

**INTEGRATED
ENTREPRENEURSHIP EDUCATION

IN

BOTSWANA, UGANDA AND KENYA**

Review commissioned by the World Bank

FINAL REPORT

Halfdan Farstad



National Institute of Technology
Oslo, Norway

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TABLE OF CONTENTS

Abbreviations	3
Executive Summary	6
PART 1 INTRODUCTION	14
1. General.....	14
2. Methods and Foci of Study	16
3. Theoretical points of departure	18
PART 2 COUNTRY STUDIES.....	25
4. Botswana	25
5. Uganda	33
6. Kenya	40
7. Summary: Current IEE provisions and implications	49
PART 3 FURTHER INVESTIGATION OF SELECTED FINDINGS	51
8. Achievements	51
9. Planning and preparation of IEE	53
10. Objectives and content of IEE.....	54
11. Teacher qualifications and motivation.....	55
12. Delivery and organisation of training	57
13. Significance of environment: external factors and conditions.....	60
PART 4 CONCLUSIONS AND RECOMMENDATIONS	62
14. Conclusions	62
15. Recommendations	64
Annex 1: Terms of Reference	68
Annex 2: List of persons and organisations consulted, by country	71
Annex 3: Documents and literature consulted, general and by country	76
Annex 4: Annotated Bibliography on Entrepreneurship	88

Abbreviations

General

CELCEE	Centre for Entrepreneurial Leadership Clearinghouse on Entrepreneurship Education
EE	Entrepreneurship Education
FDI	Foreign Direct Investment
GDP	Gross Domestic Product
GE	General Education (comprising Primary, Junior Secondary and Senior Secondary School)
GNP	Gross National Product
GSE	General Secondary Education
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
HDI	Human Development Index
IEE	Integrated Entrepreneurship Education
ILO	International Labour Organization
JA	Junior Achievement
JC	Junior Secondary School Certificate
JSC	Junior Secondary School Certificate
JSS	Junior Secondary School
MSE	Micro and Small Enterprises
MSME	Micro, Small and Medium sized Enterprise
NGO	Non-Governmental Organisation
SADC	Southern African Development Community
SC	Senior Secondary School Certificate
SME	Small and Medium sized Enterprises
SQA	Scottish Qualification Authority
SSA	Sub Saharan Africa
SSS	Senior Secondary School
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNIDO	United Nations Industrial Development Organisation
WB	The World Bank

Botswana Country Study

ATTC	Automotive Trades Training Centre
BIDPA	Botswana Institute of Development Policy Analysis
BNVQF	Botswana National Vocational Qualifications Framework
BOTA	Botswana Training Authority
BTEP	Botswana Technical Education Programme
CTVE	College of Technical and Vocational Education
DAIT	Directorate of Apprenticeship and Industrial Training
DCDE	Department of Curriculum Development and Evaluation

DVET	Department of Vocational Education and Training
EO	Education Officer
FET	Faculty of Engineering and Technology (University of Botswana)
GOB	Government of Botswana
GTC	Gaborone Technical College
IFS	Integrated Field Services
MCI	Ministry of Commerce and Industry
MFD	Ministry of Finance and Development Planning
MITWT	Ministry of Industry, Trade, Wildlife and Tourism
MLHA	Ministry of Labour and Home Affairs
MOE	Ministry of Education
MTTC	Madirelo Training and Testing Centre
NCC	National Craft Certificate
NDP	National Development Plan
NPVET	National Policy on Vocational Education and Training
NQF	National Qualifications Framework
PAC	Policy Advisory Committee (in MOE)
QAA	Quality Assurance and Assessment Unit (in MOE)
SEO	Senior Education Officer
TA	Technical Advisor
TC	Technical College
TEO	Technical Education Officer
TO	Training Officer
UB	University of Botswana

Uganda Country study

ASC	Academic Steering Committee (at the NCDC)
BTVET	Business, Technical and Vocational Education and Training
CBR	Centre for Basic Research
CP	Community Polytechnic
DIT	Directorate of Industry Training
ESIP	Education Strategic Investment Plan 1997 - 2003
GOU	Government of Uganda
MOAAIF	Ministry of Agriculture, Animal Industries and Fisheries
MOES	Ministry of Education and Sports
MOFPED	Ministry of Finance, Planning and Economic Development
MOGLSD	Ministry of Gender, Labour and Social Development
MOTTI	Ministry of Tourism, Trade and Industry
NCDC	National Curriculum Development Centre
NCST	National Council for Science and Technology
NRM	National Resistance Movement
NSP	National Syllabus Panel
NVTS	National Vocational Training System
PEAP	Poverty Eradication Action Plan
UCC	Uganda College of Commerce
UMA	Uganda Manufacturing Association
UPE	Universal Primary Education
USSIA	Uganda Small Scale Industries' Association

Kenya Country study

ACEG	African Centre for Economic Growth
CITC	Christian Industrial Training Centres
DE	Directorate of Education
DIT	Directorate of Industrial Training (MOLHRD)
DTT	Directorate of Technical Training (MOEST)
FKE	Federation of Kenyan Employers
GOK	Government of Kenya
ICEG	International Centre for Economic Growth
IDS	Institute for Development Studies
IST	Institute of Science and Technology
IT	Institute of Technology
KIE	Kenya Institute of Education
KIRDI	Kenya Industrial Research & Development Institute
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KIST	Kiambu Institute of Science and Technology
KNEC	Kenya National Examination Council
KTTC	Kenya Technical Teachers College
MOEST	Ministry of Education, Science and Technology
MOFP	Ministry of Finance and Planning
MOLHRD	Ministry of Labour and Human Resource Development
MRTTT	Ministry of Research, Technical Training and Technology
MTTI	Ministry of Tourism, Trade and Industry
NIVTC	National Industrial and Vocational Training Centre
NYSEI	The National Youth Service Engineering Institute
SBC	Small Business Centre (attached to TVET institution)
TEP	Technical Education Programme
TSC	Teachers Service Commission
TTI	Technical Training Institute
YP	Youth Polytechnic

Executive Summary

Background and scope of study

Informal Micro, Small and Medium sized Enterprises (MSMEs) are important providers of decentralised employment and income, and contribute to poverty reduction in the SSA region. Thus, stimulation and growth of new entrepreneurs is a critical issue in all the SSA countries facing the challenges of a declining economy and growing unemployment.

The present study, commissioned by the World Bank, identifies and investigates provisions of Integrated Entrepreneurship Education (IEE) in Botswana, Uganda and Kenya. IEE covers the teaching of knowledge and skills that will enable the individual student to plan, start and run his / her own business, delivered as an integrated part of the curriculum at an acknowledged education and training institution within the national education system. The study is limited to Entrepreneurship Education (EE) provided to regular, full-time students in General Secondary Education (GSE) and Technical and Vocational Education and Training (TVET) at secondary and post-secondary levels. The study is a review where available documents are supposed to be the prime source of information. In addition, data have been gathered through a number of interviews with identified key informants as well as visits to and studies of 2 – 4 relevant education institutions in each country.

The following research questions were applied:

- In which types of education and training are IEE currently being provided, to which groups of students, at which levels, and how was the planning and implementation process?
- What are the objectives and curriculum content, and what are the modes of delivery – organisation and methods of instruction?
- What were / are the input requirements for the planning and delivery of training, in terms of time, money and human resources?
- What are the achievements of the IEE – results and impacts?
- How can the observed achievements of the IEE be explained; are they related to certain aspects of the planning, the introduction at institutional level, the content of the curricula or the mode of delivery? How do external factors – social, cultural, political or economic – influence on the efficiency and effect of the IEE?

Country studies

The review in Botswana, Uganda and Kenya established that IEE:

- is being provided as a separate subject in all three countries studied, primarily to post-secondary TVET students at schools and in formal industrial training arrangements;
- is compulsory to these groups of students;
- is in most cases being provided throughout the full course period;
- is delivered under centrally developed curricula that contain major elements found even in the curricula of acknowledged western entrepreneurship training institutions;
- in most cases is being delivered through traditional classroom teaching;
- with few exceptions, contains the development of a business plan as a compulsory and examinable exercise;

- in most cases is taught by teachers educated in Business Management or Entrepreneurship Development;
- in Kenya, for a decade has been a compulsory subject at the teacher training institutions;
- in Kenya, has been supported by an exceptional government intervention: since 1993, teachers at TVET institutions have been encouraged and financially supported in taking Higher Diploma education in Entrepreneurship Development;
- in Kenya, is being delivered with the support from Small Business Centres (SBCs), autonomous support services units for entrepreneurs and MSMEs, established at all post-secondary public, and at some private, TVET institutions.

Furthermore:

- Reliable and adequate data on the costs of IEE development and delivery are not readily available;
- Reliable and adequate data on the outcomes and impact of IEE are not readily detectable. The very limited data detected on IEE outcomes, show no unambiguously positive impact of this particular training. Skills training and work exposure might explain the observed self-employment frequency among the graduates;
- The self-employment rate, especially in the informal sector, is relatively high, and the bulk of new entrants to the work force who find employment, find it in the informal sector. But surveys of MSMEs show that almost none of the entrepreneurs had received IEE.

Discussions of selected findings

Achievements

Our findings indicate that very few students that received IEE as part of JS and / or SS, in the three countries, actually start their own business during the first 1 – 2 years after leaving school. But this does not necessarily mean that the training has failed. An alternative explanation might be the students' age and maturity, their lack of life experience and personal autonomy (from their parents). Many students, who attend Business studies in JSS and SSS, continue their education and prefer this to self-employment – at this point. Very few young people leaving JSS and SSS possess knowledge and skills that immediately could be utilised for the production of goods or services that would be marketable.

A widespread scepticism or negative attitude to self-employment can be observed in the general public in all three countries. There are indications, however, that IEE in general contributes to a more positive – or less negative - attitude to self-employment in the students.

TVET-students who receive IEE more often start their own business within a few years' time, than students in general secondary education. It seems, however, that a majority of those who establish on their own prefer an initial period of wage employment in order to gain practical experience from the trade and build professional self-confidence.

We found no firm evidence that the indicated higher self-employment frequency among TVET graduates than among GSE graduates, is related to the IEE. In general, TVET students are older than GSS students and to a lesser degree face restricting factors related to age and maturity. Furthermore, TVET in itself provides the students with knowledge and skills that can be utilised for commercial production.

There are some indications that self-employment is more often found among TVET graduates in rural areas than in the cities. Provided that this observation is correct, the potential significance of the IEE to this trend is not clear. It might be related to the generally fewer opportunities for wage employment in rural areas, and that the access to land and other natural resources is less difficult than in the cities. In this situation, self-employment stands forward as the most promising path to income generation, even if access to information and markets are less advantageous than in urban areas.

Planning and preparation

Our findings show that the IEE preparations in all three countries involved private sector stakeholders, were based on needs assessment surveys and firmly anchored in major policy documents. Particularly in Botswana, there was extensive direct involvement of private and public stakeholders and experts throughout the curriculum development process, right up to the final approval. In Kenya, the IEE curricula introduced in the early 1990s, were developed within the framework of an ILO / UNDP project which was implemented in cooperation with central private sector actors. In Uganda, key stakeholders were involved in the development process in accordance with existing formal procedures, but there are indications that the responsible public bodies here had a stronger influence on major premises and thus that the process to a greater extent than in Kenya, and particularly in Botswana, was supply-driven.

The advance preparation of the IEE providers, i.e. the management and teachers in the relevant education and training institutions, has been particularly strong in Botswana.

Objectives, content and volume of training

The objectives of the curricula used in Botswana, Uganda and Kenya are (a) attitude formation; and (b) to equip the students with knowledge and skills for starting and running their own business. Accordingly, the content is partly motivational and partly focusing on formal and practical knowledge and skills. Laws, existing credit systems, bookkeeping and marketing are examples of the latter. Preparation of a business plan is always a compulsory exercise that might be of great potential importance. In Botswana, the establishment, operation and liquidation of a student enterprise is compulsory for all learners in Business studies, which is an optional subject in JSS. The purpose is to make the students know important institutional arrangements and understand the processes related to the establishment and operation of a business. Periods of industrial attachment are mandatory part of training in most of the IEE programmes studied.

In Kenya and Botswana, IEE is examinable in some programmes. How this affects the results of training is unclear. It might be that the examination draws attention from the *content per se* to the *mark*, possibly implying that the students give priority to the *memorizing* of selected information instead of *understanding and learning* entrepreneurship. On the other hand, the *lack of* formal examination might cause students to concentrate less on the IEE, especially those students that are not primarily interested in the self-employment career, but rather prefer good marks for further studies.

Teacher qualifications and motivation

In general, the efficiency and effect of education and training is closely linked to the teacher's motivation and enthusiasm, his or her professional qualifications and the mode of delivery

and follow-up. Botswana teachers are relatively better paid than their colleagues in Uganda and Kenya. A general dissatisfaction among teachers seems to be most widespread in Kenya. Many of them allegedly seize opportunities to create additional income to the teaching, whereas others stop teaching to work full-time in their new business, e.g. as consultants for other entrepreneurs.

A general impression is that the IEE teachers in all three countries possess the necessary subject-related qualifications for teaching the curriculum. In the school-based programmes, they usually hold a Diploma or degree in Business Management, Economics or Entrepreneurship. In Botswana and Uganda, the teachers have received recent in-service upgrading in connection with the introduction of new curricula. In all three countries, many teachers have personal experience from the MSME sector, either through a family business or from running their own business.

In all three countries, teachers and instructors in the Industrial Training Programmes (ITPs) most often are professional craftsmen or technicians. In Kenya, these trainers have had IEE in their own education. In Uganda and Botswana, the majority do not have any formal background in IEE delivery. However, since the ITPs include periods in training institutions that also offer other TVET programmes, most students receive IEE from qualified teachers.

In Kenya, the Teacher Colleges included IEE in the teacher training programmes already in 1991. Higher Diploma and Master Programmes in Entrepreneurship Development have been introduced at some of the universities and colleges lately. Teachers attending these programmes receive government support. Botswana and Uganda have not taken similar steps.

The Kenyan efforts in establishing a core of specialised teachers, not surprisingly seem to have strengthened the entrepreneurship education. However, the experiences are not only positive. Those holding Higher Diploma or a Masters Degree are highly marketable and, hence, often find more attractive wage employment. Others make use of their acquired skills and leave school for better earnings in self-employment.

Delivery and organisation of training

The volume of IEE vary between the different programmes, but never exceeds an average of 2 hrs / periods per week. The organisation of classes at institutional level in general seems quite rigid in all three countries, leaving little room for practical, time-consuming work. Traditional classroom teaching is the dominant mode of instruction. Site visits to local markets and conduction of a market study are recommended in some of the curricula.

Realistic, personal experiences are highly acknowledged as the most efficient way of learning. Mandatory periods of work placements give students new insights as to the world of work, how enterprises are organised and function in a real market, but not necessarily to the establishment and management of the host enterprise. The establishment and operation of a student enterprise, preferably under the tuition of an external business manager, ensures exposure to relevant information flows and direct involvement in questions related to economy, organisation of personnel and production, government regulations and market conditions. The student enterprise approach seems the most effective way of learning entrepreneurship and business management, and to build motivation for self-employment. The development of a business plan, comprising the planning of a specified production, market assessment and stipulation of costs, prices, financing needs etc., contains high

potential learning yields. Provided qualified supervision, the students through this exercise experience major entrepreneurial challenges and problems in a realistic manner. They are compelled to search for a potentially suitable area of business, which they may actually pursue at a later stage. Provided a close follow-up by the teachers, the compulsory business plan development project, might be a relevant and innovative approach to IEE.

Some training institutions cooperate with external organisations or individual experts in the teaching of IEE. For instance, a number of secondary general schools in Botswana and Kenya have linked up with the local Junior Achievement (JA) Foundation and let the students attend the one-year "Company Program". In Uganda, some private TVET institutions hire experienced instructors from NGOs working with MSME promotion, to teach IEE in the last term for last year students, at both Certificate and Diploma levels.

Contextual factors

Poor access to financing and lack of support services might explain the hesitation of IEE graduates to self-employment. Deficiencies in the business support infrastructure, is commonly identified as a major obstacle to MSME establishment and expansion. In Kenya, "Small Business Centres" (SBCs) have been established at public TVET institutions, the aim being to promote and support the development of MSMEs and to promote an entrepreneurial culture within the institution and in the local community. The SBC staff share their time between entrepreneurship training of teachers and classes of students in the mother institution, and training, mentoring and counselling of entrepreneurs in the local community. The latter is done as an income generating activity, clients paying a fee for the services they receive. Attainments of most SBCs are modest and some have been closed due to the lack of success. In some cases SBC staff, instead of creating income to the training institution, allegedly take over identified customers and serve them as part of their own business.

In both Uganda and Kenya, TVET institutions are suffering from financial constraints, as government funding for several years have been declining. Needs of fund-raising activities through income-generating production and higher student fees have taken focus away from training and induced lower enrolment figures, poor maintenance and no replacement of outdated training equipment and, eventually, reduced quality of training.

Conclusions

The most reliable finding of this study is the scarcity of reliable data concerning the results and impact of integrated entrepreneurship education in Botswana, Uganda and Kenya. Thus, the conclusions and the recommendations have a weak foundation.

The review has established that Integrated Entrepreneurship Education is being provided as a separate subject in all three countries studied, primarily in post-secondary TVET and in formal industrial training arrangements. The training is compulsory and based on centrally developed, modern curricula as far as the content is concerned.

Most of the time, the IEE is being taught through traditional classroom teaching. Some innovative delivery approaches have been identified, however: with few exceptions, the IEE comprise (1) periods of mandatory work placement and (2) the development of a business plan as a compulsory and examinable exercise; (3) in Kenya, IEE is being delivered with the

support from Small Business Centres (SBCs), autonomous support services units for entrepreneurs and MSMEs, established at all post-secondary public, and at some private, TVET institutions; and (4) in Botswana, the establishment and operation of a student enterprise is made mandatory in the optional business studies in Junior Secondary School. Practical experiences and exercises are more likely to succeed than traditional classroom teaching. Co-operation between training institutions and private enterprises in the preparation of curricula and delivery of training has added value to the IEE in the three countries.

The teachers generally are well educated, but might need methodological upgrading. The local organisation of the instructional timetable is often rigid and preventive to the choice of practical exercises.

Despite that positive attitude formation is one expressed objective of the IEE programmes, a general scepticism to self-employment as a career option is observed even among TVET students. The transfer of knowledge and skills relevant to self-employment is satisfactory, considered a failure rate of less than 10%.

There are indications that the IEE has had some success in promoting self-employment, but no observations were made that suffice for firm conclusions. Registered self-employment among TVET graduates might as well be a result of the vocational training, as of the IEE. The immediate relevance of entrepreneurship education seems to be higher to post-secondary TVET students than to students younger of age and in general secondary education.

Interventions to stimulate entrepreneurship, such as delivery of IEE, cannot be viewed in isolation. Entrepreneurial motivation and competencies are necessary, but not sufficient to ensure successful business ventures. Socio-cultural factors such as informal norms and traditions influence business establishment and operation, as do conditions related to credit, networks, markets and access to various support services for MSMEs.

No reliable figures on the costs of planning, development, implementation or delivery of IEE have been identified through the study. Indications are that delivery costs are at the same level as in other subjects not depending on particular training materials, like Language training or Social studies. Planning and implementation costs will vary according to ambitions of thoroughness and the level and type of involvement by stakeholders.

In conclusion, as to the underlying question of the present review: is IEE an appropriate intervention for promoting economic and social development in Sub-Saharan Africa?

Our findings do not support a replication of the IEE as provided in Uganda and Kenya. Neither do they suffice to the general conclusion that IEE is worthless and a waste of time and other resources. There are indications that the effects of the IEE vary with the processes of planning and implementation, and with the mode of delivery.

Potential pitfalls seemingly are to: a) have too high expectations as regards the promotion of immediate entrepreneurship through a single intervention like IEE; b) underestimate the importance of the timetabling and mode of delivery; c) undermine the IEE intervention by stripping the delivery institutions of necessary instructional resources, and c) make the IEE too theoretical and classroom-oriented.

Recommendations

In the context of weak African economies, characterised by high formal unemployment and poverty figures, a growing informal sector and high dropout rates in primary and secondary education, one could argue that preparation of students for self-employment and employment in the informal sector should start as early as possible and be provided to all learners.

Development of positive attitudes to self-employment and awareness of this career option would be the first step in the process of providing a basis for income-generating activities to early school dropouts. This should be compulsory and gradually be introduced from Grade 1. Teaching of basic knowledge and skills for the establishment and operation of an enterprise should be compulsory and start gradually in Grade 5 or 6, still integrated in carrier subjects.

IEE should not be provided as a separate subject at any level or for any group of students within GSE, but certain elements should be compulsory and integrated parts of other subjects, including Mathematics, Social studies and English / language. If carefully planned, this would not necessarily imply less time for existing subjects and topics. Students in JSS and SSS should be given the opportunity to opt for IEE integrated in business studies, like in the Botswana case. Content would comprise basic knowledge and skills relevant to the planning, start-up and operation of an enterprise.

All students in TVET programmes should receive IEE as a separate subject, but closely linked to and integrated with the relevant vocational training, in order to provide them with the necessary knowledge and skills for self-employment.

Both GSE and TVET students should be exposed to real market processes and forces during the IEE, preferably through the operation of a student enterprise and work placements. The training should furthermore contain relevant exercises, such as the preparation of a business plan and execution of a market survey.

The formal status of the compulsory IEE for TVET students should be similar to that of other subjects, in order to ensure that students do not prioritise other subjects higher than IEE.

Planning and development of content and design of IEE should be based on broad needs assessments and active and equal involvement of major practitioners and managers from both the private sector and from education and training. In order to keep costs as low as possible, a careful adaptation of existing programmes to the relevant context should be considered in the development of new interventions.

The education and training authorities and every training provider of IEE should establish relevant procedures and capacities for continuous assessment and tracer studies, with the aim to evaluate and possibly adjust the IEE programmes for optimal efficiency and impact.

For the attainment of efficiency and effectiveness, one should give particular attention to the methods of instruction. Findings of this study indicate that practical experiences in general are superior to traditional classroom teaching.

Teacher training, including motivational elements as well as both content and methods of instruction related to IEE delivery, should be established prior to the introduction of the new provision and comprise industrial attachment. If possible, one should recruit teachers with entrepreneurial experience.

Organisation of the instructional timetable must allow for relevant practical exercises, such as the conduction of a market survey or the operation of a student enterprise.

In support of the IEE and in the perspective of stimulating creativity, strengthening the students' self-confidence and contributing to optimal learning, approaches and exercises that comprise decision-making and project based work should be given higher priority even in other subjects than IEE.

Thorough studies of qualitative aspects of existing IEE and the effects and impacts of this provision targeting different groups of students should be organised. Systematic, longitudinal tracer studies would be one component in these efforts. The research should comprise several countries within the same area, and be designed with the aim to ensure comparability.

Botswana stands out as an interesting case for close studies. The ongoing BTEP reform might give valuable lessons with direct implications for policy formation.

With the aim to strengthen the knowledge about what works and what doesn't, one should consider implementing a limited number of action research type of projects at institutional level, following and designing IEE provisions according to different organisational principles (pilot projects). Methods of delivery, integrated support services and various forms of education – industry cooperation are relevant variables. Different models of integrated training and production, tutoring and various business service provisions would be tested, evaluated and adjusted in diverse, prevailing contexts.

PART 1 INTRODUCTION

1. General

1.1 Background, scope and purpose of the study

The present study, which has been commissioned by the World Bank (WB), identifies and investigates provisions of Integrated Entrepreneurship Education (IEE) in Botswana, Uganda and Kenya.

IEE here covers the teaching of knowledge and skills that will enable the individual student to plan, start and run his / her own business in the formal or informal sector, delivered as an integrated part of the curriculum at an acknowledged education and training institution within the national education system, possibly in cooperation with external partners. The study is limited to Entrepreneurship Education (EE) provided to regular, full-time students in General Secondary Education (GSE) and Technical and Vocational Education and Training (TVET) at secondary and post-secondary levels.

According to the Terms of Reference (ToR), the study will describe and analyse central aspects of existing IEE, including content, organisation and mode of delivery, inputs and results. The overall objective is to identify success factors, problems and pitfalls to be considered by donors and Governments in the planning of similar, new initiatives. For further details, see Annex 1.

1.2 The Importance of Small Enterprises and Entrepreneurs

Production in order to meet basic needs and other requirements of the inhabitants is one of the principal activities for every society to sustain. In every economy, Micro, Small and Medium-scale Enterprises (MSMEs) constitute the bulk of companies and hence hold a particularly important position, not least because they provide *decentralised* employment and income. Furthermore, they are important actors in small, local markets and contribute to the maintenance and development of the local community. Some of them are sub-contractors to larger companies. A significant part of all new production ideas and products emerge from the small enterprises.¹

In the SADC region, the MSMEs in the informal sector alone account for an estimated 60% of Gross National Product (GNP) (SADC / UNESCO 2000). Recent studies from Sub-Saharan Africa confirm the importance of the informal MSME sector as a contributor to the creation of productive employment and poverty alleviation. Whereas “survival activities” of the many new MSMEs can be “.. extremely important in helping a large number of very poor people become a little less poor, enterprises that are seeking to expand can contribute in the area of growth and be an important mechanism to help people move up and out of poverty.” (Mead and Liedholm 1998; Haan 2002).

¹ In the US, it is estimated that 50% of all current innovations and 95% of all radical innovations are generated by new, small companies (Dalin 2000)

MSMEs are often started and developed “from scratch” by individual entrepreneurs. Entrepreneurship comprises creative thinking, establishment of an opportunity and initiation of new production activity (Timmons 1989). This takes place within a natural and social context with certain features that represent both options and constraints.

1.3 Education and Training for Entrepreneurship

In addition to personal motivation and creativity, relevant knowledge and skills are prerequisites in every successful entrepreneurial venture. The critical importance of designing appropriate education systems to promote entrepreneurship and to prepare school leavers for self-employment has been stressed in several African studies (McGrath & King 1995; Kent & Mushi 1995). The general importance of TVET is deemed as critical in preparing Africa’s youth generation for the world of work (Honny 1998; Kerre 1998).

Training for entrepreneurship and various support activities for the MSME s have for several years been on the agenda of Non-Governmental Organisations (NGOs) and donor agencies operating in African countries. During the 1990s, several countries in Sub Saharan Africa (SSA) started teaching entrepreneurship education as part of the curriculum in formal general secondary education and TVET.

1.4 The need for documentation of experiences

Entrepreneurs and MSMEs operate in a complex environment and confront a diverse array of constraints, depending on sector, country and region. Thus, it might be chimerical to search for a single constraint, which, once removed, will lead to the rapid development of small and medium sized enterprises MSMEs (Levy et al. 1994). Similarly, it might be a waste of time to search for the one and only successful approach to the enhancement of entrepreneurship.

Nevertheless, there might be important lessons to learn from the various public initiatives and programmes in entrepreneurial education and training. What should be major principles and approaches in such training? And which are the major pitfalls to avoid? As of today, little research has been conducted in order to find answers to these important questions in relation to **integrated** entrepreneurship education. It is not unlikely that they will differ from the findings in studies of entrepreneurship education delivered under other conditions, by other providers and to other target groups (see annotated bibliography in Annex 4).

1.5 Structure of Report

Following the elaboration below on the approach and focus of the study, Chapter 3 intend to provide a theoretical framework and discussion of basic principles concerning training for entrepreneurship. The brief presentation draws partly on sociological and partly on educational perspectives.

Chapters 4 – 7, which constitute Part 2 of the report, contain selected findings of the country studies and are purely descriptive. A brief description of some prevailing social, political and economic conditions is provided for each country.

Part 3, comprising the chapters 8 – 10, investigates selected findings of the country studies, whereas conclusions and recommendations are presented in Part 4.

2. Methods and Foci of Study

2.1 *Approach and Limitations*

This study is not supposed to be a research project, but rather a review where available documents are supposed to be the prime source of information. Time and budget have not permitted a systematic and comprehensive gathering of primary data, even if our findings clearly demonstrate the need for more systematic and thorough research in this area. We have, however, conducted a number of interviews with identified key informants as well as visits to and studies of 2 – 4 relevant education institutions in each country, ref. Annex 2.

The study was conducted in the period 10 April – 15 August 2002 and comprised the following elements:

- general literature search on the Internet and through physical visits to selected libraries in the UK, Geneva and Turin;
- targeted literature search in the three selected countries, with assistance from local contacts;
- a 2-weeks study visit to each country, separated by 2 weeks for country reporting, each country visit including:
 - interviews with key informants in the public and the private sectors, defined as:
 - Ministries with responsibilities in the areas of Education and Training, Labour / Employment, Planning and Development, Trade and Industry;
 - public institutions responsible for the development of curricula etc.;
 - teacher training institutions;
 - representatives of private employers and entrepreneurs;
 - donor agencies and NGOs involved in IEE;
 - management and staff at selected education and training institutions;
 - students receiving IEE; and
 - researchers at universities and research institutes;
 - gathering of public documents and research reports,
 - literature search in local libraries, e.g. at universities and research institutions;
 - visits to selected education institutions; followed by
- data analysis and reporting.

With reference to the ToR, including deadline and budget for the study, as well as general communication difficulties experienced in the first phase, we find it timely to point at some limitations concerning the study and findings:

- the possibility that some potentially interesting informants remain unidentified, cannot be precluded;
- it was not possible to meet all those identified as potentially interesting informants during the short country visits;
- it has proved very difficult to find reliable data on the actual achievements of the IEE, such as tracer studies or evaluation reports; and
- it has not been possible to conduct own systematic studies of the IEE achievements.

2.2 *Selecting countries and institutions*

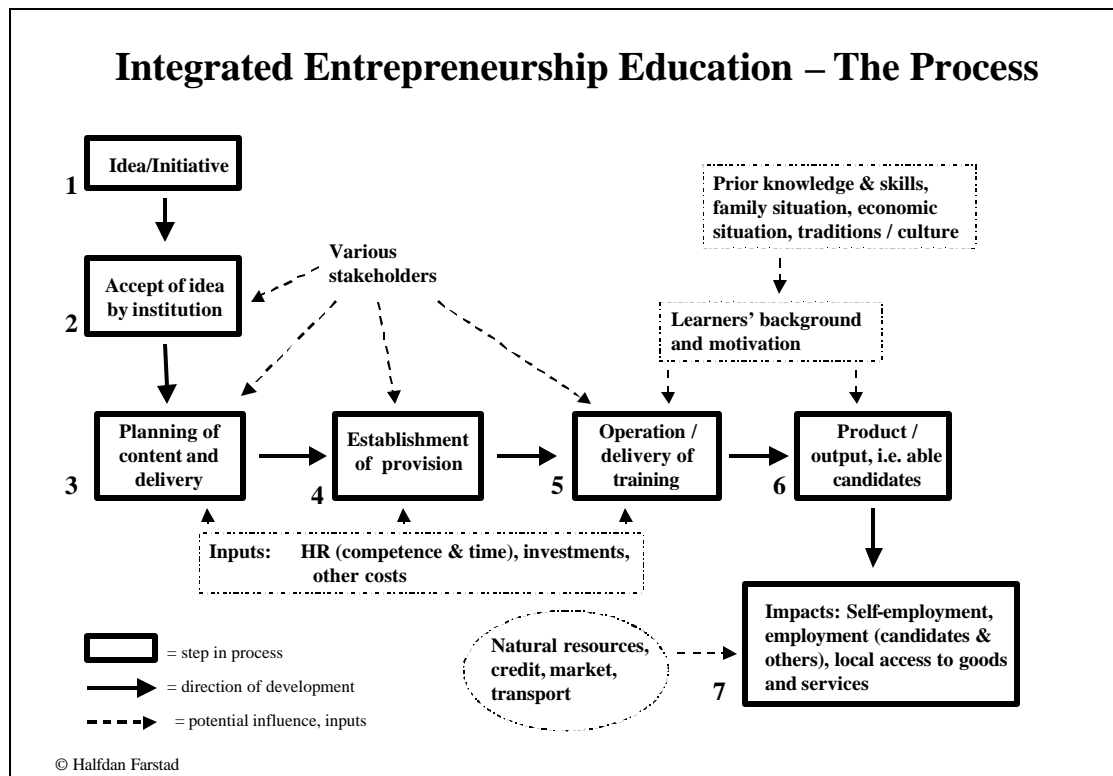
Kenya was the natural first choice in the selection of countries, well known for MSME and entrepreneurship promotion and education over the last decade, and the country with the presumed best documentation of the development. Botswana and Uganda are both among the

Sub-Saharan African (SSA) countries with the highest economic growth rate. We had information that IEE is being provided in both countries, but this is not well documented. Hence, it would be interesting to investigate whether or not this type of education has contributed to the positive development. It would also be of interest to find out how IEE is placed in the ongoing educational reforms in Botswana.

Individual institutions to be visited were selected only after having interviewed key informants, since those who know the system and institutions are in a better position to identify what could be considered “good practice” or “promising practice” in that particular context.

2.3 Introduction and operation of IEE – deciding focus of study

In general, the implementation of any type of training, including IEE, is a process with several phases that can be specified in different ways. The figure below represents one out of several possible comprehensions of the process.² Decisions made and procedures followed in each of the suggested phases, have implications for the further development and for costs, and might influence on the final outcomes. We find it timely to point out that the figure must be viewed merely as an indicative structure of steps. In the real world, the process might not be as straightforward and simple as in the illustration, with successive and clear-cut phases. A more chaotic process with parallel developments and feedback loops will probably be closer to reality. For analytical purposes, however, a simplified model like the one presented can be expedient.



²The suggested model is based on the author’s personal experiences from prior work in educational development. A detailed deduction of the model would, however, go far beyond the scope of this study.

Due to the time and budget limitations, there was no way we could use the full analytical potential of the figure for our study. But awareness of the different steps in the process and related factors and conditions have given direction during the data gathering and analysis, for instance by pointing to central *research questions*:

- In which types of education and training are IEE provided, to which groups of students and at which levels, and what procedures were followed during planning and implementation?
- What are the objectives and curriculum content, and what is the mode of delivery, i.e. organisation and methods of instruction?
- What are the input requirements for the planning and delivery of training, in terms of time, money and human resources?
- What are the achievements of the IEE – results and impacts?
- How can the observed achievements of the IEE be explained; are they related to certain aspects of the planning process, the establishment of the provision at institutional level, the content of the curricula or the mode of delivery? How do external factors – social, cultural, political or economic – influence on the efficiency and effect of the IEE?

Provided that reliable data are available to answer these questions, it will be possible to conclude whether or not it is worthwhile to give priority and allocate resources to IEE, and give recommendations as to how IEE could be planned and implemented in order to obtain optimum significance and impact.

3. Theoretical points of departure

3.1 Entrepreneurs and Entrepreneurship - the concepts

In his definition of the entrepreneur, Timmons' point at individual characteristics related to both personality and action (Timmons 1989). Creativity and innovativeness, autonomy, willingness to take risks, competitive aggressiveness and pro-activeness are common features of the entrepreneur identified in numerous publications.³ Different entrepreneur typologies are based on these characteristics (Lumpkin and Dess 1996; Baumol 1986).

In the ToR for the present study, "Entrepreneurship Education" is described as "the teaching of knowledge and skills that enables the students to plan, start and run their own business." Correspondingly, "Entrepreneurship" is the actual actions implying the establishment of a new business, and an "Entrepreneur" is someone who starts a new business.

We comply with these definitions for the purpose of this study. However, entrepreneurial actions are based on both personal characteristics and relevant knowledge and skills, and will be affected by external factors and conditions. Without some creativeness and willingness to act, as well as the relevant knowledge and skills, the entrepreneurial action will not take place. In most training for entrepreneurship, this is acknowledged and reflected in both objectives

³ See for instance xxxxxxxxxxxx

and content of the curriculum. A person can have an entrepreneurial personality and attitude, and possess the relevant knowledge and skills, even if this is not necessarily demonstrated through (immediate) entrepreneurial action. Inversely, it is difficult to imagine entrepreneurial action if the person lack either a positive attitude to self-employment or the relevant knowledge and skills. Thus, for analytical purposes, in the study of IEE provisions and results, it might be fruitful to distinguish between actors on the basis of their score as regards entrepreneurial *Attitude, Skills and Practice*.

The motivation for and ambitions of self-employment varies. In a context of poverty, hunger and high unemployment, self-employment may be seen simply as one possible alternative for survival. If a sufficient income is generated to support the family, these entrepreneurs are satisfied and make no serious attempt to expand products or markets. This “subsistence” attitude is contrasted by another group of entrepreneurs, who continuously search for and seize new business opportunities. These individuals are innovative and have a much higher profile on personal entrepreneurial characteristics, such as “willingness to take risks” and “competitive aggressiveness”.

Below, we distinguish between “*Subsistence Entrepreneurs*” and “*Innovative Entrepreneurs*”, based on the assumption that nurturing of the two types of entrepreneurs will require quite different approaches and that the impacts from the two types of entrepreneurship will differ considerably, both for the individual entrepreneur and for the broader society.⁴

		Entrepreneurial characteristics		
		<i>Attitude</i>	<i>Skills</i>	<i>Practice</i>
Scope of entrepreneurship	<i>Subsistence</i>			
	<i>Innovation</i>			

3.2 Entrepreneurship and Production in a Sociological Perspective

Entrepreneurship and sustainable production of services and goods take place within a social and ecological context. All types of production have certain effects on the environment in terms of e.g. jobs and economic gains, local product availability and environmental problems. At the same time, nature and society constitute crucial framework conditions, affecting the activity and deciding its relative success.

Creativity and motivation are the basic elements in any entrepreneurial venture. Individual capacities and the degree, to which basic physical needs are met, are of relevance to the level of creativity, but social relations and conditions might be as influential. Likewise, the level of motivation is affected by external factors that represent possibilities and obstacles.

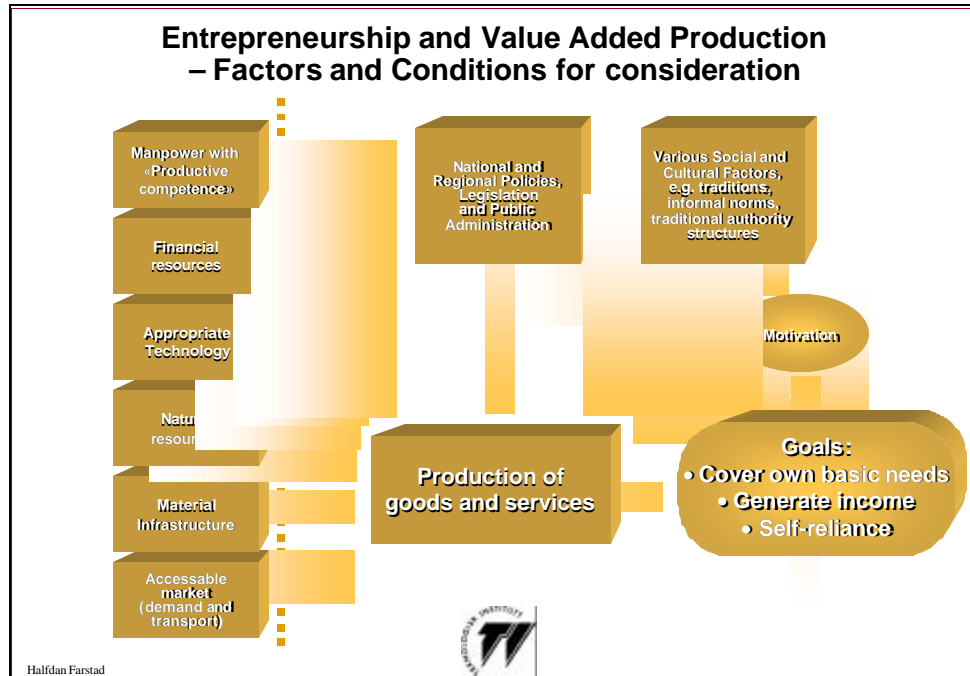
Thus, in order to understand the relative success and failure of entrepreneurs and MSMEs, we suggest that one should be prepared to consider the resources and conditions in the following list, which is not meant to be exhaustive:

⁴ Whereas some authors distinguish between “self-employment in micro-enterprises” and “income-generating activities” (Haan 2002), we find no strong argument for making this distinction for the purpose of this study.

- “*productive competencies*”, i.e. knowledge and skills that can be utilised for production;
- *natural resources*, both for processing and / or as production factors;
- *financial resources* for investment in buildings, production and transport equipment, purchase of raw materials etc., both for the establishment and operation;
- *relevant / appropriate technology*, i.e. technical equipment and necessary competence which is suitable for the planned production, and at the same time is adapted to the local natural, social, economical and cultural environment where the production takes place;
- *material / physical infrastructure*, e.g. roads / transport systems, telecommunication, energy and water supply;
- *accessible market*, which means both a demand for the product under prevailing competition and the possibility of delivery to the customer;
- *formal regulations and administrative structures and practice* which constitute important framework conditions that can represent support or obstacles;
- *socio-cultural factors*, as possibly under-estimated framework conditions, not least for creativity and motivation.

Not all these factors are equally important to all sorts of production, like financial resources, since some production is obviously more capital-intensive than others. In the same way, natural resources are not used as direct input in the production of services, and the need for transport and stable supply of energy and water etc. varies with regard to the type of product and scope of production.

Possible interlinks and influence on motivation and entrepreneurial practice by the various factors and conditions are indicated in the figure below.



Source: Farstad 2001

Whereas the suggested factors and conditions could be useful in understanding and explaining the results and impacts of IEE, one might also argue that they are significant for the design

and delivery of education for entrepreneurship, as well as for the planning of other policy interventions with the aim to stimulate entrepreneurship and MSME growth.

3.3 *Teaching and learning*

Teaching can be defined as communicative activities with the aim to transfer knowledge and skills from one person to another, through the presentation of a message in a way that is understandable to the receiver. Learning is the actual acquirement of knowledge and skills by the receiver. Hence, whereas teaching is external and observable, learning is a process, which is internal to the receiver, not directly observable.

The effects of teaching – whether or not the intended learning will take place - in general depend on both content and mode of delivery:

- the learner must be motivated⁵ and in a position that allows for concentration on the learning;⁶
- the teaching *content and mode of delivery* must be adapted to the learner's prior level of knowledge and skills;
- the teacher / instructor must possess the necessary professional knowledge and skills, and be able to communicate the message in a language that will be understood correctly by the learner;
- the teaching methods must be adapted to the content, meaning e.g. that practical skills must be taught by demonstration and practical exercises – "learning by doing"; and
- the organisation of teaching in terms of available time and organisation of time, choice of teaching arena, external partnerships and access to relevant tools and instruction materials, must allow for the use of the most appropriate teaching methods.

Whereas the output in terms of able candidates mainly will depend on the teaching and learning processes and local conditions, potential impacts of the Entrepreneurship Education, i.e. whether or not new MSME s are successfully established and operated as a result of the teaching, will be heavily affected by external factors, such as those pointed out above (section 3.2).

These reflections are well in line with the findings from the International Labour Organization (ILO) workshop in Turin in 1987, identifying the following elements as decisive for the success of training interventions for the informal sector (Haan 2002):

- training content based on needs assessment: the matching of interests and aptitudes of prospective trainees with real opportunities;
- training methods and the organisation of training, underlining the need for flexibility and continuous adaptation of training content and delivery methods;
- teachers' and managers' qualifications and links with the local community;
- financial issues.

⁵ The level of motivation will depend on whether the content is considered relevant to the learner, e.g. in the perspective of future income-generation in that particular context, and other types of reward linked to successful learning, and to whether or not the teacher manage to communicate this causality to the learner in a positive way.

⁶ For instance, worrying about sick relatives or the necessity to spend time on securing food for the family, will distract the learner and reduce the learning capability.

3.4 *Entrepreneurship Education: Content and Organisation.*

The ToR for this study states that "Entrepreneurship Education is the teaching of knowledge and skills that will enable the students to plan, start and run a business." What exactly does this mean? What types of knowledge and skills are required in the three phases a) Planning, b) Establishing and c) Operation?

According to CELCEE – the Centre for Entrepreneurial Leadership Clearinghouse on Entrepreneurship Education – EE must provide the individuals with "*the concepts and skills to recognize opportunities that others have overlooked*", as well as "*insight, self-esteem and knowledge to act where others have hesitated*." EE includes "*instruction in opportunity recognition, marshalling resources in the face of risk, and initiating a business venture. It also includes instruction in business management processes such as business planning, capital development, marketing, and cash flow analysis.*" (CELCEE 2002)

In conformity with CELCEE, the National Foundation for Teaching Entrepreneurship, specialising in "*teaching youth to build businesses*", suggests the following topics as essential in the teaching on how to start and operate a small business:

- *Basic concepts and processes, preparing for the planning and start-up:* What Is an Entrepreneur?; Opportunity Recognition; Characteristics of the Successful Entrepreneur; Income Statements; Return on Investment; Inventions and Product Development; Financing Strategy; Selecting Your Business; The Power of Positive Thinking; The Costs of Starting and Operating a Business; What is Marketing?; Advertising and Publicity; Cost/Benefit Analysis; Market Research; Basic Business Plan Review.
- Intermediate level is focusing more on the *successful operation of a business:* Competitive Advantages - Tactics and Strategies; Keeping Good Records; Negotiation; Consumer Analysis; Sole Proprietorships and Partnerships; The Production/Distribution Chain; Technology; Business Communication; Quality; Cash Flow; Personal Selling; Protecting Your Intellectual Property; Intermediate Business Plan Review.
- *Advanced level:* Small Business and Government; Supply and Demand; Break-Even Analysis; Stocks; Franchising and Licensing; Capitalizing on Your Brand; Contracts; Rising Capital - Other People's Money; Venture Capital; Taxation; Corporations: Limiting Liability; Putting the Right Management Team in Place; Bonds; Insurance and Other Operating Costs; Manufacturing - From Idea to Product; Ethical Business Behaviour; Building Good Personal and Business Credit; The Balance Sheet - A Snapshot of Your Business; Socially Responsibility - Giving Back to Your Community; Resources for the Young Entrepreneur; Important Math Equations. (NFTE 2002)

In short, one might say that major providers of IEE find it necessary to concentrate on:

- development of awareness of and a positive attitude towards self-employment as a career option, and motivation for self-employment;
- basic understanding of concepts, institutions, regulations and other arrangements in society of significance for the planning and start-up;
- useful knowledge and skills for the successful operation of an enterprise, related to production, economic management, marketing and organisation.

Where do we draw the line between IEE and Business Studies? Obviously, the last point above contains topics that are normally found in school subjects such as "Business Studies", "Book-keeping" and "Commerce" at different levels. It is difficult to argue that these topics should not be recognised as part of a complete IEE, since the final aim for the entrepreneur is to operate the new business in a successful way. Whereas it might be possible for a business manager to run an established MSME successfully without detailed insights in the entrepreneurial process, the opposite is hard to imagine. Thus, IEE spans wider than, but will include major elements of traditional Business Studies.

In the review of IEE provisions in Botswana, Uganda and Kenya, the search has not been restricted to the teaching of entrepreneurship *labelled as such*. Experiences from European countries show that central elements of IEE might be delivered within the framework of other school subjects, such as "Social Studies", "Business Studies" and technical and vocational subjects. The present study considers similar arrangements in the three SSA countries. The main focus has been on the objectives and content of teaching, not on the title of the school subject.

3.5 *Content, Delivery & Socio-cultural factors: Educational Reflections*

In general, traditional teaching in the classroom will be suitable for teaching much of the theory related to the establishment and operation of an MSME, e.g. concerning the role of entrepreneurs, the structure and processes of the economic system and local markets, credit arrangements, formal regulations and organisational questions. The development of a business plan, bookkeeping and marketing are other elements of IEE that can be taught in the classroom, as a combination of theory and classroom exercises. General core skills, such as team working and project management, can be practiced within the school area. Practical vocational skills, such as mechanics and hairdressing, on the other hand, can hardly be learnt solely from theory teaching. Demonstration and practical exercises and training in a realistic context, by the use of relevant equipment, are prerequisites for proper learning.

In principle, some knowledge and skills identified as necessary for the starting and running of an MSME are basically competencies that can be memorised and developed through classroom teaching. But can learning for even "subsistence entrepreneurship" take place at school, without any exposure of the learners to real market processes and forces? There are strong indications that the understanding of market processes and mechanisms increases during periods of real world experiences.

The nurturing and growing of "innovative entrepreneurs" is an even more ambitious task. In addition to the knowledge and skills necessary for the starting and operation of a business, the innovative entrepreneur has personal characteristics that have a broader basis than those being delivered within a limited subject timeframe. Creativity, risk-willingness, curiosity and a continuous search for new opportunities are features that develop over long time and in a broader context.

In all societies there are informal systems of norms, authority and sanctions, often based on religion or tradition. In some communities, the standing and influence of the informal structure can be as strong as the one of the formal political-administrative system. The local culture constitutes an important part of the social environment and framework for most sorts of action, within or alongside the formal structures.

The family, teachers and others in the local community can stimulate curiosity and creativity by encouraging personal initiatives, problem-solving and untraditional approaches. Creative thinking is most likely to emerge in a social environment where central actors not only allow but also even show high tolerance to and encourage deviant thinking and behaviour. A strict, authoritarian system, which demands conformity and obedience and leaves little room for alternative thinking and suggestions, might reduce the forthcoming of new ideas. At school level, learners who stand out as particularly energetic or curious, challenging their teachers, risk being regarded as trouble-makers and might be subjected to various informal and formal sanctions from the teachers and even from their fellow students. A low tolerance to individual initiatives might suppress the forthcoming of new ideas and innovative entrepreneurship and business ventures.

On the basis of these reflections, one should probably not have too high expectations as to the development of innovative entrepreneurs as a result of IEE as an *isolated measure*, especially if it is taught as a traditional classroom subject.

4. Botswana

4.1 Economic and political context

Due to the discovery of diamonds and a sound macro-economic management, Botswana has undergone a remarkable economic transformation since the independence thirty-six years ago. From being one of the least developed country in Africa, the 1,6 million population today has one of the highest per capita GDP (Gross Domestic Product) of the continent, US\$ 3300 by 1999/2000, and one of the world's fastest growth rates.

Since Independence, the urbanisation rate has grown from 3% to around 50%. The economy has developed from a predominantly traditional, subsistence pattern to a more modern one, with mining, tourism and construction as major economic activities. The Government is adjusting its policies and initiatives to meet the needs of a dynamic modern economy. Sustainable economic diversification is the central theme of the current National Development Plan (NDP 8), covering the period 1997/8 – 2002/3. The mining sector contribution to the country's real GDP has shrunk from 53% by the mid 1980ies to 33% in 1999/2000. In the same period, the total GDP has increased from 5 billion to 15 billion Pula.

Despite Botswana's impressive record of national progress since Independence, the Government is facing serious challenges on the issues of wealth distribution and access to opportunities and resources. In 1997, a study found that 47% of the population live below the poverty line and 30% was classified as "very poor". Poverty is more frequent in rural than in urban areas (BIDPA, 1997). The unemployment rate was almost 20% in 1998, and substantially higher in the age group 15 – 29; a 1998 Labour Force survey estimated that this age group constitute over 70% of the total unemployed. "Lack of employable skills" is given as the major cause. As the economy is becoming more skills-intensive, the output from the education and training system has been unable to meet the needs of the industry. As a consequence, many low-skilled Batswana remain unemployed whilst at the same time the country is importing skilled labour from other countries (MOE/DVET, 2001).

Botswana is among the countries with the highest registered HIV/AIDS rate in the world, and has a particularly high frequency among the economically active population. Around 50% of those infected are in the age group 30 – 39.

The population growth rate is gradually easing, but is still as high as 2,9%, due to reduced infant mortality. 43% of the population is below the age of 15 years. There is an urgent need for upgrading of the education and training system, in order to provide the young people adequate preparation for future employment and self-employment.

60% of the 240,000 formally employed earn their wages in the private sector (1997). In addition, some 60,000 people are engaged in the informal sector, mostly in small-scale retail and manufacturing activities, characterised by low productivity, low incomes and a lack of

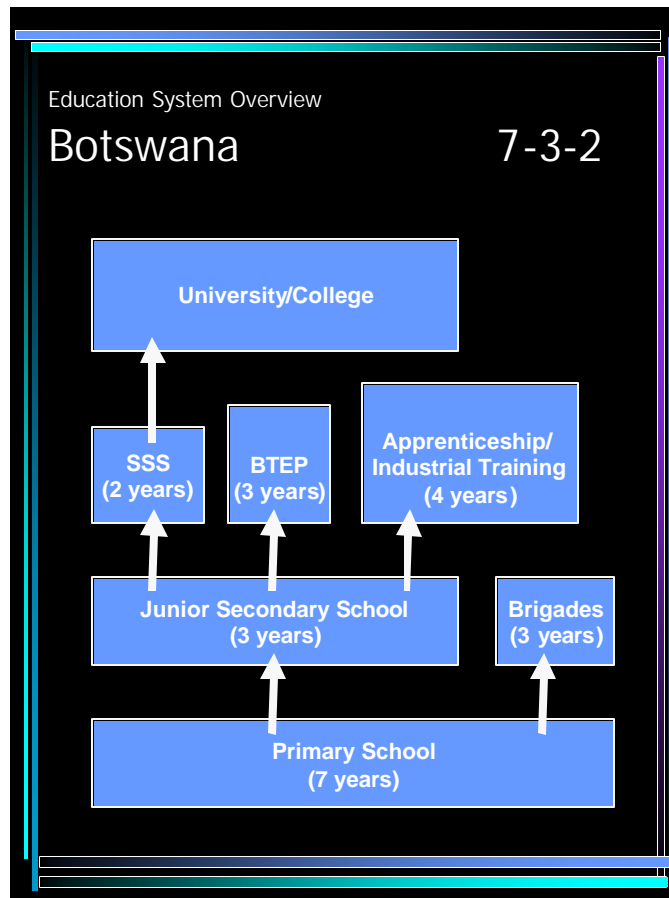
managerial and technical skills. The Central Statistics Office projections estimate that between 37,000 and 50,000 people will add to the working age group (15 – 64 years) each year between 1991 and 2017 (FAS, 2002).

4.2 The Education and Training System

Education and training is a high priority to the Government. Around 30% of public spending is in this sector. The recognition of the close relation between human resources and economic and social development is clearly stated and given high priority in major policy documents, such as the Vision 2016:

“An educated and informed society, a prosperous, productive and innovative society with a diversified economy and full employment” (GOB 2000)

Botswana has a 7-3-2 education system (Primary school, JSS and SSS). The Government offers 10 years of universal and free education. The enrolment rate is high, but there is still 10% “missing children” (Nganunu et al., 2001).



The 27 SSS in the country provide for around 50% of the JC leavers, whereas some 12% of the total school cohort finds a place in a TVET institution (Atchoarena & Delluc 2001).

Total enrolment in education and training 1998

Primary:	322,700
Secondary:	143,500
Vocational and Technical	9,950
Tertiary education	10,900

(CSO Education Statistics 1998)

Skills training are being provided within two main paths:

- (a) Apprenticeship scheme / Industrial training administered by the Ministry of Labour and Home Affairs (MLHA) / Directorate of Apprenticeship and Industrial Training (DAIT); and
- (b) TVET courses at different levels, administered by the Ministry of Education (MOE) / Department of Vocational Education and Training (DVET).

The apprenticeship training is a 4 years scheme, formalised by apprenticeship contracts with an enterprise. Each year, 3 months is spent at a technical college (TC) or another approved TVET institution. After completion of training, the apprentices can sit for the National Craft Certificate (NCC) examination.⁷ Due to the small industrial sector, it is difficult to find suitable training companies. A peak of 600 new apprenticeship contracts in one year was reached by the mid 1990ies, but has now decreased. Recruitment of new training enterprises, follow-up of the in-service training and final NCC testing, is conducted by Madirelo Training and Testing Centre (MTTC). (Malete & Phang, interview).

TVET is provided at the 6 Technical Colleges (TCs). The new Botswana Technical Education Programme (BTEP) is currently being successively introduced at the TCs at Foundation and Certificate levels. They will later offer training even at Advanced Certificate and Diploma levels. Foundation courses are accessible to Junior Certificate (JC) holders, whereas the Certificate level is open to O level entrants or equivalent. (MOE / DVET 1997 (3))

A total of 41 community-owned and run Brigades Centres, heavily subsidized by the government, provide Artisan training under the concept “production for the local community”. In 2002, the Brigades provide a combination of theoretical and practical training in various trades to some 5 900 students. Minimum intake requirement is completed Grade 7 for artisan training. The students obtain Level C Skills Certificate after 2 years, and Level B Certificate after 1 additional year. After 3 years, the students are qualified at the level of Semi-skilled worker.

Some of the Brigades Centres are formally approved for NCC training. Level B Certificate holders can sit for the NCC test after two additional years. Practical training at these Brigades Centres is now authorised as an alternative to apprenticeship in enterprises. Many of the NCC students at the Brigades Centres are former Level B students returning after a period of wage-employment (Chiumia & Taolo, interview).

Third level training is offered by (a) the University of Botswana through the Faculty of Engineering and Technology (FET), (b) the Botswana Institute of Administration and

⁷ Alternative routes to reach the NCC include full time studies, training at a Brigades centre and in-service training without an apprenticeship contract, but the apprenticeship scheme is the main and preferred one (MLHA/DAIT 2002)

Commerce (BIAC), and (c) the Botswana Accountancy College (BAC). Several government departments offer tailor-made courses to address their own specific needs, e.g. Roads Department, Ministry of Health and Police Department. The newly established College of Education and Training delivers a 1-year training programme in pedagogic for TVET teachers. Currently, neither of these institutions offers Entrepreneurship Education⁸. (Atchoarena & Delluc 2001, Ngowi, Boduwe & Gateri, interview).

Some 120 private establishments offer certificates and diplomas of varying level and degree of recognition (Atchoarena & Delluc 2001).

4.3 *Current IEE provision*

In General Secondary Education (GSE), the learners are presented to the self-employment career option through the compulsory "Guidance and Counselling". Awareness development and attitude formation is the main objective of this very general and basic provision, compulsory to all learners in JSS and SSS and even in Primary school. The students receive one timetabled Guidance period per week, but the content goes far beyond stimulating self-employment (MOE/DCDE 1996; MOE/DCDE 2002). Elements of IEE can also be found as an integrated part of the mandatory "Practical Studies" in JSS, but even here at a very general level (Dadzeasah, interview).

IEE is not delivered as a separate school subject in General Education (GE) in Botswana, but are infused in carrier subjects such as "Design and Technology" and "Home Economics". The values and attitudes, knowledge and skills to be developed, are taught, but the IEE topics are not examinable (Makgothi, Motswakae, interviews).⁹

IEE was introduced in the optional subject "Business studies"¹⁰ at JS level as from 1998 and in "Business Studies" and "Commerce" at SS level as from 1999. The content in these school subjects is still mainly focusing on the management of existing enterprises, with topics such as accounting, office procedures and financial management. However, IEE relevant topics such as communication and the understanding of production and distribution chains, credit arrangements and market assessment, are also included in other units of the curricula. Problem solving, teamwork and decision-making are part of the business subjects' syllabuses.

Of particular interest is that the establishment and running of a student enterprise is **compulsory** to all students in Business Studies in Grades 9 and 10. The establishment is subsidised by the school, which in return accrue the incomes from the operation. At some

⁸ FET has decided to introduce EE as a compulsory element of the curriculum for all students in the Civil Engineering programme. A fully developed curriculum has been presented by an external consultant. The Faculty Committee has agreed to the principle of implementing this curriculum and that it will be delivered by the external consultant. However, as of April 2002, no exact date has been set for the implementation.

⁹ The private, non-profit foundation Junior Achievement Botswana (JAB) co-operates with a number of JSSs throughout the country. Within the framework of their Business Basics and the Company Programme, JAB supports the students in the establishment and operation of student enterprises. In 2001, 138 JS, 21 SS and 3 Brigades centres, and a total of 13,200 students, participated in the JAB programmes. The operation of the student enterprises are partly run within the framework of the JS subject Business Studies, and partly as an extra-curricular activity (Tlhong, interview).

¹⁰ Business Studies comprise both the options "Commerce and Office Procedures" and "Commerce and Bookkeeping/Accounting" (Makgothi, interview).

schools, student enterprises are organised within one of the school programmes offered by "Junior Achievement Botswana" (JAB) (Dadzeasah, Tlhong, interviews).¹¹

As seen from the curriculum overview below, the labelled IEE in the JS "Business Studies" course constitutes almost 40% (90 periods) of the total duration (230 – 238 periods) over the three years, and as much as 67% and 50% in year 2 and 3, respectively.¹² The subject is taught 3 periods per week¹³ or 6.7% of total teaching time (45 periods per week), and is examined by the Examinations Section in the Department of Curriculum Development and Evaluation – DCDE (Dadzeasah, interview).

Business Studies, 3-year JS Syllabus. Major elements (number of periods)

Year 1:

- Module 1: Introduction, incl. basic concepts and production process (30)
- Module 2: Introduction to Bookkeeping / Accounting (12)
- Module 3: Recording of Business Transactions (16)
- Module 4: Introduction to Office Procedures (12)
- Module 5: Office Machines, Equipment and Keyboarding (9)

Year 2:

Compulsory: Module 7: Mini-enterprise - Establishing a Business, Mini enterprise Accounting (60)

Optional: (1) Module 6: Systems and Procedures (Mailing, Filing etc.) (30)

or (2) Module 3: Recording of Business Transactions 2 (20)
and Module 9: Trial Balance and Final Accounts (16)

Year 3:

Compulsory: Module 7: Mini-enterprise – Operating the Business (30)
and Module 8: Finance (Money and Financial Institutions) (10)

Optional: (1) Module 5: Office Machines etc. – Elaboration (14)
Module 6: Systems and Procedures – Elaboration (6)

or (2) Module 3: Recording of Business Transactions 3 (14)
and Module 10: Computer Application in Accounting (8)

Source: MOE / DCDE 1998

¹¹ According to SEO Dadzeasah in MOE/DCDE, the compulsory student enterprise exercise is partly a result of the positive experiences with similar arrangements organised as an extra-curricular activity in collaboration between individual schools and Junior Achievement Botswana.

¹² The syllabus was developed by a task force with representatives first of all from Ministries and Education institutions of different types and at different levels. The private sector was involved through the reading and commenting of the draft syllabus. (MOE/DCDE 1998)

¹³ The student enterprise exercise often requires additional time and, hence that students conduct part of the work as an extra-curricular activity.

In 2002, the new curricula are delivered by all 27 SS schools (primarily "Commerce") in the country, and by 123 out of a total of 208 JS schools. In 2000, 13 % of all new JS students opted for "Business Studies", which represent some 50% increase from the 1999 intake (MOE/DCDE statistics). A further rapid enrolment growth is expected for the next years following the further introduction of the provision to new JS schools and increase of availed resources (Makgothi, Dadzeasah, interviews).

II In TVET, some of the Brigades Centres have recently started to teach elements of IEE to all their students, after having delivered similar training to their NCC students since 2000. This has been initiated by the individual institutions and not by government instructions (Sibanda & Morupisi, interviews).

Entrepreneurship education at Serowe Brigades Centre

Serowe Brigades Centre teaches business-law, business management, bookkeeping and credit arrangements, and all students learn how to write a business plan. At present, the volume of business and entrepreneurship education is 6 lessons per week (out of a total of 39 lessons), i.e. some 15% of total training. As one of the teachers puts it: "Entrepreneurship is not supposed to be the prime subject, but rather a subject to support the training in a practical trade. We don't want to motivate the students to take up theoretical business studies. Thus, the Entrepreneurship subject should not take too much time" (Maphane, interview). The teachers in business and entrepreneurship education are educated at Diploma, Higher Diploma or Degree level in Business management. They are looking forward to the introduction of the new BTEP curricula even at the Brigades Centres.

Source; Chiumia, Taolo, Maphane, Memo, Msanga, interview

BTEP – the new Botswana Technical Education Programme – is currently being developed and implemented by the Ministry.¹⁴ The new programme, which is demand-driven and modular, is a response to earlier complaints by the private sector that TVET students were equipped with skills at a level that did not comply with international standards. Work practice of at least 40 hrs each year and an external project of at least 80 hrs is mandatory to all students (Lyken, interview).

BTEP is a visible result of the Revised National Policy on Education (GOB 1994) and the National Policy on Vocational Education and Training (MLHA 1997). One explicit principle for the new TVET provisions is that "significant changes must be introduced in the school education system in order to reverse the bias against self-employment" (MCI 1998). Hence, the new BTEP curricula prescribe some 30% of total time to Key Skills, which comprise Numeracy, Communication skills, Information and Communications Technology, Personal and Interpersonal Skills, Problem Solving and Entrepreneurship.

As showed in the table below, the labelled IEE amounts to 120 hours over three years, 40 hours per year. However, one might argue that even some of the other Key Skills, e.g. Communication and Problem Solving, are highly relevant in every entrepreneurial venture (ref. section 3.3).

¹⁴ Currently, new curricula have been developed for 7 vocational areas: Hospitality and Tourism; ITC; Electrical and Mechanical Engineering; Business; Hairdressing & Beauty Therapy; Building Construction; Clothing Design and Textiles.

BTEP: Total and Key Skills credits at different levels. (1 credit = 40 hours.)

<i>Course level</i>	<i>Foundation</i>	<i>Certificate</i>	<i>Adv. certificate</i>	<i>Diploma</i>
Subject				
Key Skills	7	7	8	8
<i>(of this: IEE)</i>	1	1	1	
Vocational	12	12	12	24
Work Experience	1	1	1	1
Work Placement			2	4
Integrated assessment	2	2	2	4
Total	22	22	25	41

Source: MOE/DVET 2001

Content of entrepreneurship education, BTEP¹⁵

Foundation level, "Basic Entrepreneurial Skills", main topics:

- Importance of engaging in entrepreneurial activities
- Entrepreneurial characteristics – general and identifying own
- Development of students' self-confidence, creativity, problem-solving and goal-setting skills
- Use entrepreneurial skills to identify business ideas

Certificate level, "Investigating Your Business Idea", main topics:

- Select a business idea
- Explain the need for market research
- Identify and select research methods, incl. preparation of questionnaire and cover letter
- Conduct market research
- Evaluate the feasibility of the business idea

Advanced Certificate level, "Preparing for Business", main topics:

- Describe a business opportunity
- Describe the legal, physical and human resource considerations of the business
- Compute the cost and price of the product or service
- Compute the financial requirements of the business
- Identify and select appropriate sources of finance

Source: MOE 2000 (2)

Their instructors subject BTEP students to continuous assessment. There is no final examination in Key Skills, and the grading is "achieved – not achieved". Both an internal verifier and a verifier from industry control the internal assessment. Gaborone Technical College (GTC) has provided Entrepreneurship Education under the new BTEP for only one full school year, as the first TC. Three teachers are involved in the

¹⁵ Performance criteria, evidence requirements and methodological advice is provided for each topic, as well as suggestions for integration with other subjects in the Key Skills basket.

teaching of Key Skills. Those teaching IEE are Diploma or degree holders in Business management. Related to the implementation of BTEP, MOE/DVET organises a 1-week updating training for the involved staff, focusing on motivation, training content and relevant methods of instruction (Ngatia, interview).

The other 5 government TCs will introduce BTEP in 2002 – 2003.¹⁶ The major reason for the gradual introduction is that MOE / DVET emphasise a thorough preparation at institutional level, and practice a close follow-up of each institution to ensure management and staff involvement and support, and that the necessary equipment, organisation and teacher qualifications meet the requirements for a successful delivery. There is a close collaboration between the Ministry and the TC management and staff on these issues. The TCs must apply to the QAA – the Quality Assurance and Assessment Unit in the MOE for the introducing of BTEP (Watson & Lyken, interviews). According to Key Skills teachers at GTC the communication with MOE/DVET has been extensive and frequent during the first pilot year. Based on their classroom experiences, the teachers have given suggestions for adjustments of training content and procedures for development of assessment tools, and they allege ministerial responsiveness to their proposals (Ngatia, interview).

All the new BTEP courses are outcomes of comprehensive investigation and consultation processes, similar to those shown in the example below for the preparation of the Foundation and Certificate programmes in Business studies (MOE/DVET 2001):

- Findings of a Primary Research Survey, undertaken in 1998 by the Business Curriculum Development Group to elicit employers' views on the kinds of skills required of employees in the field of Business;
- Findings of Secondary Research based on four prior studies of TVET needs and the structure of the informal sector, and the 3-year Junior Secondary (JS) Syllabus for Business Studies;
- Input of the Business Programme Advisory Committee (PAC), the Business Curriculum Development Group (CDG) and Scottish Qualifications Authority (SQA) Consultancies; as well as
- Government of Botswana Policy.

In general, Botswana has made, and still makes extensive use of foreign expertise in the development of the educational sector. The Scottish Qualifications Authority (SQA) and highly qualified consultants from other African countries, the EU and the Caribbean area play major roles in the development and administration of the current BTEP reform and the development of a National Qualifications Framework (NQF).

4.4 *Outcomes of the IEE*

Reliable, systematically gathered data on results and impacts of the IEE in Botswana have not been identified. Concerning the provision within TVET, this is mainly due to the recent development and implementation. As regards the first JS students following the new Business studies curriculum, very few have completed their education. No indication was found that these school leavers are being traced.

¹⁶ The pace of introduction at private TVET institutions is not known.

In the new BTEP, 31 students attended the Foundation course (1. year) at GTC in the school year 2001/2002. All of them passed the final examination in Key Skills, including IEE.

Systematic assessment and tracer surveys of students are the methods most commonly used in the search for relevance and possible impacts of any intervention with clear objectives. In the absence of tracer results, indications of educational impacts can alternatively be obtained by surveying the entrepreneurs.

Who are the entrepreneurs?

In a study of the informal sector conducted in 1997, the researchers found that out of the sample of 90 entrepreneurs:

- * 40 were women
- * 15 had no formal education, whereas 44 had only primary school
- * 54 had no technical or vocational education and training, whereas 8 had been with the Brigades and only one had been trained at a technical college (vocational training centre)
- * 61 were in the 25 – 50 age range, whereas only 5 were under the age of 25.

With the exception of those dealing in Hairdressing, Retailing and Food processing, the majority, including those with formal training, had first gained experience in a work situation, working for other companies, before starting their own business. Many of those with no formal training had spent many years working in the formal sector before branching out on their own. Those with no formal employment experience, had acquired their skills from family members, at home, or as they developed their business, mainly in food processing and retail.

Source: PEERS Consultants 1997)

5. Uganda

5.1 Economic and political context

When the National Resistance Movement (NRM) took power in 1986, the Ugandan economy was completely shattered. Today, Uganda with its 24 million inhabitants stands forward as one of Africa's most economically successful countries over the last decade, with an estimated yearly GDP growth rate of 6 percent. Inflation is down from 190 percent in 1987 to 3.4 percent in 2000, whilst the private sector investments increased from 9 percent of GDP in 1991/92 to 13 percent in 1998/99. Average yearly growth rates in Manufacturing, Hotels and Restaurants, and in Construction were between 12.7 and 10.5 percent from 1989/90 to 1998/99. In the same period, output in the monetary Agricultural sector increased by 62 percent or around 6 percent yearly. (MOFPED 2000; Holmgren et al. 2000; UBS 2001)

Uganda is a predominantly agrarian society, with an urbanisation rate as low as 17%. Agriculture, forestry and fisheries contribute almost 45 % to the total GDP and employ 81% of the economically active population. Coffee, tea, tobacco and maize are the most important

export cash crop. Industry's share of GDP is 17.6%, including manufacturing at 8.9%. Public and private services contribute 37.8% to the GDP. (UBS 2001; Wirak et.al 2001)

The economic growth exceeds the 2.6% population growth rate, real GNP / capita growth being 3.3% since 1990. Literacy rates have increased from 71% and 51% to 76% and 59% from 1995 to 2000, for men and women respectively. Poverty rate is down from 56% in 1992, to 35% in 2000. Currently, around 60% of the population have access to safe water. Life expectancy rate is down to an estimated 42 years in 2001 from 48.1 years ten years earlier, partly due to the HIV/AIDS pandemic. However, Uganda is a Sub-Saharan Africa success story in its efforts to reduce HIV prevalence levels. Recent data from UNAIDS indicate that the overall infection rate is as low as 2.7%, and 5% in the adult population. (Wirak et.al. 2001; UNAIDS 2002) This is far below other countries in the area.

There are recent indications that the economic growth is slowing down, from 7.4% GDP increase in 1998 to 5.1% in 1999 and 4.6% in 2000. Reduced coffee production, falling international coffee prices and a dramatic cut in fisheries' exports due to the 1998 EU import ban,¹⁷ are parts of the explanation. According to the Ministry of Finance, poor delivery of public services represents an obstacle to private sector efficiency and inhibits the private sector from playing its central role as the engine of economic growth. Hence, the government has embarked on the process of improving public service delivery in order to make Uganda's private sector competitive in the global setting. (MOFPED 2000)

The government follows a liberal economic development policy, implying that it is actively reducing public bureaucracy and limiting its interventions in the private sector. The strategy is to provide a supportive framework for private sector initiatives and growth.

In spite of what is generally considered a positive policy environment, prospects for industrial growth through foreign direct investments (FDI) are considered limited, due to the lack of skilled labour. Thus, one of the keys to improve the competitiveness is to increase the efforts in capacity building.

5.2 *The Education and Training System*

The Government of Uganda recognises the vital role of education and training for further economic growth, poverty alleviation and social development:

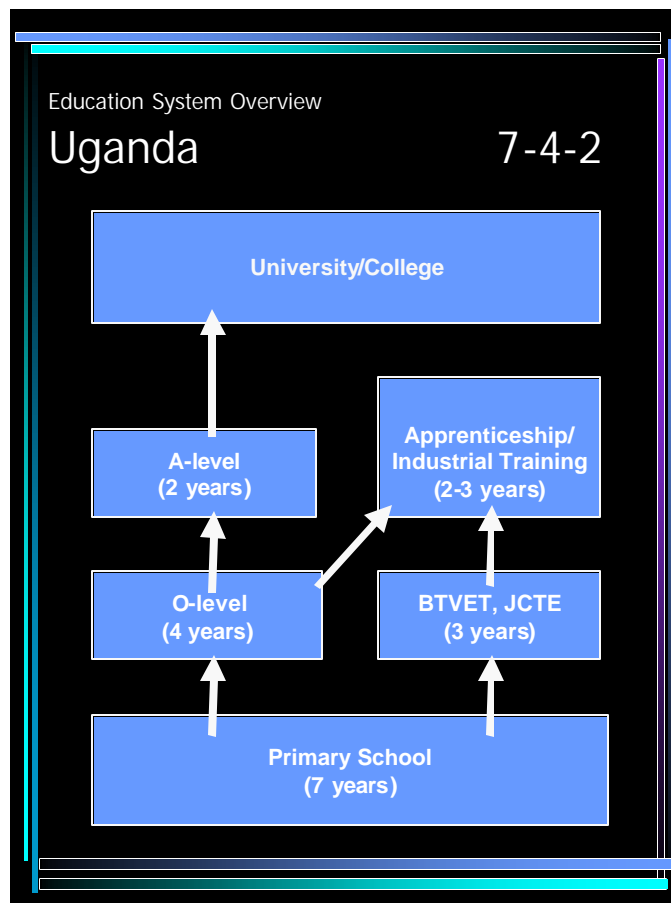
"Countries that have sustained high economic growth rates have demonstrated the close link between quality education and economic productivity. Education is central to adaptation of new technologies and innovation, .. , is necessary to support a vibrant private sector (and) critical for raising the standard of living. .. Government is committed to improving the quality of education .. ." (MFPEP 2000)

In the financial year 2001/2002, around 20% of the government budget is spent on education and training (MFPEP 2001).

Uganda has a 7-4-2 education system (Primary, O-level and A-level). In 1997, the government introduced the Universal Primary Education (UPE) policy, which imply 7 years of free education for all. The new policy has more than doubled the enrolment in Primary education, from some 2.3 million in 1996, to 6.5 million in 1999. The initiative also led to a

¹⁷ The ban was imposed due to lack of quality control and alleged low quality within the Ugandan fisheries industry.

doubling of the national education budget. Primary education now accounts for over 50% of total education expenditures (UNDP 2000; Wirak et. al. 2001).



Although the UPE reform has given new opportunities of schooling to many children, it is claimed that the quality of education has declined, especially in rural areas. The reason is that the increase in classrooms, teachers, textbooks and other resources has not kept pace with the increasing enrolment. UPE has faced the government with new challenges, not least as regard the immediate need for post-primary educational provisions, as almost 51% of the population is under the age of 15 (UNDP 2000; Wirak et. al. 2001).

Despite the remarkable growth rate reflected in recent education statistics (see below), enrolment rates are only around 10% of the secondary school age population, and the full impact of UPE has not yet been experienced (UNDP 2000).

Selected Education statistics, Uganda 1996 - 2000			
	<u>1996</u>	<u>1998</u>	<u>2000</u>
<u>Institutions</u>			
Primary schools	8 550	11 211	12 480
Secondary schools	619	621	2 139
Technical schools / institutes	58	58	n.a.
National Technical Colleges	4	5	5
<u>Enrolment</u>			
Primary schools	2 737 334	5 806 385	6 564 440
Secondary schools	289 506	254 974	519 410
Technical schools / institutes	12 585	17 772	n.a.
National Technical Colleges	495	805	783

Source: UBS 2001

Like in Botswana and Kenya, TVET in Uganda – or BTVET as it is called here, since the training is seen also to encompass some Business education – is delivered along two main paths:

a) Skills-, artisan- and Technical education and training programmes are under the administration of the MOES, DTVBET - Department of Technical, Vocational, Business Education and Training. Students do a 3-year course and obtain a Junior Certificate in Technical Education (MOES 1998 (2)). The responsibility for the development of curricula lies with the NCDC – the National Curriculum Development Centre, whereas the examination is organised by the Uganda National Examination Board. (Namuli-Tamale, Bachu, interviews)

Reflecting the government's liberal economic development policy, there is limited public financing for BTVET and the main responsibility is placed on the private sector for both delivery and financing. The private training providers deliver training in a variety of areas and at different levels, and are issuing their own certificates. Private institutions are not obliged to register by the MOES, but are encouraged to do so (Wirak et. al. 2001).

BTVET is delivered by some 29 government Technical and Farm schools / institutes with a total intake of 3340 in 2000. Minimum intake requirement is P 7. At the same level, following national curricula, there are 187 registered private institutions and some 400 that have applied for registration. Furthermore, there are 5 public colleges of commerce and 5 technical colleges, 33 Technical Institutes and one Polytechnic (Keating 2000; Wirak et. al. 2001; Tumwesigye, interview).

b) Industrial training is administered by the MOES / Directorate of Industrial Training (DIT). The training in principle¹⁸ includes 3 months of industrial attachment and is delivered by 4

¹⁸ It is difficult to find appropriate enterprises that are willing and have the capacity to host the students. As a consequence, many of the students spend the practice period in the workshop at the training institution. (Kizito, interview)

public Vocational Training Institutes and some 400 private training providers. Minimum intake requirement is O-level, i.e. completed 11 years of GE, or completed training for the Junior Certificate of Technical Education. DIT is conducting all testing for the national Craft Certificates: Intermediate Certificate (1 year), Craft Certificate (2-year course) and Advanced Craft Certificate (3 years) - and issue Certificates in a total of 66 recognised trades, to a large extent by the use of hired experts. Around 2000 students are tested each year, and some 90% of them pass. (MOES 1998 (2); Kizito, Weeche, Ogwal-Omia, interview)

The BTVET programmes are being criticised for being too theoretical (Buringuriza, Kizito, Adyeri, interviews), with an estimated 75% emphasis on theory. This is reflected in the examination conducted by the National Examination Board, which is concentrating on the theoretical subjects. The DIT, on the other hand, is focusing mainly on practical training and testing, the theory / practice ratio estimated at 75 / 25. Many students at the BTVET institutions choose to train and sit for both tests (MOES 1998 (2); Abasi, Bachu, interviews).

The Technical Colleges and the Polytechnic offer higher technical training for the national Diploma (2 years) and Higher Diploma (2 additional years). (MOES 1998 (2))

5.3 *Current IEE provisions*

In General Secondary School, Entrepreneurship education is currently not being offered as a separate subject in a regular course.¹⁹ Some IEE relevant topics (ref. section 3.4) are delivered within Business studies.

NCDC – the National Centre for Curriculum Development, has with financial support from UNIDO, developed comprehensive and detailed IEE curricula for each of the 6 Secondary School levels S1 – S6 (NCDC 2000; NCDC 2000 (2)). The volume of the planned IEE is estimated at 4 periods per week at each level (Butamanya, interview).

Whilst the curricula are meant for implementation in GE and have been developed by one of the MOES' own departments, it has not been decided yet whether or not, or at what level(s), they will be implemented in GE (Agaba, interview). Instead, there is an ongoing discussion in the ministries whether the curricula could and should be adapted to the various BTVET courses (Namuli-Tamale, interview). The curricula, with the structure showed below, are as from 2002 being piloted at 10 secondary schools – 4 rural and 6 urban. A 2 weeks preparatory course was arranged for the involved 27 teachers, all of these with formal education in Business, Economics, Accounting or Commerce at Diploma or higher level (Butamanya, Khawaka, interviews).

¹⁹ But in Primary school, EE is taught as part of the subject "Integrated Production Skills" (Muyanda-Mutebi, Butamanya, interview).

Entrepreneurship Syllabus, Uganda Certificate of Education (General Secondary Education):

<i>O - level</i>	
<p>S1 topics</p> <p>T1: Dignity of Work T2: Career Opportunities T3: The Entrepreneur</p> <p>T4: Beliefs and Values About Business in Uganda T5: Success in Business</p> <p>T6: Goals in Business T7: Uses of Income T8: The Relationship between Business, Society and Natural Environment</p> <p>S2 topics</p> <p>T1: Business in Uganda T2: Agro-businesses T3: Manufacturing Businesses T4: Service Businesses</p> <p>T5: Trading Businesses T6: Exploring the Environment for Business Opportunities T7: Effects of Business on Natural Environment T8: Business Start-up Process</p>	<p>S3 topics</p> <p>T1: Small Enterprise Management T2: Production Aspects in Planning a Business T3: Marketing in Small Enterprises T4: Personnel Management and Administration Expenses in Small Business Enterprise T5: Financial Planning for a Business T6: Natural Environment Concerns in Planning a Business T7: Business Plan</p> <p>S4 topics</p> <p>T1: Financial Institutions in Uganda T2: Insurance in Business T3: Business Laws and Taxes T4: Cash and Credit Transactions in Business T5: Bookkeeping and Financial Statements in a Business T6: Communication Skills in Business T7: Business Ethics</p>
<i>A-level</i>	
<p>S5 topics</p> <p>T1: Identification of Business Opportunities from Locally Available Resources T2: Business Opportunities based on Consumers in Uganda T3: Entrepreneurship Skills T4: Selling and Distribution of Goods and Services T5: Promotion of Goods and Services T6: Production Management Skills T7: Quality Management Systems T8: Support Services and Legal Requirements for Small Enterprises</p>	<p>S6 topics</p> <p>T1: Employment Opportunities T2: Marketing Management Skills T3: Purchasing Skills T4: Financial Management Skills T5: Personnel / Human Resource Management T6: Business Plan Preparation T7: Social and Environmental Responsibilities of Business</p>

Source: NCDC 2000; NCDC 2000 (2)

The development of the IEE was based on a similar programme for school leavers implemented in 1998. The same year, a UNDP financed needs assessment survey was conducted by Uganda Manufacturers' Association (UMA) in cooperation with the Ministry (UMA/MOES 1998). Major private sector representatives were invited to take part in the preparation of the new curricula meant for integration in GSS. Industry representatives gave

input and feedback to the development process, which was administered by NCDC. There seems to be no disagreement between major actors that the final curricula in general are demand-oriented and relevant in content. However, there is some discontent that they are too theoretical, leaving too little time for practical exercises (Adyeri, Buringuriza, interviews).

II In BTVET, no IEE is so far being provided in the school-based programmes (Namuli-Tamale, interview). In the Industrial Training path, topics intended for equipping the students with useful skills for self-employment, has been an integrated part of the curriculum for each trade since the 1970s. The subject is not examinable (Kizito, Mukasa, interview). Under the heading "Commercial Skills" in the detailed syllabus, but labelled "Entrepreneurial" in the curriculum overview, an average of 2 periods out of the total 32 periods taught per week (6%) over the 3-year period are reserved for mainly managerial and organisational aspects of MSME operation, as shown below.

Uganda Craftsman Certificate: Curriculum for "Entrepreneurial".

Main topics:

- T 1: Principles of General Management
- T 2: Workshop Organisation and Management
- T 3: Purchasing
- T 4: Stores Management
- T 5: Production Management
- T 6: Costs Calculation
- T 7: Business Administration and Bookkeeping
- T 8: Sales Management
- T 9: Laws

Source: (MOES/DIT (1); MOES/DIT (2)).

The Commerce/Entrepreneurial teachers at the Vocational Training Institutes have minimum A-level qualifications in addition to their TVET background. Furthermore, most of them have been trained by sponsoring donors.²⁰ The level of teacher qualifications at the 400 private training institutions vary considerably, but there seems to be a general view that there are many instructors who are poorly qualified for the work they are doing (Kizito, Abasi, Butamanya, Tumwesigye, interviews).

In order to compensate for the lack of relevant qualifications among the staff and ensure that the students receive IEE from a professional, some private institutions hire external experts to provide this part of the training.²¹

5.4 Outcomes of the IEE

As in Botswana, it has proved very difficult to find reliable and systematically collected data on results and impacts of the IEE. There is yet no concrete evidence from the testing of the new IEE curricula developed by NCDC meant for general education.

²⁰ For instance, Nakawa VTI is heavily supported by JICA, and several staff members have been trained in Japan, whereas others have been trained by UNIDO in Kampala (Nakawa VTI 2001; Abasi, interview).

²¹ One example is the Pioneer Technical Institute in Iganga, a private vocational training institution with 400 students that offer both BTVET and training for the Craft Certificate. All students receive 24 periods of EE in the third term of their last year, delivered by an USSIA representative. The focus is on: a) How to start a business; b) Business Management; c) Costing and Pricing; and d) Management of materials (Bachu, interview).

Tracer studies of students under the industrial training schemes have never been organised centrally (Kizito, interview). However, some have been conducted on a limited scale by individual training institutions. Results from two of them are presented below.

Findings of tracer studies conducted by individual TVET institutions

Nakawa Vocational Training Institute, Kampala :

Survey conducted July – August 2001.

Target students: 70 graduates of the year 2000.

	<i>Responding students</i>	<i>Self-employment</i>	<i>%</i>
Machining	11	0	0
Electricity	18	4	22
Welding	13	1	8
Motor vehicle	11	1	9
<i>Total</i>	<i>53</i>	<i>6</i>	<i>11</i>

Source: Nakawa VTI 2002 (2).

Pioneer Technical Institute, Iganga:

Survey conducted in 2001.

Target students: 50 graduates of the year 2000 from different trades.

Self-employment rate: 7 out of 50 – 14%

Unemployment rate: 0

Source: Bachu, interview

The value of the tracer study findings is limited, since the surveys have not mainly been concerned with the entrepreneurship perspective. Thus, the questions have been slightly out of focus, seen from the perspective of this study, and the relevant information is less extensive than desired. Furthermore, no control groups have been subjected to parallel follow-up, hence precluding collation with the aim to draw valid conclusions about the significance of the IEE. Finally, the number of respondents is low.

6. Kenya

6.1 Economic and political context

In the first period after Independence, Kenya saw a rapid economic development, with a 6.6% average annual growth 1964 – 1972. But as from 1973, there has been a declining trend, with an average annual growth of 5.2% over 1973 – 1979, 4.0% over 1980 – 1989 and 2.4% over 1990 – 2000. In 2000 there was a negative growth rate of 0.2%, but this improved to a moderate growth of 1.2% in 2001. The negative economic performance was accompanied by falling investments and an overall decline in per capita income (MOFP 2001; CBS 2002).

In 2001, the population is 30.5 million, of which some 44% are in the age group 0 – 14 years and 60 % under the age of 20. Of the 15.9 million Kenyans aged 15 – 64 years, 12.3 million (77.4 per cent) are economically active. In 2001, about 70 % of the 10.5 million employed Kenyans are found in the rural areas. Only about 1.7 million are in the formal sector. Of these, some 40 per cent earn their wages in the public sector. In the period 1995 – 2001, the informal sector absorbed the bulk of the newcomers to the labour market, with an average annual growth in employment exceeding 10 per cent. Overall unemployment reached some 1.8 million (14.6 %) in 2001. The urban areas accounted for 57 per cent of the unemployment. Unemployment rates were 25.1 per cent and 9.4 per cent in urban and rural areas, respectively. (CBS 2001; CBS 2002; MOFP 2001; GOK 2001, Atchoarena 2000)

The steady decline in economic performance over the last decade and the associated, increasing unemployment and decline in per capita income, is reflected in the figures of poverty and social and economic disparities. The HIV/AIDS pandemic, estimated at some 13 per cent in 2001, and the increasing poverty, are some of the leading factors responsible for the fall in life expectancy from 59.5 in 1989 to 54.7 in 1999. Only 34 % of the total population is expected to live beyond age 40 (UNDP Kenya 2002; CBS 2002).

While agriculture employs almost two thirds of the labour force, it accounts for only 9% of the total private and public sector earnings and contributing some 24 per cent to the GDP in 2001. Nairobi has the highest standard of living, measured by the Human Development Index (HDI), whereas the Northern and the Western Province are worst off (UNDP Kenya 2002). Three quarters of the poor live in rural areas, where the overall poverty reaches 53% of the population. Poverty afflicts 49 per cent of the urban population (MOFP 2001).

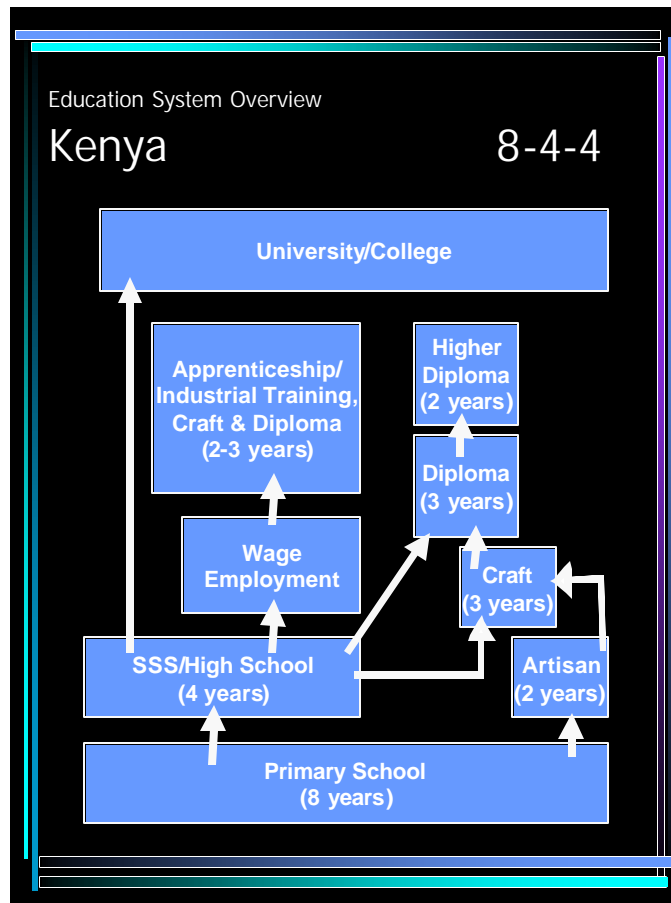
By 2002, Kenya is mainly a rural society. Urbanisation is 33 per cent (2000), increasing 4.65 per cent annually (UN Statistics). Despite that almost 80 per cent of the land area is semi-arid with little rainfall to support food crop production, agriculture is still the backbone of the economy. Manufacturing is the second largest sector, closely followed by trade, tourism and hospitality. Both these two sectors contribute about 13 per cent to the GDP and cater for 13 and 10 per cent of the formal employment, respectively. (CBS 2001)

However, this picture is by no way complete, due to the magnitude of the informal sector, the *Jua Kali* entrepreneurs. The 1999 National MSME Baseline Survey establish that the 1.3 million non-agricultural Micro and Small Enterprises (MSMEs) with 1 – 49 employees, of which two thirds are located in rural areas, are employing a total of 2.4 million people. 64 per cent of the MSMEs operate within Trade, 13 per cent in Manufacturing and 23 per cent in the Service sector. Of the 172,000 MSEs in Manufacturing, 98 per cent are Micro enterprises with less than 5 employees. The MSMEs represent 35,4 per cent of total employment in the industry and 13 per cent of employment in Services. (CBS/ICEG/K-REP 1999; Gichira 2002)

6.2 *Education and Training System*

Since Independence in 1963, the Kenyan government has worked to expand education opportunities, especially at secondary and tertiary levels. This is reflected in the public budget spending, which was 29% of the total budget in 1998. In the first phase, most of the expansion took place in primary and secondary education. From the late 1980s, the number of higher education institutions, both public and private, has increased rapidly (Koech 1999).

Over the last decades, the Kenyan educational system has seen several reforms with changes in both structure and content. Today, there is an 8-4-4 system (Primary, Secondary and Tertiary education). The post-secondary education is imparted through Technical Institutions, Colleges, Polytechnics and Universities. University education for most degrees is a 4 – year programme. (Bedi et.al. 2002)



Primary school is in principle open to everyone, and there are no school fees. However, a policy of costsharing implies that parents have to cover expenses for school uniforms, textbooks and stationery. At some schools, parents are asked to arrange fund-raising "harambees" and in other ways support the schools for expensive equipment, e.g Computers. The Government covers only staff salaries. There are school fees at secondary and tertiary levels (Kasera, Onyuka, interviews).

As of 2002, TVET at different levels is provided at almost 700 institutions, private and public: some 630 Youth Polytechnics (YP), 9 Christian Industrial Training Centres (CITC), 4 National Industrial and Vocational Training Centres (NIVTC), 17 Institutes of Technology (IT), 20 Technical Training Institutes (TTI), The National Youth Service Engineering Institute

(NYSEI), 4 National Polytechnics, and 5 public and 11 private Universities (Ronge et. al. 2002; FKE 1996).²²

Selected Education statistics, Kenya	1963	1998
Total Enrolment, Primary school	0,9 mill	5,9 mill
Total enrolment, Secondary school	0,03 mill.	0,7 mill.
Total no of primary schools	6,058	17,600
Total no of secondary schools	150	3,100

Source: Kulundu Manda et.al. 2002

The public primary and secondary schools are administered by the Directorate of Education (DE), whereas the TTIs and the National Polytechnics are under the Directorate of Technical Training (DTT). Both directorates are in the Ministry of Education, Science and Technology (MOEST). The YPs, ITs and NIVTCs are under the Ministry of Labour and Human Resource Development (MOLHRD), the NIVTCs in the Directorate of Industrial Training (DIT).

The government already in the 1960s recognised the important role of TVET, as "skilled workers and technicians were the backbone of Kenya's economic development." (FKE 1996). Total estimated enrolment was some 62,000 in 1994. In 1995, there were about 40,000 students in the 632 YPs, 6,000 in the ITs, 10,000 in the TTIs and 9,000 in the 3 National Polytechnics (FKE 1996).

In Kenya, as in Botswana and Uganda, TVET is provided along two main paths (Ng'erechi, Kasera, Kebuka, interviews):

a) Technical Education Programmes (TEP) are delivered at different levels:

Artisan training is a 2-year training, delivered primarily by the YPs. 90% of the curriculum is practical training, including 3 months industrial placement. The Artisan courses target Primary school leavers, but many of the students enter after completing SS. Artisan Certificate is issued to successful graduates. Many of them in addition choose to sit for the National Trade Test (see below).

Craft training is a 3-year scheme²³ with a theory / practice ratio of 60 / 40, including two 3-months periods of industrial placement. Intake requirement is completed SS / High School or Artisan Certificate.²⁴ Successful graduates receive a Craft Certificate.

Technician Diploma training is 3 years with 30% of practice, including two 3-months periods of industrial placement. Students are successful SS leavers and Craft Certificate holders. The latter can enter in second year.

²² TTIs and ITs are basically institutions of the same type and at the same level, but their histories of origin differ. Whereas the TTIs were established by the Government, the TIs were developed as community institutions, with funds raised through "Harambees". Even if under different Ministries, both ITs and TTIs are using the same curricula from KIE, the students are examined by KNEC, and teacher salaries and inspections of the institutions are handled by MOEST (Kasera, interview).

²³ Total duration is left to the discretion of the institutions. Thus, it can be delivered as a 2 year compressed course or as a 4-years part time course (KIE 1992; Kasera, interview).

²⁴ Artisans can enter at second year level (Kasera, interview).

Training for Technician Higher Diploma – Technologist level - represents a further specialising for Diploma holders. The courses are mainly theoretical, but comprise 3 months of industrial attachment.

In principle, both ITs and TTIs deliver Artisan-, Craft and Diploma training. However, a growing number of them are excluding the Artisan training, mainly due to the high costs for training materials and equipment maintenance in practical training. In addition, many teachers with a Diploma or Higher Diploma argue that they are over-qualified for teaching at Artisan level (Irungu, Githiakenya, interview). At the other end, some of the institutions are not offering Diploma courses, due to lack of staff qualified for teaching at this level. Still, many of the institutions offer the various courses using teachers with qualifications at the same level as they are teaching (Koech 1999).

The *National Polytechnics* offer mainly 3-year Diploma programmes. 2-year Higher Diploma programmes are offered to some extent, and even some Craft Certificate courses.

All curricula used by the YPs, ITs, TTIs and the National Polytechnics, have been developed by Kenya Institute of Education (KIE), and the examinations are conducted by Kenya National Examination Council (KNEC).

b) Apprenticeship training at Craft (3 years) and Diploma (4 years) levels, comparable²⁵ to those within TEP (see above), is delivered under the administration and supervision of DIT – the Directorate of Industrial Training (MOEST). The *candidates are employees* who have completed SS education. They have signed a formal apprenticeship contract with the enterprise, approved by DIT. Training is delivered partly at the 3 NIVTCs²⁶, but due to limited capacity at these DIT institutions, some TTIs and ITs are contracted to conduct the training. Practice periods are served in the apprentices' own company. All costs related to the training, including apprentice salaries, clothes, travel, tools and school fees, are covered by the Training Levy Fund, administered by DIT. DIT conducts the final examinations themselves and issues the certificates. The total recruitment of Craft and Technician Apprentices reached 454 and 23 in 2001, respectively, down from 631 and 85 in 2000 (DIT 2002; DIT 2002b; Kebuka, interview).

DIT also administers the National Trade Test scheme, which is merely a certification arrangement for formalisation of practical skills in 25 different trades, open to any candidates who pay the examination fee.²⁷ Trade certificates are issued at three levels, Grades 3 – 1, and the candidate has to pass a lower level (Grade 3) before she can sit for the next level (Grade 2). Many trained Artisans choose to sit for the test and thereby strengthen their formal qualifications. The testing is carried out by DIT staff at the three NIVTCs and at some 100 other institutions that have been formally approved by DIT.

²⁵ The curricula are basically the same, but not completely identical (Kebuka, interview).

²⁶ The NIVTCs only accept students that are employees in formal enterprises that take part in the public Training Levy scheme (Kebuka, interview).

²⁷ The examination fee is currently 500, 900, 1200 KSh for the three levels. This is too low to cover the real examination costs. The gap is covered by the Training Levy Fund (Kebuka, interview).

Trade Tests 2001. Total number of candidates			
	<i>Grade III</i>	<i>Grade II</i>	<i>Grade I</i>
Enrolment	28,918	1,374	410
Passes	23,826	1,151	344

(Source: DIT 2002)

6.3 *Current IEE provisions*

I In general education, IEE is currently not provided as a separate subject at any level. But relevant elements (ref. section 3.4) are embedded in subjects such as Business Studies, Commerce and Bookkeeping. Self-employment has to some extent been raised as a career option in the practical and vocational subjects, of which SS students must choose at least one (Onyuka, interview; Walsh 1992).

As the informal sector has strengthened its position as the main source of employment for the majority of Kenyans outside the rural small-scale agriculture, more attention has been paid to its organisation and development. In the late 1980s, the government took initiatives to integrate Entrepreneurship Education at all levels of TVET (GOK 1986; GOK 1988; GOK 1989). In 1990, the Ministry of Research, Technical Training and Technology (MRTTT) in close cooperation with the UNDP / ILO Entrepreneurship Education Project started the implementation of IEE with the aim to promote enterprise culture and equip TVET students with relevant entrepreneurial skills. The six themes selected for the initial curricula at all levels, developed with technical and financial support from the ILO and UNDP, are similar to those found in the current IEE programmes (Gichira et. al. 1996; Gichira, Kiiru, Nyang'ute, interviews).

In 2002, IEE is being provided in all the recognised TVET/TEP programmes, at a scale as indicated below. In the Artisan training programmes, relevant IEE elements are included in other subjects, such as General Studies and Mathematics (Business Calculations). But at higher levels, Entrepreneurship Education is a separate subject. The theoretical content is subjected to internal monitoring and tests. During their last year, every student in Craft, Diploma and Higher Diploma programmes is obliged to present a written business plan as a Project, which is examinable by the KNEC (Kasera, interview, KIE 1992, 2002, 1995).²⁸

Volume of Integrated Entrepreneurship Education in Kenyan TVET / TEP 2002:²⁹

Artisan Certificate – **60 hrs** in 2 years (3% of total, 30% of theory)

Craft Certificate – **121 hrs** in 3 years / 2 hrs/week in 6 terms (4% of total, 7% of theory)

Technician Diploma – **154 hrs** in 3 years / 2 hrs/week in 7 terms (5% of total, 7% of theory)

Technician Higher Diploma – **150 hrs** in 2 years (7,5% of total, 10% of theory)

Source: KIE 1989; KIE 1992; KIE 2002; KIE 1995; Kasera, interview

²⁸ In the Craft courses, a total of 2845 students delivered their business project for assessment by KNEC in July 2001. Only 13 students (0.5%) failed to pass, whereas a total of 107 candidates (3.8%) passed with Distinction (KNEC statistics).

²⁹ Syllabi for specific trades are used for documentation, but the scale of IEE is similar for courses in the other trades at the same level.

Whereas Kenya is the SAA country that has been in the forefront when it comes to the promotion of self-employment through compulsory IEE, there is some criticism that even the content in some courses, but first of all the modes of delivery, are somewhat outdated and ready for revision (Nyang'ute, Gichira, Sifuna, interviews). There is allegedly a generally low motivation among teachers, induced by a persistent conflict with the government over salary³⁰ and poor access to necessary instructional resources.³¹ Low motivation for the subject is said to be widespread even among the students³².

All teachers that have been trained after 1993 have Entrepreneurship Education as a subject in their own training, 156 hrs out of the total 2000 hrs (8%). Older teachers have received in-service entrepreneurship training organised by the Ministry (Gichuki, Kasera, interviews).

"The Higher Diploma course in Entrepreneurship Development at KTTC is a 2-year programme that equips the student with entrepreneurial knowledge and skills for his/her own entrepreneurial activities, for the administration, training and tutoring of entrepreneurs, as well as for evaluation of new entrepreneurial projects."

Ms. J. A. Kasera, Inspector, Section for Entrepreneurship Education, MOEST / DTT.

A growing number of IEE teachers hold a Higher Diploma in Entrepreneurship Development, offered by KTTC – Kenya Technical Teachers College since 1993 (Gichuki, Kasera, interviews). TSC - the Teachers Service Commission, a body in the Ministry, is supporting

Kenya Technical Teachers College (KTTC)				
Student intake at Entrepreneurship Development programme, Higher Diploma, 1993 - 2001				
<i>Year</i>	<i>Total intake</i>	<i>Female</i>	<i>% TSC sponsored</i>	<i>% Pass rate</i>
1993	44	14	98	
1994	0			
1995	26	7	100	86
1996	48	16	100	84
1997	42	13	100	88
1998	23	7	70	98
1999	29	6	100	45
2000	46	14	64	82
2001	23	6	33	

Source: KTTC statistics

IEE teachers who want to upgrade their skills in this particular subject, by maintaining their salary (Irungu, interview). It is the objective of the Ministry that all IEE teachers be qualified

³⁰ Ref. East African Standard 29 June 2002. Kasera, interview)

³¹ The only financial support given to public education and training institutions by the Ministry, is staff salary. Thus, some institutions that fail in generating incomes through commercial and fund-raising activities, have little to spend on expensive tools and training materials (Kasera, Irungu, Rateng, interviews).

³² According to the Head of the Enterprise Development Centre at Kenya Polytechnic, "some students complain that EE, which is not examinable, is "stealing" time from other, more important subjects" (Sifuna, interview). However, this attitude is not unanimous. According to the staff at Machacos TTI, the students consider the entrepreneurship education interesting and important, and they make great efforts to succeed (Rateng, Kaguti, Mganu, Mungai, interviews).

at this level (Kasera, interview).³³ Several universities offer entrepreneurship programmes, including a Master programme at Jomo Kenyatta University of Agriculture and Technology and a Ph.D. programme at Kenyatta University (Atchoarena & Delluc 2001).

Examples of Entrepreneurship Education Content: Craft and Diploma courses³⁴

Craft Certificate (154 hours)

- T 1: Entrepreneurship and self-employment (21 hrs)
- T 2: Entrepreneurial opportunities, incl. generation of business ideas, selection of market. (30 hrs)
- T 3: Entrepreneurial awareness, incl. procedures in starting a business, sources of finance, legal aspects, government policies, tendering, choice of technology, business ethics. (38 hrs)
- T 4: Entrepreneurial motivation, incl. characteristics of a successful entrepreneur, self-assessment of entrepreneurial potential, incentives for aspiring entrepreneurs. (15 hrs)
- T 5: Entrepreneurial competencies, incl. decision-making, risk-taking, coping with change and competition, leadership, communication. (22 hrs)
- T 6: Enterprise management, incl. setting business objectives, basic financial records, costing and pricing, production planning, public relations. (28 hrs)

Technician Diploma (121 hours)

- T 1: Entrepreneurship and self-employment, incl. requirements for entering self-employment. (21 hrs)
- T 2: Entrepreneurial opportunities, incl. identification of business opportunities, assessing product demand, matching of skills and resources to changing technology, evaluation of business environment. (30 hrs)
- T 3: Entrepreneurial awareness, incl. types of business finance, problems of starting and operating a small enterprise, tendering procedures, contractual agreements, government policies on small scale enterprises. (16 hrs)
- T 4: Entrepreneurial motivation, incl. internal and external motivation factors, techniques of self-assessment. (10 hrs)
- T 5: Entrepreneurial competencies, incl. decision-making, instituting change, coping with competition, risk-taking, techniques of time management, leadership. (10 hrs)
- T 6: Enterprise management, incl. evaluating business goals, effective resource utilisation, financial planning, production management, management of human resources, work study, marketing and public relations, information management, project planning. (28 hrs)

Source: KIE 1992; KIE 2002

SBCs – Small Business Centres - have been established at public and many private institutions providing TVET at Craft, Diploma and Higher Diploma levels. The intervention was designed and implemented on the basis of a strategy document developed within the MRTTT/UNDP/ILO Entrepreneurship education project (Mburugu & Thiongo 1991). The aim of the centres are to service both the training institution and the local community, to generate income to the school through production of goods and services, and to stimulate,

³³ According to the EE Inspector in MOEST / DTT, in principle all EE teachers at the TTIs and ITs hold the Higher Diploma. But according to the principal at one well-known IT, the institutions experience a high turnover rate for EE teachers and thus many of them actually do not always have access to EE teachers with the required Higher Diploma, even if the output from KTTC is at a sufficiently high level (Kasera, Irungu, Gichuki, interviews).

³⁴ The main topics are identical to those introduced in 1990 under the ILO/UNDP Entrepreneurship Education Project (Gichira et. al. 1996).

facilitate and actively support entrepreneurship development among students and local residents.

Small Business Centre (SBC), Mombasa Polytechnic. Selected information.

Objectives:

- a) To facilitate the teaching of entrepreneurship education in the institute.
- b) To assist local residents and final year trainees in the preparation of business plans.
- c) To conduct need based workshops for those operating or intending to start small businesses.
- d) To provide linkages between entrepreneurs and the agencies assisting them.
- e) To conduct research in the area of small enterprise development.
- f) To provide advisory services to those operating or intending to start SSE.
- g) To conduct training of trainers (TOT) in entrepreneurship for trainers in the polytechnic and other organisations.
- h) To facilitate the utilisation of available technical and conceptual resources in the different departments of the polytechnic to cater for the varied needs of the small business owners.

Activities:

- a) The centre provides linkages between the business community and financial institutions, government departments, professional bodies and other institutions concerned with small business development.
- b) The centre undertakes training for business people on various aspects to make them more efficient and successful in their businesses. Training is undertaken through seminars, workshops or clinics for a period ranging from one day to one week.
- c) The centre ensures that the services it provides to its clients are put to good use by making frequent visits to the clients.
- d) The centre provides counselling services to its clients on issues affecting their business.
- e) The centre coordinates the teaching of entrepreneurship education in the institution which aims at enabling graduates from this institute to become better prepared to venture into self-employment upon graduation.

Source: Mombasa Polytechnic Small Business Centre, pamphlet

6.4 Outcomes of the IEE

The Kenyan informal sector showed an impressive growth over the period 1995 – 2001 with an average 10 per cent annual employment increase (CBS 2002). Would this growth have taken place if there were no IEE provision in mainstream education and training? Unfortunately, the findings of the study do not give the answer to this question.

Considered the long history of integrated entrepreneurship education in Kenya, there is an astonishing lack of hard evidence available on the significance and impact of *this particular* intervention. Relevant evaluation, assessment and tracer studies are hard to come by, even among the many international donor agencies and NGOs that for more than a decade have been involved in the training of entrepreneurs in the informal sector.³⁵ The problem is not necessarily that there are no evaluation or assessment reports, but that these reports tend either to study the IEE as one out of several measures for the promotion of entrepreneurship and private sector growth³⁶ or focus on quantitative aspects of *the project* implementation and

³⁵ The same observation has been made by other authors, see for instance McGrath 1997; Gichira et. al. 1996.

³⁶ See for instance Venture Support Consortium 2001 and FKE 1996.

achievements³⁷, instead of focusing on the entrepreneurship education *per se* and quantitative *and qualitative* aspects of its implementation, outcomes and impacts.

It seems that no government surveys or similar exercises by individual training institutions have been conducted with the aim to establish the effects of the IEE. The general lack of relevant hard data has been explained by generally "weak institutional follow-up mechanisms and institutional weaknesses of maintaining tracer records and other follow-up initiatives for their trainees" (Gichira et. al. 1996).

The following findings have limited validity, as they are *not* based on systematic data gathering from a sample of informants, representative for the present study:

It seems that there is still a relatively widespread scepticism towards self-employment in most population groups. Despite the efforts over the last decade to create an "enterprise culture", the impression is that self-employment is the second or third choice for those who cannot find wage employment. Most of the entrepreneurs are recruited among those with a weak educational background (CBS/ICEG/K-REP 1999). It is claimed that the artisans are over-represented among the entrepreneurs (Nyang'ute, interview). These findings partly contradict those of an evaluation study in 1994, revealing that a majority of TVET graduates were then prioritising self-employment (referred in Atchoarena & Delluc 2001).

There are indications that TVET graduates more often than GE graduates enter entrepreneurship (Gichira, Kiiru, Nyang'ute, interviews). This might be a result of IEE, which is provided to TVET-students and not to all GE students.

It is claimed that the rate of self-employment is higher among TVET graduates in rural areas than among TVET graduates in urban areas (Irungu, Mganu, interviews). The potential significance of IEE for this alleged geographical difference is not clear.

Recent data on activities at the many SBCs and their achievements in terms of new enterprises and employment created, have not been identified, but individual informants indicate that the results vary considerably between the centres; from total failure and virtually no activity, to relatively successful operation (Kasera, Irungu, Sifuna, interviews). As of 1995, 17 new enterprises were registered started as a result of the efforts of the SBCs (Gichira et. al. 1996).

7. Summary: Current IEE provisions and implications

Integrated Entrepreneurship Education is currently being provided as part of national education and training curricula in all the three countries. The history of IEE is shorter in Botswana and Uganda than in Kenya. First of all in Kenya and Botswana, but even in Uganda, one finds elements of IEE in both Junior Secondary (JS) and Senior Secondary (SS) general education. They are partly integrated in other subjects, such as Business Studies and Key Skills, or delivered within the framework of Career Guidance, and partly delivered as a

³⁷ For instance, how many teachers were trained, how many studies were conducted, how many procedures were developed. See for instance *Gichira et. al. 1996*. These data are, of course, highly relevant for the legitimization of the project spendings, but not particularly relevant to the purpose of the present study.

separate subject. In all three countries, the education for self-employment is much stronger within TVET than in general education. In Kenya, IEE has been a compulsory and examinable subject at all levels of TVET since the early 1990s, whereas Botswana currently is in the process of successively introducing IEE with a similar status at all technical colleges. In Uganda, topics relevant to self-employment have been provided to all students under the Industrial Training Scheme since the 1970s, and final decisions will be taken shortly as to whether and to which extent IEE based on comprehensive new curricula will be introduced in general education and in BTVET programmes. Even if not formalised in national curricula, individual public and private TVET institutions in Botswana and Uganda have offered IEE to their students for several years.

In all three countries studied, it has proved difficult to establish the precise costs related to the integrated provision of entrepreneurship education. This is partly due to a general reluctance among both donors and public institutions to disclose financial information. Budgets and accounts are often treated as privileged information. Furthermore, the costs of the various aspects of IEE development and delivery are often embedded in broader figures, such as total costs of larger projects, staff costs that cover several subjects and operational costs for groups of subjects. Cost-sharing between public authorities and donors is also a complicating factor.

Since IEE in the three countries is a mainly theoretical subject and for most of the time is delivered through regular classroom teaching, the actual delivery costs of IEE is allegedly at the same level as for other theoretical subjects, such as Social studies, Mathematics and English language. This is once the subject has been developed and implemented and is in regular operation.³⁸ Direct development costs will vary significantly, depending on the design and ambitions of the planning and preparation process, e.g. related to the possible conduction of systematic needs assessments, the level and form of involvement by key stakeholders³⁹, and whether or not curricula and teaching aids are developed from scratch or adapted from existing, similar programmes.

To the degree that the IEE is delivered by the staff at an adjacent SBC (Kenya), the teachers may contribute to income-generation and, thus, to reduced total costs of the provision.

³⁸ A similar answer was provided by the management of the Peninsula Technikon in Cape Town (Bellville South) in South Africa, within a case study conducted as a supplement to the present study (Jacobs et.al. 2002).

³⁹ E.g. including the purchase of consultancy services and the organisation of workshops for directly involved stakeholders during the process.

PART 3 FURTHER INVESTIGATION OF SELECTED FINDINGS

The discussions of some observations below, are conducted with reference to 1) the figure in section 2.3 and 2) the table in section 3.1, the aim being to shed light on aspects of relevance to the research questions (see section 2.3).

8. Achievements

Despite the efforts and resources that have been spent by donors and governments in training for self-employment, it has proved difficult to identify recent assessment and evaluation reports or tracer studies trying to establish the significance of the IEE provisions. In general, available relevant and reliable data are scarce, but information gathered through interviews and literature review gives *indications* of success factors, problems and pitfalls.

In general, there is a widespread scepticism or negative attitude to self-employment in the general public in all three countries, despite that many small entrepreneurs earn 2 – 3 times more than official minimum wages.⁴⁰ The scepticism is found even among students who have attended IEE classes. There are indications, however, that IEE in general contributes to a more positive – or less negative - attitude to self-employment in the students. If this observation is correct, it might cause the establishment of new businesses at a later stage, following further studies and / or periods of wage employment of the students.⁴¹

Very few of the students that receive self-employment preparation integrated at some point in their General secondary education in the three countries seemingly start their own business during the first 1 – 2 years after graduation. But this does not necessarily mean that the IEE has failed in attitude formation, motivation development or delivery of required knowledge and skills. In all three countries, failure rates in IEE examinations are low, indicating that relevant knowledge and skills have been transmitted to the students. The explanation might be the students' low age and maturity level, their lack of life experience and personal autonomy. Many GSE students who opt for subjects with IEE continue their education and prefer this to self-employment – *at this point*. GSE graduates only to a limited degree possess "productive knowledge and skills", i.e. knowledge and skills that could be utilised for the production of marketable goods or services. Finally, it is in general even more difficult for a young person to raise capital for a business start-up than for older entrepreneurs. And for the latter, access to credit is claimed to be a major obstacle to new business ventures.

Among graduates who received IEE, those with a TVET background more often than those from GSE start their own business within a few years' time. A majority of those who establish

⁴⁰ See for instance CBS/ICEG/K -REP 1999.

⁴¹ Interviewed final year students at Shoshong Senior Secondary School, Botswana, strongly claimed that the Entrepreneurship Education they received in JSS (at different schools), and especially the experience from the compulsory establishment and operation of their own student enterprise, had strengthened their motivation for further studies with the aim to earn their living in the private sector. Self-employment was seen as a realistic and attractive possibility, even if a well paid job with a high and stable salary would be preferred due to the lower personal economic risk.

on their own allegedly prefer an initial period of wage employment in order to gain practical experience from the trade and build professional self-confidence.

How can we explain the indicated higher self-employment frequency among TVET students? The question is whether this phenomenon is related to the IEE at all. In general, TVET students are older than GSE students, since completed GSE is the intake requirement for many of the TVET institutions and programmes. Thus, restrictive age and maturity factors are less relevant to the TVET students. Furthermore, in all three countries, TVET has a lower status than other types of further studies. GSE students with good marks and a supportive family hence tend to choose further theoretical studies aiming at a white-collar job, to TVET studies. Many TVET students are excluded from this career path, due to poor marks or a weak economy.

TVET in itself equips the students with productive knowledge and skills. Even prior to the introduction of IEE, many TVET students allegedly tended to develop a motivation for self-employment during the training period. Thus, the entrepreneurship frequency distinction between GSE and TVET students might be independent of the IEE. But our findings also indicate a stronger motivation for entrepreneurship among TVET students who *do* receive IEE, than among those who *do not* (Taolo, Maphane, Memo, Mshanga, interview). If this observation has a general validity, it might be credited the IEE, even if there could be other explanations.⁴²

According to teachers at Serowe Brigades Centre (Botswana), very few of the Level C students consider self-employment as a career option at the time of enrolment. But during the years at the Brigades, concurrent with the acquisition of productive skills, the idea of self-employment spread even if they do not receive IEE. The teachers indicate that the number of students with self-employment plans in each class increase from 1-2 at the start of training, to 3-4 over the three years (Taolo, Maphane, Memo, Mshanga, interview).

Self-employment is allegedly more often opted by TVET graduates in rural areas than in the cities. The potential significance of the IEE to this geographical difference is unclear. The explanation may simply be that alternative sources of income are even more scarce in rural areas, and that the access to land and other natural resources is not as difficult as in the cities. In this situation, independent of the IEE, self-employment stands forward as the most promising path to income generation (Rateng, Mganu, Mungai, interviews).

In the perspective of employment possibilities, regardless of the IEE, it seems clear that it is easier for former TVET students to find paid work and to create some income through self-employment, than it is for graduates from GSE and many university studies.

⁴² A difference could e.g. be due to differences between individual training institutions as regards equipment, teacher qualifications or mode of delivery.

9. Planning and preparation of IEE

Earlier studies of reforms in the education sector underline the importance of proper planning and preparations of the delivery institutions for a successful implementation (Dalin 2002). A relevant, updated syllabus is no guarantee of success, left alone. A firm policy foundation and administrative support, a strong motivation and high professional qualifications among the administrative and pedagogic staff, as well as access to basic material equipment and other teaching aids, are critical elements to ensure positive results.

In all three countries, the promotion of self-employment and the development of Micro-, Small- and Medium-sized Enterprises (MSMEs) are firmly anchored in major policy documents and the preparations of the IEE provisions were based on needs assessment surveys. Particularly in Botswana, there was extensive direct involvement of private and public stakeholders and experts throughout the curriculum development process, right up to the final approval. In Kenya, the IEE curricula that were introduced in the early 1990s, were developed within the framework of an ILO / UNDP project which was implemented in co-operation with major private sector actors (Gichira, Nyang'ute, interviews). In Uganda, existing formal procedures for curriculum development are meant to ensure involvement of key stakeholders, and there was undoubtedly contact and dialogue with the private sector during the process. Nevertheless, private sector informants leave the impression that the responsible public bodies had a stronger influence on major premises and thus that the process to a greater extent than in Botswana and Kenya, was supply-driven (Adyeri, interview).

Policy planning with private sector contribution, Botswana:

Policy formation:

"In formulating the National Policy on Vocational Education and Training (NPVET), adequate steps have been taken to consult widely as it impinges on the activities of many stakeholders both within Government and in the private sector. A NPVET Reference Group was thus established to co-ordinate the formulation of the policy. ... The membership of the Reference Group was made up of representatives from employer and employee organisations, Government, and other organisations, which have a stake in training. Eight Working Groups were formed under the direction of the Reference Group to examine and make recommendations on various aspects of training. Study missions to Zimbabwe and Tanzania, were undertaken by some members of the Reference Group for the same purpose. ... The consultative process, which included discussions with key stakeholders, culminated in a two-day National Consultative Conference during which the Draft Policy was discussed by about 200 participants drawn from virtually every organisation that has major interest in training in Botswana.

As is the case with its formulation, the NPVET will be implemented in the same spirit of partnership by involving all stakeholders in the decision making process and ensuring that they are adequately represented on the implementing structures and institutions.

As a quality measure, training providers in cooperation with industry will strive towards competency-based modular training curricula and delivery."

Source: (MHLA 1997)

The advance preparation of the IEE providers, i.e. the management and teachers in the relevant education and training institutions, has been particularly strong in Botswana. Here,

great efforts were and are being made by specialised staff in the Ministry to ensure the smooth and successful implementation of the new BTEP curricula at each individual institution, emphasising organisational adjustments and motivation and upgrading of staff through continuous and close co-operation, tutoring and training. A formal application and approval procedure for the institutions is established as a quality assurance measure for the new BTEP curricula. The delivery institutions receive financial support from the Ministry for a significant physical upgrading.

Curriculum development, Botswana

”The content of the programmes is a result of much consultation with industry, which identified the skills needed for entry level occupation. A panel of industrialists, educationalists and trainers developed the unit, content and structure. The programme offers the advantage of recognising achievement and has a skill orientation, all of which are fully assessed. Expert Validation panels from industry and education, together with member of the Ministry of Education’s Policy Advisory Committee (PAC), meet to examine BTE Programmes and units. ... (Following a successful validation ..) The Scottish Qualifications Authority and the Ministry of Education will certificate the programmes jointly. The first validations for the new BTEP were held in the autumn 2000. BTEP Programmes in both Hospitality and Tourism and Information and Communications Technology at both Foundation and Certificate level were examined. Also the BTEP Key Skills units, including Entrepreneurship, at Foundation, Certificate and Advanced Certificate levels, were validated.”

Source: (MOE 2000)

Unfortunately, the current status of implementation of the IEE and the lack of data on results (see Part 2), give no grounds for an analysis of the significance of planning and preparations for outcomes and impacts.

10. Objectives and content of IEE

In general, the objectives of IEE are found within the following categories: a) to develop awareness, a positive attitude to, and motivation for self-employment as a career option; b) to provide knowledge and skills that will enable them to establish and run their own business; and c) to stimulate creativity and nurture the ”real entrepreneurial spirit”, resulting in the establishment of innovative, flourishing enterprises.

The curricula used in Botswana, Uganda and Kenya focus only the two former. Accordingly, the content is partly motivational and partly pragmatic, focusing on formal and practical knowledge and skills. Laws, existing credit systems, bookkeeping and marketing are examples of the latter.

Why do the syllabuses not explicitly focus on objective c? Could the explanation be that the governments have no further ambitions than to reduce the poverty and suffering of the individual? If so, perhaps this is a realistic ambition, as compared with an alternative goal of national economic growth in a global market with highly competitive actors? Or is the reason simply that the authorities reckon that a future growth in small entrepreneurs eventually will

lead to the development of some prospering enterprises of national significance, whether or not this is stated as an explicit goal? With reference to relevant national policy documents, clearly stating that entrepreneurship education is one out of several measures to promote national economic growth, the latter argument stands out as the most adequate (GOB 2000; MCI 1998; GOU 1998; MOFPED 2000; GOK 2001; MOFP 2001).

As to the subject content, the IEE curricula in all three SSA countries appear as relevant, as compared with curricula of recognised western institutions. The latter obviously have higher ambitions than promoting micro- and small enterprises. Does this mean that the promotion of creativity and development of visionary entrepreneurs is not primarily depending on the subject content, but rather relates to the mode of delivery and / or other internal and external factors? See chapters 11 – 13 for further discussions of this question.

In both Kenya and Botswana, IEE is examinable in some programmes, with unclear effects on the results of training. One might argue that the examination perspective draws attention from the *content per se* to the *mark*, possibly implying that the students give priority to the *memorizing* of selected information, instead of concentrating on understanding and *learning* entrepreneurship. The Kenyan experience with the compulsory business plan project, show that many students copy plans developed by others, in order to get good marks (see also chapter 13). On the other hand, there are indications that the *lack of* formal examination might cause students to concentrate less on the IEE. This particularly applies to students that are not primarily interested in the self-employment career, but rather prefer good marks to meet entry requirements for further studies.

11. Teacher qualifications and motivation

In general, the efficiency and effect of education and training is closely linked to the teacher's motivation and enthusiasm, his or her professional qualifications and the mode of delivery and follow-up. A general impression is that the IEE teachers in all three countries possess the necessary subject-related qualifications for teaching the IEE curriculum. In Kenya, the qualifications of the teachers have been questioned, as many of the *teacher trainers* allegedly are not trained educationalists and thus possibly are poorly qualified for the teaching of education methods (EA Standard 2002).

Concerning the teacher motivation and enthusiasm, there seem to be great variations. These are first of all related to the experienced lack of general appreciation and recognition of professional status, reflected in the salary level. Botswana teachers are relatively better paid than their colleagues in Uganda and Kenya, as compared with other professionals with a comparable educational background. The discontent among teachers seem to be most widespread in Kenya, where an agreed salary increment has been stalled since 1997, the Government failing to honour its part of the agreement (EA Standard 2002).

Teachers' motivation is not only linked to the conditions at work, but does even depend on the prospect of better, alternative work. An increasing number of IEE teachers develop their own potential for self-employment. Many of them identify and seize opportunities to create additional income to the teaching, whereas some stop teaching to work full-time in their new

business, e.g. as consultants for other entrepreneurs. Informants claim that staff at some Kenyan SBCs, instead of creating income to the training institution, take over identified customers and serve them as part of their own business (Irungu, Githiekenya, interview).

Most IEE teachers in the school-based programmes are educated at Diploma or higher level in Business Management, Economics or Entrepreneurship. In Botswana and Uganda, IEE teachers have received recent in-service upgrading in connection with the introduction of new curricula. In Kenya, entrepreneurship education has been part of the training for all teachers graduated since 1993.

In all three countries, teachers and instructors in the Industrial Training Programmes (ITPs) most often are professional craftsmen or technicians. In Kenya, these trainers have had IEE as part of their own education. In Uganda and Botswana, the majority of these teachers do not have any formal background in IEE delivery. However, since the ITPs comprise periods in training institutions that also offer other TVET programmes, most students receive IEE delivered by qualified teachers.

In Kenya, the Teacher Colleges included IEE in the teacher training programmes already in 1991. More recently, Higher Diploma and Master Programmes in Entrepreneurship Development have been introduced at some of the universities and colleges. The government financially supports teachers, who enrol in these programmes. So far, Botswana and Uganda have not taken similar steps. In all three countries, many of the teachers have personal work experience from the MSME sector, either through involvement in some family business or even from running their own business.⁴³

The significance of the Kenyan experience with highly specialised IEE teachers is not *only* positive. Those holding Higher Diploma or a Masters Degree are highly marketable and, hence, often find more attractive wage employment (McGrath 1997). Others make use of their acquired skills and leave school for better earnings in self-employment. The general level of motivation of Kenyan teachers is allegedly low, due to low salaries, the long-lasting wage conflict (see above) and unsatisfactory working conditions due to declining budgets and inadequate access to instructional equipment and materials. Government instructed transfer to distant training establishments often cause qualified IEE teachers to leave the teaching career.

A thorough study of the methodology qualifications of teachers in Botswana, Uganda and Kenya obviously is beyond the scope of the present review. The observation that IEE most often is delivered through traditional classroom teaching might indicate an improvement potential in methodology skills. Inappropriate time allocation and organisation of classes could represent an alternative explanation (see below).

⁴³ In 1995, an estimated 20% of all teachers in the Kenyan TVET institutions ran their own enterprises (Gichira et. al. 1996).

12. Delivery and organisation of training

Allocated time for IEE vary between the different programmes, but never exceeds an average of 2 hrs / periods per week. In general, the organisation of classes at institutional level seems quite rigid in all three countries, leaving little room for practical, time-consuming work, unless swapping of classes is arranged directly between colleagues. Traditional classroom teaching, comprising group work, role-play, discussions and theoretical problem-solving exercises are allegedly the most common methods of instruction. Site visits to local markets and conduction of a market study are recommended in some of the curricula.

In all three countries studied, the preparation of a business plan is always a compulsory exercise that might be of great potential importance.

In Botswana, the establishment, operation and liquidation of a student enterprise is compulsory for all learners in Business studies, which is an optional subject in JSS. The purpose is to make the students know important institutional arrangements and understand the processes related to the establishment and operation of a business.

Periods of industrial attachment are mandatory parts of training in most of the IEE programmes studied.

In general, realistic, personal experiences are highly acknowledged as the most efficient way of learning. The mandatory periods of work placements give students new insights as to the world of work, enterprise norms, ethics and culture, and how enterprises are organised and function in a real market. No doubt, this is an important preparation for future employment and, possibly, self-employment. The degree to which the placement give insights in the establishment and management of the host enterprise, will depend on the type of work and how close the student is to the daily decision-making and information flow pertaining to market performance, government regulations etc.

If close and competent tuition is being provided, the student enterprise establishment and operation, ensures exposure to relevant information flows and direct involvement in questions related to economy and organisation of personnel and production, government regulations and market conditions. This is probably the most effective way of learning entrepreneurship and business management. Evaluations of student enterprises in the US under the Junior Achievement Programmes, give strong indications of positive effects on students' motivation for and level of knowledge relevant to self-employment.⁴⁴ Even if similar systematic evidence has not been identified in the three countries studied here, interviewed students strongly claim that there are large potential gains in participating in a student enterprise venture (see below). In Botswana, a total of 46,500 learners from Primary, Junior Secondary and Senior Secondary schools and at the Brigades centres, have participated in the "Business Basics" and "Company Programme" during the period 1994 – 2001. In 2001, 138 JS schools co-operate with Junior Achievement Botswana (JAB), often on the delivery of "Business studies" (JAB statistics; Tlhong, interview).

The development of a business plan, comprising the planning of a specified production, market assessment and stipulation of costs, prices, financing needs etc., contains high

⁴⁴ See: http://www.ja.org/programs/programs_eval_overview.shtml

potential learning yields if the opportunity is utilised properly. Provided qualified supervision, the students through this exercise experience major entrepreneurial challenges and problems in a realistic manner. Furthermore, they are actually compelled to search for a potentially suitable area of business, which they may actually pursue at a later stage. Thus, to make the business plan development a compulsory project, must be seen as a relevant and innovative approach to IEE.

In the Kenyan IEE programmes, what was intended an effective exercise for effective learning does not always appear as such, however. The planning of a business project, including the development of a business plan, is subjected to external examination. Students planning for higher education rather than self-employment, allegedly are often more concerned with the mark rewarded for the written performance than the actual learning. Consequently, in cases where the teacher motivation and follow-up is weak, replication among students are said to be widespread. Many students even deliver business plans for self-employment outside their own trade, obviously prepared by someone else (Sifuna, Irungu, interviews). However, it seems to be great variation between institutions and areas, depending on the enthusiasm and competencies of the administration and teachers, as well as the employment and economic situation in the local context. Close follow-up by the teachers during the project period seems to reduce the replication frequency. Teachers and students at rural TVET institutions are claimed to be more motivated than their colleagues in the cities (Rateng, Mganu, Mungai, interviews).

Some training institutions co-operate with external organisations or individual experts in the teaching of IEE. Almost 200 general secondary schools in Botswana and Kenya have linked up with the local Junior Achievement (JA) Foundation. In Uganda, some private TVET institutions hire experienced instructors from NGOs working with MSME promotion, to teach IEE in the last term for last year students, at both Certificate and Diploma levels.

In Kenya, "Small Business Centres" (SBCs) have been established at the public TVET institutions. The purpose of the SBCs is to promote and support the development of MSMEs and to stimulate the development of an entrepreneurial culture within the institution and in the local community. The SBC staff share their time between entrepreneurship training of teachers and classes of students in the mother institution, and training, mentoring and counselling of entrepreneurs in the local community. The latter is done as an income-generating activity, the clients paying a fee for the services they receive (see also section 6.3).

Student enterprise: “Shosh Designs Company” at Shoshong Senior Secondary School, Botswana

The enterprise was established in May 2001 by students of *Shoshong SSS*, which has 1500 students and is located in a rural area a few km from Shoshong village. Products are Jewellery and Design Candles. Production takes place at the school area and the products are sold at the local market and in nearby villages.

The products were chosen after the following procedure: The 19 students put up a list of possible products. Thereafter, they developed a questionnaire that was distributed at the local market place and market places in nearby villages. People were asked to state which of the enlisted products would be most interesting to them. The current products were selected on the basis of this market research.

The 19 students active in the company, meet for 1,5 hrs, three times per week. One meeting is used for discussing business strategy and production, problems and how to solve them, whilst the two other sessions are used for production of goods.

The company is run as an extra-curricular activity under the Junior Achievement Company Programme. In 2001, Shosh Designs Company won the regional JA competition and ended no 5 in the national JA competition. The students plan to enter the national JA competition also in 2002. The competition adds to their motivation for running their business, but is not the main motivating factor.

The 5 students interviewed, who constitute the management of the company, are 5th Form (last year) students. All of them did Business Studies in JSS, which they found very interesting and stimulating. Even then, at different schools, they started and ran their own student enterprises within the JA programme.

All 5 students chose Business studies in JSS because they already at that time were interested in learning more about operation in the private sector. They are convinced that their experiences from JSS and SSS have made their motivation for later self-employment even stronger. The students insist that they will some day start their own business, but first they will do further studies. All of them intend to apply for enrolment at the University, some of them in Business and Administration studies. They realise that they need more specialised skills in order to be able to produce something of value to others, products that can be marketed. Two of them say that they will probably attend some TVET course.

The five students state that they have developed as stronger and more decisive individuals during their business studies, and especially from the operation of the enterprises. They claim that they have developed a stronger self-confidence and now are more goal-oriented, more able to hold focus and work to obtain goals. They particularly mention project thinking and problem solving related to the responsibility of running a real business, as important elements in this development. This teacher confirms that the five students have undergone changes since they started the enterprise and now appear as stronger persons. However, she is vague as to whether the change in these students has been markedly different from the change in the other students at the same level, who are not participating in this enterprise. After all, the SS period, 12 / 13 – 17 / 18 years, is a period when young people undergo significant personal changes. (Gabaitire, Godzanthela, Motihagodi, Olebile, Osupile, Seiphetleng, interview)

13. Significance of environment: external factors and conditions

In Kenya, where the development of a business plan is examinable in most IEE programmes, replication between students is said to be a less serious problem in rural areas than in the cities. One possible explanation is that students in the cities have more easy access to former students' business plans due to the higher density of students and better Internet connections, and that the risk of disclosure is lower (Sifuna, interview). Alternatively, it might be that students in rural areas take the self-employment training more seriously, due to the even more difficult access to wage employment in these areas than in the cities (Rateng, Mganu, Mungai, interview).

The fact that TVET graduates in rural areas seem to enter self-employment more often than their urban fellow students⁴⁵ might support the last argument. In the search for possible explanations of these alleged geographical differences, it is difficult to argue that the teaching of IEE in general might be of higher quality in the rural areas, as long as the teachers basically have similar qualifications and the financing of the establishments follows the same principles. A more likely explanation is that the socio-economical conditions in the rural areas are even less promising in terms of wage employment opportunities, than those in the urban context. Thus, a reasonable assumption could be that the general attitude towards self-employment is more positive or less negative than in the urban population. Furthermore, the access to land is generally better, and the same applies to agricultural products and other natural resources that can be utilised as inputs to various kinds of production. For many products, there is less competition than in the cities. On the other hand, local markets are more restricted and stagnant, and the access to information and other required inputs are more limited. The costs of living are generally lower than in the cities, and so is the average level of income. Thus, income requirements and ambitions are presumably lower among the rural inhabitants. In total, it is likely that there are fewer alternatives and fewer obstacles to self-employment in rural than in urban areas.

Tracer study data from Uganda show that the entrepreneurship potential among TVET students who have received IEE might be even higher than what is reflected in the actual self-employment figures. Many of the former TVET students argue that the self-employment ratio would be higher, had the training institutions offered financial assistance and other services to the school leavers, e.g. by supplying basic tools necessary to practice their new trade, or to facilitate credit in order for them to purchase the tools. Other kinds of business support, such as market research and marketing, were pointed out as potentially important measures in order to increase the rate of self-employment among former TVET students (Nakawa VTI 2002(2)). The significance of other resources, and particularly the access to various business services and credit, is pointed out in numerous studies (CBS/ICEG/K-REP 1999). Against this background, the meagre attainments of the SBCs in Kenya stand forward as particularly interesting.

The significance of socio-cultural factors might partly explain the lack of clearly visible results of the comprehensive IEE efforts. Creative thinking is most likely to emerge in a social environment where central actors such as parents and teachers allow and stimulate deviant

⁴⁵ It is unclear whether or not the frequency is actually higher if one consider the population size and number of students. A more thorough investigation might well show that there is no difference, or even that the relative self-employment frequency is higher in the cities than in the rural areas.

thinking, personal initiative and experimenting. A strict, authoritarian system will tend to have the adverse effect and might stunt the forthcoming of new ideas and business ventures. Strong informal systems of norms, authority and sanctions, e.g. based on religion or tradition, as easily found in African societies, may be preventive to entrepreneurship. The local culture constitutes an important part of the social environment and framework for most sorts of action, within or alongside the formal structures. This might explain why entrepreneurship is far more common in certain areas of a country than in other areas with many of the same features, but with different local traditions and norms.⁴⁶

Political decisions at various levels as regards public investments in infrastructure and technical education and vocational training, as well as taxation and financial arrangements have direct impacts on the basic conditions for the establishment and performance of MSMEs. Legislation and other types of formal regulations could be either stimulative or preventive to both motivation and actual entrepreneurship. In both Uganda and Kenya, TVET institutions are suffering from financial constraints, as government funding for several years have been declining. Needs of fund-raising activities through income-generating production and higher student fees has taken focus away from training and induced lower enrolment figures, poor maintenance and no replacement of outdated training equipment and, eventually, reduced quality of training (Atchoarena & Delluc 2001).

Even if political decisions on legislation, taxation etc. is favourable to entrepreneurs and MSMEs, the *implementation* of the policy by public administration at various levels, might be counter-productive to the small producers (as well as the large ones). Incompetence, non-productive public servants and/or cumbersome administrative *procedures* can hamper potentially viable production plans and opportunities for those operating in a market with frequent and rapid changes. These kinds of constraints have not been firmly proved in this review. However, in the case of Kenya, it is a question whether the introduction of IEE was adequately planned and if enough resources were allocated to support the reform. It is possible that the efficiency and effectiveness of IEE might have been reduced due to lack of institutional implementing capacity at government or training establishment level.

⁴⁶ Also enterprises and other organisations have their own sub-culture(s), which could influence on the productivity, renewal and maintenance of the enterprise. Negative attitudes and lack of understanding between management and employees might undermine the production. In some enterprises, employees who stand out as particularly energetic or inventive in their work are subjected to various informal sanctions from other staff members. An authoritarian management with low tolerance to individual initiatives might suppress the forthcoming of new ideas, even those, which could improve productivity. Openness to and tolerance of "deviant" and alternative thinking is an important management strategy in modern, successful enterprises. The Finnish telecommunication giant Nokia, which is among the fastest growing and most successful companies in the world, has even engaged a philosopher as a business developer and planner. His sole job is creative thinking related to company strategy and products, and he has no limitations as to where or when he is working.

PART 4 CONCLUSIONS AND RECOMMENDATIONS

The most reliable finding of this study is the scarcity of reliable data concerning the results and impact of integrated entrepreneurship education in Botswana, Uganda and Kenya. Whereas this is easily understandable for Botswana, where IEE is a new intervention and the students under the new BTEP scheme have hardly completed their education, it is quite disappointing that more hard evidence is not available in Kenya. The many research initiatives over the last decade seem to have brought little beyond new indicative information.

The present study falls in the same category, as primary research has not been on the agenda. Our findings are to a large extent indicative, partly similar to observations made by other authors. Thus, the conclusions and hence the recommendations below have a weaker foundation than desired.

14. Conclusions

The review has established that Integrated Entrepreneurship Education is being provided as a separate subject in all three countries studied, primarily targeting post-secondary TVET students at schools and in formal industrial training arrangements. This training is compulsory and is in most cases provided throughout the full course period. It is delivered in accordance with centrally developed curricula that contain major elements found even in the curricula of acknowledged western institutions training for entrepreneurship.

Most of the time, the IEE is being taught through traditional classroom teaching. Some innovative delivery approaches have been identified, however: with few exceptions, the IEE comprise (1) periods of mandatory work placement and (2) the development of a business plan as a compulsory and examinable exercise; (3) in Kenya, IEE is being delivered with the support from Small Business Centres (SBCs), autonomous support services units for entrepreneurs and MSMEs, established at all post-secondary public, and at some private, TVET institutions; and (4) in Botswana, the establishment and operation of a student enterprise is made mandatory in the optional business studies in Junior Secondary School. Practical experiences and exercises are more likely to succeed than traditional classroom teaching. Co-operation between training institutions and private enterprises in the preparation of curricula and delivery of training has allegedly added value to the IEE in the three countries.

The study revealed that educated teachers generally teach IEE, even if the commonly used modes of instruction might indicate the need for methodological upgrading. The local organisation of the instructional timetable is often rigid and preventive to the choice of practical exercises even if these are considered the most appropriate.

Despite that positive attitude formation is one expressed objective of the IEE programmes, a general scepticism to self-employment as a career option seems to prevail in all three countries, and negative attitudes can be observed even among TVET students. As to the

results of the IEE teaching measured by the transfer of knowledge and skills relevant to self-employment, assessment results are satisfactory, with less than 10% average failures.

There are indications that the IEE has had some success in promoting self-employment, but no observations were made that suffice for firm conclusions. Registered self-employment among TVET students might as well be a result of the vocational training, as of the IEE. The immediate relevance of entrepreneurship education seems to be higher to post-secondary TVET students than to students younger of age and in general secondary education. The most likely explanation is that TVET students are older and possess productive skills, and sometimes even have some work experience, whilst the younger general education students lack these features. The observation that TVET students, more often than GSE students tend to start their own business within months of their graduation, thus comes as no surprise.

There are indications that interventions to stimulate entrepreneurship, such as delivery of IEE, cannot be viewed in isolation. Entrepreneurial motivation and competencies are necessary, but not sufficient to ensure successful business ventures. Socio-cultural factors such as informal norms and traditions influence business establishment and operation, as do conditions related to credit, networks and markets. A favourable policy environment and access to various support services for MSMEs are of critical importance to successful entrepreneurship, whereas the lack of relevant arrangements might be preventive to new business ventures.

Would the visible results in terms of actual entrepreneurship have been improved if IEE were provided only to a limited number of students, selected through careful screening of interested candidates? Selection of candidates could e.g. be based on personal characteristics criteria reflecting an entrepreneurial mindset, by using a personality test. The Zimbabwean ISTAR⁴⁷ programme has over the years introduced this practice in recruitment of young people to the Traditional Apprenticeship Programme (TAP), and has experienced a higher cost-efficiency (GTZ 2000; GTZ 2001). But ISTAR is targeting the unemployed, and the goal of training is immediate employment or self-employment. The IEE, on the other hand, has a more long-term perspective and is not supposed to bring about immediate self-employment, but rather to prepare all students for this as one out of several career options. The majority of those who benefit from IEE will choose other careers. Hence, it would be unreasonable if the efficiency demand were as strict for IEE as for the out-of-school interventions. Furthermore, one has no guarantee that a selection process would capture all potentially successful candidates, and one would risk losing future entrepreneurs through this practice.

No reliable figures on the costs of planning, development, implementation or delivery of IEE have been identified through the study. Indications are that delivery costs are at the same level as in other subjects not depending on particular training materials, like Language training or Social studies. Planning and implementation costs will vary according to ambitions of thoroughness and the level and type of involvement by stakeholders.

In conclusion, as to the underlying question of the present review: is IEE an appropriate intervention for promoting economic and social development in Sub-Saharan Africa?

Our findings do not support a replication of the IEE as provided in Uganda and Kenya. Neither do they suffice to the general conclusion that IEE is worthless and a waste of time and other resources. There are indications that the effects of the IEE vary with the processes of

⁴⁷ The Informal Sector Training and Resources Network, run by the GTZ (The Deutsche Gesellschaft für Technische Zusammenarbeit GmbH).

planning and implementation, and with the mode of delivery. Furthermore, the content and organisation of the provision should be carefully adapted to the various study levels and groups of students. The ongoing BTEP reform in Botswana is too recent for conclusive results.

Potential pitfalls seemingly are to: a) have too high expectations as regards the promotion of immediate entrepreneurship through a single intervention like IEE; b) underestimate the importance of the timetabling and mode of delivery; c) undermine the IEE intervention by stripping the delivery institutions of necessary instructional resources, and c) make the IEE too theoretical and classroom-oriented.

15. Recommendations

Given the meagre data detected on results and impact, as well as the indicative nature of findings pertaining to qualitative aspects of IEE, the recommendations below will necessarily be of a quite generic nature.

Provided that IEE is to be introduced, the following interrelated questions will be central:

At which levels and to which groups of students should IEE be delivered?

What should be the content and volume of the provision?

How should it be introduced?

Which should be the modes of delivery?

In general, any new, targeted policy intervention in education must be carefully adapted to each specific target group and to the particular social context of implementation. Local needs, resources and prevailing conditions must be considered in the planning of content, organisation and implementation strategies. Relevant, appropriate teaching methods must be chosen so as to support the effective learning of each topic, meaning that time, organisation and access to relevant instructional resources must allow for practical, realistic training.

Scope, target groups and content

In the context of weak African economies, characterised by high formal unemployment and poverty figures, a growing informal sector and high dropout rates in primary and secondary education, one could argue that preparation of students for self-employment and employment in the informal sector should start as early as possible and be provided to all learners. But this does not mean that all students should be encouraged and motivated to opt for self-employment. Given the high failure rate among small entrepreneurs, that would neither be appropriate nor desirable.

Development of positive attitudes to self-employment and awareness of this career option would be the first step in the process of providing a basis for income-generating activities to early school dropouts. This should be compulsory and gradually be introduced from Grade 1.

Teaching of basic knowledge and skills for the establishment and operation of an enterprise should be compulsory and could start gradually around Grade 5 or 6, still integrated in carrier subjects.

It is hard to find arguments for introducing IEE as a separate subject at any level or for any group of students within GSE. Instead, one could consider providing certain elements as compulsory and integrated parts of other subjects, including Mathematics, Social studies and English / language. If carefully planned, this would not necessarily imply less time for existing subjects and topics. Opportunity costs and overloading of the curricula must be avoided, particularly for the youngest students.⁴⁸

Students in JSS and SSS should be given the opportunity to opt for IEE integrated in business studies, like in the Botswana case. Content would comprise basic knowledge and skills relevant to the planning, start-up and operation of an enterprise.

All students in TVET programmes should receive IEE as a separate subject, but closely linked to and integrated with the relevant vocational training, in order to provide them with the necessary knowledge and skills for self-employment.

Both GSE and TVET students should be exposed to real market processes and forces during the IEE, preferably through the operation of a student enterprise and work placements. The training should furthermore contain relevant exercises, such as the preparation of a business plan and execution of a market survey.

In both GSE and TVET, one could consider offering extra-curricular entrepreneurship education to students who want to specialize. In this case, for optimal results, one should select candidates on the basis of personal characteristics.

The formal status of the compulsory IEE for TVET students should be similar to that of other subjects, in order to ensure that students do not prioritise other subjects higher than IEE: if other subjects are examinable, so should IEE.

Planning and preparation

Business managers and other practitioners in the private sector are in general in better positions than teachers and public servants to identify relevant knowledge and skills for successful business operation. On the other hand, educationalists are the experts in training methods, teaching organisation and design of appropriate teaching aids. Thus, planning and development of content and design of IEE should be based on broad needs assessments and active and equal involvement of major practitioners and managers from both the private sector and from education and training.

In order to ensure a successful implementation of the new IEE at a national scale, it is important that one allocate enough time and resources for thorough preparations. The duration

⁴⁸ The opportunity cost level will depend on the volume of what is being introduced, and how it is being delivered. The introduction as a separate subject would mean less time for other subjects, alternatively overloading of the curriculum. On the other hand, if provided as being done at Primary level in Botswana, integrated in “carrier subjects”, the opportunity costs will not necessarily be high. For instance, one could easily provide literacy and social studies training by doing reading and writing exercises relevant to self-employment. Numeracy skills could be promoted through exercises on pricing, accounting etc.

of the project period should be realistically decided on the basis of recent experiences from the relevant context. “Although the content and quality of a new training programme is important, the strategies used to introduce, develop, test, implement, institutionalise and disseminate the programme, are critical to the effectiveness: implementation dominates outcomes.” (Dalin 2002)

In order to keep costs as low as possible, a careful adaptation of existing programmes to the relevant context should be considered in the development of new interventions.⁴⁹

Both the education and training authorities, and the individual training providers of IEE, should establish relevant procedures and capacities for continuous assessment and tracer studies, with the aim to evaluate and possibly adjust the IEE programmes for optimal efficiency and impact.

Resources and mode of delivery

For the attainment of efficiency and effectiveness, one should give particular attention to the methods of instruction. Findings of this study indicate that practical experiences in general are superior to traditional classroom teaching.

The effective teaching of IEE, like other subjects, depends on available resources for the most appropriate delivery, i.e. properly equipped training institutions and well-qualified and motivated teachers. Thus:

Teacher training, including motivational elements as well as both content and methods of instruction related to IEE delivery, should be carefully planned and established prior to the introduction of the new provision. If possible, one should recruit teachers with entrepreneurial experience. Industrial attachment in order to ensure relevant exposure should be a compulsory and integrated part of teacher preparations.

The relevant implementing agent should ensure that the delivery institutions are thoroughly prepared for the new subject, in terms of motivation and qualification of management and teachers, adequate equipment and training materials. Financing of necessary investments and recurrent costs must be ensured.

The introduction of IEE should be adjusted to the development of institutional and teacher capacities.

Organisation of the instructional timetable must allow for relevant practical exercises, such as the conduction of a market survey or the operation of a student enterprise.

In support of the IEE and in the perspective of stimulating creativity, strengthening the students' self-confidence and contributing to optimal learning, approaches and exercises that comprise decision-making and project based work should be given higher priority even in other subjects than IEE.

⁴⁹ The ILO / UNDP EE curricula which form the bases for the Kenyan programmes, as well as the Botswana BTEP syllabi, seem like good starting points for new IEE initiatives. Main topics could be kept, but the detailing of sub-topics and methods of delivery must be carefully adapted to the relevant context and the student qualifications.

Further research

Thorough studies of qualitative aspects of existing IEE and the effects and impacts of this provision targeting different groups of students should be organised. Systematic, longitudinal tracer studies would be one component in these efforts. The research should comprise several countries within the same area, and be designed with the aim to ensure comparability.

Botswana stands out as an interesting case for close studies. The country obviously undertakes the BTEP reform in a particularly carefully planned and systematic manner. As this major intervention is still at an early stage, it would be possible to draw important lessons and collect fresh data, which could have direct implications for policy formation.

With the aim to strengthen the knowledge about what works and what doesn't, one should consider implementing a limited number of action research type of projects at institutional level, following and designing IEE provisions according to different organisational principles (pilot projects). Methods of delivery, integrated support services and various forms of education – industry cooperation are relevant variables. Different models of integrated training and production, tutoring and various business service provisions would be tested, evaluated and adjusted in diverse, prevailing contexts.

Annex 1: Terms of Reference

Draft Terms of Reference No. 5 Entrepreneurship Education and Training

General Background

There has been little updating of knowledge about recent experiences with TVET in Africa, or experiences from other parts of the world that might have a bearing on Africa. Little evidence has been gathered to assess systematically the effectiveness of innovations in the 1990s. IDA is therefore undertaking a study of post-basic education and training in Sub-Saharan Africa (SSA). The proposed study on training for the informal sector forms part of the review. Generally, the review will cover performance of the portfolio, explore individual country cases, highlight and assess sector issues, and draw together international and regional experience that will form a knowledge base for dialogue with the Bank's clients. The overall questions that need to be answered are: What advice should the Bank give to countries in TVET? What does recent experience in Africa and elsewhere suggest is best practice under a variety of circumstances?

Publicly financed and delivered TVET, which typically is focused on training for the formal sector, faces a different kind of economy in Sub-Saharan Africa where the informal sector accounts for the majority of non-agricultural employment. Formal sector employment rarely accounts for more than 10 to 15% of total employment in African economies. (South Africa, Zimbabwe and Mauritius are exceptions.) The informal sector has been the engine of growth in jobs over the past two decades, while formal sector employment has stagnated. What skills are useful for gainful activities in the informal sector and what are the best ways of providing them? What programs have worked best to support informal sector production and productivity? What conditions are necessary for success?

The above questions form part of an overall study on TVET in the Sub-Saharan Africa region. The proposed study on "entrepreneurship education and training" forms one part of the overall review.

Some countries in SSA, faced with the inevitable transition of graduates into the informal sector, have started to teach entrepreneurship education as part of the curriculum in general secondary education and TVET. This study seeks to document those experiences, their results and provide advice on such innovations elsewhere.

Purpose: The overall purpose is also to help ensure good quality policies and investments by government, the Bank and other donors in Sub-Saharan Africa in the area of TVET.

Objectives: To complete a report on entrepreneurship education and training that offers practical advice on the key issues, common pitfalls to avoid and best approaches under conditions prevailing in SSA.

Client(s): The main clients for the study are (1) policy-makers in SSA, (2) World Bank staff; and (3) other donor agencies.

Scope

1. "Entrepreneurship" means the organized teaching of skills necessary to start and operate a business, i.e. to become self-employed.
2. This study would review the experiences of countries that have introduced entrepreneurship to the curriculum of general education and TVET at the secondary and post-secondary levels. Such initiatives relate to the growing need to reorient education and training systems to the needs of the informal sector.
3. The countries with the most experience in this regard are Ghana, Kenya, Botswana, South Africa and Zimbabwe.
4. The study would document what was done, how, at what costs, would attempt to identify results (if prior follow-up studies exist) and would document problems experienced. In particular, the study will examine aims and objectives, content and syllabi, input requirements, planning undertaken for implementation, costs and financing and outputs and outcomes (to the extent that prior evaluations or readily available information exist on labour market outcomes.)

Approach and Activities

Generally, it will update the previous review of experiences to date in developing countries. It will include examination of the experiences with introduction of vocational courses in general education programs. Consultation will be held, as appropriate, with international agencies engaged in supporting such activities, such as DfID and the ILO.

1. Update literature on vocationalization of general education (both in SSA and globally)
2. Summarize the main issues in the literature
3. Identify and consult experts in the field.
4. Consult experiences of other donor agencies, if appropriate.
5. Identify at least three interesting country cases to be developed through field research and conduct the fieldwork. (Ghana, Kenya, Botswana and South Africa are potential candidates)
6. Write case studies according to a framework agreed with the Bank.
7. Prepare an outline of the main points to be included in the final report
8. Prepare draft report, with particular focus on strengths/weaknesses of the entrepreneurship innovation in operation and specific advice for other countries considering this approach.
9. Obtain comments from Bank and experts in the field
10. Finalize report, taking fully into account comments received

Modus Operandi

The consultant will work under the supervision of the Task Manager for the sub-sector review of TVET for the SSA region, or his designate.

Cost Basis

The study is expected to require approximately 40-50 working days for the lead consultant. Research assistants may be hired to do background work on the country case studies. Travel will be necessary to visit countries for case studies.

Schedule

The study will be completed by June 2002, approximately on the following schedule:..

Year Month	2001			2001					
	10	11	12	1	2	3	4	5	6
Activity									
Mobilization for the assignment		X	X						
Field Work				X	X	X			
Drafting Case Studies						X	X		
Draft Report							X		
Final Report									X

Output and Deliverables

1. Outline of the proposed report for comments
2. Draft report of about 50 pages for comments, complete with executive summary and attachments, including:
3. Synthesis of findings, including the main issues encountered
4. Recommendations on best practices
5. Case studies on applications of entrepreneurship education and training
6. Final report taking into account comments made by reviewers of the draft report

Criteria for Client Evaluation of Outputs

- ✓ Relevance of the findings to issues being faced in SSA.
- ✓ Effectiveness and feasibility of the proposed policy advice.
- ✓ Organization of the report and its thoroughness, conciseness and clarity

Draft
9/9/2001

Annex 2: List of persons and organisations consulted, by country

Botswana

Ministry of Education

Nganunu, I Marianne	Director	DVET
Lyken, Dawn	Senior TEO	DVET
Sibanda, W	Principal TEO, Brigades	DVET
Morupisi, I	Senior TEO, Brigades	DVET
Cook, Alex	Education Specialist	DVET
Bradbury, David	TA	DVET

Motswakae,	Director	DSE
Mokoti, G M	Principal EO	DSE

Mabote, M M	Principal EO	DCDE
Makgothi, S	Chief EO	DCDE
Dadzeasah, Kobina	Senior EO	DCDE

Auto Trades Technical College

Nyirongo, Y P	Head of Department	Key skills
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Madirelo Training and Testing Centre

Malete, Mmoloki	Head of Department	Examinations and PR
Phang, Monthusi	Sen. Industrial TO	Training and Testing

Serowe Brigades Centre

Chiumia, P	Coordinator - Head of Brigades Centre
Taolo, G	Training Coordinator (gtaolo@yahoo.com)
Maphane, Moses	Instructor, Business skills
Memo, Stanley	Instructor Business skills
Mshanga, Knox	Instructor, Business skills

Shoshong Senior Secondary School

Mfolwe, F.	Headmaster
Godzathela, B.	Business Studies Teacher, Volunteer JA Programme
Gabaitire, Senwelo	Student (Marketing Manager, Shosh Designs Company)
Motihagodi, Tebogo M	Student (Production Manager, Shosh Designs Company)
Olebile, Onkutlule	Student (Financial Manager, Shosh Designs Company)
Osupile, Omphemetse O	Student (Personnel Manager, Shosh Designs Company)
Seiphethheng, Angela N	Student (Managing Director, Shosh Designs Company)

	<i>Gaborone Technical College</i>	
Ngatia, Florence	Senior Lecturer	Key Skills
Watson, Andrew	Head of Department	Key Skills

	<i>University of Botswana, Faculty of Engineering and Technology</i>	
Ngowi, A. B.	Professor, Head of Department	Civil Engineering

	<i>College of Technical and Vocational Education</i>	
Boduwe, Mildred	Senior Lecturer	
Gateri, Ernest	Senior Lecturer	

	<i>Junior Achievement Botswana</i>	
Tlhong Tshindi		Executive Director

	<i>Know How Consultants</i>	
Gianni, Manis		Director

	<i>DfID Gaborone</i>	
Evans, Lauretta		Field Officer

Uganda

	<i>Ministry of Education and Sports</i>	
Namuli-Tamale, Sarah	Ass. Commissioner, Business Educ.	TVBETD
Tumwesigye, Godfrey	PEO, Business Educ.	TVBETD
Muvawala, Joseph V.	Principal Economist	EPD
Agaba, John M.	Ass. Commissioner	SED

	<i>National Curriculum Development Centre</i>	
Muyanda-Mutebi, Peter	Director	
Butamanya, Billy	Entrepreneurship Specialist (UNIDO)	
Baguma Izio, Grace	Business Education Specialist	
Amumpe, Allan	ITC Specialist	

	<i>Uganda Small Scale Industry Association</i>	
Mukasa, Julius	IITC and Information Officer	
Semukutu, Albert W.	National Expert – Engineer (UNIDO)	

Nannyonjo, Harriet *The World Bank, Kampala Office*
Sen. Operations Officer Human Dev. Unit 1

Buringuriza, Tom *GTZ*
Programme Officer PEVOT
Schröter, Günter Sen. Technical Advisor PEVOT

Khwaka, Mary Cajo *Old Kampala Senior Secondary School*
Teacher, Business Studies / Entrepreneurship

Ocici, Charles *Enterprise Uganda*
Executive Director

Byaruhanga, Joseph K. *Makerere University, Faculty of Technology*
Lecturer / Manager, Uganda Gatsby Trust

Adyeri, Happy Richard *Uganda Manufacturers' Association*
Training Manager

Kizito, William Kaaya *Directorate of Industrial Training (MOES)*
Commissioner
Weeche, Titus K. Superintendent, Apprenticeship and in-plant training
Ogwal-Omia, A. A. Superintendent Trade Testing
Mukasa, Albert Leading Instructor Entrepreneurship
Kiyata, Edward Mukasa Acting Training Officer

Abasi, Tuzinde *Nakawa Vocational Training Institute*
Principal

Kwamya, Wilson *UNDP*
Ass. Resident Representative (Programme)

Bachu, Yusuf *Pioneer Technical Institute, Iganga*
Principal
Teachers, instructors and students

Kenya

Ministry of Education, Science and Technology

Ng'erechi, John B.	Deputy Director	DTT
Kasera, J.A.	Inspector, EE	DTT
Onyuka, Roseline A.	Sen. Dep. Director	Dept.of General Education

Directorate of Industrial Training (MOLHR)

Kebuka, Veronica	Senior Lecturer
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Ministry of Labour and Human Resources

Gichira, Robert	Project Coordinator	WB MSETT Project
Nzo mo, Martin M.	Director	Dept. of MSE Developm.

Kenya Institute of Education

Mukuria, Stanley N.	Dep. Programmes Coordinator	TAS Division
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Kenya Technical Teachers College

Gichuki, Wilfred N.	Chief Principal	
Kihara, Joseph M.	Dep. Principal	
Malenya, Bernard M.	Head of Department	EE
Kabau,	Dep. Head of Department	EE

Kenya Institute of Public Policy Research– KIPPRA

Ronge, Eric E.	Ass. Analyst
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Federation of Kenya Employers – FKE

Nyang'ute, Charles O.	Sen. Management Consultant
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K-MAP, Kenya Management Assistance Programme

Gohil,	Manager
Muriuki, Jacynte	Ass. Manager, Training & Counselling

UNDP, Expanded Opportunities Unit

Kiiru, Washington	Ass. Resident Representative
Rispoli, Francesco M.	Programme Officer

Kiambu Institute of Science and Technology

Irungu, Simon S.	Principal
Githiekenya, Joseph	Director of Studies
	Teachers and students

Maina, Pauline W. Wairimu, Rosemary	<i>Junior Achievement Kenya</i> Business Development Manager Ass. Programme Officer	
Kisame, Ernest L. Sifuna, Rosemary N.	<i>Kenya Polytechnic</i> Chief Principal Business Counsellor, Head of Enterprise Dev. Centre	
Rateng, Arthur A. Kaguti, Gitaari J. Mganu, Margaret Mungai, Mary	<i>Machakos Technical Training Institute</i> Senior Principal Deputy Principal Teacher Teacher	EE EE
Musinga, Muli	<i>African Centre for Economic Growth</i> Research Coordinator	
Makayoto, Moses	<i>Kenya Industrial Research Development Institute - KIRDI</i> Programme Coordinator Technology and Engineering Capacity Building Programme	
Kiama Njoroge,	<i>Ministry of Trade and Industry</i> Industrial Devel. Officer	Dept. of Industry
<i>Central Bureau of Statistics, Library</i>		
<i>Government Printer</i>		
<i>GTZ Headquarters</i>		
<i>GTZ, Vocational Training Project</i>		
KNEC		
<i>K-REP Holdings, Library</i>		
<i>University, IDS library</i>		

Annex 3: Documents and literature consulted, general and by country

General

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Kenya

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Keywords - Updated annotated bibliography on Entrepreneurship

Refers to reference number in Alphabetical Bibliography

Environment for development	11	25	45	65	70	125	142	146	155	170									
Evaluation	69	107	113	128															
Foreign Direct Investment	82	159	160	161	162	163	164												
Formal structures	122	144																	
Global	90	140																	
Ghana	66																		
Growth	43	48 b	60	83	84	124b	145b	171											
Growth Policy	62	95	129b																
Growth prospects	49																		
Human Capital	57	149																	
Human development	166																		
Human factor	1																		
Human resource development	89	121	78																
India	5	32	50	132	136	137													
Informal sector	23	42 b	48	50 b	70	85	121	131	138										
Kenya	2 b	11	42 b	43	53	54	59	67b	69b	70	71	89	124b	126	129b	139	145b	156	
Kenya and Benin	87																		
Kenya and Uganda	55																		
Labor market	7	91																	
Language	17																		
LDC	8	15	95	96	159	160	161	162	163	164	168								
Literacy	18																		
Nigeria	130																		
Planning document	95	116	117	118	119														
Policy analysis	57	27	174																
Policy development	33	92																	
Policy document	44	93	94	100	112	135	165												
Policy Evaluation	14	134																	

Bibliography, World Bank Study – Entrepreneurship Education

1 Abjibolosoo, Senyo B-S. K.

The genesis of entrepreneurial and commercial decline in the developing world: A case study of African Countries - (1998?) No. of pages: 25

Keywords: Entrepreneurship Human factor Africa

Source: Rethinking development theory and policy - A human factor Critique

Comment: The Entrepreneur is regarded as the prototype of the social deviant. By definition he (or she) is an innovator, a finder and applier of new combinations and hence, in a society where innovation is at best tolerated, anyone engaging in innovative behavior, is by this definition a deviant. (Hoselitz 1960)

From a Human factor point of view it is not necessarily the entrepreneur that per se that makes progress happen in societies. From their perspective it is the “men and women of society who have the necessary human qualities are conducive to progress in societies. And in the absence of the appropriate Human Factor characteristics can lead to a total disorientation and disorganization of society regardless of the percentage of population that is entrepreneurial.

In order to understand the prospects of entrepreneurship in Africa today it is needed to better understand the pre-colonial structures that proved to be innovative producing goods traded across and along the shores and rivers of the continent. The studies would have to include the entrepreneurial ways of herbalists to protect their knowledge and mystify their powers or the traditional weaving and dying techniques that were in direct competition with European factory production during colonial times. Today it is the availability of second hand cloths that cripples the African enterprising spirit in this sector. In order to understand what happened to African Entrepreneurship one has to comprehend the mechanics of colonization and free the minds of every potential entrepreneur and look at ways the economic structures are being used to enhance the marketability of western goods.

Ikiari 1994 – “*The African entrepreneur has for a long time been marginalized, first by the colonial economic system and later by the hostile environment created by African governments and the operations of transnational corporations. Lack of enabling environment and opportunities forced the potential African entrepreneur to assume a low profile. This led to the misleading notion that Africa lacked natural entrepreneurs, due to various cultural, educational and historical factors.*”

In the conclusions of the Human Factor Critique it is said: “No foreigners have the capability to develop African entrepreneurship. African themselves must realize what they have lost in the colonial past and begin to institute programs and relevant activities to develop the caliber of people required to make development happen. It will require a significant amount of human integrity, accountability, responsibility, trustworthiness, commitment and self-control.”

2 Ablo, Emmanuel and Reinikka, Ritva

Do budgets really matter? Evidence from public spending on education and health in Uganda (1998) No. of pages: 35

Keywords: Education Efficiency Uganda

Source: SIDA (Swedish International Development Agency)

Comment: Survey on government efficiency in education and health spending based on figures on increased spending without improved output in public school enrollment. For the question of EE in public school systems this provides information about the lack of ability to manage resources and implement directives. The study confirms also the poor reporting quality that could affect a rollout of entrepreneurship in Uganda from 10 pilot schools to a national programme.

2 b Afenyadu, Dela – Kenneth King, Simon McGrath, Henry Oketch, Christian Rogerson and Kobus Visser
Learning to Compete - (2001) No. of pages: 77

Keywords: Education and Training Small business development Kenya, Ghana and RSA

Source: DFID – Education Research Paper No. 42

Comment: Paper is drawn from 29 research papers produced by the team during the project “Learning to Compete”. Recommendations and extensive bibliography useful for further studies of the questions related to SME development and training for increased productivity and a more fruitful participation in international markets.

- 3 African Economic Outlook
Presentation of Botswana - (2000) No. of pages: 12
 Keywords: Economic data Population Botswana
 Source: OECD - Electronic format saved
 Comment: Background data on economic situation and recent development.
- 4 Appleton, Simon and Balihuta, Arsene
Education and agricultural productivity: Evidence from Uganda - (1996) No. of pages: 30
 Keywords: Agriculture and Productivity Education Uganda
 Source: Journal of International Development Vol. 8, No. 3 - Centre for the study of African Economies, Univ. of Oxford and Makerere Univ. Kampala
 Comment: Correlation primary schooling and agricultural productivity gives mixed results. Education complements capital and increases productivity by substitution of manpower with physical capital and other purchased inputs. Effect on crop choice seems negligible. Education also increases aspirations often leading to abandoning agriculture.
- 5 Awastshi, Dinesh N. and Murali, B. P. and Bharat N. Bhat
Entrepreneurship development and new enterprise creation: Experience of the entrepreneurship development institute of India - (1985) No. of pages: 117
 Keywords: Entrepreneurship Business creation India
 Source: Management development programme, ILO - ILO paper
 Comment: Description, report on the experience of a functioning of an Entrepreneurship development institute.
- 6 Balunywa Waswa
Entrepreneurship and small business - Enterprise growth in Uganda - (1998) No. of pages: 9
 Keywords: Entrepreneurship Uganda Small business development
 Source: <http://www.nbs.ntu.ac.uk/DEPTS/CGB/africa/africaintro.htm> - Makerere University Business School
 Comment: Supports the many researchers and institutions that would like to see a strengthening of entrepreneurship education, but the author underlines the need for academic debate on the cultural factors in Uganda and Africa that influence the ability of potential entrepreneurs. Backdrop: Uganda and South Korea had in the 1960s a similar per capita GDP. What happened and why?
- 7 Becker, Axel
Technical Education and Vocational training for Employment Promotion in Uganda - The Labor market - (1996) No. of pages: 14
 Keywords: Labour market Population Uganda
 Source: Financed by GTZ
 Comment: Analysis and statistics of the labor market in Uganda. Background information. Not directly relevant for the EE study.
- 8 Bennell, Paul
Learning to change: Skills development among the economically vulnerable and socially excluded in developing countries - (1999) No. of pages: 57
 Keywords: Capacity building LDC Training
 Source: Employment and Training papers 41 - ILO - ILO Geneva
 Comment: Discusses the increased need for skills to participate in modern trade and while increased focus is on strategies of human development and at the same time vocational training is given less funding and attention. Important connection industrial development, increased productivity and increased quality vocational training. How to reach the poor and how to find new optimism in the effect of training is challenged. Extensive use of case studies and statistical information.

- 9 Bennell, Paul - Institute of Development Studies, Univ. Of Sussex
Privatization, choice and competition: The world bank's reform agenda for vocational education and training in sub-Saharan Africa - (1996) No. of pages: 20
 Keywords: Vocational training Privatization Africa
 Source: Journal of International Development Vol. 8, No. 3
 Comment: An important article regarding the WB strategies and the lack of VET development in many developing countries (SSA) that is looked upon as a prerequisite for successfully bringing new enterprises to a competitive level in a more liberalized economic environment. Since technical skills are needed to produce products and a quality that the market demands and drive for increased entrepreneurship will be hampered by a VET policy not producing the needed skills.
- 10 Billing,, K. and G. Kuchocha, P. Chitoyo,
Is Technical/Vocational training alone sufficient for small Enterprise Start up?-(2001) No of pages:40
 Keywords: Business development Vocational Training Zimbabwe
 Source: IVETA Annual Conference 2001: Improving VET Systems - GTZ Paper -
 Comment: The paper tries to highlight the importance of broad based; multi component, and multi stake-holder-approach the livelihood oriented technical and vocational training. ISTARN presents their short-duration, serially provided training programme for unemployed persons prepared to attach themselves to informal businesses. Sustainability, BDS, market oriented trainings are other key words.
- 11 Blewett, Robert A. and Farley, Michael
Institutional constraints on entrepreneurship in Kenya's music industry - (1995) No. of pages: 15
 Keywords: Entrepreneurship Environment for development Kenya
 Source: Small Enterprise development - Intermediate Technology -
 Comment: Interesting article about how an intended policy of “nationalization” of the music industry backfired and hurt the local music scene. Other restrictions also contributed to the downfall of the once vibrant music industry.
- 12 Block, Zenas and Strumpf, Stephen A.
Entrepreneurship education research: Experience and challenge - (1995-97?) No. of pages: 25
 Keywords: Entrepreneurship Capacity building Review of literature
 Source: Entrepreneurship Education - collection of articles
 Comment: Raises important questions that need to be thought about by all initiators of Entrepreneurship education or by administrators that need to improve the given training aimed at developing future entrepreneurs. Does not have a developing country focus. Gives models of teaching approaches and indicates areas of current and needed research. Discusses also the potential audiences of entrepreneurial training. The general primary or secondary school population is not mentioned.
- 13 Bogaert, Michael V.D.
Group entrepreneurship - a way of banking on the strength of the rural poor - (1992) No. of pages: 12
 Keywords: Agriculture and Productivity Entrepreneurship India
 Source: Small enterprise development Vol. 3 No. 2
 Comment: An example of how a group of poor but skilled producers can organize their production and marketing giving room for economic development, promotion of skills and families the ability to plan future improvements regarding education and health. The programme develops entrepreneurial skills along with production skills in order to prepare the group for future changes in market opportunities.
- 14 Bonu, N.S.
The impact of public policy on entrepreneurship development: The case of Botswana - (1999) No. of pages: 15
 Keywords: Entrepreneurship Policy evaluation Botswana
 Source: Book: Entrepreneurship and small business development
 Comment: Description of the active role the Botswana government has taken to encourage the private sector and give a favorable environment for entrepreneurship development. Areas of further research are presented.

- 15 Burkey, Stan
People First: A guide to self-reliant, participatory Rural Development - (1998) No. of pages: 234
 Keywords: Rural development Poverty eradication LDC
 Source: Zen Books, London
 Comment: Detailed guide to sustainable development of local communities based on local human and natural resources. Indirectly the book does talk about entrepreneurship since it evolves around ideas of how to organize and develop skills useful for the development of local production.
- 16 Carayannis, Elias G. and Hanson, Mike and Dan Evens,
A Cross-cultural learning strategy for entrepreneurship education: comparative study of entrepreneurship in France and the US - (2002) No. of pages: 15
 Keywords: Entrepreneurship Comparative USA - France
 Source: Pergamon - Elsevier Science Ltd. - George Washington University
 Comment: Examines entrepreneurship in two distinctly different cultural settings. Not directly relevant for Africa and developing countries.
- 17 Clark, Phillip M.
A Botswana education: experiences in teaching English as a foreign language - (1998) No. pages: 14
 Keywords: Education Language Botswana
 Source: Pergamon - Elsevier Science Ltd. - University of Botswana
 Comment: Case study regarding teaching of English as second language. Approaches and suggested improvements to the planning and implementation of English learning.
- 18 Commeyras, Michelle and Bagele, Chilisa
Assessing Botswana's first national survey on literacy with Wagner's proposed schema for surveying literacy in the "third world" - (2001) No. of pages: 13
 Keywords: Literacy Education Botswana
 Source: International Journal for Educational Development 21 - Univ. Of Georgia and Univ. Of Botswana
 Comment: National survey of literacy.
- 19 Crouch, Luis A.
Public Education equity and efficiency in South Africa: Lessons for other countries - (1996) No. of pages: 12
 Keywords: Education Best practice South Africa
 Source: Economics of education review Vol. 15 No. 2 -
- 20 Davis, J., A. Kang, J. Vincent, D. Whittington
How important is improved water infrastructure to micro enterprises? Evidence from Uganda - (2001) No. of pages: 15
 Keywords: Small business development Water Uganda
 Source: World development Vol. 29, No. 10 - Science web. - ILO Turin – www.elsevier.com
 Comment: Interesting look into the world of SMEs in developing countries. The study showed that the improvement in water distribution and cheaper water did not contribute to increased production of profit. This is looked upon as a lack of dynamism among the local “entrepreneurs”.
- 21 Dept. of BTVET, MoES,
Status report on Implementation of the Community Polytechnics Programme - (2001) No. of pages: 59
 Keywords: Status report Vocational training system Uganda
 Source: Official Paper – Ministry of Education and Sports (MoES), Uganda
 Comment: Study as basis of future development of Community Polytechnics in Uganda.
- 22 Dept. of BTVET, MoES,
Status report No. 2 on Implementation of the Community Polytechnics Programme - (May 2002) No. of pages: 36
 Keywords: Status report Vocational training system Uganda
 Source: Official Paper -
 Comment: Part of the Skills development and poverty Eradication programme of current Government.

23 Directorate of Industrial training, Uganda,
Accelerated training programme for self employment - (1980) No. of pages: 10
Keywords: Informal sector Training Uganda
Source: - Ministry of Labor
Comment: Description of vocational training programme for self employment rebuilt after the war in 1979 in Uganda. 40-week intensive technical training schedule including subject aiming at giving candidates the ability to be entrepreneurial. Includes topic outline.

24 Dondo, Aleke, General Manager K-REP
Exploiting the employment potential of micro and small enterprises sector in Kenya - () No. of pages:
Source: - Durham University Business School - <http://www.nbs.ntu.ac.uk/DEPTS/CGB/africa/africaintro.htm>
Comment: Examines employment potential within SME sector now that Kenya is experiencing rising unemployment and little employment creation in larger companies. The article evaluates the sectors ability to impact on growth.

25 Drache, Hiram M.
Creating Abundance: Visionary Entrepreneurs of Agriculture - (402) No. of pages: 2001
Keywords: Agriculture productivity Economic Development Entrepreneurship promotion
Source: Collection of case studies within successful agriculture.

26 Echtner, Charlotte M.
Entrepreneurial training in developing countries - (1995) No. of pages: 15
Keywords: Entrepreneurship Tourism Africa
Source: *Annals of tourism research* Vol 22, No. 1 - University of Calgary

Comment: The article looks at the tourism industry and entrepreneurship at a complement to the traditional training that includes Professional education – Vocational Training and in order to complete the needs of the industry there should be Entrepreneurial development as the third part of the education package in order to fully develop the tourism industry in developing countries.

Entrepreneurship can be envisaged as a combination of creativity and/or innovation, uncertainty and/or risk taking, and managerial and/or business capabilities. (McMullan and Long, 1990)

Due to the fact that it is unlikely that risk adverse non-innovative individuals can become entrepreneurs it is crucial that there is an elaborate screening of candidates for the entrepreneurship training within tourism. (Harper 1984) Since new venture success is foremost a function of knowledge and know-how, entrepreneurship education is an unavoidable component of modern economic development strategy.” (McMullan and Long, 1990)

Local entrepreneurs will in most cases have smaller operations but due to higher purchases of local supplies, use of local manpower and less leakage of capital to foreign owners the benefit for the local community is greater when initiated by local entrepreneurs.

“Local ownership implies that economic success for the entrepreneur results in benefits to the local community.” (Rodenburg, 1989)

Entrepreneurship is a low-cost strategy of economic and social development. It has been determined that the payback is very large relative to each economic unit of government assistance, whether such assistance is in the form of training entrepreneurs or the provision of low interest loans. (Ray, 1988)

Program and content: The business management part of the entrepreneurship training should be approached chronologically rather than cross sectionally giving increased focus on the dynamics of development, rather than functional areas. (McMullan and Long, 1990) This would guide the entrepreneur through the earliest stages of strategic development: opportunity identification, feasibility analysis, initial financing, product design and market development.

The programs should include motivation and behavior training, opportunity assessment, venture development, strategic decision making and general marketing skills. The level and depth of the fields that should be studied are to be determined by the background of the students, degree of competition, and the scale of the venture.

It has been shown that the most important factor in a successful entrepreneurship development program is the requirement that students collect and analyze data and defend the feasibility of the start up and operations of their business. (Loucks, 1988)

The training should be sector specific and take into account the cultural setting the business will operate. This includes all illustrations and presentations that should be developed by local experts. The teaching style for successful entrepreneurship development should encourage the development of independent, self-reliant individuals. When entrepreneurship is taught as one subject among many in a business school or on a lower level professional secondary school it is important that the school environment as a whole gives the young pupils and students the opportunity to develop their skills and speak out and act upon their inspiration and let them seek solutions to problems that arise during their schooling.

Conclusion regarding entrepreneurship within tourism: Local based is better since economic results will benefit larger segments of society. Underlines the importance of human capital development as the prime factor of increased welfare.

27 Eid, Uschi

The reform process in Sub-Saharan Africa - (1999) No. of pages: 8

Keywords: Reform (SAPS) Policy analysis Africa

Source: Reform Process in Africa (SAPS)

Comment: In view of the discussions regarding the needed climate in order for a society to produce entrepreneurs this article reinforces the need of democratization, tolerance, openness and political participation in African countries in order to create stability and room for a friendlier version of economic reform including better access to western markets today protected by agricultural subsidies.

28 El-Bakry, Zeinab B.

Enhancing the capacity of the African woman entrepreneur - (1993 ?) No. of pages: 10

Keywords: Entrepreneurship Women Capacity building

Source: Small Enterprise development - Intermediate Technology -

Comment: Emphasis on the long standing tradition of female entrepreneurs in Africa stretching back to pre and colonial times. Colonial period increases the male dominance in enterprises and economic life.

Recommendations regarding policy, training, credit etc. given on how to enhance the role and entrepreneurial capacity of women in Africa.

29 Emwanu, Tom and Muwonge, James and Johnson Kagugube

Changes in poverty in Uganda, 1992 - 1997 - (1999) No. of pages: 42

Keywords: Poverty Analysis Uganda

Source: Centre for the Study of African Economies, Oxford University -

Comment: Background information about household income development during the 1992-97 period. The fall in poor households was from 56 % in 1992 to 44 % in 1997/8. Poverty increased in families with non-working head of household. Economic data is from household survey.

30 Entrepreneurship Curriculum - Instruction Manual,

Uganda Certificate of Education - Senior One - (2002) No. of pages: 86

Keywords: Curriculum development Entrepreneurship Uganda

Source: NCDC (National Curriculum Development Center) -

Comment: Gives an introduction to students to the world of work and the meaning and importance of work within a society. Some emphasis is put on the cultural aspects since the mentality has been very white collar focused and business is perceived in many parts of the country as something dishonest and less respectful.

Should be an interesting document to consult for other countries that would like to develop their curriculum.

31 Entrepreneurship Curriculum - Instruction Manual,

Uganda Certificate of Education - Senior Two - (2002) No. of pages: 91

Keywords: Curriculum development Entrepreneurship Uganda

Source: NCDC (National Curriculum Development Center) -

Comment: Divided into 8 topics covering general business information from Uganda and chapters with more specific information from important sectors. The curriculum rounds up with a chapter with market analysis, finding potential market and how to seek opportunity.

- 32 Farbman, Michael and Steel, William F.
Research issues for small enterprise development - (1992) No. of pages: 8
 Keywords: SSE development Entrepreneurship Africa - India
 Source: Small enterprise development Vol. 3 No. 2 -
 Comment: Defines central themes regarding the role of Small Scale Enterprises (SSEs) and their contribution to economic growth in developing countries. Improvement of the SSE environment and support institutions is a central issue. Interesting cases are presented and selected research priorities are made based on gaps in current literature. 10 years old article, but the lack of improvement in the areas of SSEs gives the article continued relevance. Bibliography
- 33 Fasholé Luke, David
Building indigenous entrepreneurial capacity: trends and issues - (1994 ?) No. of pages: 15
 Keywords: Entrepreneurship Policy development Capacity building
 Source: Small Enterprise development - Intermediate Technology -
- 34 Fidzani, N.H. and Mafela, University of Botswana, L.
A report of the tracer and evaluation study of the Botswana brigades - (1995) No. of pages: 101
 Keywords: Programme evaluation Brigades Botswana
 Source: Submitted to the Dept. of Vocational education and training -
 Comment: Tracer study of students and evaluation of the Botswana Brigades.
- 35 Finkle, Todd A. and Deeds, David
Trends in the market for entrepreneurship faculty 1989-98 - (2001) No. of pages: 17
 Keywords: Entrepreneurship SME development Best practice
 Source: Journal of business venturing 16 - University of Akron, Case Western Reserve University
- 36 Finnegan, Gerry
Developing the knowledge base on women entrepreneurs: Current work for the ILO in women's entrepreneurship development and gender in enterprise - (2000) No. of pages: 10
 Keywords: Entrepreneurship Women Africa
 Source: ILO - SEED Programme -
 Comment: Author is responsible for the ILO programme "Women's entrepreneurship development in enterprises" (WEDGE) that promotes, designs and develops products and services that can benefit women entrepreneurs. Presentation of programmes and information about experience from different countries presented as Country Profiles.
- 37 Finnegan, Gerry and Danielsen, Katrine
Promoting the development of women entrepreneurs - Means and ends in women's entrepreneurship development - (1997) No. of pages: 16
 Keywords: Entrepreneurship Women Capacity building
 Source: ILO - SAAT, New Delhi – Paper presented Micro Enterprise Development Summit, Sri Lanka - 1997
 Comment: Presentation of a model with Macro, Meso and Micro spheres with a listing on each level of structures and dynamics that play a role or suggestions in order to facilitate the ability and possibility for women entrepreneurs (many suggestions would benefit entrepreneurs in general not only women).
- 38 Freidberg, Susanne
Contacts, contracts and green bean schemes in Burkina Faso - (Vol. 35 No. 1 - (1997 ?)) No. of pages: 20
 Keywords: Entrepreneurship Agriculture Burkina Faso
 Source: The journal of modern african studies -
 Comment: Interesting case study regarding the importance of culture, connections, power base and kinship during period of market reforms.

- 39 Gaidzanwa, Rudo Barbara
Women entrepreneurs, donor promotion and domestic policies - (1992-94) No. of pages: 14
 Keywords: Entrepreneurship Women SAPS
 Source: Book, Small Enterprises and Changing Policies (SAPS) - Intermediate Technology
 Comment: Gives a historic outlook of entrepreneurship based on a colonial past and the relationship culture will play in the choices that potential entrepreneurs make. Micro finance programmes reviewed and results described as “dismal”. Important to refocus and take into account the diversity of the situation of women and the social and political climate investment in entrepreneurship takes place.
- 40 Gergis, Abdalla
Citizen Economic Empowerment in Botswana - CONCEPTS & PRINCIPLES - (1999) No. of pages: 16
 Keywords: Community partnership Capacity building Botswana
 Source: BIDPA (Botswana Institute for Development Policy Analysis) Working Paper No. 22- Electronic format saved
 Comment: The BIDPA has listed and commented on different aspects of how empowerment takes place and can be achieved. The social restrictions that apply to entrepreneurship are in many cases the same as the factors limiting peoples possibility of empowering themselves. Interesting definitions and any changes in society in order to achive greater level of empowerment would demand bold policies that would also be beneficial to the development of an entrepreising culture.
- 41 Gibb, Allan
Getting the supply side right – (2000?) No. of pages: 8
 Keywords: Entrepreneurship Economic development SME development
 Source: -Durham University Business School
 Comment: How can public efforts be able to deliver the services and environment that entrepreneurs and other startups need in order to give them room to live and grow? Key question “from whom does small firms learn?” How can the response to this question teach providers of training and services to SMEs of what should be offered to the sector?
- 42 Gibb, Allan A.
Stimulating entrepreneurship and new business development- (1988) No. of pages: 43
 Keywords: Entrepreneurship Education Training
 Source: Management development programme, ILO - ILO paper
 Comment: The article explores the role of entrepreneurship and SME development and discusses the concepts of entrepreneurship. Interesting comparison of outlook and goals of Education vs. entrepreneurship. (p. 26)
- 42 b Gichira, Robert – Julius B. M. Mburugu and John M. Thiongo
Promotion of Entrepreneurship and Self Employment in Kenya through Education and Training - (1996) No. of pages: 18
 Keywords: Entrepreneurship Informal sector Kenya
 Source: ILO
 Comment: Case study – Conclusion of the author is that Entrepreneurship education might not have short-term directly visible benefits but is important in order to build a strong enterprise culture on a longer term.
- 43 Gichira, Robert
Conductive policy environment for enhancing the growth of small and medium scale enterprises in Africa - (1998) No. of pages: 15
 Keywords: Small business development Kenya Growth
 Source: -Min. of Research and Technology, Kenya
 Comment: Discusses policy issues that enhance growth of SMEs in Africa. This includes the impact of skills upgrading and investment in technology. Macro policies influence to a great extent the SMEs. Recommendations are given. Annex 1 gives a comprehensive list of policies and instruments affecting SME growth.
- 44 Government paper No. 1,
Privatization policy for Botswana - (2000) No. of pages: 32
 Keywords: Policy document Privatisation Botswana
 Source: Ministry of finance and development planning
 Comment: Background information on policy regarding future privatisation in Botswana.

- 45 Granberg, Per
Economic impact of AIDS in Botswana - (1996) No. of pages: 11
 Keywords: Environment for development Economics Botswana
 Source: BIDPA working paper - Electronic format saved
 Comment: The article tries to link current information about HIV/AIDS in Botswana and view the consequences in society. This is also a factor that has to be considered in programmes that are to improve the enterprising spirit in SSA.
- 46 GTZ -DIT,
Business skills Programme - Text Book Module 6 - Labor cost and overhead Calculation - (1998 ?)
No. of pages: 15
 Keywords: Curriculum development Entrepreneurship Uganda
 Source: Vocational Training Center - Part of training Entrepreneurship within DIT
 Comment: An example of a module used by DIT in Uganda during their preparation of trainees for the world of work.
- 47 GTZ -Zimbabwe,
Entrepreneurial Skills Promotion Workshop - (2001) No. of pages: 74
 Keywords: Resource Guide Education Zimbabwe
 Source: Final report and Resource Guide from Workshop Zimbabwe – April 2001
 Comment: Presentation of entrepreneurship programmes from Southern Africa by managers engaged in the programmes. Workshop workgroup results and recommendations are also presented. Different models of developing the competencies needed to become an entrepreneur. Presentation of approaches CEFE, ISTAR (The informal sector training and resource network). Discussion groups results presented regarding training and entrepreneurship development. Good reference material for practitioners and EE programme planners.
- 48 GTZ -Zimbabwe,
Concepts and Approaches of Vocational Training in the Informal Sector - (2000) No. of pages: 40
 Keywords: Informal sector Vocational Training Zimbabwe
 Source: GTZ financed
 Comment: Project study, ISTAR – TAP (Traditional Apprenticeship Programmes). A pilot project in Zimbabwe to develop and test a vocational training approach for the informal sector. Analysis of experiences and lessons learned from ISTAR projects and TAPs.
- 48 b GTZ Team Leader
Entrepreneurship Project in Laos - (1998) No. of pages: 4
 Keywords: Entrepreneurship Growth Small business development
 Source: <http://www.nbs.ntu.ac.uk/DEPTS/CGB/CONF/1998-03-a/Default.htm>
 Nottingham Business school
 Comment: Short résumé of findings and experience gathered during an entrepreneurship development project in Laos presented at the Nairobi conference held in 1998 “Supporting Growing Businesses in Africa – A Challenge for the 21st Century”. The Nottingham Business School has initiated the Nairobi based organization “African Centre for Entrepreneurship and Growth” in order to develop relevant entrepreneurship training for the growing enterprises of Africa.
- 49 Guillaumont, Patrick, Sylviane Guillaumont Jeanneney and Aristomene Varoudakis
Economic policy reform and growth prospects in emerging African Economies - (1999) No. pages: 56
 Keywords: Economic data Growth prospects SSA
 Source: Technical Paper OECD No. 145 -
- 50 Gupta, Rajat
Creating Indian Entrepreneurs - (2) No. of pages: 2001
 Keywords: Entrepreneurship Creation Economic Development India
 Source: Article written by McKinsey & Company -

- 50 b Haan, Hans Christian,
Training for work in the informal sector: Fresh evidence form Sub-Saharan Africa - (2001) No. of pages:120
 Keywords: Informal Sector Training Africa (SSA)
 Source: ILO Training Centre
 Comment: Gives evidence from small case studies of innovative methods within training for informal sector operators. In order to prepare youth training must move away from institutions and become more flexible and demand oriented. Technical training will need complementary business training. Important to note the need for business training in connection with TVET encouraging entrepreneurial development. Case studies from Tanzania, Uganda, Kenya, Zambia and Zimbabwe. A central document for all stakeholders, including funding partners and planners.
- 51 Hailey, J.M.
Indigenous entrepreneurs - (1992) No. of pages: 14
 Keywords: Entrepreneurship Community initiatives Africa
 Source: Small enterprise development Vol. 3 No. 2 -
- 52 Harper, Malcolm
Micro-enterprises or growth businesses? Which do we want, and which bring "development"? - (1998) No. of pages: 7
 Keywords: Small business
 Source: <http://www.nbs.ntu.ac.uk/DEPTS/CGB/africa/africaintro.htm> - Cranfield University
 Comment: Most people want jobs not self-employment. Micro-enterprises have no growth potential and it is the more difficult to access, small formal growth enterprises that have the most potential. Government involvement should be minimal, services should be payable, of high quality and associations should be encouraged.
- 53 Havers, Mark
Appropriate technology for enterprise creation (ApproTEC) Technology based business opportunities in Kenya - (2000) No. of pages: 6
 Keywords: Case studies Business development services Kenya
 Source: Business development services: How sustainable can they really be ? Ed. Jim Tanburn - DFID
 Comment:
- 54 Himbara, David
Policy Lessons from the Kenyan experience in promoting African entrepreneurship in commerce and industry - (1998) No. of pages: 12
 Keywords: Entrepreneurship SME development Kenya
 Source: Book: Entrepreneurship in Africa Chapt. 12 -
 Comment: Overview of former policy and implicatons in the promotion of African entrepreneurship.
- 55 Hitchens , Rob, Alan Gibson - Springfield Centre for Business in Development
The Kenya Management Assistance Programme - Innovative delivery of counseling and training - (2000) No. of pages: 5
 Keywords: Case studies Business development services Kenya and Uganda
 Source: Business development services: How sustainable can they really be ? Ed. Jim Tanburn - DFID
 Comment:
- 56 Holmgren, Torgny
Uganda - (2000) No. of pages: 146
 Keywords: Economic data Reform Uganda
 Source: SIDA, Bank of Uganda -
 Comment: Background information and valuable economic data regarding Uganda and its dependency on economic aid. Future perspectives and macro analysis based on statistics.

- 57 Hussain, M.N. and Moyo., S.S., Oshikoya, T.W.
Human Capital Development - (1999) No. of pages: 22
 Keywords: Human Capital Policy analysis Africa
 Source: Reform Process in Africa (SAPS)
 Comment: Human capital development (HCD) is urgently needed and investment in education and health should not wait to be given priority until economic growth takes place. Attaining Universal Primary Education will bring direct benefits to society but should not be to the detriment of higher education also needed in developing countries in order to secure education and health benefits. Review of statistics regarding HCD and policy recommendations.
- 58 Hyuha, T.S. and Turiho-Habwe G.P.
Gender and entrepreneurship: Open space agricultural produce enterprises in Uganda - (1998) No. of pages: 16
 Keywords: Entrepreneurship - Agriculture Women Uganda
 Source: Book - African Entrepreneurship - Chapter 13
 Comment: Makes the distinction between entrepreneurs and followers among the women active in small scale enterprises in Uganda. Review of studies made in Eastern Africa and presents a case study of the female banana sellers in Kampala.
- 59 Ikiara., Gerrishon K. and Yambo, Mauri and Gerard Merckx
Integrated policy approach to youth employment in Kenya - (1992) No. of pages: 53
 Keywords: Youth employment Capacity building Kenya
 Source: Jobs and Skills for Africa Programme (JASPA) Addis Abeba - 3rd Biennial meeting of African Employment planners, Arusha 1992
 Comment: The study is to give a better understanding of the youth employment market and the role specific programmes designed to improve the access to jobs for the young has played during the years prior to 1992. Similar case studies were carried out in other developing countries under the supervision of the JASPA programme.
- 60 ILO,
Entrepreneurship and job growth - (?) No. of pages: 6
 Keywords: Entrepreneurship Growth Small business development
 Source: - ILO Geneve
 Comment: Part of the ILO decent work programme that encourages productivity and growth. Entrepreneurship needs an enabling environment.
- 61 ILO,
Guns into ox-ploughs - A study on the situation of conflict affected youth in Uganda and their reintegration into society through training, employment and life skills programmes - (1997) No. of pages: 50
 Keywords: Youth Capacity building Uganda
 Source: Programme on skills and entrepreneurship - ILO Geneve
- 62 IMF,
African development report 1998 - Summary - (1998) No. of pages: 22
 Keywords: Economic data Growth Policy Africa
 Source: Policy document -
- 63 International consulting Ltd. ,
A comprehensive evaluation of the Brigades in Botswana - (2001) No. of pages: 73
 Keywords: Education Programme evaluation Botswana
 Source: Final report -
 Comment: Recommendations after evaluation of national apprenticeship and trade testing scheme. – Background information of TVET in Botswana

- 64 Isyaku, Karibu
A new vocationalism for Africa: Towards unemployment reduction and poverty alleviation - (1999)
No. of pages: 3
 Keywords: Entrepreneurship Vocational training Africa
 Source: Summary of presentation
 Comment: Suggests reform of the secondary schools by increasing vocational skills and promoting entrepreneurship in order to create job creators and not job seekers as done today. Combination of vocational training and business skills in order to face the challenge of high unemployment among school leavers.
- 65 Jo, Hyungrae and Lee, Jinjoo
The relationship between an entrepreneur's background and performance in a new venture - (1996)
No. of pages: 11
 Keywords: Entrepreneurship Environment for development Start-ups in Korea
 Source: Technovision 16(4) - Korea advanced institute of Science and Technology
 Comment: Analysis of 48 start-ups in Korea and the educational vs. experience background of the leader compared to their profitability. Product understanding crucial combined with business education background. Not directly relevant to the present study.
- 66 Jones, Patricia and Barr, Abigail - Institute of economics and statistics, Oxford Univ., UK
Learning by doing in Sub Saharan Africa: Evidence from Ghana - (1996) No. of pages: 20
 Keywords: Vocational training Privatization Ghana
 Source: Journal of International Development Vol. 8, No. 4 -
 Comment: Based on firm-level data from Ghana the paper estimates learning by doing effects. Main findings: 1. The learning curve is flatter in Ghana than in developed countries, 2. Industry-wide spillovers are small and insignificant, 3. Learning by doing effects are stronger at low levels of technology than at intermediate levels (3. is contrary to the assumption of much theory).
- 67 Kallaway, Peter
The need for attention to the issue of rural education - (2001) No. of pages: 12
 Keywords: Rural development Education Africa
 Source: International Journal for Educational Development 21 - Univ. Of Western Cape
 Comment: Argues that new emphasis is needed to redevelop ways of giving vocational training that links school curriculum with the real challenges of rural development. The work must be based on real needs in rural communities of the developing world, not based on global trends. This supports the idea of bringing closer the school the local environment in order to invigorate local communities and their motivation of sending their children to a school relevant to the local needs.
- 67b Karmokolias, Yannis and Jacob van Lutsenburg Maas
The Business of Education - (1997) No. of pages: 23
 Keywords: Education Private sector Kenya
 Source: WB – Web pages
 Comment: Review of private education facilities in Kenya and the involvement of International Finance Corporation (IFC). Including cost, quality and future prospects for the private sector in this field of unmet demand.
- 68 Kazoora, Cornelius
Uganda shoe-shiners industrial cooperative society (USSICS) - (1997) No. of pages: 8
 Keywords: Entrepreneurship Cooperative Uganda
 Source: Book: Transition to cooperative entrepreneurship
 Comment: Case study regarding a cooperative within a low status and income informal activity in Uganda. Training among members take place in order to improve business and social situation.
- 69 KGB Consultancy,
Evaluation of the junior achievement programme - (2001) No. of pages: 48
 Keywords: Entrepreneurship Evaluation Botswana
 Source: Paper presented at Reference Committee Meeting feb. 2002
 Comment: Draft of evaluation of the junior achievement programme in Botswana. JAP simulates business since only 9% of the groups owned a business, but 45 % felt that the programme opened up opportunities based on a better understanding of running a business.

69b Kibera, Francis N. and Lucy Wairimu Kibera, University of Nairobi
Kenya (1997) No. of pages: 20
Keywords: Entrepreneurship Women Kenya
Source: Book: Entrepreneurship and small business development - Chapter 12
Comment: Reviews different dimensions of female entrepreneurs in Kenya by discussing concepts “small business” and “entrepreneurship” and the SSE contribution to the Kenyan Economy. The article identifies issues that need further empirical research. Bibliography

70 King, Kenneth, Centre of African Studies, University of Edinburgh
Micro enterprise: Macroeconomic environment: Revisiting Kenya's informal (JUA KALI) sector against the background of the formal globalising economy. - (1996) No. of pages: 10
Keywords: Informal sector Environment for development Kenya
Source: International Journal of Educational Development Vol. 16. No. 4 -
Comment: Evaluation of the changes within the informal sector (jua kali) in Kenya based on their particular political, historic and social context. The author differentiates between subsistence and entrepreneurial forms of self-employment. Review of the jua kali sector 1970 – 1995 and found 12 distinct changes that are described. Bibliography

70 b King, Kenneth and Simon McGrath
Enterprise in Africa – Between Poverty and Growth - (1999) No. of pages: 210
Keywords: SME growth Poverty Eradication Africa
Source: Intermediate Technology Publications 1999 – Supported by DFID
Comment: Collection of articles written by international researchers subdivided into 4 parts; Micro-enterprises, Macro-perspectives (pages 13 – 60, 3 articles), Small and Micro-enterprises and the Development agenda (pages 61 – 120, 5 articles), Collaboration between enterprises (pages 121 – 168, 4 articles) and Learning to Grow: SMEs, Skills and Technology (pages 169 – 222, 5 articles). Important collection of articles that aims at bringing to a larger audience the debate and the direction that international stakeholders have taken regarding SME development linked to growth and poverty eradication.

71 K'obonyo, P.O.
Flexible specialization and small enterprise development in Kenya: Issues and problems - (1998) No. of pages: 16
Keywords: Entrepreneurship Small business development Kenya
Source: Book - African Entrepreneurship - Chapter 7 - "Research Agenda on African Entrepreneurship and small business management"
Comment: Based on the realities of Kenya the author is of the opinion that future growth lies within the SSE sector. The shift will give more flexible, creative systems of management. Cluster industries, outsourcing with horizontal and vertical linkages are discussed and cases presented. Article based on paper presented to the conference “Research agenda on African Entrepreneurship and small business development.” Univ. Dar en Salaam, Tanzania.

72 Koenig Andreas
Work skills development for disadvantaged youth in Uganda: A practice guideline - (2000) No. of pages: 76
Keywords: Social development Skills - Youth Uganda
Source: Ministry of gender, labour and social development -
Comment: Gives valuable insight into the needs and skills for a Work Skills development program to motivate and train youth at risk or idle youth. Guidance and motivation from trainers, social workers and government is needed to promote and sustain programs. Placement is incorporated into the module and gives hands on training needed for young people to start up businesses.

73 Kolshorn, Reiner and Weihert, Uwe
The case of CEFE - a new look at entrepreneurship - (2000) No. of pages: 12
Keywords: Entrepreneurship Case study Training
Source: Book: Business development services: A review of international experience-
Comment: Competency based Economies through Formation of Enterprise (CEFE)
Description of adult training system (CEFE) originally developed in order to promote business starter through an urban development project in Nepal.

There are registered 305 CEFE projects in 125 countries

The theory of training is based on certain principals that are adapted to the local setting.

* Business development training must go far beyond mere economic issues. The social role of the business is emphasized as very important.

* Create networks locally that are based on creativity, motivation, energy and enthusiasm and as out side partner the focus has been on how to create favorable conditions to “let it grow” contrary to the ordinary focus of how to “make it grow”. The gives increased sustainability and adaptability to local business practices and opportunities.

Very interesting examples

In relation to training of Entrepreneurship in national school systems it is interesting to point out that CEFE in order to reach its target group conducts a “target group analysis”. The success of the CEFE among different groups is based on this analysis since this determines the training package that will be delivered. The question this does raise is what kind of analysis is done of the pupils and students in order to give the right training within regional, national, economic variations.

In on of the achievements and challenges from the Sri Lanka Entrepreneurship programme was to develop a programme that changed the reputation from low-cost, low-quality training which is given to wrong people by non-committed trainers without much result-orientation to high-quality, professional trainers, right participants self selected through participation fees and proven results. It is very difficult to foresee that entrepreneurship training within poorly funded schools often with teachers lacking motivation and business skills can become anything else then the first option.

74 Koulaninga, Abel

Citizenship and productive education in the Central African Republic - (1996) No. of pages: 12

Keywords: Vocational training Entrepreneurship Central African Republic

Source: Prospects Vol. XXVI, No. 4 "Citizenship education in practice"

Comment: A study of the efforts made to bring the vocational curriculum closer to the needs in everyday life. The main argument is that from a democracy point of view there is no reason that vocational training students should have a less valuable curriculum in social and human rights studies.

75 Kristiansen, Stein

Determinants of entrepreneurial endeavors: Is there a formula for breeding business innovators - (1998) No. of pages: 16

Keywords: Entrepreneurship Innovation Africa

Source: Book - African Entrepreneurship - Chapter 8 -

76 Lettice, Kinunda-Rutashobya

African entrepreneurship and small business development: A conceptual framework - (1999) No. of pages: 30

Keywords: Entrepreneurship SME development Africa

Source: Book: Entrepreneurship and small business development - Chapter 2

Comment: Theoretical description of entrepreneurship and small business development. Suggested research to fill the gaps regarding African entrepreneurship

77 Lettice, K., Nchimbi I., Rutashobya, Mariam

The African female entrepreneur: Knowledge gaps and priority areas for future research. - (1998) No. of pages: 16

Keywords: Entrepreneurship Women Africa

Source: Book - African Entrepreneurship - Chapter 12

Comment: Psychologists and behavioral scientists argue that the entrepreneurial process has both attitudinal and behavioral components: Entrepreneurial traits are linked to achievement-motivation, risk taking, self-confidence, pro-activeness and future orientation. The traits are described as the willingness to overcome obstacles, accomplish something by taking a risk and committing resources when seeing opportunities. Most of the definitions within entrepreneurial literature are based of male experiences and that's why the author feels the need to redefine entrepreneurship based on female empirical data.

FE mostly go into business from negative push factors (unsatisfied household needs). With family and other social constraints the business tend to be more traditional service or trade oriented. Other negative push factors

in developing countries mentioned are: restrictions, insecurity and low wages in labor market, need of flexibility in order to meet domestic responsibilities and a rejection of social stereotypes.

FE are often different from their male entrepreneurs stating that control and independence are more important factors than the actual reward more focused upon by men. Literature has often compared the accepted traits based on studies of male entrepreneurs not taking into account specific female traits that also constitute knowledge or traits that can be specific for women. Most of the studies mentioned in the literature review of FE have been taken from experience in developing countries. According to Rutashobya (1995) it is argued that women's entrepreneurial behavior is very much affected by gender thus preventing women from participating in high economic growth activities.

In a study conducted by Lipman Blumen (1980) women were reported to be too "people oriented" at the expense of performance and task orientation. El-Namaki (1990) argues on the contrary that "people-orientation" is a central value to any entrepreneurial effort. In some literature one can find that women can fear success as something inappropriate and that this could explain some of the low achievement noted in this field. The negative consequence of success in many cultures would be a loss of femininity and social rejection.

The environmental approach

Morris and Lewis (1991) provide insight into the understanding of environmental factors of entrepreneurship. The article contends that the entrepreneurial traits are strongly influenced by political, economic, legal, financial, logistical and social systems and infrastructure, rapid and threatening change (environmental turbulence) and one's family, school and life experience. These factors determine the level of entrepreneurship in different nations as well as in individuals.

"Division of labor in society has an impact on the way women are able to participate in entrepreneurial activities. Early socialization, in particular, has significantly affected their level of self-confidence, their achievement motivation and even their ability to take risk." It is said that the traditional and social prejudice are more strongly felt in African societies compared to developed countries. Rutashobya (1995) has shown from Tanzania that situational factors seriously affect their entrepreneurial behavior locking them in low demand, easy to enter, low added value, highly competitive and service oriented activity giving low turnover and low profit.

The importance of these factors should influence the way entrepreneurship is taught in the public school system. Will it be possible for the teacher to free the pupils and students from the social constraints that exist in society and will the authoritarian teacher/pupil relationship that exists in many developing countries be the right atmosphere for learning of innovation and risk taking.

78 Loucks, Kenneth E.

High impact, cost effective Business development services through NGOs - (2000) No. of pages: 12

Keywords: Case studie NGOs Business development services

Source: Book: Business development services: A review of international experience-

79 Loucks, Kenneth E.

Entrepreneurship development in Third World Countries. - (1988) No. of pages:

Keywords: Entrepreneurship Education Economic development Developing countries

Source: Research report - Brock University -

80 Lynch, Mary M. and Young-Gyampq Kwame

Enterprise support services for Africa project - (2000) No. of pages: 15

Keywords: Case studie Enterprise support services SME

Source: Book: Business development services: A review of international experience-

81 Mackinnon., John

Health as an informational good: the determinants of child nutrition and mortality during political and economic recovery in Uganda - () No. of pages:

Keywords: Health Economic development Uganda

Source: Centre for the Study of African Economies - Ikke printet men lagret p å Uganda

- 82 Madsen, Keith
Modern Indigenous entrepreneurs - A survey - (1992) No. of pages: 10
 Keywords: Entrepreneurship FDI Africa
 Source: Small enterprise development Vol. 3 No. 3 -
 Comment: Entrepreneurship flourishes in Africa and in particular under supportive regimes. Foreign donors and businesses is a positive influence on African entrepreneurship. Case studies from developing countries.
- 83 Manchaira, Rosemary
Gender issues affecting growth - (1998) No. of pages: 3
 Keywords: Entrepreneurship Women Growth
 Source: Kenya Women Finance Trust - <http://www.nbs.ntu.ac.uk/DEPTS/CGB/africa/africaintro.htm>
 Comment: Common factors do exist but the author underlines the diversity in business experience among women. Promoters of entrepreneurship should design programmes adapted to the cultural context, marital status, location, education level, religion, age and experience.
- 84 Manu, Goerge
Enterprise development in Africa - strategies for impact and growth - (1998) No. of pages: 10
 Keywords: SME development Growth Africa
 Source: Small enterprise development Vol. 9 No. 4
 Comment: The transfer of best practice is a powerful tool for measurable and sustainable productivity growth. The current policies of SSE development are not working. This includes micro loan programmes that with repayment rates of 100 % do not produce increased income and productivity for the client. Catch phrase: Dismount the dead horse of failed SSE policy and rethink and change the strategy in order to provide an environment that encourages growth and productivity. Inter-firm co-operation, subcontracting and networking with larger units can give growth to SMEs. Social entrepreneurship needed in order to find and reorient the policies that in many cases are hurting African business development.
- 85 Marius, Heino
The informal sector in developing countries - (1985 ?) No. of pages: 12
 Keywords: Entrepreneurship Informal sector Capacity building
 Source: Book: Small enterprise development programmes: Policies and programmes - Chapter 5
- 86 Marope, P.T.M.
The impact of educational policy reports on the distribution of educational outcomes in developing countries: The case of Botswana - (1996) No. of pages: 16
 Keywords: Education reform Achievement Botswana
 Source: International Journal of Educational Development Vol. 16. No. 2 -
 Comment: Part of an international study on the school performance in regards to learning and the physical infrastructure and teacher qualifications. The study concludes that the effort of equalizing school resource inputs lead to a more equitable distribution of academic achievements. Entrepreneurship education is not part of the article.
- 87 Masbaya, Margaret and Oeni, Abdou Hanzize
Information services for SMEs: Experiences du systeme d'information de FITNET Benin and Experience of FIT in Kenya - (2000) No. of pages: 2
 Keywords: Case studies Business development services Kenya and Benin
 Source: Business development services: How sustainable can they really be ? Ed. Jim Tanburn - DFID
- 88 Mbeine, Enoth and Anderson, Gavin, FIT Uganda
Sustainable training of micro and small enterprises through grassroots training businesses in Uganda - (2000) No. of pages: 5
 Keywords: Case studies Business development services Uganda
 Source: Business development services: How sustainable can they really be ? Ed. Jim Tanburn -

- 89 Mclean, Gary N. and Kamau, Dominic G.
Human resource development and vocational and technical education at Kenyatta University, Kenya - (1999) No. of pages: 12
 Keywords: Human resource development Vocational training Kenya
 Source: Presented at European conference on educational research, Lahti 1999 -
 Comment: Review of literature and analysis of what needs to be done to improve the vocational and technical education at Kenyatta University. Recommendations listed and bibliography included.
- 90 McMullan and Long,
Developing New Ventures: The Entrepreneurial Option - (1990) No. of pages:
 Keywords: Entrepreneurship Education Economic development General
 Source: Book - Title
- 91 Miksits, G. and Kyobe, E.N. and M.H.O. Ogwang
Technical Education and Vocational training for Employment Promotion in Uganda - Preliminary Survey - (1996) No. of pages: 50
 Keywords: Labour market Vocational training system Uganda
 Source: Financed by GTZ
 Comment: Government paper. Background information regarding the Vocational training sector and its stakeholders in Uganda. Entrepreneurship education mentioned as part of the preparation of candidates for business development based on technical skills.
- 92 Ministry of commerce and industry ,
Policy on small medium and micro enterprises in Botswana. - (1998) No. of pages: 49
 Keywords: SME development Policy document Botswana
 Source: Ministry of commerce and industry
 Comment: Policy document on the importance of SMME (Small, Medium and Micro enterprises) for future development and how to create a favorable environment for entrepreneurs and their SMMEs to prosper and grow. Based on wide consultation and is part of the Government strategy "National development plan 8 and Vision 2016: Towards prosperity for all. Approved by National Assembly Desember 1998
- 93 Ministry of commerce and industry ,
Policy on small and micro enterprises in Botswana - (1998) No. of pages: 49
 Keywords: Policy document SME development Botswana
 Source: Approved by Parliament 1998 -
 Comment: Policy recommendation to promote entrepreneurship: Offer a wider range of business subjects in secondary school. Limitation will be the lack of trained staff in order to give quality training on this level. Partnership private sector – Government is needed to teach teachers.
- 94 Ministry of commerce and industry ,
Industrial development policy for Botswana - (1997) No. of pages: 39
 Keywords: Policy document Industry development Botswana
 Source: Approved by Parliament 1997 – Ministry of Commerce and Industry
 Comment: Entrepreneurship is an important element in industrial development of a wide variety of sectors. Policy document.
- 95 Ministry of Development Cooperation - Holland,
In business against Poverty - Memorandum on economy and development - (2001) No. of pages: 61
 Keywords: Planning document Growth Policy LDC
 Source: Written of the request of the Lower House of Parliament - Holland
 Comment: Part of discussion about poverty alleviation and the role of the private sector in the solutions of poverty. Focus on how to better the international environment including trade/investment/debt/commodities and policy. The report also sets focus on an enabling environment in developing countries including ways of improving the functioning of the private sector.

- 96 Ministry of Development Cooperation - Holland,
Supplement to "In business against Poverty" - Memorandum on economy and development - (2001)
No. of pages: 30
 Keywords: Action plan Aid Policy document LDC
 Source: Written on the request of the Lower House of Parliament - Holland
 Comment: Focuses on the application of Dutch ODA
- 97 Ministry of education,
A qualifications blueprint for the Botswana technical education programme - Second draft- (2001)
No. of pages: 10
 Keywords: Education Capacity building Botswana
 Source: Department of vocational education and training
 Comment: Description of modular based system of vocational training at different levels created in collaboration with employers of industry and commerce. Includes industrial attachments and training of key skills leading up to a certificate, advanced certificate or diploma levels.
- 98 Ministry of education,
Validation of BTE programmes - (2001) No. of pages: 6
 Keywords: Education Curriculum Botswana
 Source: Department of vocational education and training
 Comment: Criteria for validating BTE programmes. Credit structure.
- 99 Ministry of education,
Training with production - finding the balance - (1996) No. of pages: 52
 Keywords: Vocational training Production Botswana
 Source: Conference paper: Department of vocational education and training-MoE
 Comment: Presentation of discussions held during a 5-day conference presenting Training with Production methods from Botswana and around the world. International participation. Abstracts from working groups with recommendations for each subject brought up in workgroups. Important backdrop for the conference is the importance of the Botswana Brigades and the process of reform that is taking place with in the Brigades movement. An increased need for entrepreneurship training is mentioned in order for the school leavers to better manage a business based on production skills developed during t raining.
- 100 Ministry of education,
The revised national policy on education - (1994) No. of pages: 87
 Keywords: Policy document Education Botswana
 Source: Approved by Parliament 1994 – Government Paper No. 2 of 1994
 Comment: Policy presentation with specific recommendations and reasons for the proposed changes of the policy for each level of education.
- 101 Ministry of education,
Three year junior secondary syllabus - Business studies - (1998) No. of pages: 29
 Keywords: Education Curriculum Botswana
 Source: Curriculum development division - MOE
 Comment: Curriculum includes information about how to start up a business and basic business skills.
- 102 Ministry of education,
Botswana technical education programme - (2000) No. of pages: 32
 Keywords: Education Curriculum Botswana
 Source: Department of vocational education and training -
 Comment: Policy Paper including survey.
- 103 Ministry of education,
Basic entrepreneurial skills - Foundation level- (2000) No. of pages: 10
 Keywords: Education Curriculum Botswana
 Source: BTEP learning Unit specifications -
 Comment: Curriculum Entrepreneurship – Foundation Levels – Credits 1.0
 Materials (No. 102, 103 and 104) that could be interesting reading in order to give inspiration to other countries that would like to adapt an entrepreneurship programme to their social and economic realities.

- 104 Ministry of education,
Investigating your business - certificate level - (2000) No. of pages: 11
 Keywords: Education Curriculum Botswana
 Source: BTEP learning Unit specifications -
 Comment: Curriculum Entrepreneurship – Certificate Level – Credits 1.0
- 105 Ministry of education,
Preparing for business - Advanced certificate - (2000) No. of pages: 11
 Keywords: Education Curriculum Botswana
 Source: BTEP learning Unit specifications -
 Comment: Curriculum Entrepreneurship – Advanced Levels – Credits 1.0
- 106 Ministry of education,
Curriculum blue print- (2000) No. of pages: 26
 Keywords: Education Curriculum Botswana
 Source: Curriculum development and evaluation division -
 Comment: Curriculum Primary education programme
- 107 Ministry of education,
Report on the structure of the informal sector - (1997) No. of pages: 81
 Keywords: Evaluation Training policy Botswana
 Source: Department of vocational education and training -
 Comment: Background information. One recommendation is to find ways of reaching the potential entrepreneurs in the informal sector. Important also to encourage entrepreneurs to train their staff.
- 108 Ministry of education,
Annual report - DVET - (2001) No. of pages: 24
 Keywords: Vocational training Report Botswana
 Source: Department of vocational education and training - MoE
- 109 Ministry of education - Division of Curriculum development and evaluation
Botswana general certificate of secondary education teaching - (2000) No. of pages: 19
 Keywords: Education Curriculum Botswana
 Source: Syllabus - Commerce
- 110 Ministry of education - Division of Curriculum development and evaluation
Botswana general certificate of secondary education teaching - (2002) No. of pages: 25
 Keywords: Education Curriculum Botswana
 Comment: Curriculum - Business studies
- 111 Ministry of education - Division of Curriculum development and evaluation
Botswana general certificate of secondary education teaching - (2001) No. of pages: 16
 Keywords: Education Curriculum Botswana
 Source: MoE
 Comment: Syllabus - Accounting
- 112 Ministry of labor and home affairs,
National policy on vocational education and training - (1997) No. of pages: 33
 Keywords: Policy document Vocational training Botswana
 Source: Ministry of Labour and Home Affairs
 Comment: Planning document. Seeking to integrate national policy on vocational education and training into one comprehensive system.
- 113 Ministry of labor and home affairs,
A comprehensive external evaluation of the national apprenticeship and trade testing scheme - (1999) No. of pages: 63
 Keywords: Evaluation Capacity building Botswana
 Source: National advisory board for Apprenticeship and industrial training (NABAIT) -

- 114 MoES,
Community Polytechnic Instructors Colleges (CPICs) - Curriculum of training Instructors - (2001)
No. of pages: 53
 Keywords: Curriculum development Vocational training system Uganda
 Source: Official Paper
 Comment: Curriculum introduced for Entrepreneurship for future instructors described as a module of 51 hours.
- 115 MoES,
Report from the Sub Committee of the review committee set up to review programmes of the UCCs - (aug.01) No. of pages: 30
 Keywords: Status report Vocational training system Uganda
 Source: Official Paper
 Comment: Entrepreneurship development is part of curriculum for the 2 year business students. 45 hours of classes 3rd semester.
- 116 MoES,
Education Strategic Investment Plan 1998 - 2003 - (1998) No. of pages: 34
 Keywords: Planning document Education Finance Uganda
 Source: Official Paper - Annex with budgets
 Comment: Action based approach to the implementation of the 1992 Government white paper on education based on the work of the "Education Policy Review Commission Report of 1989".
- 117 MoES,
Education for National Integration and Development - (1992) No. of pages: 227
 Keywords: Planning document Education Uganda
 Source: Government White Paper - Annex not included
 Comment: Important background document for current policies with the field of education.
- 118 MoES,
Education Bill 2002 - Draft no. 6 - (2002) No. of pages: 90
 Keywords: Planning document Education Uganda
 Source: Government Paper - MoES
 Comment: Has been discussed extensively and will influence future education policy.
- 119 MoES,
Technical Education and Vocational in Uganda - The way forward - (1998) No. of pages: 20
 Keywords: Planning document Education Uganda
 Source: Official Paper -
- 120 MoES,
Aide Memoire - April 2002 - (2002) No. of pages: 90
 Keywords: Activity Review Document Education Uganda
 Source: Official Paper -
 Comment: Biannual review of the sector wide programme currently in place. This is the 7th in a series of reviews that examines the past 6-12 months of activities and budget predictions for the coming period.
- 121 Molenaar, Klass
Focusing our limited financial resources on growing businesses - (1998) No. of pages: 11
 Keywords: Entrepreneurship Human resource development Micro Enterprise
 Source: <http://www.nbs.ntu.ac.uk/DEPTS/CGB/africa/africaintro.htm> - Fact BV - Netherlands
 Comment: Brings a better understanding of the relationship between small, medium and micro enterprise sectors. The article stated the need to shift focus from the micro to the small and medium businesses that have growth potential. Calls for increased focus on business development services and innovative instruments. Micro credit will not do the job if the goal is sustainable development based on market production. The need for an enterprising society focused on human capital. EE in primary or secondary schools is not mentioned as one factor in improving future development in this field.

- 122 Moll, Dieter
Technical Education and Vocational training for Employment Promotion in Uganda - The Formal System of Technical Education and Vocational Training - (1996) No. of pages: 54
 Keywords: Vocational training system Formal structures Uganda
 Source: Financed by GTZ
 Comment: Description of institutions and recommendations for agricultural development institutions. Charts of administrative structures and budget figures.
- 173 Muhumuza, Robby
Guns into Ox-Ploughs – A study on the situation of conflict-affected youth in Uganda and their reintegration into society through training, employment and lifeskills programmes. (1997) No. of pages:33
 Keywords: Entrepreneurship Training Uganda
 Source: ILO Training Centre
 Comment: Description of an ambitious programme to help youth affected by war and conflict in Uganda. Traditional long-term training is too costly for youth in a difficult situation and often with family responsibilities to be without income. Shorter more intensive trainings are needed, more flexible. Recommendations, guidelines and policy statements and an extensive bibliography.
- 123 Mulu-Mutuku, Mrs. Milcah
Pastoral communities and entrepreneurship development: Implications for adult education - (2000) No. of pages: 8
 Keywords: Entrepreneurship Agriculture Kenya
 Source: Article - Adult education and development- GTZ - Case study No. 57, 2001
 Comment: Case study from pastoral community in northern Kenya with low literacy, little rain and poor infrastructure.
- 124 Musabayana, Joni, ILO/SIYB Harare
The impact for the "Start and improve your business programmes" in Eastern and Southern Africa - (2000) No. of pages: 1
 Keywords: Case studies Business development services Africa
 Source: Business development services: How sustainable can they really be ? Ed. Jim Tanburn - ILO
- 124 b Namusonge, G. S.
Entrepreneurship Development: - (1999) No. of pages: 13
 Keywords: Entrepreneurship Growth Kenya
 Source: Published by The International Center for Economic Growth- Funded by USAID
 Comment: Normal business development cycles divided in stages and explained. Describes implementation weaknesses' regarding policy towards business development. Recommendations given regarding the policy issues that should be put in place to stimulate entrepreneurship and economic growth. Can also be useful for other countries in the SSA region.
- 125 Naudé, Willem
The role of entrepreneurship in improving policy credibility in South Africa - (1997) No. of pages: 11
 Keywords: Entrepreneurship Environment for development South Africa
 Source: Book: Entrepreneurship in Africa Chapt. 16 -
- 126 Nelson, Candace, The SEEP Network
Training goes to market: A comparative study of two Kenyan training programmes (SITE and Akili) - (2000) No. of pages: 4
 Keywords: Case studies Business development services Kenya
 Source: Business development services: How sustainable can they really be ? Ed. Jim Tanburn - USAID
- 127 Nelson, Robert E. and Nguiru, Robert G.
Training for entrepreneurship - (1986 ?) No. of pages: 15
 Keywords: Entrepreneurship Vocational training Capacity building
 Source: Book: Small enterprise development programmes: Policies and programmes -

- 128 Nganunu, Marianne and Kewagamang, Mogotsa
Study on technical and vocational education and training in sub-Saharan Africa - (2001) No. of pages: 101
 Keywords: Evaluation Vocational training Botswana
 Source: International Institute for educational planning (IIEP), UNESCO Paris
 Comment: The paper is a monograph presented for the "Study on Technical and Vocational Training in Sub-Saharan Africa" – IIEP, Paris. Important background information on the TVET structures in place and the challenges and policies put in place to find TVETs way forward.
- 129 Norton, Andrew and Bird, Belle
Social development issues in sector wide approaches. - (May, 1998) No. of pages: 20
 Keywords: Education Sector Wide Approach
 Source: Social development working paper No. 1 - DFID
 Comment: Important background document in view of the increased use of SWAPs in developing countries. Not directly relevant to the Entrepreneurship study but important tool in many developing countries that have many donors involved in the Education sector.
- 129 b O'Brian, F.S. and Ryan, Terry C.I.
Kenya (2000) No. of pages: 45
 Keywords: Economic Data Growth Kenya
 Source: WB, Mixed Reformers, Pages 471 – 532 including annexes
 Comment: Presents background on political development since independence to explain reasons for SAP starting in the 1980s. Foreign aid-flows are described for the period 1970 – 1996 and section 3 gives a broad outline of the political and economic development during the years 1963 – 80 and also for the SAP period 1980-98.
 Background information
- 130 Okonkwo, I.C.
Integrating women into the Nigerian economic mainstream: The case of entrepreneurship education - (1993) No. of pages: 11
 Keywords: Entrepreneurship Women Nigeria
 Source: Journal of Education and Social Change
 Comment: The paper concludes that despite the efforts of the Government to improve the lot of women the general constraints still persist including legal, social and factors in the labor market. Adjustments should be made in order to improve access to the marketplace and opportunities. Changes are needed and will produce a return when the role of women expands from the already important role they play today, to production and trade.
- 131 Omari, C.K.
The informal sector: Missing link in entrepreneurship research - (1998) No. of pages: 16
 Keywords: Entrepreneurship Informal sector Tanzania
 Source: Book - African Entrepreneurship - Chapter 14 -
 Comment: The article lists seven characteristics that distinguish the informal sector from the formal sector. What can the public schools system do to prepare the many dropouts and graduates that will have to make a living in the informal sector? Tanzania – 75 % of households depend very much on informal business. The idea that the informal sector is a transitional stage towards large-scale business is not substantiated from the Tanzania experience.
- 132 Patel, V.G.
Women Entrepreneurship development - (1987) No. of pages: 10
 Keywords: Entrepreneurship Women India
 Source: Entrepreneurship development institute of India -
 Comment: Sources of entrepreneurship are wide-based not limited to innate chosen ones. First generation entrepreneurs need more support and attention from motivators. Profiles and lessons learnt.

- 133 Rao, T.V. and Right, Cream and Hena Mukherjee
Designing entrepreneurial skills development programmes: Resource book for technical and vocational institutions - (1990) No. of pages: 154
 Keywords: Entrepreneurship Case study Programme design
 Source: Human resource development group - Commonwealth -
 Comment: Gives 18 cases of entrepreneurship development programmes
- 134 Rasheed, Sadig and Fasholé, David
Conclusion: Towards dynamism, empowerment and entrepreneurship - (1992) No. of pages: 2
 Keywords: Entrepreneurship Policy Evaluation Africa
 Source: Book:
 Comment: Presentation of Strategic agenda for Development management in Africa in the 90s. Focus on improvement in public services in order to build a conducive environment for entrepreneurship.
- 135 Rasheed, Sadig and Fasholé, David
Strategic agenda for development management in Africa in the 1990s - (1992) No. of pages: 25
 Keywords: Entrepreneurship Policy recommendations Africa
 Source: Book -
 Comment: Focus on improvement in public services and management in order to build a conducive environment for entrepreneurship. Recommendations and distribution of roles on national levels.
- 136 Ravel, H.C.
Entrepreneurship development in industrially backward areas - (1987) No. of pages: 12
 Keywords: Entrepreneurship Training India
 Source: Entrepreneurship development institute of India -
 Comment: Relevant for Africa. Again the selection of potential entrepreneurs is underlined in contrast to the EE efforts thought developed for broad population groups in public schools. Profile of entrepreneurs in two locations.
- 137 Ravel, H.C. and Murali, B.P.
How achievement motivation develops - (1987) No. of pages: 40
 Keywords: Entrepreneurship best practice India
 Source: Entrepreneurship development institute of India -
 Comment: Underlines environmental factors that influence the development of entrepreneurial traits and explains the role and development of trainer-motivators. Job description.
- 138 Redecker, Monica and Baiya, Harun N.
Technical Education and Vocational training for Employment Promotion in Uganda - The Informal Technical Education and Vocational Training - (1996) No. of pages: 57
 Keywords: Vocational training system Informal structures Uganda
 Source: Financed by GTZ
 Comment: Survey, collected information on non-formal training providers including analysis of cost, constraints and financing of private vocational training. Contains information about the educational background of the Ugandan entrepreneurs. Part of a larger analysis of VT and employment promotion possibilities in Uganda.
- 139 Robertson, Clare C.
Women entrepreneurs? Trade and the gender division of labor in Nairobi - (1998) No. of pages: 14
 Keywords: Entrepreneurship Women Kenya
 Source: Small Enterprise development - Intermediate Technology -
 Comment: With the burden of domestic duties and the omission of the state in providing services or infrastructure directed at female entrepreneurs the article concludes that women have less access to critical resources needed to develop profitable businesses in the informal sector. Typical female sectors are also often harassed by police or “forgotten” when infrastructure is built for the informal sector.
- 140 Rodenburg, Eric
The effects of scale in economic development: Tourism in Bali - (20) No. of pages: 1989
 Keywords: Entrepreneurship Education Tourism General
 Source: case study -

- 141 Sako, The African Capacity Building Foundation, Dr. Soumana
Public-private interface in capacity building and development management in Sub-Saharan Africa - A perspective - (2001) No. of pages: 17
 Keywords: Capacity building Economic Development SSA
 Source: Policy document - Conference Paper -
 Comment: The discussion note does not discuss the need for entrepreneurship as such but places emphasis on the importance of good collaboration between the state and the private sector. The State is to concentrate on enhancing the capacity of its people and assuring strong regulatory framework in order for the private sector to provide production of goods and services that lie outside the states core activities of providing education, safety, infrastructure, health services and a well functioning and transparent civil service.
- 142 Salleh, Mohammed, HJ Din and Allan A. Gibb
Entrepreneurship education: towards a holistic approach - (1990) No. of pages: 10
 Keywords: Entrepreneurship Education Capacity building Environment
 for development
 Source: Small enterprise development Vol. 1 No. 4 -
 Comment: The paper briefly explores concepts of enterprise, enterprise culture and their relationship with small business. Guidelines are proposed on how to approach entrepreneurship education. Example from Malaysia but the recommendations are general.
- 143 Samoff, Joel
Education sector analysis in Africa: Limited national control and even less national ownership - (1999) No. of pages: 23
 Keywords: Education Capacity building Africa
 Source: International Journal for Educational Development - Centre for African studies, Stamford Univ., USA
 Comment: A response to the education crisis in Africa and the way sector studies have been conducted in the 1990s. The sector wide process is often pushed forward by needs of the international donors giving little national ownership of the process and the priorities. Sector research should be part of the new dialogue and the article gives advice on how the partners can better use the potential of sector analysis.
- 144 Schoenmeier, H.W.
Technical Education and Vocational training for Employment Promotion in Uganda - Organizational aspects - (1996) No. of pages: 17
 Keywords: Vocational training system Formal structures Uganda
 Source: Financed by GTZ
 Comment: Background information for reformers of structures and institutions. Not directly relevant for the EE study.
- 145 Siphambe, Happy Kufigwa
Rates of return to education in Botswana - (1998) No. of pages: 10
 Keywords: Education Youth employment Botswana
 Source: Economics of education review Vol. 19 - University of Botswana
 Comment: A survey of the rate of return on education of different levels in Botswana. Main result: rates of return rise by level of education. Policy implications: with such high rates of return of university education there is room for increased cost recovery.
- 145 b Söderbom, Måns
Constraints and Opportunities in Kenyan Manufacturing: - (2000) No. of pages: 56
 Keywords: Growth Small business development Kenya
 Source: UNIDO and Centre for the studies of African Economies
 Comment: Survey of the Kenyan situation regarding manufacturing including information about productivity, main problems for the development of the industry and new figures including firm sizes, earning, skills with analysis. Summary and lessons for further research provided.

146 Spring, Anita and McDade, Barbara E.

Entrepreneurship in Africa: traditional and contemporary paradigms - (1997) No. of pages: 33

Keywords: Entrepreneurship Environment for development Africa

Source: Book: Entrepreneurship in Africa Chapt. 1 -

Comment: Small industry (SI) is a training ground for entrepreneurs through first hand learning the challenges of sustaining a business in a developing economy. The entrepreneurs in the Sis need to mobilize local resources efficiently, produce for a low-income population, and establish linkages to other sectors in the economic system. (Sis can be part of the formal or informal economy)

As in most countries, the lack of formal employment is the main entry reason for the multitude of low profit MSEs in Zimbabwe. From Zaire (Currently Democratic Republic of Congo) a study by MacGaffey shows that a lack of government support for business activates survival strategies pushing entrepreneurs to provide infrastructure, use substitute currencies, pursue unusual trade networks and maintain a “second” economy in the absence of the “first”.

Public policy and private initiatives in entrepreneurship development.

Entrepreneurial activities are highly affected by public policy and their level of enforcement. The constraints mentioned of an un conducive environment are: difficulty finding loans and finance, tariff restrictions, lack of infrastructure, the inability to produce educated skilled labor, ensuring access to technology and creating market opportunities.

Structural adjustment programmes have affected working conditions for entrepreneurs in the informal sector, in particular women. Increased competition from men retrenched from formal sector jobs, loss of customers, increased transportation costs. Women are also affected through husbands losing income and government social services being cut back. The ability for African entrepreneurs to maximize returns from economic reforms can be enhanced by developing their technical, managerial, accounting, marketing and sales skills in order to respond more efficiently to the new incentives and opportunities. The author remarks: “education programs that teach skills that enhance international competitiveness are needed to build a more capable entrepreneurial sector that can more efficiently compete in the international market.”

The article does not in any way discuss the age of active entrepreneurs but the language does not give any room for interpretation in the direction this being programmes that could be made attractive for youth or other school dropouts. The skills that are needed to be part of this development can not be developed in primary education. At a secondary level this could be integrated in the curriculum in order to broaden the horizons of young and in many cases future informal sector “entrepreneurs”.

The diversity of entrepreneurs is discussed. Will the literature on entrepreneurship in developing countries develop in such a way that there are distinctions made between the woman selling beans on the local market and the entrepreneur within large private companies that have revenues of millions of dollars.

147 Ssendaula, Gerald M.

The Ugandan reform Experience - (2000) No. of pages: 6

Keywords: Reform (SAPS) Policy analysis Uganda

Source: Reform Process in Africa (SAPS)

Comment: New set of reforms are needed and in particular the agricultural sector to maintain and increase growth. Encourage investment in physical and human capital along with improved public efficiency.

148 Stasavage, David

Electoral Competition and Public Spending on Education: Evidence from African Countries. - (2001) No. of pages: 25

Keywords: Education Democracy Africa

Source: Centre for the Study of African Economies – London School of Economics

Comment: The article presents statistics and anecdotal evidence indicating a direct link between public spending on education and multi party democracy. The attention of politicians on educational spending is increased by having to present their political platform to the public and be accountable of promises before the electorate.

149 Söderbom, Måns and Teal, Francis

Trade and human capital as determinants of growth. - (2001) No. of pages: 29

Keywords: Trade Human Capital Africa

Source: Centre for the Study of African Economies -

Comment: Trade openness is more important factor than human capital. Annex with statistics and graphic presentation of results from models. Not directly relevant to Entrepreneurship education.

150 Tan, Jee-Peng and Lassibille, Gérard

Are Private schools more efficient than public schools? Evidence from Tanzania - (2001) No. of pages: 25

Keywords: Education Cost efficiency Tanzania

Source: Education Economics Vol. 9, No. 2, - UNEVOC

Comment: Private schools in Tanzania represent ½ of all secondary schools in the country and most of the new primary schools. Government funding is given to privately built schools often as budget support or payment of teachers. The private schools are less efficient and give lower quality education than the public schools when comparing Form 4 scores. Private schools will still have an important role to play in further expansion of primary and secondary schools. In the public sector the community schools produce the best results.

151 Tanburn, Jim

What have we learned about sustainability? - (2000) No. of pages: 15

Keywords: Sustainability Business development services Africa

Source: Business development services: How sustainable can they really be? - DFID/ILO - Workshop on Business Development Services 1998, Harare

Comment: Abstract from case studies and analysis of best practice in order to secure stability and sustainability for the BDSs. Published by the Committee of donor agencies for small enterprise development, DfID and ILO.

152 Tanburn, Jim and Hileman, Milena

The evolution of the FIT programme - An entrepreneurial approach - (2000) No. of pages: 13

Keywords: Entrepreneurship Business development services Africa

Source: Book: The Wheels of Trade -

Comment: Using the logic from BDSs that a large amount of support (subsidies) given to the providers of services to the SE community distorts the market and even if it can provide on a short term, high quality services the sector will benefit from market competition among BDS providers.

General recommendations for building indigenous entrepreneurial capacity:

- * Political stability
- * Competent Economic Management including an Efficient Civil Service and a sound Infrastructure.
- * A reviewed role of lending institutions. (Difficult for small scale businesses and informal sector entrepreneurs to access credit and lack of functioning stock market for larger entrepreneurial ventures)
- * Sound information systems on macroeconomic behavior

Specific recommendations to promote Informal sector Micro-Entrepreneurship:

Role of market Networks – In the short term micro entrepreneurs can overcome limitations of market size through links with formal sector businesses. Market networks are often more efficient for transfer of know how than networks composed of government agencies and NGOs.

The role of NGOs and Government needs to be proactive since the market often fails to generate needed links due to information gaps or limited earning potential if services are to be directed at small scale entrepreneurs. NGOs often very knowledgeable regarding grass root activities and this experience can be of great importance by linking formal sector and informal businesses. All policy and institutional support should as a minimum comprise three key measures: Training, credit and enterprise level support. Upgrading of skills of informal sector workers and entrepreneurs is an important requirement.

Enterprise level support systems: Business advisory centers, small-scale enterprise extension services that could include workshops, craft centers with water, electricity and communication.

Intergenerational Expansion

Secures capital and builds knowledge on a long term basis. Particularly important in countries of instability where trust in partners and long term business relationships are of great importance.

Measures of promotion of small- and intermediate-scale Entrepreneurship

The author is of the opinion that an expansion of practical in-house managerial training is needed to bring development to Africa. This to give management skills that are directly relevant to business operations.

Enterprise-Level Support systems “African governments should systematically appraise existing policies and measures on enterprise level support systems to make them relevant to the needs of Entrepreneurs.

Two approaches to entrepreneurship and both have to be supported depending on context.

The Incremental Approach – Kenya and Zimbabwe have over a 25 year period developed a textile industry from a few small mills to what it is today with a well integrated industry of high standards from raw material to marketing of final product.

The turn-key approach – Certain sectors are particularly attractive for this approach. This approach is viable since technology is relatively simple to acquire, install, maintain and operate within sectors that deliver margins and volume stability.

Final saying: Future growth in Africa rests squarely on the shoulders of Africans, their governments, and their entrepreneurs.

153 Tanburn, Jim and Hileman, Milena

Early market experience in Market development: Improving existing services - (2000)

No. of pages: 25

Keywords: Capacity building Business development services Africa

Source: Book: The weeles of trade -

154 Tanburn, Jim

A market-based approach to BDS: The FIT project - (2001) No. of pages: 12

Keywords: Entrepreneurship Case study Business development services

Source: Book: Business development services: A review of international experience-

155 Themba, G., Chamme, M. and Makgoso, R., Phambuka, C.A.,

Impact of macro-environmental factors on entrepreneurship development in developing countries - (1998) No. of pages: 16

Keywords: Entrepreneurship Environment for development Africa

Source: Book - African Entrepreneurship -Chapter 6 - International conference in Dar es Salaam, October 1997

Comment: The article discusses

- * The impact for macro-environmental factors on entrepreneurship and in particular how socio-cultural, legal, political, and technological environment of developing nations facilitate or hinder entrepreneurship development.
- * Alternative strategies that could be adopted to address problems of entrepreneurship in developing nations.
- * Areas of research that need further development in order to address the problems related to entrepreneurship in developing countries.

Political instability pushes risk levels very high hurting all long-term business ventures that would have greater impact on local economies.

In order for any country to produce entrepreneurs that produce high quality goods that can have an impact outside the petty trading of the informal sector it is necessary to produce quality goods that compete with foreign imports on price, quality and availability. This demands high levels of skills in a wide variety of professions and stability in order to invest capital and plan on a longer term than today in many developing countries.

Increase the ability of planning in order to do many complicated “what if” analyses in less predictable markets.

It is noted that people living in areas characterized by instability, low predictability, lack of resources, poor infrastructure, high levels of illiteracy giving an information deficiency will have: High risk aversion, low self-confidence, Low creativity, low independence.

Possible Intervention Strategies

Views on the role of education in promoting entrepreneurship vary. McLelland (1961) argues that education is necessary for developing entrepreneurial qualities such as the need for achievement. Gibb (1986) observed that business courses influenced students “to generate and pursue many business ideas, increased the number of

students seriously considering starting their own business and changed the students "risk perception" of running their own firm.

In an article by Chinyoko Sunmy (1994) the lack of basic business education is described as one reason for so many business failures among African entrepreneurs. It is also noted that programmes that cater to future entrepreneurs must be as close to reality as possible with a different approach than traditional theoretical business school setup. This is confirmed by Chinyoko's (1993) study from Botswana where experience in family businesses and work in private companies was more important than school experience.

Cultivation of the Entrepreneurship spirit in developing countries can be achieved by:

More involvement of social institutions, more and practical business education, Vocational training giving productive skills, empowerment of disadvantaged groups, Reduction of bureaucratic red tape, access to finance and finding way of rewarding innovation.

156 Tomeson, Leon, Gibson, Alan and Onyango, Mary

Marketing for SMEs: Amka, Tanzania and Ziwa Creations, Kenya - (2000) No. of pages: 3

Keywords: Case studies Business development services Kenya

Source: Business development services: How sustainable can they really be? Ed. Jim Tanburn - DFID

Comment:

157 Tsayang, Gabatshwane Taka

An evaluation of community involvement in the implementation of the community junior secondary school partnership policy: Case study in Botswana - () No. of pages:

Keywords: Community partnership Education Botswana

Source: Ph.D. Abstract - University of Bristol - International Journal of Educational Development Vol. 16. No. 1

158 UNCTAD,

Women entrepreneurs in Africa: Experience from selected countries - () No. of pages: 80

Keywords: Entrepreneurship Case studies Women in Africa

Source: UNCTAD

Comment: An important document regarding the involvement of women in entrepreneurship in Africa. Based on experience from many countries on the continent. Analysis of obstacles and policies that would enhance the capacities and opportunities of women in business.

159 UNCTAD,

The impact of FDI policies on industrialization, local entrepreneurship and the development of supply capacity of developing countries, in particular the LDCs - (2001) No. of pages: 4

Keywords: Entrepreneurship FDI LDC

Source: AGREED RECOMMENDATIONS ON THE IMPACT OF INTERNATIONAL INVESTMENT FLOWS ON DEVELOPMENT: - Part of a series of papers - recommendations from UNCTAD conference (TDB - COM2, 6th session, 21-25 Jan. 2002)

160 UNCTAD,

The impact of FDI policies on industrialization, local entrepreneurship and the development of supply capacity of developing countries, in particular the LDCs - (2001) No. of pages: 9

Keywords: Entrepreneurship FDI LDC

Source: IMPACT OF INTERNATIONAL INVESTMENT FLOWS ON DEVELOPMENT: - (TDB - COM2, 6th session, 21-25 Jan. 2002)

161 UNCTAD,

Report of the expert meeting on the impact of FDI policies on industrialization, local entrepreneurship and the development of supply capacity - (2001) No. of pages: 20

Keywords: Entrepreneurship FDI LDC

Source: - (TDB - COM2, 6th session, 21-25 Jan. 2002)

162 UNCTAD,

Evaluation of UNCTAD EMPRETEC programme - (2000) No. of pages: 25

Keywords: Entrepreneurship FDI LDC

Source: - Evaluation of programme

163 UNCTAD - Note,
The impact of FDI policies on industrialization, local entrepreneurship and the development of supply capacity, policy issues to consider - (2001) No. of pages: 13

Keywords: Entrepreneurship FDI LDC

Source: (Expert Meeting on the Impact of FDI Policies on Industrialization, Local Entrepreneurship and the Development of Supply Capacity, 5-7 Nov. 2001) -

164 UNCTAD - Outcome,
THE IMPACT OF FDI POLICIES ON INDUSTRIALIZATION, LOCAL ENTREPRENEURSHIP AND THE DEVELOPMENT OF SUPPLY CAPACITY OF DEVELOPING COUNTRIES, IN PARTICULAR THE LDCs - (2001) No. of pages: 6

Keywords: Entrepreneurship FDI LDC

Source: (Expert Meeting on the Impact of FDI Policies on Industrialization, Local Entrepreneurship and the Development of Supply Capacity, 5-7 Nov. 2001) -

165 UNCTAD Secretariat,
Promoting and sustaining SMEs clusters and networks for development - (1998) No. of pages: 21

Keywords: Policy document SME development Africa

Source: Policy document -

166 UNDP,
Botswana human development report 2000 - Towards an AIDS free generation - (2000) No. pages: 90

Keywords: Human development Statistics Botswana

Source: UNDP

Comment: Important document for statistical information about human development in Botswana.

167 UNDP and NCDC,
Research study on Entrepreneurship Curriculum needs assessment. - (1996 ?) No. of pages: 38

Keywords: Curriculum development Entrepreneurship Uganda

Source: UMA (Uganda Manufacturers Association), MoE - Private Sector Development Programme - Annex with study

Comment: A study financed by the UNDP including views from students in all levels, teachers, parents and employees from the private sector. The situation in Uganda is typical for many African countries with high dropout rates and low admission rates in secondary schools and very few that have hope of a university education. With a lack of formal employment and training for dropouts the strategy was to include entrepreneurship education in primary school to open up this as a respectable alternative. Socially business is still regarded as an unviable path for a respectable livelihood. Among the paid employees (despite dissatisfaction with current situation) only 13% aspired to go for self-employment. The study has given a framework for the development of the entrepreneurship curriculum. The importance of the home, surroundings and the school atmosphere is underlined in the formation of an entrepreneurial mind. It is not viewed as just another subject, but a project that can involve all aspects of the school and society. Annexes give tables of the results from the questionnaires.

168 UNIDO Secretariat,
Industrial capacity building and entrepreneurship development in LCDs with particular emphasis on agro-related industries - (nov.97) No. of pages: 10

Keywords: Entrepreneurship LDC Agro industry

Source: UNIDO - UNIDO

Comment: Policy document with national, regional and global key actions to enhance entrepreneurship and as part of a development strategy. Focuses on private sector capacity and the promotion of entrepreneurial capabilities.

169 UNIDO Secretariat, (Richard M. Kennedy and Sarwar Hobohm)
Supporting private industry - Capacity building for private sector development in Africa - (1999) No. of pages: 22

Keywords: Capacity building Africa Private sector

Source: PSD Technical working papers series - UNIDO Vienna

Comment: Need for improved private-public partnership in order to establish a better policy framework for business growth. Cleaner Production Centres are mentioned as a way of combining increased productivity and better use of resources. Cases given from different developing countries.

170 Vlaardingerbroek, Berend
Botswana secondary students' perceptions of the education/employment nexus - (2001) No. pages: 15

Keywords: Environment for development Youth employment Botswana

Source: International journal of educational development 21 - University of Botswana

Comment: A study of the perception of the future job prospects and orientation towards higher education among junior secondary school students. The students are very well aware of the direct relationship between higher education and the possibility of a good job and a relatively high income in Botswana. Self-employment is looked upon as a last resort or simply as an unviable alternative to working. The study proves that the image of the student not knowing and thinking about economic realities and the future simply is not true.

171 Vyakarnam, Shelailendra
Entrepreneurship and growth: The real benefits of development - (1998) No. of pages: 9

Keywords: Entrepreneurship Growth Small business development

Source: <http://www.nbs.ntu.ac.uk/DEPTS/CGB/africa/africaintro.htm> - Nottingham Business school

Comment: The article wants to show a new way of looking at growth in businesses. Examples given of tactical, strategic and visionary growth. More relevant for well developed markets but the examples give an indication of an important fact: solutions are not necessarily complicated, innovation and the ability to free oneself from habit is important to be able to spot opportunity.