GENDER-SMART ENTREPRENEURSHIP EDUCATION & TRAINING PLUS (GEET+) 2.0

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TELFER
BUSINESS FOR A BETTER CANADA

BABSON
COLLEGE

JOHNS HOPKINS
UNIVERSITY

Acknowledgements

COLLABORATORING PROGRAMS

Inclusive Entrepreneurship Education Research Program
University of Ottawa

Anchored at Telfer School of Management, University of Ottawa, the Inclusive Entrepreneurship Education Research Program (IEET) supports the learning needs of diverse students and entrepreneurs. This is accomplished through collaborative research and the mobilization of evidence-based insights that enable instructors, trainers, advisors, and other stakeholders to adopt inclusive perspectives in the design, content, delivery and evaluation of entrepreneurship education and training. Telfer School of Management is one of two business schools in Canada and less than 70 business schools worldwide to achieve triple crown of accreditations by AACSB, AMBA and EQUIS. Supporting over 44,000 students, University of Ottawa is the largest bilingual (English, French) university in the world.

View information about Telfer HERE

Diana International Research Institute
Babson College

The Diana International Research Institute (DIRI) is the premier global research institute dedicated to being the source of all research, policy, practitioner, and educator information for women's entrepreneurship. By supporting and connecting a worldwide community of stakeholders, DIRI conducts, translates, and disseminates rigorous research and data about women's entrepreneurship that can directly impact teaching, policy, and practice. Babson College is a private business school in Wellesley, Massachusetts. As the number one undergraduate school for entrepreneurship for 24 consecutive years, Babson's Undergraduate School provides a top-ranked education, blending business and liberal arts programs with curricular and cocurricular learning that teaches students to turn ideas into action.

View information about DIRI HERE

Self-Empowerment and Equity for Change Initiative
John Hopkins University

The Self-Empowerment and Equity for Change Initiative (SEE Change) conducts gender-informed research, evidence-based training, and support services that help entrepreneurs and employees build positive mental habits to realize their leadership potential and to achieve their personal and professional goals. SEE Change seeks to expand impacts of personal agency–based intervention on individual-, organization-, and community-level outcomes. Research assesses the impacts of personal agency training on health, well-being, and economic outcomes for entrepreneurs and businesses. The initiative is housed in the Department of International Health at the Johns Hopkins University Bloomberg School of Public Health.

View information about SEE Change HERE

CONTENTS

EXECUTIVE SUMMARY

The purpose of this report is to share insights and tools to accelerate entrepreneurship education and training of diverse students and entrepreneurs, including people from underrepresented and marginalized groups.

A call to action is driven by several observations.

- Few studies have examined gendered factors associated with entrepreneurship education and training (Byrne & Fayolle, 2010; Cochran, 2018; Nabi, Linan, Fayolle, Krueger & Walmsley, 2017). Even fewer entrepreneurship education studies consider vulnerabilities beyond gender, such as ethnicity, geography, or social class.

- Program managers and other stakeholders seek guidance to enhance inclusion in entrepreneurship education and training. Yet, there are few purpose-built resources. Most tools used to map entrepreneurial education ecosystems or assess programs are adaptations of criteria designed originally to report on large employer organizations. Such diagnostics do not consider the ways that identity factors influence venture creation (Orser & Elliott, 2015; Jones & Warhuus; 2018 Marlow & McAdam, 2012).

- Curricula tend to normalize an ideal male entrepreneur from the Global North (OECD, 2017). Case banks, expert panels, and speakers often represent the privileged male story. Many founders struggle with stereotypes of the "ideal type" entrepreneur, and neo-liberal or 'U.S. style' approaches to instruction.

- A consequence is that the experiences of women and marginalized learners are often not reflected in entrepreneurship course content (Jones & Warhuus, 2018).

- Few outside of post-secondary education settings have access to Equity, Diversity, and Inclusion (EDI) training. Most EDI training does not consider unconscious biases in the context of entrepreneurship.

Gender-Smart Entrepreneurship Education and Training Plus (GEET+) 2.0

To inform practice, this report showcases the Gender-Smart Entrepreneurship Education and Training Plus (GEET+) 2.0 Scorecard©. The refined and validated GEET+ framework and assessment criteria incorporate insights of a Delphi Expert Panel study. The study included feedback from 61 participants in 19 countries.

GEET+ Scorecard© 2.0 can support educators and trainers in several ways, such as:
- Identifying biases, stereotypes and assumptions that impact the relevance and quality of entrepreneurship courses and programs.

- Structuring discussions and altering perceptions about equity, diversity, and inclusion (EDI) in the context of entrepreneurship education and training.

- Motivating efforts to strengthen equity, diversity and inclusion within the organization and broader entrepreneurship ecosystem.

GEET+ Scorecard© 2.0 can help organizations in several more ways, such as:
- Informing program principles and content with respect to inclusive program design, content, delivery, and evaluation.

- Establishing standards and benchmarks on the status of EDI, including perceptions of staff, trainers, or learners. Benchmarks can be adapted for the needs of local organizations. Adjustments may be needed to avoid the limitations of comparing institutions across different economic, political, geographic, and cultural contexts.

- Specifying performance criteria to measure the ability to enhance EDI in entrepreneurship courses and programs, including the allocation of resources.

This report offers practical insights and assessment criteria to guide the design and development of entrepreneurship education and training. Case studies illustrate how GEET+ enhances the relevance, responsiveness, outcomes and effectiveness of entrepreneurship courses and programs across four diverse organizational settings and program contexts. This information can be incorporated into Equity, Diversity, and Inclusion (EDI) training in entrepreneurship and small business. Insights can also inform policy leaders on considerations about intersectional identities in the context of entrepreneurship education and training.

Report organization

To inform policy and practice, the report is divided into five sections. In the first section titled 'Landscape', we share lessons learned from a systematic review of the literature. In section two, 'Inclusive Entrepreneurship Education and Training', more insights about the challenges and opportunities of meeting the learning needs of diverse students and entrepreneurs are summarized. Findings are drawn from the global Delphi Expert Panel study. In the third section, the (revised) GEET+ Scorecard© 2.0 framework and assessment criteria are showcased and guidelines about using the tools offered. The next section presents four case studies about adopters of the GEET+ framework and assessment criteria used, including outcomes and lessons learned. Details about the methodologies employed in this research are explained in the Appendices. References and a list of Delphi Expert Panel participants are also presented.

"IT [GEET+] REALLY HELPED ME TO PUT A STRUCTURE AND A FRAMEWORK TO THE WORK THAT I WAS DOING... AND HELPED ME KIND OF ORGANIZE MY THOUGHTS IN A WAY THAT GAVE ME MORE CONFIDENCE IN CREATING WHAT I NEEDED."

THE LANDSCAPE

Gender-Smart Entrepreneurship Education and Training Plus (GEET+) 2.0

Provision of entrepreneurship education and training has grown considerably within higher education institutions (Fayolle, 2013; Nabi et al., 2017) and community-based small business organizations (Davidson & Hume, 2020; Mohammadi & Sakhteh, 2022). The rising ubiquity of programs reflects perceptions that new venture creation is a means to increase wealth, generate employment (Lackéus, 2015), rejuvenate cities, and reduce poverty (JP Morgan Chase & Co., 2016). The literature identified several challenges that limit inclusion of diverse learners and impact the relevance and effectiveness of entrepreneurship education and training.

Need to reform pedagogy

Entrepreneurship students and founders represent the spectrum of regional, economic, social, racial, ethnic, and demographic diversity. It is therefore incumbent on educators and trainers to ensure that the design, content, delivery, and evaluation of programs are inclusive. Evidence-based insights are needed to inform entrepreneurship courses (Nabi et al., 2017; OECD, 2017; Davidson & Hume, 2020) and to strengthen equity, diversity, and inclusion (Berglund et al., 2020; Ettl & Welter, 2010). New avenues of pedagogy are also needed to enhance awareness and responsiveness of education leaders (Berglund et al., 2021) and address biases within entrepreneurship education to better meet the needs of learners (Brüne & Lutz, 2020; Schuhmacher & Thieu, 2020; Tegtmeier & Mitra, 2015).

Need to better incorporate learners' identities

Tokenism in the classroom is rarely considered in course design or delivery (Hägg et al., 2022). Yet, gender balance among classrooms participants can positively impact entrepreneurial behaviour of women and men (Hägg et al., 2022).

Participant experience is compromised when learner identity is not reflected in textbooks and course content (Jaber, n.d.; Jones, 2014; Ferreras-Garcia et al., 2021). In examining course descriptions, for example, Warhuus and Jones (2018) conclude that predominantly Western, masculine narratives of entrepreneurship education are at odds with the needs of increasingly gender and ethnically diverse student populations. Cochran (2019), for example, reports that women in a university entrepreneurship program struggle as they were expected to continually 'prove themselves' in masculine ("male-dominated") learning environments. Many students perceived the need to be 'super women' while lacking role models and relationships to enhance confidence and self-efficacy.

Need to strengthen impact measures

A large-scale critique of entrepreneurship education, conducted on behalf of the Organization for Economic Co-operation and Development (OECD), concludes that learning objectives most often focus on creating businesses (Lackéus, 2015). Our systematic literature review also found that entrepreneurship course or program impacts are measured largely through subjective estimates of personal change (outcomes such as changes in entrepreneurial attitude, mindset, and intention) and socio-economic impacts (outcomes such as start-up rates, revenue growth and capital investment) (Nabi et al., 2017, p. 282). There is a need to move beyond impacts on individuals and firms to changes to the broader entrepreneurship education ecosystem.

Addressing biases in learning experiences associated with entrepreneurship education and training remains a challenge because most entrepreneurship course assessments focus on participant level outcomes (Warhuus & Jones, 2018) and are devoid of references to inputs, such as pedagogy (Byrne & Fayolle, 2010; Neck & Corbett, 2018).

Need to inform training practices

There are few programs that train instructors, advisors, and program managers about how to teach entrepreneurship. Most training programs are ad hoc and anchored in the United States.[1] Gender and other identity factors are not typically considered in train-the-trainer curricula.

Educators and trainers also increasingly default to canvas-based business models and competitive pitches of business plans, reproducing gender and other biases inherent within popularized teaching tools and practices (Berglund et al., 2020). Gendered biases in curricula and replication of biased socio-cultural norms and patriarchy, are amplified through expansion of programming from management to other academic disciplines, notably Science, Technology, and Engineering (Elliott et al., 2020) and within community-based intermediaries (Davidson & Hume, 2020; JPMorgan Chase & Co., 2016). Historical biases in entrepreneurship education and training have been further amplified by the transition to online learning and use of off-the-shelf content employed by educators and trainers during the COVID-19 pandemic (OECD, 2021).

While pedagogical innovations, such as Feminist Business Model Canvas™ (Harquail, 2023), challenge values and assumptions embedded within many teaching tools, the literature suggests that women remain underrepresented in course content and teaching materials (such as textbooks), as role models, speakers, and program participants (Davidson & Hume, 2020; MacNeil & Schoonmaker, 2017) and as leaders of accelerators and incubators (Amezcua et al., 2019). It is therefore not surprising that there is rising interest in approaches to enhance education and training, including resources for program managers, educators, trainers, advocates, and policymakers (Henry, 2020; Neck & Corbett, 2018; Wraae et al., 2022).

Need for entrepreneurship education studies

Few studies problematize entrepreneurship education (Berglund et al., 2021; Verduijn & Berglund, 2019) to consider student-educator-educational and community relationships (Schuhmacher & Thieu, 2020). For example, reporting on how and what to teach in entrepreneurship education, Schuhmacher and Thieu (2020) associate entrepreneurship education studies with three stakeholder groups: students, instructors, and institutions. Most studies focus primarily on one group, students in higher education, negating founders (and their social identities), entrepreneurship and innovation intermediaries, and alternative places of learning, such as private and public accelerators and incubators. Yet, the researchers also report that gender differences in outcomes are associated with the type of education and training investigated (Schuhmacher & Thieu, 2020).

Some studies report that entrepreneurship education has a greater effect on men's entrepreneurial intentions compared to women's entrepreneurial intentions (Lange et al., 2014; Shinnar et al., 2014; Zhang et al., 2014). Other studies report that the education has a positive effect on entrepreneurial intention among men only, and little or no effects on women (Walter et al., 2013; Westhead & Solesvik, 2016 as cited by Schuhmacher & Thieu, 2020). Among minority ethnic entrepreneurship students, education is seen to have positive impacts of intentions (Harris et al., 2007) and increases the likelihood of pursuing entrepreneurial careers (Lyons & Zhang, 2017). With respect to age, education is seen to have more influence on entrepreneurial intentions among younger compared to older students (Brüne & Lutz, 2020). More studies are needed to assess intersectional influences, program inputs and the benefits (outcomes) of entrepreneurship education and training, (Cheraghi & Schøtt, 2015).

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[1] For example, Babson College, The University of Tampa, Academy of Management, USASBE, and California Entrepreneurship Educators conference.
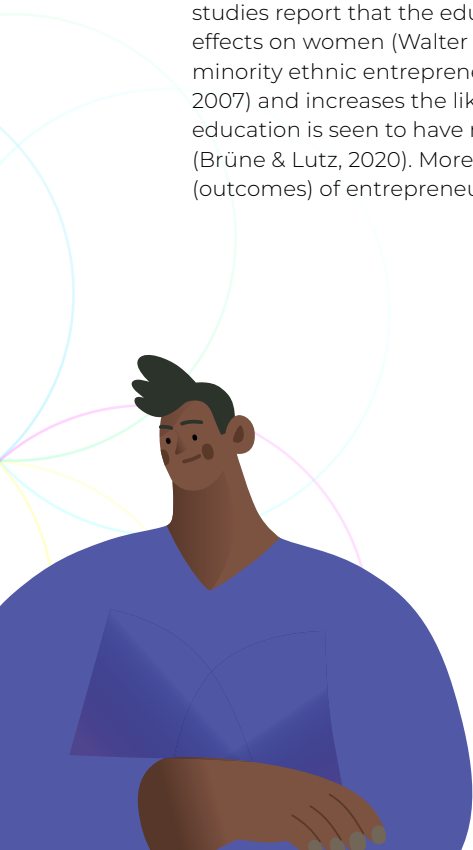
Need for context-specific resources

Entrepreneurship learning environments range from structured curricula in academic classrooms and on-campus events (e.g., guest speakers, business plan competitions, hackathons) to a spectrum of services targeted at founders of nascent, established, and rapid-growth enterprises (such as community-based or sector specific entrepreneurship and innovation accelerators and incubators). While some post-secondary education staff have access to basic EDI training, this is not the case for most entrepreneurs, community-based personnel, alumni, speakers, etc. Within post-secondary institutions, EDI training typically focuses on EDI in the large employer/ employee context.

Organizational practices limit recruitment practices and bias selection criteria and program content that can marginalize participants (JPMorgan Chase & Co., 2016; Davidson & Hume, 2020). For example, in higher education entrepreneurship degrees and certificates in the United States (2006 to 2016), Mueller-Fichepain et al., (2022) report that enrollment remained stagnant for women compared to men, despite increases in gender-focused recruitment efforts and programming. Consistent with American higher-learning environments, leaders of Canadian community-based incubators and accelerators cite challenges in recruiting diverse entrepreneurs, unfriendly culture, absence of gender and lack of robust EDI performance metrics and reporting (Orser, Elliott & Cukier, 2019). The Canadian study found that only 44 percent consider gender and diversity in recruiting clients; less than a third (27 percent) consider gender and diversity in selecting and assessing clients.

Need to address global ecosystem barriers

Finally, assessments of entrepreneurship education in the Global South find structural barriers to inclusion evidenced in the Global North. Women's Economic Imperative (2022) concludes that cultural, social, religious norms and traditional role expectations significantly influence the participation of women in entrepreneurship programs in Mexico, Kenya, Nigeria, and Peru. Socio-cultural biases impact perceptions about the value, capabilities, and roles of women in the economic space, including entrepreneurship. Challenges to inclusive entrepreneurship education and training include lack of EDI specialists, absence of regulations and standards, limited instructor autonomy regarding institute and course guidelines, and perceptions held that limit the engagement of women in courses and programs (e.g., misperception that lack of entrepreneurial success is a function of choice versus outcome of systemic underlying conditions.) The WEI (2022) study concludes that assumptions of gender neutrality in course content and delivery limit efforts to reform curricula.

With these insights about the landscape for entrepreneurship education and training in mind, the next section summarizes finding from the global Delphi Expert Panel study, fieldwork to understand further the challenges and opportunities of inclusive entrepreneurship education and training. A Delphi Expert Panel study also served to refine and validate the original GEET+ assessment criteria (Orser & Elliott, 2021). Findings are incorporated in GEET+ Scorecard 2.0.

INCLUSIVE ENTREPRENEURSHIP EDUCATION & TRAINING

INCLUSIVE ENTREPRENEURSHIP EDUCATION AND TRAINING

To identify challenges and ways to strengthen inclusive entrepreneurship education and training, we constructed a global Delphi Expert Panel. The study included feedback from 61 participants from 19 countries. Refer to the Appendix for a detailed description of the research methodologies employed in the study.

Participants on the Expert Panel were asked two questions. The first question sought information about the factors that limit the enrollment and participation of diverse learners. The second question queried participants about ways to meet the needs of diverse learners within entrepreneurship courses and programs. Study participants were also asked to provide practices and policies associated with inclusive entrepreneurship training.

Participants expressed a range of opinions about the degree and nature of challenges associated with inclusive entrepreneurship education and training. Responses ranged from "no problems" to detailed descriptions of multiple challenges. Participant statements illustrate the evolution of entrepreneurship education, and how courses and teaching materials (such as, case banks and speakers) are and are not changing to meet the needs of diverse entrepreneurs.

Individual-level challenges

At the individual-level, challenges were associated with self-efficacy, captured in statements about learner confidence, perceived readiness to start a venture, and lack of motivation or hesitancy to engage with organizations due to limited knowledge about diverse learning needs.

Geographic, educational, language, ethnicity, and physical ability factors were associated with who is and is not underrepresented in entrepreneurship education and training. For example, low-income earners were referenced as "the most marginalized in Argentina" while ethnicity was referenced in the context of the U.S.A. Language, newcomers, refugee status and physical ability were referenced in the context of Germany.

In response, study participants suggested the need to listen, comfort, empower and support diverse leaners, to acknowledge reasons for market failures faced by disadvantaged groups (such as, limited access to credit), and to incorporate intelligence from broad customer (target) markets in programming. Course content should also be broadened to inform learners about rights and responsibilities (such as, taxes and employment legislation).

Institutional-level challenges

Institutional-level challenges captured issues in the design, delivery and impact measures of courses and programs, including: prioritizing individual achievement (as an impact measure) rather than equitable access to education; lack of supports for transforming tacit knowledge and cultural heritage into mainstream education systems (e.g., "forced to mould into the box, constrained their creativity"); limited resources (e.g., funding, hiring diverse faculty, materials, language capacity, suitable learning aids such as textbooks); and pre-requisites and entry requirements that limit participation.

Institutional-level response strategies included the need to enhance organizational knowledge about diverse founders and to respond to changing learner expectations, such as increasing preferences to launch non-profit, co-operative, social and other forms of enterprise.

Macro-level challenges

Macro-level challenges reflected socio-cultural norms and role expectations, including family responsibilities and deterrence, stereotypes, and misperceptions about who is an entrepreneur. Educators cautioned that some students do not see themselves as entrepreneurs, which they can equate with being a business owner. Thus, some leaners are not attracted to taking entrepreneurship courses.

Several study participants cited the need to challenge colonization, a Western agenda and neo-liberalism within programming, as curricula were seen to prioritize privileged, white, males with "focus on entrepreneurship in a U.S. style -- big markets, technology, and ready capital." Others felt that this was not the role of an entrepreneurship course or instructor.

Ecosystem challenges

Ecosystem challenges included lack of policy, publicly funded infrastructure, and auxiliary supports, such as daycare, and differing and conflicting priorities among funders and donors, particularly in developing economy countries.

In response, study participants cited the need for program leaders, instructors, and trainers to better understand changing demographics, and systemic biases that limit economic development, entrepreneurial growth, and social justice. Participants noted opportunities to introduce change quickly in entrepreneurship ecosystems of learning through accessible digital content and virtual training. Finally, participants emphasized a need to incorporate an intersectional lens versus focusing on gender identity within course and program reforms.

Figure 1. Challenges associated with inclusive entrepreneurship education and training

Misperceptions
Entrepreneurship education is 'gender neutral', and without gender, colonial Western-centric and other biases.

Outcomes
Reinforcement of stereotypes, traditional gender roles and tokenism.

Incentives
Program performance criteria emphasize individual wealth creation, start-up rates, investment and job creation versus community and social outcomes, well-being, and firm sustainability.

Practices
Absence of policies and criteria associated with EDI in the context of entrepreneurship education to assess courses and programs.

GENDER-SMART ENTREPRENEURSHIP EDUCATION & TRAINING PLUS (GEET+) 2.0

GENDER-SMART ENTREPRENEURSHIP EDUCATION & TRAINING PLUS (GEET+) 2.0

The goals of Gender-Smart Entrepreneurship Education & Training Plus are to:

- Ensure entrepreneurship programs reflect the needs and experiences of diverse entrepreneurs.
- Centre education with a focus on equity, diversity, and inclusion. This requires training organizations to understand their role in addressing ecosystem constraints, such as stereotypes and biased discourse that impede entrepreneurial actions.
- Enhance access to resources such as capital, markets, technology, and talent.
- Respect multiple and diverse identities and sexual orientations.

Delphi Expert Panel participants were asked to provide feedback on the (original) GEET+ framework and assessment criteria (Orser & Elliott, 2021). Multiple rounds of surveying garnered advice to refine and validate criteria of the GEET+ Scorecard. Validated criteria are captured in the updated version of the tool, referred to as GEET+ 2.0. This section of the report highlights these findings.

GEET+ Framework

At the centre of the GEET+ framework is a commitment to equity, diversity, and inclusion at the organization, program, course, and individual level (Orser & Elliott, 2021). The entry point of assessment is gender, with the understanding that gender is one identity factor that interacts with others. The plus (+) of GEET+ acknowledges that gender analysis goes beyond socio-cultural differences to include identity factors such race, age, geography, ethnicity, physical ability, Indigenous peoples, among others. Seven components of the GEET+ framework follow.

Commitment to Equity, Diversity and Inclusion (EDI)
To drive positive and sustained change, the organization's leaders (executive and managers) are accountable for policies, practices and programs that enhance equality, diversity, and inclusion.

EDI/Gender expertise
Personnel are trained and demonstrate knowledge and competencies to support EDI in the context of entrepreneurship education and training.

Access to resources
Access to resources and knowledge help participants make informed decisions.

Program design
Program design focuses on the needs of all participants.

Program development
Program content addresses the needs of diverse learners.

Program delivery
Methods respond to the needs of diverse participants.

Program evaluation
Program monitoring and evaluation informs programs and courses and positively improves outcomes of diverse learners.

Figure 2. Gender-Smart Entrepreneurship Education & Training Plus (GEET+) Framework
Source: Orser & Elliott, 2021

EDI/GENDER EXPERTISE

ACCESS TO RESOURCES

PROGRAM DESIGN

PROGRAM DEVELOPMENT

PROGRAM DELIVERY

PROGRAM EVALUATION

+

EQUITY, DIVERSITY, & INCLUSION (EDI)
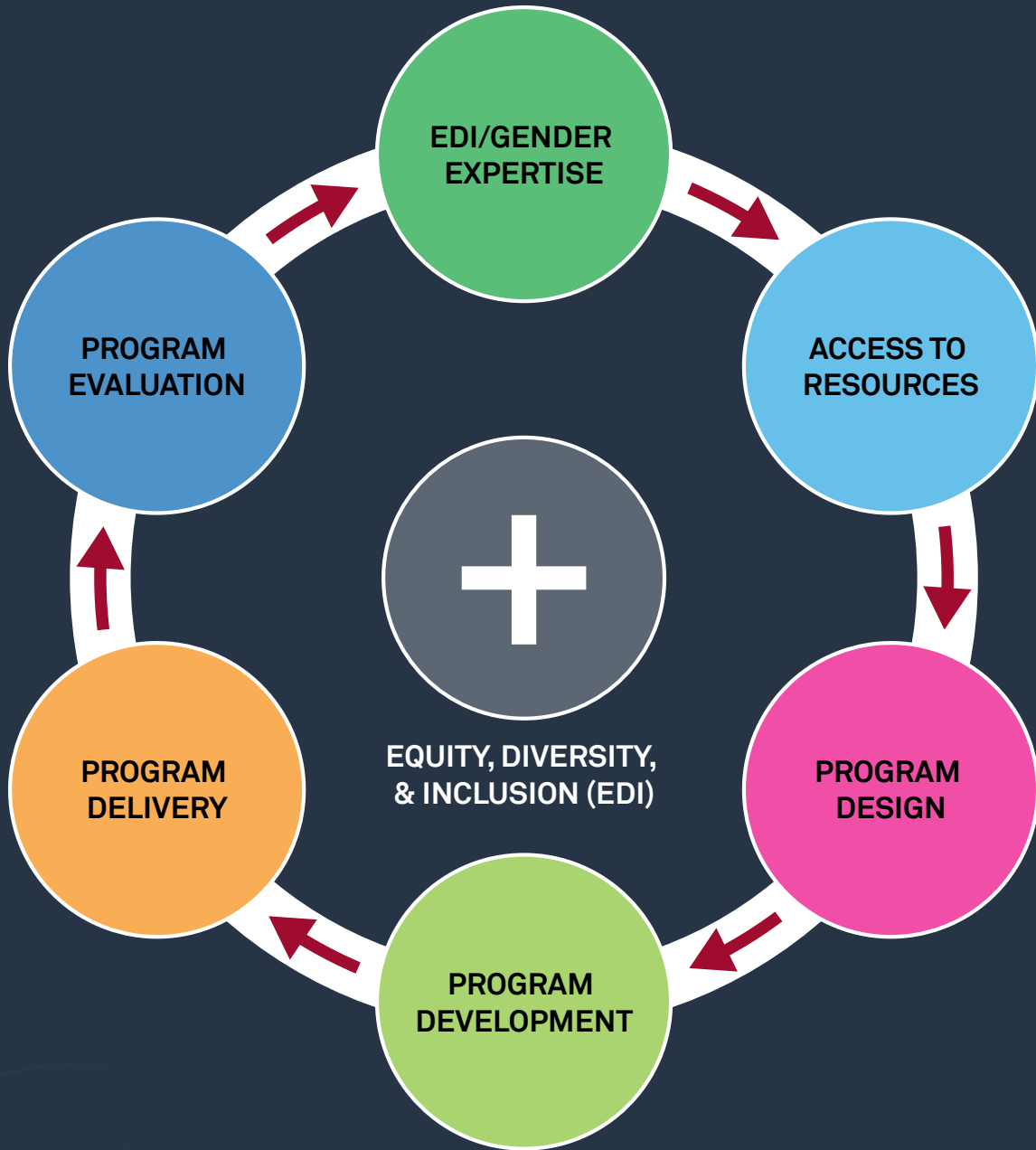
ASSESSMENT CRITERIA

Delphi Expert Panel participants sought clarification of terms, additional indicators of inclusion beyond gender (other intersectional influences), and illustrative practices. Some GEET+ criteria were removed, and several new indicators were constructed. The inventory of validated assessment criteria follows.

COMMITMENT TO EDI

Degree to which the organization's leaders champion inclusive culture and programming. Organizational leaders (e.g., managers, executives):

- Foster collaboration with diverse organizations and constituents (e.g., women's associations, economic agencies, Indigenous/Aboriginal Centers, LGBT+ Chambers of Commerce).
- Use their role(s) to promote learning opportunities for all, including people from underrepresented, minority and marginalized groups.
- Are accountable for meeting equity, diversity, and inclusion (EDI) goals (e.g., engaging diverse participants, staff, advisors; advancing inclusion programs; overseeing complaint resolution processes).
- Communicate organization's mandate to advance EDI to multiple stakeholders (e.g., through media statements, industry events and internal memos).
- Provide resources (e.g., funding, staff time, hiring experts) to support EDI initiatives (e.g., curriculum, mentorships, targeted financing programs).

EDI/GENDER EXPERTISE

Degree to which personnel are knowledgeable about EDI and gender influences in venture creation and entrepreneurship education. Program and course personnel:

- Receive EDI training in the context of small business and entrepreneurship (e.g., e.g., stereotypes about who is likely to be a successful entrepreneurs).
- Assist participants in constructing strategies to address challenges to entrepreneurship, acknowledging structural inequalities (e.g., unequal access to financing and networks).
- Understand the rationale for targeted supports (e.g., women-only courses, Black entrepreneur funds).
- Create supportive learning environments (e.g., psychologically safe, judgement free, open to diverse opinions).
- Respect different types of entrepreneurs (e.g., necessity versus opportunity-based entrepreneurship, social entrepreneurship).

ACCESS TO RESOURCES

Degree to which programming increases access to resources including other support services. Program and course personnel:

- Refer participants to auxiliary services (e.g., supplier diversity programs, industry associations, community networks, events).
- Assist participants in securing resources (e.g., labour; capital such as grants, lines of credit, loans, angel investors, crowdfunding, venture capitalists).
- Assist participants in developing their networks by facilitating their interactions with diverse role models, instructors, speakers, and program personnel (e.g., advisors, coaches, mentors).
- Provide access or referrals to family support services (e.g., child or eldercare bursaries, memos of understanding with daycare services)
- Enhance access to infrastructure supports (e.g., software targeted at entrepreneurs and small businesses).

PROGRAM DESIGN

Degree to which program design focuses on the needs of diverse learners. Program and course personnel:

- Engage participants to understand what they need to learn about entrepreneurship through outreach and recruitment of diverse participants.
- Employ language and imagery that are socially and culturally representative to attract people who might not otherwise consider entrepreneurship as a career (i.e., broad definitions of entrepreneurs, such as founders and community builders).
- Incorporate different organizational structures and sizes of enterprises (e.g., self-employed, micro/small and employer firms, for-profit and non-profits, co-operatives).
- Reduce systemic barriers to program entry (e.g., arbitrary revenue thresholds, inflated growth expectations).
- Learning objectives reflect individual (e.g., personal wealth creation) and broader stakeholder outcomes (e.g., community engagement).

PROGRAM DEVELOPMENT

Degree to which program content aligns with the learning needs of diverse participants. Program and course personnel:

- Incorporate content that is relevant to participants (e.g., contributions of diverse entrepreneurs, role models, speakers, sectors, types of enterprises).
- Foster understanding about industry norms, socio-cultural expectations, and biases to help participants recognize challenges and to develop response strategies (e.g., race, gender and occupational role stereotypes associated with entrepreneurship).
- Provide opportunities to reflect on the impacts of entrepreneurship on individuals and marginalized groups (e.g., social change; financial loss).
- Incorporate a spectrum of business models and learning aids (e.g., traditional, sustainable, green, feminist, lean and social business model canvasses).
- Foster understanding about the link between personal and professional risk management (e.g., household and business budgeting; power balances in domestic relationships).

PROGRAM DELIVERY

Degree to which delivery methods respond to the needs of diverse participants. Program and course personnel:

- Offer alternative modes of delivery (e.g., full/part-time, online/in-person, hybrid, modular) to accommodate for professional and personal demands (e.g., family care responsibilities).
- Incorporate activities that build on participant strengths and address differences in experience, skills, and confidence (e.g., small business financial literacy, digital competency).
- Employ multiple experiential teaching methods to reflect different ways of learning (e.g., problem-solving, reflective practice, experimentation, play, collaborative ideation).
- Practice response strategies to address cultural norms and biases in the entrepreneurial ecosystem (e.g., power dynamics among actors).
- Pilot test program or course—content, learning tools, delivery—to ensure relevance and clarity for participants.

PROGRAM EVALUATION

Degree to which feedback (monitoring and evaluation data) informs programs and courses. Program evaluators:

- Collect data from multiple stakeholders within the entrepreneurial ecosystem (e.g., participants, instructors, small business intermediaries).
- Measure cognitive outcomes (e.g., entrepreneurial mindset, confidence, intentions).
- Measure social impacts (e.g., market reach, problems solved, products sold).
- Measure economic outputs (e.g., revenue, employment, investment).
- Track and report using participant self-report data (e.g., gender, firm size, sector).

HOW TO ASSESS A PROGRAM OR COURSE

1. **To assess an entrepreneurship course or program, complete the GEET+ Scorecard© 2.0 by visiting https://geet.uottawa.ca**

2. Ideally, work in a group to review and discuss your respective assessments. Responses are likely to differ by the assessor's role, such as entrepreneur, instructors, or program manager.

3. Identify program strengths and areas of focus to enhance inclusion.

4. Then, brainstorm about potential response strategies.

5. Prioritize actions and steps to construct a plan to respond to the gaps identified.

"...AS A DESIGN TOOL, [GEET+] IS VERY POWERFUL. AND I THINK AS AN EVALUATION TOOL, IT'S EQUALLY AS POWERFUL. ...IT'S PROVOCATIVE IN THE QUESTIONS THAT ARE ASKED."

"[GEET+] FURTHER VALIDATED WHAT I WANTED THE PROGRAM TO LOOK LIKE. ...IT WAS ALSO PART OF MY ASSESSMENT PLAN."

CASE STUDIES

This section of the report profiles the adoption of GEET+ in different learning contexts. User cases reflect diverse organizations in the United States and Canada, including an economic development agency, a women's entrepreneurial leadership center, a non-profit, collective network, and a women-centred university program. Descriptions of the four organizations and programs are presented. Outcomes and lessons learned are highlighted and impacts noted.

The cases offer ideas about ways to adapt GEET+ Scorecard© 2.0. These insights can assist instructors, trainers, program managers, advocates, and other stakeholders in planning responses to the challenges and consequences of catalyzing change in entrepreneurship education and training.

INVEST OTTAWA (CANADA)

Invest Ottawa (IO) is the lead economic development agency for knowledge-based industries in Canada's Capital, facilitating economic growth and job creation in Ottawa. In 2017, IO initiated the development of a new five-year strategic plan. This plan included a foundational goal to strengthen the organization's culture and service to the community through the prioritization of equity, diversity, and inclusion (EDI), with an initial focus on gender diversity.

IO initiated the execution of its strategic plan in 2018. Over four years, the organization established a Women Founders and Owners Sub-Committee of the Board of Directors; created an associated strategy; developed new EDI-specific practices, policies, procedures, and guidelines; and launched various programs, events, and initiatives that continue to explicitly serve women and BIPOC entrepreneurs. For additional details and resources, please reference the Appendix.

To further build on this work and drive progress towards these critical goals, IO engaged a member of the Research Team from Fall 2021 to Winter 2022 to work with senior personnel on the co-design and co-delivery of two GEET+ workshops. This project included collaboration with 15 Invest Ottawa Venture Development leaders and team members to assess the suite of IO programs.

OUTCOMES

- Hosted industry presentations and conferences to share learnings and further conversations around EDI (e.g., International Women's Day workshops, Accelerating Equitable Entrepreneurship Education & Training national conference: Panel 1 and Panel 2).

- Collaboratively established targets to measure the progress of EDI within programs (e.g., inclusive representation of speakers and advisors with lived experience, training advisors on principles of EDI and values of IO).

- Enhanced team understanding of gaps in IO culture and programs and created concrete opportunities to collaboratively address them with focused action.

- Improved communication across the organization increased collaboration and information sharing across the entire IO Venture Development team and enabling all employees and clients to benefit from shared learnings and experiences.

- Achieved reciprocal benefit: This project helped to evolve Invest Ottawa's approach to EDI; allocate more focused time and collaboration on critical EDI goals and underscored the need and opportunity to leverage data in a greater way to inform decisions. It also enabled Invest Ottawa to contribute new EDI guiding principles and practices to the GEET+ team.

- Increased awareness about the principles and forms of EDI, including groups of underrepresented entrepreneurs, sense of belonging, and use of language and colour. As an example, Invest Ottawa translated key learnings into an important affirmative statement on the SheBoot website entitled, *Here for All Women* (at the bottom of the homepage).

- Increased employee relationship development and cross-functional team collaboration, including the co-design and co-development of new programs and presentations. This was identified as an excellent development opportunity for all participants, and one of the greatest outcomes for the IO Venture Development team.

Invest Ottawa | Investir Ottawa

LESSONS LEARNED

- To help drive change together with an external community, it is important to first look inward, come together as a team with the support of experts; identify internal strengths, areas for improvement, and opportunities; and collaborate on desired changes within the organization to support meaningful external action.

- External, compensated EDI experts with lived experience from diverse communities are essential to help guide authentic and meaningful change. Together with internal EDI champions, these leaders are required to help intentional change and lead informed EDI discussions; facilitate introductions to underrepresented entrepreneurs; connect authentically and organically to diverse communities; and provide guidance and advice.

- Organizational buy-in across all levels of the organization is imperative, especially among senior leadership; every member has a critical role to play in the creation of a diverse and inclusive culture that fosters belonging.

- Improving EDI in meaningful, intentional, and deliberate ways takes time. It requires long-term, sustained organizational commitment and prioritization to drive continuous change and improvement. It also requires funding and resources for critical mass, sustained action.

- The importance of benchmarking and evaluating performance, establishing well-defined goals with targets and metrics, and undertaking ongoing measurement and reporting.

- It is critical to consistently disseminate knowledge gained (e.g., new insights), best practices, and tools, to encourage collaboration, equip every employee to help drive change and increase engagement with the local community.

IO recognizes that it is on a journey toward building an inclusive culture within the company and the community it serves. Meaningful, sustained change takes time, leadership, commitment, and extensive collaboration. The organization continues to take important steps, undertake transformative EDI work, initiatives, and activities, and focus on driving long-term, sustainable change. Learn more about Invest Ottawa at www.investottawa.ca

The University of Texas at Austin
**Kendra Scott Women's
Entrepreneurial Leadership Institute**

KENDRA SCOTT WOMEN'S ENTREPRENEURSHIP LEADERSHIP INSTITUTE, THE UNIVERSITY OF TEXAS AT AUSTIN

Lesley Robinson is the founding director of the Kendra Scott Women's Entrepreneurial Leadership Institute (KSWELI) at The University of Texas at Austin. She is also a doctoral student whose thesis examines "gender-aware" approaches to teaching and promising practices for evaluating entrepreneurship education programs. Her research includes evaluating EDI assessment tools, such as GEET+.

OUTCOMES

Among the EDI tools reviewed, GEET+ is deemed a promising practice. Robinson recommends that organizations:

- Adopt the GEET+ assessment tool to be more inclusive in their entrepreneurship education practices.
- Employ GEET+ as a framework to train higher education leadership in entrepreneurial leadership competencies and entrepreneurial mindset.
- Engage individuals to employ the GEET+ scorecard in higher education programming environments. For example, KSWELI recruited a graduate student who was studying entrepreneurship and EDI to implement the GEET+ assessment in the institute. The process was seen to enhance the student's understanding of the tool and the Institute's EDI assessment process.

LESSONS LEARNED

- There are few comprehensive and validated EDI assessment tools for use in entrepreneurship education research, design, programming, and practice.
- GEET+ is a useful assessment tool to enhance consistency across programming.
- There is a need to better communicate the value of GEET+ among practitioners.
- There is a need to develop an accreditation process for GEET+ trainers.
- GEET+ offers a useful framework for research and for the design, training, and evaluation of programs in higher education learning and leadership contexts.

Learn more about the KSWELI at https://kswelinstitute.utexas.edu

WOMEN OF ONTARIO SOCIAL ENTERPRISE NETWORK, CANADA

Operating from 2019 to 2023, the Women of Ontario Social Enterprise Network (WOSEN) is a Canadian-based network of social enterprise organizations (Pillar Nonprofit Network, Social Innovation Canada, SVX and NORDIK Institute) working to unleash the entrepreneurial energy and capacity of women* by building skills, making connections, and providing coaching. The collaborative is dedicated to supporting women entrepreneurs from underserved and underrepresented communities, including Indigenous women, women in rural or remote regions, racialized women, newcomer women, LGBTQ2+, and women with disabilities.

WOSEN designed a three-day workshop to employ the GEET+ scorecard and inform EDI discussions. Teams of one to three participants then used the scorecard to set goals for future EDI work.

*"Women" includes ALL women; programming is also inclusive of Two-Spirit and non-binary/genderqueer individuals.

OUTCOMES

- GEET+ framework supported comprehensive discussions and debates among programmers, researchers, and practitioners about the principles of EDI and intersectional identities within entrepreneurship education.
- The tool provided a common approach to program design and developing shared language for ease of communication.
- GEET+ criteria offered users a starting point for program evaluation and helped to identify "blind spots" to be addressed in program development.

LESSONS LEARNED

- GEET+ helps to "set the stage" in the "intersectional spectrum": from the outset, it is important to establish EDI priorities, indicators, and measures.
- Users with relatively more awareness and knowledge about EDI scored programs lower than users with less knowledge about EDI principles and practices.
- While programs are transient, long-term institutional buy-in is needed to sustain EDI work.
- EDI discussions should frame initial program design and not only post-program evaluation.
- Self-reporting (with GEET+) needs to be monitored by external advisors or discussed to normalize (benchmark and clarify scoring).
- Storytelling helps to ground GEET+ concepts and alleviate users' feelings of being overwhelmed by technical and advanced program design language (e.g., GEET+ criteria).

Learn more about WOSEN at https://wosen.pillarnonprofit.ca/en/home

NATIONAL
LOUIS
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MASTER (M.S.) OF DESIGN THINKING AND ENTREPRENEURSHIP, NATIONAL LOUIS UNIVERSITY

National Louis University's M.S. in Design Thinking and Entrepreneurship (MSDTE) program prepares students to create entrepreneurial business opportunities or innovate as corporate entrepreneurs. Located in Chicago, a city characterized by a high number of women-owned businesses and women inventors, the program focuses on women's entrepreneurship. Open to all graduate students, the program design employs a human-centered approach to help students empathize and deepen their understanding of client needs, think broadly when problem-solving, and recognize others' contributions. GEET+ was employed to inform the design of the program proposal, content, and execution.

OUTCOMES

- Acted as a checklist to structure change and to focus and categorize tasks, "highlighting things that we missed".
- Provided external validation about the need for a program focusing on women's entrepreneurship (e.g., informed the program proposal and pitch to senior administrators, including the President and Board of Trustees).
- Allowed MSDTE to adopt an EDI lens in entrepreneurship education that differentiated the program brand.
- Provided mentorship to students by using GEET+ as a framework and tool for their own work in the program.
- Informed program administrators about the need to train faculty, stay up to date with research on women's entrepreneurship, and create shared language and common understanding about EDI in the context of entrepreneurship education.
- As an external framework, GEET+ helped to validate the need for the M.S. program and the program design in a higher education context.

LESSONS LEARNED

- GEET+ is relevant in many learning contexts of higher education (e.g., graduate programs in business, psychology, and organizational leadership).
- EDI work takes time (e.g., gaining faculty buy-in, and acquiring and disseminating knowledge about EDI in entrepreneurship education across departments requires planning and investment).
- GEET+ is a resource to support women entrepreneurs and entrepreneurial students in validating design, program, and evaluation models.

The program was discontinued in the summer of 2022.

APPROACHES TO RESEARCH

Systematic literature review

The Landscape section of this report was informed by a systematic literature review. The final protocol entailed a two-stage search using the following terms: (a) (entrepreneur*) AND (university*) AND (education OR train*); and (b) (entrepreneur*) AND (university*) AND (education OR train*) AND (gender OR woman OR women OR female OR businesswoman OR businesswomen OR feminist OR equality OR empower*). Filter criteria included date of publications (from 2000), peer review and Only Abstracts. COVIDENCE software was used to sort and review Abstracts. Duplicates (n=3) and non-English articles (n=3) were deleted. Two of the lead researchers and a Research Assistant read the Abstracts to determine relevance to the study. If there were disagreements in terms of their perceived relevance, the full article was reviewed and discussed. Consensus was reached on all Abstracts. The systematic literature review identified 159 articles. Selected articles are profiled in this report.

Delphi expert panel

This phase of the research focused on two overarching questions: What are the challenges that limit the enrollment and participation of diverse learners in entrepreneurship education and training programs, and What are the criteria that characterize inclusive entrepreneurship education and training? A Delphi Panel was employed to examine these research questions among a large group of subject experts. Delphi Expert Panel surveys were also employed to reduce, refine, and validate 50 assessment criteria that characterized inclusive entrepreneurship education and training (Orser & Elliott, 2021).

Three-round online surveys were employed in which panelists were asked to evaluate the relevance and clarity of expression of each of the 50 criteria, using a dropdown scale (where 1=low and 7= high). Relevance was defined as the extent to which the statement was appropriate to inclusive entrepreneurship education and training (i.e., is it important; is it pertinent; does it "fit"?). Clarity of expression was defined as the extent to which the statement was understandable (does it make sense?). Open text boxes captured additional feedback of each criterion. A text box situated at the end of each content area captured final feedback.

- **Survey 1** panelists were also asked: (a) What are some of the challenges that limit the enrollment and participation of diverse learners in entrepreneurship education and training programs (such as, persons from underrepresented or marginalized groups)?, and to (b) Describe some of the challenges of meeting the needs of diverse learners in entrepreneurship programs and courses.
- **Survey 2** repeated the evaluation with a revised set of assessment criteria informed by Survey 1. Participants were also asked to provide one or more practice or policy associated with inclusive entrepreneurship education and training (e.g., resources, course syllabus, educational policy, case study, learning aid, weblink, course assessment tool, etc.).
- **Survey 3** served to verify the reduced and refined criteria. The survey also sought recommendations to address the challenges associated with inclusive entrepreneurship education and training, as cited by panelists.

Panelists

The list of experts was constructed through the systematic review of the literature. To start, lead authors of article were identified; and the list was augmented by the IEET research team. A manual search to identify contact information of authors was undertaken. The curated list comprised 195 contacts. A second cohort comprised 501 contacts associated with Diana International Research Institute (DIRI). Housed at Babson College, DIRI supports a community of academics, educators, and practitioners "conducting, translating, and disseminating rigorous research and data about women's entrepreneurship that can directly impact teaching, policy, and practice" (Babson College, n.d.). A third cohort comprised entrepreneurship and gender experts identified by the researchers who were not included in the first two lists (n=130).

Data files were merged and invitations to participant were emailed to 826 unique contacts. Online surveying was supported by Qualtrics software. Two reminders to participate were emailed following each round of surveys. Surveying was conducted from September 2021 to April 2022. Eighty-five experts from 19 countries participated in the initial round of surveying, 41 experts in the second round. This report showcases the findings that followed the third round of surveys (n=61). The profile of Delphi panelists is presented in Table 1.

Profile of Delphi Experts Panelists

Panelists represented multiple roles, including professors, instructors, trainers, and teachers (59%); researchers (28%); executives, managers, and administrators of small business support organizations (e.g., accelerators, incubators) (5%); mentors, coaches, and other support personnel (5%); and others, such as policymakers and business advisors (4%). Experience ranged from four to 35 years with an average of 14 years of experience. Most were employed in post-secondary educational institutions (e.g., universities, colleges, polytechnic institutes). Panelists resided in 19 countries, although most resided in North America (44%), Europe (24%) and Australia and New Zealand (8%).

Table 1. Profile of Delphi Expert Panel

PRIMARY ROLES	
Professor, instructor, trainer, teacher	49
Executive, manager, administrator	4
Researcher	23
Mentor, coach, or other support	4
Education policymaker	1
Other (e.g., Business advisor)	2

YEARS OF EXPERIENCE	
Average	16
Minimum	4
Maximum	35
Standard Dev.	7.3
Standard error	1.1

PRIMARY EMPLOYER	
Post-secondary institution	72
Self-employed, business owner, consultant	8
Government	2
Small business organization	2

GENDER	
Female	56
Male	25
Other	2
Prefer not to respond	1

COUNTRY OF RESIDENCE	
United States	23
Canada	19
UK, Northern Ireland	11
Australia	4
Germany	3
Indonesia	3
Ireland	3
New Zealand	3
Mexico	2
Saudi Arabia	2
Argentina	1
Bangladesh	1
China	1
Croatia	1
Czech Republic	1
France	1
Italy	1
Jordan	1
Kenya	1
South Africa	1
Spain	1
United Arab Emirates	1

Assessment criteria

Following each round of surveying, the initial set of criteria (n=50) were replaced, rephrased, repositioned into different content areas, or eliminated based on quantitative analyses of responses about clarity and relevance. Criteria that scored below 5 of 7 were eliminated (n=5) (e.g., use of gender-based budgeting). Text-based feedback was also carefully reviewed and considered.

A two-coder approach was employed to enhance reliability of data analyses. Text data were read three times to understand the nature of content and the criteria were then modified. Five researchers then reviewed together the revised criteria and changes were made (e.g., to strengthen the clarity of statements, ensure consistent phrasing and tenses). Consensus was reached on all criteria, resulting in a reduced set of 35. This constituted the refined set of criteria for Survey 2. Upon completion of Survey 2, (n=45), the same analysis was performed, statements were revised but none eliminated.

Thematic analysis of text data was performed to identify, analyze, and report on common themes (Braun & Clarke, 2006). Consistent with Brush et al., (2009), coding was utilized to differentiate macro- and meso-level challenges. A third category ("no challenges") was constructed to code responses that inferred there were no or few challenges. Working together, two researchers coded the text data. When there were differences in perspective, discussion focused on rationales. When participants' responses to the questions posed were similar or repetitive, data were merged into one coding unit.

Case studies

Between May and September of 2022, four case studies were conducted with organizations that had used the GEET+. Interviewees included nine instructors, trainers, and program managers from four organizations: two post-secondary institutions, including a leadership institute; a regional economic development agency, and a collective network of social enterprises from Canada and the United States.

Key informants were contacted by University of Ottawa researchers and invited to participate in the case study phase of the project. Data collection entailed semi-structured, virtual interviews. All participants were knowledgeable about the GEET+ assessment tool. All agreed to discuss the use or application of assessment tool within their respective organizations. The interviews also sought to identify strengths, weaknesses, and contextual uses of the GEET+. Based on a thematic analysis of the qualitative data, case summaries were constructed, reviewed, and validated by interviewees, then reformulated and approved for knowledge-sharing purposes.

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LIST OF DELPHI EXPERT PANELISTS

The research team would like to recognize and thank the following individuals for their participation in the Delphi Expert Panel study, and for their valuable feedback on the GEET+ assessment criteria. The list excludes those participants who indicated that they preferred to remain anonymous.

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**GENDER-SMART
ENTREPRENEURSHIP
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