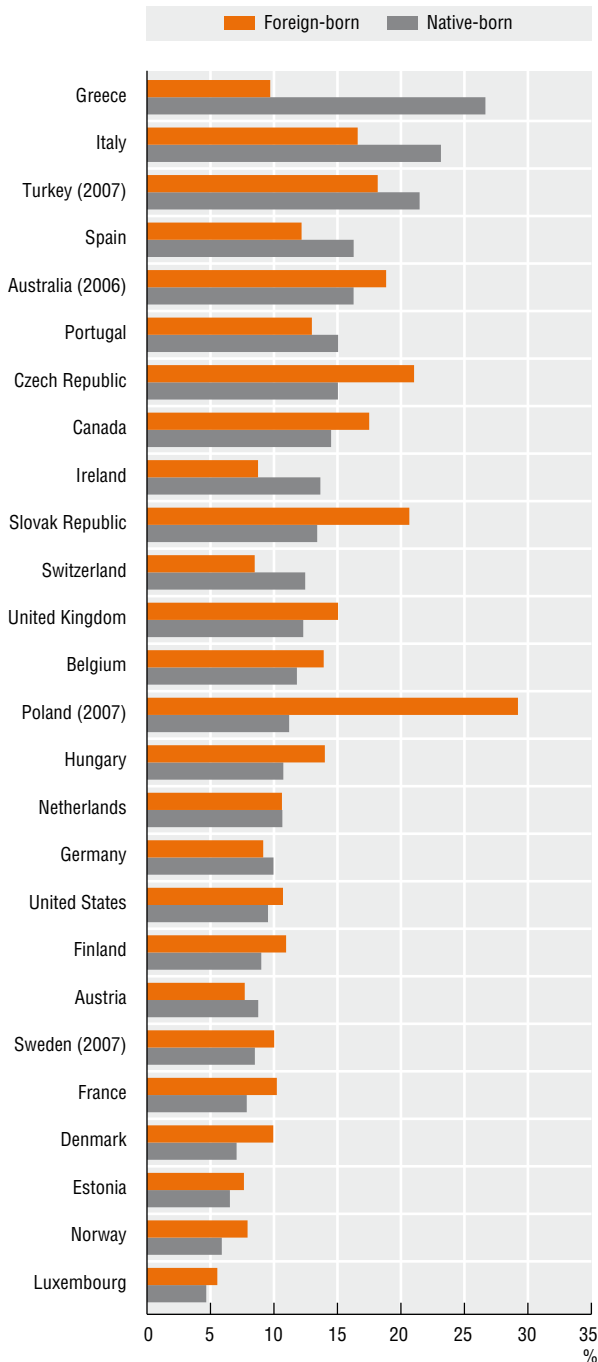


Entrepreneurship provides an expanded set of employment opportunities, wider skill development and greater opportunities to innovate. Entrepreneurship education plays a key role by raising awareness about entrepreneurship as a potential career path and developing skills for starting and growing companies.

**Self-employed, by place of birth,
15-to-64-year-olds, 2008**

As a percentage of total employment



Source: OECD (forthcoming), *International Migration Outlook: SOPEMI 2010*. See chapter notes.

StatLink <http://dx.doi.org/10.1787/835542183283>

DID YOU KNOW?

25% of US high-technology companies started during 1995-2005 had at least one immigrant founder, and 50% in Silicon Valley.

(Wadhwa et al., 2007.)

Entrepreneurship empowers people to take their future into their own hands, whether through self-employment or by creating a firm that employs other people. A country’s entrepreneurial activity therefore ranges from self-employment to the creation of high-growth firms.

Self-employment is only part of a country’s total entrepreneurial activity, but it is a significant segment of the economy in most countries. In several countries the foreign-born are more likely to be self-employed than the native-born. This correlates with several studies demonstrating the significant role played by immigrants in entrepreneurial ventures.

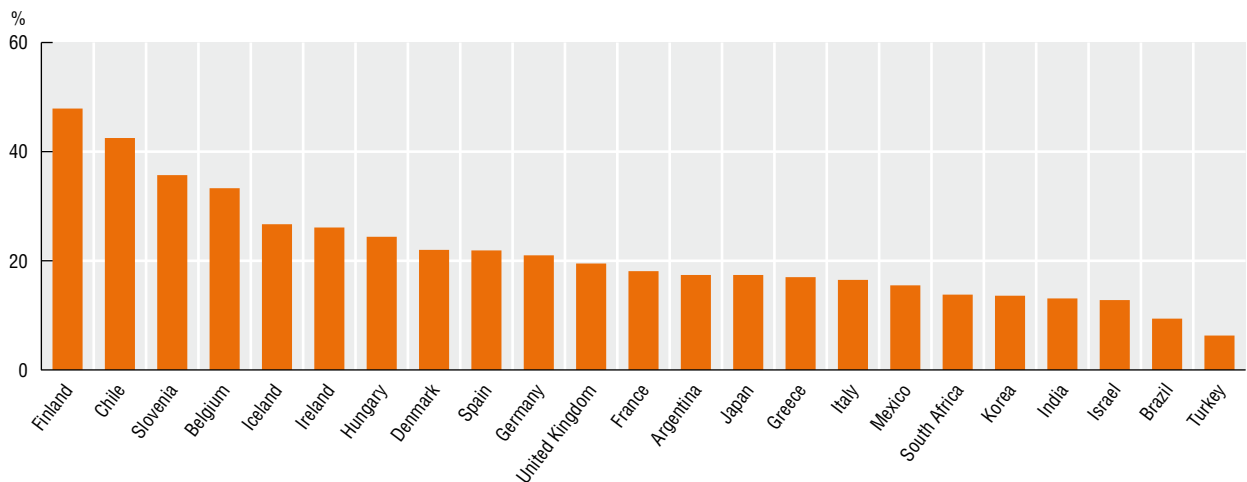
Entrepreneurship education is critical for raising awareness about starting and growing a business and providing the skills, attitudes and behaviours to do so. Entrepreneurship education is growing significantly in countries across the world. Previously a specialised training programme, it is increasingly integrated in required courses at all levels of education.

Despite this recent growth, in most countries less than a quarter of the population aged 18 to 64 indicated having participated in training for starting a business. This indicates the need for further progress in this area. There is also a need for more training in the management and growth of young enterprises.


Definitions

Self-employed persons are defined as those who work in their own business, professional practice or farm for the purpose of earning a profit. They may or may not have employees. A country’s foreign-born population includes all persons who have that country as their usual residence and who were born in another country. *Training in starting a business* includes all voluntary or compulsory training/courses during or after school.

Percentage of the population aged 18 to 64 years old who received any type of training in starting a business, during or after school, 2008



Source: Bosma, N., Z.J. Acs, E. Autio, A. Coduras and J. Levie (2009), *Global Entrepreneurship Monitor: 2008 Executive Report*, Global Entrepreneurship Research Association (GERA).

StatLink  <http://dx.doi.org/10.1787/835542183283>

Measurability

While several proxies have been used to determine the level of entrepreneurship in countries, more work needs to be done to develop metrics that provide a more complete picture of entrepreneurial activity (beyond self-employment or other measures currently used).

The Labour Force Survey divides the population of working age (15 years and more) into three mutually exclusive groups: persons in employment, unemployed persons and inactive persons. Self-employment is a subcategory of persons in employment; the self-employed work in their own business and want to make profit. The concepts and definitions used in the Labour Force Survey are based on the guidelines of the International Labour Organisation and guarantee broad availability and comparability across countries.

The Global Entrepreneurship Monitor (GEM) surveyed 54 developed and developing countries in 2008. GEM takes a broad view of entrepreneurship and focuses on the role of the individual in the entrepreneurial process. The survey asks about personal assessments, attitudes and perceptions, in addition to intentions of starting a business in the near future. Given the importance of entrepreneurship education, specific questions on this topic were included in the 2008 GEM study.

Data on entrepreneurship education is difficult to compare as the data are usually collected at the local or regional level and focus on specific programmes rather than on measures which can be compared internationally. However, in the past ten years, interest in this area has grown and more national and international studies are being conducted, particularly in the United States and Europe. While data on activity (number of courses, number of students reached, number of faculty, etc.) can be obtained and are increasingly available, data on outcomes is limited (World Economic Forum, 2009) as few educational institutions (except in the United States) track their alumni and therefore are unable to measure the impact of the programmes on later career choices. There is a need to co-ordinate these local and national efforts so that more of the existing data collected can be shared internationally.