Supporting Entrepreneurship Education in East Africa

Report for Presentation to Stakeholders[1]

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Executive Summary

The University of Nairobi School of Business and Plymouth University Business School were commissioned by the UK Department for International Development to assess the capacity of business schools and other institutions to support entrepreneurship through development of entrepreneurship education in East Africa.

The research was carried out in three phases:

- A literature review and desk research on entrepreneurship education and training in three case study countries: Kenya, Tanzania an South Sudan;

- Semi- structured Interviews with 61 stakeholders and a survey of 420 stakeholders in the three case study countries which explored perceptions of entrepreneurship and entrepreneurship education and training; and

- A workshop which further refined insights from the interviews and survey

The main conclusion from the literature review and desk research was that there is a gulf between formal business education in East Africa and the needs of entrepreneurs, especially for women, young people and marginalised groups. It is essential, therefore, to develop a new paradigm for entrepreneurship education that is grounded in the economic and social context of the entrepreneurs.

A major finding from the interviews, survey and workshop was the relative lack of interest among graduates and unemployed youth in pursuing self-employment compared to corporate or public sector employment. Other important findings included the importance of:

- introducing entrepreneurship at all levels of education from primary to postgraduate;
- social enablers such as trust building, communications and negotiation skills for the success of entrepreneurs;
- experiential over theoretical learning;
- mentoring, coaching and peer-peer learning over other forms of learning support;
- context specific skills development for entrepreneurs;
- a commonly held definition of entrepreneurship that embraces broader societal and developmental goals.

Stakeholders identified the need for:

- integrated policy making between governments, the private sector, civil society organisations and educational institutions;
- special consideration for disadvantaged groups in policy formulation;
- social and cultural change eg through social mobilisation;
- agreed conceptual frameworks for entrepreneurship promotion and entrepreneurship education (allowing for cultural and linguistic differences);
- integrated interventions addressing all levels of education: primary, and secondary schools, colleges and vocational training schemes and universities/business schools; and
- the development of curricula and resources appropriate for all levels of intervention.

The need for experiential learning opportunities and mentoring, combined with relative disinterest in pursuing self-employment and entrepreneurship as a chosen career path means that significant levels of training and capacity building, supplemented by processes of behavioural and social change will need to be explored if 'systemic entrepreneurship' is to be realised in East Africa.

Based on from these findings, six cross cutting themes for future capacity building are identified:

- Developing Shared Knowledge and Conceptual Frameworks
- Enhancing National Education Policies and Practices
- Developing Accessible Learning Materials
- Training Trainers and Building Enterprise Educator Support Networks
- Supporting Social Networks and the Informal Sector
- Embedding Research and Continuous Improvement

Recommendations are made in six areas, based on the results of the research:

- Presentation and dissemination of findings;
- Convening conferences of interested parties;
- Establishing country based networks of enterprise educators;
- Establishing a system for learning object capture and distribution using various media;
- Developing integrative pilot projects in focal countries and elsewhere reflecting the analysis of this report and the need for both rural and urban entrepreneurship education initiatives focused on the young, women and disadvantaged groups; and
- Developing mechanisms for sharing the results of pilot projects and publicising outcomes.

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Abbreviations:

AABS: African Association of Business Schools

DFID: Department for International Development

IEE: Integrated Entrepreneurship Education

GDP: Gross Domestic Product

GEM: Global Entrepreneurship Monitor

GIM: Growing Inclusive Markets (UNDP Initiative)

GOSS: Government of South Sudan

HEIs: Higher Education Institutions

IDPs: Internally Displaced Persons

ICT: Information and Communication Technology

ILO: International Labour Organisation

LICs: Low Income Countries

LOs: Learning Outcomes

MMW4P: Making Markets Work for the Poor

MSMEs: Micro, Small and Medium Sized Enterprises

NGO: Non-Governmental Organisation

SLEN: Sustainable Local Enterprise Networks

SMEs: Small and Medium Sized Enterprises

TVETs: Technical and Vocational Education and Training providers

UNCTAD: United Nations Conference for Trade and Development

UNDP: United Nations Development Programme

1. Introduction

1.1. Background to Research

There is a significant debate in the management literature over the way the domains of business and development should interact (Karnani, 2007 & 2011; McKague and Oliver, 2012; Prahalad and Hart 2002; and Prahalad, 2005).[i] Similarly, economists diverge sharply over their prescriptions for self-reliant economic development in the 'global south' (Collier, 2007; De Soto, 2000; Easterly, 2006; Sachs, 2005; and Sen, 1999).[ii] Thus it is essential that business educators in Africa, Asia and Latin America do not get trapped unwittingly in the institutional assumptions of western management education. Rather they must forge educational processes that are relevant to both national economies and local entrepreneurs.

Just as there is no generally accepted, empirically proven theory of economic development as it relates to Low Income Countries or LICs (Banerjee and Duflo, 2011; Bauer, 1972; Sen, 1983),[iii] there is no 'unified theory' of the entrepreneurial process (Moroz and Hindle, 2012).[iv] Nevertheless, a wide variety of international bodies, bilateral development agencies and civil society organizations have called for a significant uplift in entrepreneurial activity internationally in order to reduce global poverty (see for example United Nations Development Programme, 2004 & 2008, United Nations Conference on Trade and Development 2012a & 2012b).[v]

Notwithstanding this enthusiasm, Frederic Sautet has described one of the most perplexing challenges in the field of international development when he noted the distinction between 'local' and 'systemic' entrepreneurship and the absence of any empirical evidence for the impact of entrepreneurship on development in LICs (Sautet, 2011).[vi] Citing evidence from De Soto (2000) and others, Sautet noted that becoming a successful entrepreneur may be too expensive or may even require illegal activity in many jurisdictions. As the World Bank 'Doing Business' Reports (World Bank, 2012) and the United Nations Development Programme Growing Inclusive Markets research has shown (United Nations Development Programme, 2008), supportive enabling conditions matter a great deal for business formation and growth. Conversely, institutional, social, political and other constraints may severely inhibit entrepreneurialism and indeed may drive many nascent entrepreneurs into the informal sector.[vii]

Thus in many LICs the allocation of legitimate entrepreneurial resource may be misdirected to socially desirable but economically unproductive activity. Consistent with the theories of Baumol (1990), Sautet concluded that many countries may be locked into a form of 'unproductive' or localized entrepreneurship – often but not exclusively populated by individuals motivated by 'necessity entrepreneurship' rather than 'opportunity entrepreneurship' as defined by the Global Entrepreneurship Monitor (Kelley *et al*, 2012).[viii]

In their case study of entrepreneurship in India, Koster and Kumar Rai (2008)[ix] made similar observations, concluding that the link between entrepreneurialism and development may be more of a developed country phenomenon than something associated with LICs *per se*.

Of course, there is nothing wrong with socially beneficial and locally bounded entrepreneurship – the kind of business that flourishes with the availability of micro-finance and cottage industries that depend on dense networks and strong social ties. The growth of interest in micro-enterprise and micro-finance as advocated by Nobel Prize winner Mohammad Yunus (2003) has been one manifestation of this phenomenon; the success of internet micro-lending web site Kiva is another.[x] This form of 'entrepreneurship of necessity' keeps countless millions of women in work and thus provides for the welfare of many millions of families. However it does not necessarily lead to the form of entrepreneurial opportunity discovery and exploitation that can be scaled up (Karnani, 2011).[xi] Networks may be local and strong eg family and culturally based, but they may not lend themselves to investments in outreach to less familiar but more important networks that could create greater impact (Sautet, 2011).

It was partly the recognition of the need for scalability that stimulated the search for an MNC 'corporate strategy' approach to the promotion of sustainable enterprise at the bottom (or base) of the global economic pyramid where it is noted that billions of people subsist on less that $2 per day (Prahalad and Hart 2002; Prahalad, 2005).[xii] Clearly there were somewhat over-optimistic claims for the size of the fortune that might be accrued by international corporations wishing to exploit consumer markets among the world's poor (Karnani, 2007).[xiii] Ten years after the launch of the hypothesis, there are still very few examples of Western multinational corporations 'going native' and innovating by involving the poor as either producers or consumers of development-enhancing products and services, let alone making money by doing so.

Of course, it depends also on societal values as to what consumer products and services are perceived to be useful to development. Western branded cigarettes, alcohol and soft drinks have never had much difficulty penetrating consumer markets at the base of the pyramid. And what Tate and Lyle is doing today promoting calcium enriched products to the poor in Colombia (Waibel, 2012), Lever Brothers (now Unilever) was doing in late nineteenth century England for similarly philanthropic reasons (Unilever, 2012).[xiv]

It is estimated that over the past two decades, SME growth has outpaced income distribution policies in reducing income inequalities and building social cohesion by factors as great as four to one.[xv] Thus the attention of many policy-makers remains focused on prospects for the promotion of economic growth through employment of the poor in small and medium sized enterprises (SMEs). Indeed in recent years, the increasing recognition of the contribution of the private sector - particularly small and medium sized enterprises - to both wealth creation and employment in the global economy has shifted the focus of many poverty reduction efforts towards the promotion of entrepreneurship in SMEs.

Developing economies have recorded the highest growth in entrepreneurial activity in recent years.[xvi] Young people aged between 25-44 years are a large part of this phenomenon and the propensity to start a business at a younger age is much higher in developing economies where people are more likely to recognise opportunities and believe in their ability to start a business.[xvii]

Paradoxically, and mostly because of demographic change, the rates of graduate and unemployed youth have also been growing in both developed and developing economies. With the pressures of globalisation adding new challenges to evolving and highly competitive job markets, it has become widely accepted that the classic undergraduate business or commerce degree and the generalist MBA are no longer adequate to respond to the skills requirements of a global marketplace for entrepreneurial talent.[xviii]

Interestingly, Asian and African markets are recording the fastest growing demand for entrepreneurship education from both employers and students on the premise that entrepreneurial success requires a new approach to business studies - particularly for SMEs.[xix] It is against this background that this study proposed an empirical assessment of the current state of entrepreneurship education in East Africa to explore options for aligning general education and business education more fully with the process of value creation as part of a broader strategy for poverty reduction in the region.

1.2   Definitions and Scope

Building on the generally accepted definition of entrepreneurship of Venkataraman (1997), and drawing on the domains of economics, institutional theory and psychology, Shepherd and Patzelt (2011) have proposed a definition for 'sustainable entrepreneurship' as an activity *"focused on the preservation of nature, life support, and community in the pursuit of perceived opportunities to bring into existence future products, processes, and services for gain, where gain is broadly construed to include economic and non-economic gains to individuals, the economy, and society."*[xx]

It is our contention that this definition provides useful integrating ground for an exploration of what useful entrepreneurship might look like in low income countries generally, and thus what entrepreneurship education may need to embrace in at least three countries in East Africa.

Current working definitions of 'entrepreneurship' and 'entrepreneurship education' are built on evidence that the acquisition by individuals of entrepreneurial attributes, skills and behaviours is critical to the process of opportunity discovery, evaluation and successful commercialisation in business ventures. As noted above, with respect to Low Income Countries (LICs), the promotion of entrepreneurship has influenced new approaches to development at a global level by generally outperforming other policy options.[xxi]

By 'stakeholders' we mean all those actors in market systems that work for all (see for example DFID, 2011)[xxii] hence we include governments, civil society actors, educational institutions, multinational and large companies, small and medium sized enterprises (SMEs), micro businesses and social enterprises in the informal and formal sectors, women, young people, young graduates and the unemployed. Our study considered the interests and perspectives of all stakeholders listed above, either indirectly or directly. However we placed special emphasis on including the voices of stakeholders that are often excluded from policy development.

Our geographic context was limited to Kenya, Tanzania and South Sudan. The first two countries were selected based on preliminary evidence of the relevance of their distinct and unique characteristics in pursuing entrepreneurship and business education, with the two countries representing somewhat different histories and cultures with respect to market-based approaches to enterprise. South Sudan was selected mostly because its post-conflict context situates entrepreneurship education primarily at the grassroots level with significant gender implications.   In this way we hoped to explore a range of contexts within East Africa and perhaps generate some generalisable as well as more specific observations and conclusions.

1.3   Study Approach

In order to explore the current state of entrepreneurship education in East Africa and develop a deeper understanding of how stakeholders relate to entrepreneurship education, a four phase approach to the study was designed. Data were collected through:

- Desk Research
    - To establish an understanding of current practices in business education for entrepreneurship; this was conducted from the UK (Plymouth University) and Kenya (University of Nairobi).

- Semi- structured Interviews (In-country Fieldwork)
    - To establish perceptions of entrepreneurship with respect to characteristics of a) entrepreneurs; b) entrepreneurial success; and c) prospects for enhanced entrepreneurship education among five key stakeholder groups: i) micro- small- and medium sized enterprises; ii) larger businesses; iii) public and private institutions promoting private sector development; iv) educators in universities and technical colleges; and v) graduates and unemployed youth.

- Larger Scale Surveys
    - Conducted both during and after the In-country Fieldwork, to establish perceptions of entrepreneurship and entrepreneurship education needs among a larger and more comprehensive sample of three key stakeholder groups: i) employers; ii) educators; and iii) graduates and unemployed youth.

- Workshop
  - Based on the outputs of the semi-structured interviews, to establish insights for entrepreneurship education in three countries in East Africa.

1.4   Report Structure

The Report includes the following sections: Section 1: Introduction (this section); Section 2: Analytical Framework; Section 3: Research Findings; and Section 4: Recommendations for Capacity Building and Next Steps.

2. Analytical Framework

2.1 Rationale for Entrepreneurship Education

It has long been argued that formal education discourages entrepreneurship as it is designed to prepare students for conventional careers and thus has the effect of reducing rather than increasing creativity and entrepreneurialism (Timmons, 1994; Plaschka & Welsch, 1990).[xxiii] Notwithstanding these observations, it is generally accepted that where entrepreneurship is taught it does encourage entrepreneurial action (Gorman *et al*, 1997) or at least intentionality towards entrepreneurial careers (Pittaway and Cope, 2007).[xxiv]

As Koratko (2005) has argued, the relevant question is not 'can entrepreneurship be taught?' but 'what should be taught and how should it be taught?' – a proposition he attributes to Ronstadt (1987).[xxv]   Ronstadt was one of the first scholars to describe in detail the need for practical and experiential learning as well as classroom based education in the development of future entrepreneurs.   Fifteen years later Solomon and co-workers (2002) noted that in contrast to traditional corporate business education "entrepreneurial education must include skill-building courses in negotiation, leadership, new product development, creative thinking, and exposure to technological innovation." Solomon *et al* also drew attention to pedagogical trends employing numerous experiential learning devices, interdisciplinary delivery, and the growing interest in entrepreneurship education outside the domain of business schools, for example in arts, engineering and science.[xxvi]

In their comprehensive assessment of the literature on entrepreneurship education, Pittaway and Cope (2007) noted that educators advocate a range of pedagogical approaches including: action learning and the development of actual ventures, new venture simulations, technology-based simulations, skills-based courses, video role plays, experiential learning and mentoring.[xxvii]

It is becoming increasingly clear that business school based entrepreneurship education is only one component of capacity building for entrepreneurship. Indeed, in order to achieve 'systemic entrepreneurship' in both developed and low income countries, a multi-level and multi-disciplinary approach is essential.   For example, Streeter and co-workers (2011) have observed that of the more than 2000 entrepreneurship programmes in US universities, fully two thirds were present beyond the domains of business and engineering schools.   We can take this observation even further. Citing the work of Filion (1994) and Gasse (1985) Peterman and Kennedy (2003) postulated that the ideal age to generate an interest in entrepreneurship is during childhood and adolescence. Evidence from a study of high school students participating in an entrepreneurship education programme in Australia demonstrated significant impacts on entrepreneurial intentions both with respect to perceived desirability and feasibility of pursuing an entrepreneurial career, regardless of prior experience.[xxviii]

Much research shows that the entrepreneurship process is primarily socially driven and that many entrepreneurs in developed and emerging economies fail to reach their potential simply because of an inadequate level of skills.[xxix] It is axiomatic therefore, that graduates, unemployed youth and the self-employed must be much better equipped to contribute to successful and resilient enterprises in order to achieve 'systemic entrepreneurship' outcomes in East Africa and in LICs more generally.

And so, while we recognise that in the future a good deal of entrepreneurship education will happen outside the formal higher education system, we have taken the view that African business schools and their affiliated organisations remain key partners in the development and testing of models for entrepreneurship and business education suitable for the East Africa context, partly because of their institutional legitimacy and partly because of their growing interest and expertise in entrepreneurship.

We believe that it is possible to promote knowledge creation, acquisition and dissemination within African academic institutions, using African peer learning mechanisms, to achieve a high level of national and international recognition for entrepreneurship education, and therefore the legitimation of more wide scale change within East African economies and non-Higher Education systems.

Clearly, the potential for significantly enhancing the availability of learning for both literate and non-literate entrepreneurs using locally generated role models, materials, ideas and knowledge, holds great promise for the development of entrepreneurship in the private sector because of the power of information and communication technologies (ICTs) to achieve much greater scale in disseminating relevant knowledge. Building effective bridges from grass roots informal learning for the literate and non-literate learner to a vibrant knowledge creation and dissemination system in institutions of further and higher learning is a prize worth pursuing. It is to develop an understanding of how this might develop in East Africa that has inspired this research.

2.2 Enhancing Entrepreneurship Education in East Africa

In order to discover to what extent entrepreneurship education is already established in East Africa we embarked on a benchmarking activity to discover what Higher Education Institutions (HEIs) as 'anchor institutions' and their affiliates are currently delivering by way of enterprise education in the region. This activity also helped identify stakeholders for inclusion in subsequent phases of the research.

As we have described, entrepreneurship education is increasingly understood as a process where learning is acquired on a continuous basis and in a more experiential and integrated way. Practitioners and entrepreneurship educators in the West have responded by putting together

a comprehensive template of relevant entrepreneurial skills and attributes and intended learning outcomes based on a wide range of teaching and learning approaches.[xxx]

Rising youth and graduate unemployment in Africa and elsewhere and a significant upsurge in entrepreneurial activity has, to a large extent, undermined perceptions of traditional models of business education. As more people in developing and emerging economies are successfully venturing into business as a pathway to employment, practitioners and educators need to redefine business education in a way that is relevant to the contextual reality of nascent and aspiring entrepreneurs in all low income countries (LICs), including in Africa. This will require a decisive shift from the traditional approach of business schools and their tradiitonal pedagogical models.[xxxi]

As noted above, evidence shows that conventional business educational provision and entrepreneurial business requirements are not aligned. One in every three start-ups does not survive beyond its third year mainly because of the inadequacy or absence of appropriate business skills. And in LICs the majority of entrepreneurs operate in the informal sector with little or no formal education.[xxxii] Clearly, traditional pedagogical approaches to business education built on analysis, planning and rational decision-making have significant limitations in regions like East Africa.

Successful entrepreneurial businesses are those which demonstrate a capacity to enter the market place, to adapt and learn and to take a strong position with regard to mobilising and directing resources.[xxxiii] Successful entrepreneurs bring attributes and skills to drive such businesses, adapting to changes in their market environments and exploiting opportunities. It is important therefore to address current limitations of traditional business education in East Africa and evolve processes that genuinely 'unleash entrepreneurship' through appropriate education for entrepreneurs.

2.2.1 Developing a New Paradigm for Business Education

Entrepreneurs learn by doing on a continuous basis and in a more integrated way, solving problems and copying from others, making mistakes and learning from experience.[xxxiv] What characterises entrepreneurs are their behavioural characteristics and their ability to adapt and learn. Successful start-ups by young entrepreneurs in East Africa and elsewhere have defied traditional perceptions of African business, adopting values of meritocracy, hard work and innovation.[xxxv] To develop new approaches to entrepreneurship education focused on role modelling and experiential learning, these phenomena should be explored for their potential to generate new knowledge and disseminate that knowledge at scale. Pilot programmes with potential for significant scaling, designed with and for entrepreneurs need to be developed and trialled.

Inevitably such programmes will involve a new array of entrepreneurship educational actors, including ICT firms, community organisations, civil society organisations and the primary and secondary schools systems, in addition to Colleges and Universities. Radio and traditional outreach mechanisms eg theatre, will need to supplement web based and social media resources. East African academic institutions and their collaborators in developed countries can assist in designing, measuring and researching the success of such pilots, helping policy makers adjust educational and economic strategies accordingly through processes of institutional learning and reform as part of a broader agenda for regional poverty reduction.

2.2.2   Contextually Grounded and Targeted Entrepreneurship Education

Successful entrepreneurship emerges from recognising, assessing and exploiting commercial opportunities. Research shows that entrepreneurship is embedded in relationships that people maintain within social networks - and the phenomenon is highly dependent on cultural and socio-economic factors. Entrepreneurs create value by organising themselves and supporting each other within social networks where learning can occur alongside existing networks with other business linkages taking place simultaneously.[xxxvi]

For the poor (the majority of whom start and remain in the informal sector), and the unemployed (male and female, graduate and non-graduate) social networks offer the primary learning place and potentially the only real prospects for a paid job. The educational requirements of these groups have received a special focus in this project and our recommendations will address their needs in particular. The challenge will be in the development of contextually relevant entrepreneurship education that reaches networks of the non-literate as well as the literate, women as well as men, and the rural as well as the urban poor.

2.2.3   Enhancing Entrepreneurship through University-Based Education

In our research we have explored the question as to whether HEIs and their affiliated institutions in East Africa can contribute significantly to the delivery of entrepreneurship education, and if so what should they teach and how should they develop and deliver learning content.

The development of entrepreneurship requires opportunities and space for learning within a community of practice based on trust and goodwill. It therefore follows that educators must develop projects with specific Learning Outcomes (LOs) and assessment criteria that meet the requirements of different stakeholders, including the public and private sectors where entrepreneurial behaviours must be recognised and stimulated using a wide range of learning and teaching approaches.[xxxvii]

Templates do exist for formal university-based entrepreneurship education programmes where stakeholders share the same understanding and desired outcomes are developed so that such programmes can be established and their success measured.   In our benchmarking and fieldwork we were mindful of the universal entrepreneurship education templates pioneered by Gibb (2005)[xxxviii] and subsequently adopted by many entrepreneurship educators around the world.   Clearly, there is much good practice available globally in the promotion of entrepreneurship by academic institutions.

It is certainly possible to imagine programmes emerging from East African business schools and Universities and their affiliated organisations which provide for the development of entrepreneurs in formal educational settings.   It is also clear that a number of East African institutions are already experimenting with such approaches and that there is an appetite to do more. A number of East African institutions are developing centres where educated and literate entrepreneurs in (mostly) urban environments gain knowledge and support.

Institutions known for good practices in Kenya and Tanzania include the University of Dar es Salaam Entrepreneurship Centre (UDEC), the Strathmore Enterprise Development Centre (SEDC), the University of Nairobi School of Business, the Centre for Executive and Entrepreneurial Development (CEED) at the United States International University (USIU), the Chandaria Business Innovation and Incubation Centre (CBIIC) at Kenyatta University, the Regional Centre for Enterprise development at Inorero University, the Centre for Entrepreneurship and Leadership Academy (CE&L) at the KCA University, the Institute of Management and Entrepreneurship development (IMED - Tanzania) and the Entrepreneurship and Leadership Foundation (E + L) in Kenya.   Three of these Centres are described in more detail in Appendix I.

Thus, in addition to opportunities for involvement in the design of pilot projects and research into new forms of entrepreneurship education as represented by this project, it is clear that East African business schools and universities may contribute significantly to the establishment of more 'systemic' entrepreneurship in the region through research and outreach, even as they transform their own approaches to business education.

The challenge now is to take entrepreneurship education to people and places it has never reached before, using experience and knowledge that has not been captured before, delivered by institutions, partnerships, social networks and other actors that are not necessarily academic, and employing appropriate technologies that can take such activities to mass scale. In this context, the use of new technologies and pedagogical approaches involving new actors holds significant promise.

2.2.4   Maximising the Potential of ICT-based Education

Today, ICT-enabled education is transforming the way knowledge is created, disseminated and shared. This brings significant potential benefits to the learning processes of entrepreneurs by:

i) transforming learning into an engaging and active process; ii) preparing the current generation of young people for the future workplace; and iii) fostering tacit learning in real life contexts.   In environments where large capital investments in conventional infrastructure cannot take place fast enough to meet the demand for conventional education, radio and other ICT-based delivery methods offer enormous potential.[2] They lend themselves especially to the needs of entrepreneurship education as experiences and learning can be 'uploaded and downloaded' through social networks and other media rapidly and potentially at scale. It is inevitable, then, that in pursuing possibilities for new projects in entrepreneurship education in Easte Africa ICTs (including radio) and social media will play a major role.[xxxix]

2.2.5   Concluding Remarks

Entrepreneurship education designed to meet diverse stakeholders' requirements requires that:

- everyone from governments and multinational companies through to individual entrepreneurs are able to access the knowledge and skills to enable them to deliver value in terms of jobs, goods and services; and
- poor people have the opportunity to access the knowledge that can help them access local, regional and international markets more effectively, in their capacity as SME and micro-business owners, employees and consumers.[xl]

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[2] In Uganda, a radio service targeting small businesses funded by the Swedish International Development Co-operation agency has empowered the poor (the majority of whom are in the bottom two-third of the country income strata) to better defend and develop their economic interests. By applying what they have learned through radio broadcasts, listeners have expanded their business activities significantly.

3. Research Findings

3.1. Introduction

This section presents the main findings of the research in the following sub sections:

- Study contexts: entrepreneurship in Kenya, Tanzania and South Sudan
- Findings from semi-structured interviews
- Findings from larger scale surveys
- Conclusions fom the workshop

3.2. Study Contexts: Entrepreneurship Education in, Kenya, Tanzania and South Sudan

3.2.1 Entrepreneurship Education in Kenya

Kenya has a population of nearly 41 million representing 42 different peoples and cultures. Kenya is a member of the East African Community (EAC) and the Common Market for Eastern and Southern Africa (COMESA). The economy of Kenya is the largest by GDP in East and Central Africa and its capital, Nairobi, prides itself in being the regional commercial hub. Agriculture is a major employer and the country exports various agricultural products. Notable sectors of the economy that contribute most significantly to GDP include: tourism, agriculture, financial services, telecommunications, manufacturing industry and energy.

Kenya ranks among the most entrepreneurial economies in East Africa, an environment characterised by a relatively high level of provision of skills required for enterprise development.[xli] This orientation is informed by concepts of entrepreneurship education described earlier, which acknowledge that although some people may be exceptionally and even innately talented in spotting business opportunities, business education can help uncover and develop various skills that are critical to starting and running a successful business venture.

As noted previously, entrepreneurially focused business education must aim to deliver technical skills, business management skills and personal entrepreneurial skills as important learning outcomes.

It seems that these ideas are widely accepted in Kenya, and are embraced within the concept of *Integrated Entrepreneurship Education* (IEE). IEE in Kenya covers the teaching of knowledge and skills that enable individual students to plan, start and run their own businesses in the formal or informal sector. It forms part of the national education system with some elements in secondary general education integrated in other subjects, such as Business Studies and Commerce. IEE has been a compulsory and examinable subject at all levels of school-based

vocational training where the emphasis has been much stronger since the early 1990s.[xlii] At the university level, Kenya counts 52 HEIs of which eight host a dedicated centre for entrepreneurship education.

These Universities are classified as below:

University Type in Kenya	Number of Institutions
Public Universities	7
Private Universities	26
Public University Colleges	15
Private University Colleges	4
Total	**52**

All Colleges and Universities in Kenya offer business studies programmes within schools, departments or faculties.   Entrepreneurship education is not yet mainstreamed throughout the curriculum in Kenyan HEIs. Specific degrees offering Entrepreneurship content are delivered by twelve HEIs in Kenya, of which six are public sector institutions. The table below provides details of programmes offered together with the number of HEIs involved.

Academic Programs in Kenya	Number of Universities
PhD in Entrepreneurship	3
Master of Science in Entrepreneurship	7
MBA in Entrepreneurship	2
Post graduate Diploma in Entrepreneurship	3
Bachelor's Degree in Entrepreneurship	3
Diploma in Entrepreneurship	1
Certificate in Entrepreneurship	3

Although the number of Kenyan HEIs with a specific programme in entrepreneurship is relatively low, as noted above, eight institutions have established entrepreneurship centres. Two examples of best practice in institutional commitment are perceived to be the Strathmore University based Enterprise Development Centre (SEDC); and the Kenyatta University based Chandaria Business Innovation and Incubation Centre (CBIIC).   Both are described in more detail in Appendix I.

This level of activity within HEIs, combined with i) the existing commitments of TVETs; ii) the IEE educational priorities of the country; and iii) the potential to involve other partners (including international NGOs, media organisations etc) places Kenya at a significant advantage with

respect to the evolution of a more systemic approach to entrepreneurship education involving HEIs.

Kenya's vision is to create a globally competitive and adaptable human resource base to meet the requirements of a rapidly industrialising economy by 2030, and this includes the establishment of life-long training and education, and enhanced collaboration between industry and educational institutions. A human resource database is to be established to facilitate better planning of human resource requirements in the country. But not all economic metrics are moving in the right direction, particularly among the youth where societal and family pressure promotes aspiration to white-collar jobs. This is partly because the strategy for education and training currently neglects the potential contribution of entrepreneurship education to economic growth.[xliii]

Nonetheless, Kenya remains an attractive location for entrepreneurship education for international and national capacity-building partners such as the Goldman Sachs 10,000 Women programme, Empretec and TechnoServe.[xliv]

3.2.2 Entrepreneurship Education in Tanzania

In contrast to the Kenyan experience, Tanzania has emerged relatively recently from a socialist economic and social model where central planning left little scope for the active promotion of an entrepreneurial culture. However, following recent reform programmes instigated by the World Bank, the private sector is developing rapidly as a growth engine for the country. Tanzania has an estimated population of 43 million people whose livelihoods are mostly dependent on agriculture (which accounts for more than half of Tanzania's GDP), minerals, natural gas, and tourism. Unlike the minerals sector, the contribution of the tourism sector to the Tanzanian economy is rising year on year. Dar es Salaam is the principal commercial city of Tanzania and is a major seaport.

Entrepreneurially focused formal business education in Tanzania is still mostly classroom based, aiming to deliver technical skills, business management skills and personal entrepreneurial skills as important learning outcomes. Creativity and problem solving are gaining in importance as important entrepreneurial skills. Integrated Entrepreneurship Education (IEE) also plays a role in the teaching of knowledge and skills that enable individual students to plan start and run their own businesses in the formal or informal sector. The country has 30 HEIs of which 19 are privately owned. Only two do not offer any business courses.

These Universities are classified as below:

University Type in Tanzania	Number of Institutions
Public Universities	8
Private Universities	12
Public University Colleges	3
Private University Colleges	7
Total	**30**

Entrepreneurship programmes at undergraduate and graduate levels are delivered by two HEIs that are government sponsored. The table below provides a summary of programmes offered.

Academic Programs in Tanzania	Number of Universities
PhD in Entrepreneurship	1
Master of Science in Entrepreneurship	0
MBA in Entrepreneurship	2
Post graduate Diploma in Entrepreneurship	0
Bachelor's Degree in Entrepreneurship	2
Diploma in Entrepreneurship	1
Certificate in Entrepreneurship	0

Of the 30 Colleges and Universities in Tanzania, just two have an entrepreneurship centre dedicated to entrepreneurial development and small business support for the students. Universities with entrepreneurship centres are: the University of Dar es Salaam and Mzumbe University. Earlier we noted that the University of Dar es Salam Entrepreneurship Centre (UDEC) may be considered an exemplar of best practice in the formal business education sector (see Appendix I).

In our view this level of activity within HEIs, combined with i) the IEE educational priorities of the country; and ii) the potential to involve other partners (including TVETs, international NGOs, media organisations etc) allows some optimism with respect to the evolution of a more systemic approach to entrepreneurship education involving HEIs. However, Tanzania compares less well to Kenya in this regard.

Tanzania's vision is to graduate from a Low Income Country (LIC) to a Medium Income Country (MIC) by 2025 with a high level of human development. This will be attained through education as a strategic catalyst that focuses on promoting creativity and problem solving. It is envisaged that the economy will transform from a low productivity agricultural base to a semi industrialized economy led by modernized and highly productive agricultural activities, fully

integrated and supported by industrial and service activities in both rural and urban areas. However, considerable opportunities (particularly in the tourism and hospitality sector) remain unexploited due to an inadequate level of management and entrepreneurial skills.[xlv]

3.2.3 Entrepreneurship Education in South Sudan

As the world's youngest state following several decades of civil war, South Sudan's educational needs and requirements are quite specific and pressing. Today, the country ranks close to the bottom of the global league table for educational opportunity, especially for young girls. It has some of the world's lowest primary school enrolment rates, highest dropout rates and widest gender disparities.   Recent reports suggest continuing human rights abuses, and frustrating negotiations between the Governments of Sudan and South Sudan (GOSS) on the oil export issue. On a more positive note, the UK Government is promoting South Sudan as a market ready for investment and trade, citing construction, textiles, agro industry and mining as all offering attractive investment returns despite the perception of political risk.[xlvi]

Abdelnour and colleagues (2008) undertook a study to examine pre-and post-conflict livelihood strategies of internally displaced persons (IDPs) in Southern Sudan and Darfur. A subsequent 3-year study undertaken by the Centre for Refugee Studies at York University and completed in 2010 revealed that governmental institutional capacity remains underdeveloped in South Sudan relative to the large responsibilities they have inherited. As the number of returnees and demobilized ex-combatants increases, technical, vocational and entrepreneurial capacity-building was identified as the most pressing need for development and reconstruction in South Sudan.[xlvii]

Technical and vocational education and training (TVET) was considered to be the most direct means of building capabilities and providing workers with skills relevant to evolving market needs and demands in South Sudan. The study recommended the development of sustainable enterprise opportunities within communities through a grassroots, private sector development and gendered approach, consistent with the analysis of DFID and others.[xlviii]

Atari and colleagues (2010) undertook a detailed study of Technical, Vocational and Educational Training (TVET) in South Sudan. Using a reverse market-mapping approach, they presented a variety of detailed enterprise development opportunities and policy requirements for addressing rural and urban reconstruction and development priorities.[xlix]

Based on the foregoing, two main areas for grassroots enterprise development identified in South Sudan are:

- enterprises addressing development needs (such as clean water, health services, de-mining, appropriate building materials, energy and communication in rural areas); and

- enterprises built around traditional livelihood strategies (such as agriculture and livestock-related enterprise) combined with participation in markets and the opportunity to take a lead role in the development of their communities.

Because of the particular needs of women in South Sudan who traditionally have been isolated and marginalised (and worse), enterprises should be developed that will empower women effectively and safely without excluding men. Although Internally Displaced Persons and ex-combatants are an urgent priority targets for the development of grassroots sustainable enterprise, all parts of the communities they settle in should be included to increase social linkages and cohesion. With a GDP growth rate set to reach ten per cent by 2015, and the apparent fragility of the new state, the need for an educated and skilled workforce is urgent.

3.2.4 Concluding Remarks

The results of our desk studies provide some reassurance with respect to there being a role for higher education institutions and their affiliates in enhancing the prospects for entrepreneurship education in East Africa. We observed that like much of the rest of the world, and consistent with analysis of business education in Sub-Saharan Africa (Kabongo, 2008) there is a gulf between formal business education in East Africa and the needs of entrepreneurs, especially women (Namusonge, 2006).[l] Therefore it is essential to develop a new paradigm for entrepreneurship education that is grounded in the economic and social context of the entrepreneurs. We noted that Kenya has the best developed HEI infrastructure to support a systemic approach to entrepreneurship education in the formal educational systems, with Tanzania in an intermediate position and with South Sudan much more likely to be dependent on alternatives to HEI provision (mediated especially by TVETs and civil society organisations).

However in all cases, and notwithstanding government policies on education, the provision for entrepreneurship education at all levels of literacy and education, in both urban and rural settings is unlikely to be comprehensive.

In each country, a role for TVETs and civil society organisations in the promotion and delivery of entrepreneurship education may be envisaged. And in all countries the prospects for radio and other ICTs to disseminate entrepreneurship knowledge should be explored, in addition to more traditional outreach mechanisms.

3.3. Findings of Semi-Structured Interviews

Fieldwork was conducted between 21-25 May, 2012 in Kenya, between 28-31 May, 2012 in Tanzania and between 20-24 June, 2012 in South Sudan.

Sample

We adopted a purposive sampling technique consistent with best practice in qualitative social science research.[li] Stakeholder categories were derived from the desk research as representative of five key target populations: i) educators in HEIs and affiliated institutions; ii) employers in large domestic and multinational businesses; iii) institutions promoting private sector development; and iv) owners of SMEs and micro-businesses in the formal or informal sectors; and v) graduates and unemployed youth/aspiring entrepreneurs.

In establishing our final samples for Kenya and Tanzania, we included recommendations from personal contacts in the field and those who emerged from our desk research to be particularly representative of their category. In South Sudan, we adopted a convenience sampling approach consisting of contacts within the researchers' networks. These included people who stayed during the wars, returnees, and youth from various ethnic and cultural groups. We took care to reflect some level of proportionality among target populations and gender balance among interviewees.

Interview Protocol

Our interview protocol[3] was based on categories of universal interest in entrepreneurship as developed by Gibb (1995).

The semi-structured interviews were designed to facilitate unbroken discussion and also to follow interesting lines of enquiry while ensuring that all questions were covered. Each interview took about 45-60 minutes to complete and respondents provided in-depth and rich data.

Due to resource constraints, we limited our samples to capital cities in the three countries. We held one focus group in Tanzania in order to capture the views of six unemployed graduates and aspiring entrepreneurs at the pre-start or start-up stage and we used the semi-structured interview questionnaire as a topic guide.

Analysis

In total, we conducted sixty one semi-structured interviews during fieldwork distributed among stakeholder categories as follows: i) fifteen in SMEs and micro-businesses; ii) six in large

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[3] Available on request.

businesses; iii) fifteen in HEIs and affiliated organisations; iv) twelve with unemployed graduates and youth; and v) thirteen in institutions promoting private sector development. The distribution by country was: twenty three interviews in Kenya, twenty one in Tanzania and sixteen in South Sudan. There was a reasonable spread across stakeholder groups in Kenya and Tanzania but in South Sudan there was a slight over-emphasis on civil society organisations where seven interviewees were representatives of NGOs, UN and faith-based organisations involved in various programmes of post war reconstruction.

We used content analysis[lii] for semi-structured interview transcripts to support or disconfirm hypotheses which emerged from the Desk Research findings. Recurrent words or phrases were recorded thematically in order to establish relationships between factors, where applicable.

There were three main areas where we wished to triangulate the results of our semi-structured interviews with the Desk Research: i) defining what is an 'entrepreneur', tested against five core characteristics selected from the literature but making provision for respondents to comment on any of them and/or add other characteristics they felt were important; ii) assessing the prevailing entrepreneurship education system in each country with respect to the achievement of entrepreneurial success, job creation and educational impact on non-traditional learners; and iii) developing suggestions for improving current entrepreneurship and business education systems in each country with respect to learning approaches and delivery methods.   In order to avoid influencing opinions on indicators of entrepreneurial success, we included the relevant questions in a later part of our interviews.

We present a summary of our main findings for each country below.

3.3.1   Results of Semi-Structured Interviews in Kenya

Defining 'Entrepreneur' and Measuring Success

There were shared understandings of definitions across most stakeholder categories in Kenya but a clear divergence in certain cases.   For example, many HEI respondents believed entrepreneurs were 'gamblers of opportunities, ideas and resources', in sharp contrast to the views of SME and micro-business owners who believed that entrepreneurs had a more long term orientation. It is noteworthy that the majority of those entrepreneurs interviewed had been in business for more than 10 years. Success for them was indicated by growth, diversification and social impact eg job creation above minimum wages. There was an emphasis from SMEs and micro-business owners on customer-oriented goals.

Current Entrepreneurship Education, Graduate and Youth Unemployment, and Job Creation

Unanimity was expressed by interviewees that the main factors behind graduate and youth unemployment were a lack of practical skills and a lack of industry relevance in education.

Interviewees also noted that the level of educators' knowledge of entrepreneurship was variable. Graduates recognised the private sector as a source of new jobs, but some felt they were treated as a source of 'cheap labour' even though they acknowledged opportunities for first steps into the job market. Strong criticism was made of HEIs operating more for profit than for the development of human capital. In contrast, respondents from HEIs identified as a matter of urgency the need to 'train the trainers'.

With respect to entrepreneurship education for the informal sector, some SMEs and micro-business owners expressed significant concerns over what they perceived to be a complete absence of dialogue between industry and HEIs in spite of the growing need for business skills.

Suggestions for Improving Entrepreneurship Education Provision

The need to contextualise learning with a particular emphasis on informal operators and the rural economy was expressed by many stakeholders in Kenya. Offering opportunities for experiential learning and wider dissemination of knowledge using ICTs was also suggested by many. Mentoring schemes were cited as an effective strategy to learn from local entrepreneurs regardless of their educational level, because it would encourage learning from role models. Better training and experience of teachers was suggested, and one entrepreneur noted 'they pretend to teach entrepreneurship and they do not know one single entrepreneur'.

3.3.2   Results of Semi-Structured Interviews in Tanzania

Defining 'Entrepreneur' and Measuring Success

A broad definition of 'entrepreneur' emerged from interviewees in Tanzania, but key terms, eg opportunity, and value creation remained ill-defined by many. There was a clear sense that behavioural change was needed at the community level to adopt more positive perceptions of entrepreneurship and self-employment.

Current Entrepreneurship Education, Graduate and Youth Unemployment, and Job Creation

The quality of entrepreneurship education in Tanzania was deemed below that of neighbouring countries, putting locals at a disadvantage in the job market. Similar to observations from Kenya, educators admitted they needed more training on the subject of entrepreneurship and graduates added that this was crucial to help them understand the relevance of skills they need to develop.

Suggestions for Improving Entrepreneurship Education Provision

Unemployed graduates and youth made an appeal for entrepreneurship to be introduced much earlier in the education system, together with a framework that can support the development

of those already in business without proper skills. As one graduate put it: 'it is extremely hard to run your own business by default. Entrepreneurship education must start much earlier because at the University level it is too late to learn.'

Contextual learning content focusing on rural businesses, and in particular activities dominated by women such as food production, horticulture, catering and hospitality were viewed as a priority with technology disseminated learning objects to be provided *in situ* in local languages if needed. An interesting observation was made on the potential use of mentoring to foster better ethnic integration, for example to encourage role modelling across ethnic groups.

3.3.3   Results of Semi-Structured Interviews in South Sudan

Defining 'Entrepreneur' and Measuring Success

There is no equivalent word in Juba Arabic for 'entrepreneur'. The word 'enterprise' is commonly used, but also applied to non-profit and public sector organizations. 'Livelihoods', 'business activity', and 'income generation' are more common descriptors of business related activity. This is starting to change, however, as words enter the language eg from Swahili: magendo, meaning a small, informal business. South Sudanese stakeholders suggested that entrepreneurial success can be measured by: business growth (customers, profit); personal growth (networks, professionalism); human development (food, education, children's future, health); and a combination of the above.

Current Entrepreneurship Education, Graduate and Youth Unemployment, and Job Creation

Interviewees cited the following as the main reasons for graduate unemployment: language and skills divide; lack of enterprise enablers eg credit, and job expectations eg a preference for working in the public sector. However, the private sector is seen as key for the future, and is increasingly understood to be a significant source of jobs. A key challenge is foreigners' domination of trade, markets, and jobs in specific sectors eg hospitality. The government is seen as a large employer and therefore the preferred choice for many graduates. Job creation opportunities are also driven by NGOs, UN agencies, and their consultants. Finally, the military remains a large employer, suggesting that much economic opportunity is still tied to the security needs of the country.

Suggestions for Improving Entrepreneurship Education Provision

Provision of formal education and training is conducted through public universities and technical and Vocational Education and Training providers (TVETs). These institutions are currently not entirely functional due to political conflicts, lack of human resources and funding. Certainly, government and NGOs see TVETs as important, yet they recognise they are also expensive to operationalise and maintain. NGOs and international agencies promote various

learning systems, such as: 'BEST'; Know About Business; Farmer Field Schools (FAO); and reproductive health (UNFPA). Historically, there are examples of successful outreach/education campaigns in Southern Sudan, such as those around animal health and husbandry which could be developed.

3.3.4   Concluding Remarks

The results of the fieldwork summarised above lead to a number of general observations:

- There is a general preference for public sector employment over entrepreneurial employment;
- The concept of entrepreneurship is reasonably well understood in Kenya, but perhaps less so in Tanzania and Sudan;
- There is a general appreciation of the economic importance of entrepreneurship, especially for rural areas;
- There is a potential tension between what educators and practising entrepreneurs perceive to be the defining characteristics of entrepreneurs;
- There is a significant gap in knowledge, experience and therefore credibility on the part of educators;
- There is recognition of the value of experiential learning and mentorship for entrepreneurs; and
- There is an appreciation of the potential for non-formal eg ICT mediated education in local languages.

3.4 Findings from Larger Scale Surveys

Larger scale surveys were conducted in all three focal countries in order to further explore stakeholders' understanding of entrepreneurship and to establish their expectations of what entrepreneurship education should achieve as well as their preferred learning approaches and delivery methods for educational content.

Sample

The sample was selected from the three main categories of stakeholders described below:

i)   Educators category: all those involved with delivering education in universities, colleges, and professional education institutions in the public and private sectors;

ii)   Employers category: including business owners/managers within the micro and small-medium sized business sector; we also included those operating in both formal and informal sectors; and

iii)   Graduates and unemployed youth category: comprising young people aged 16- 35 with a university or college degree, and school leavers without a degree, either unemployed or working informally.

For the first category, we chose specific business schools and technical colleges on the basis of their popularity and enrolment levels. The selection of SME and micro-business employers was based on location, eg large industrial estates and commercial parks. To avoid biased responses, we ensured that graduates were not selected from the schools taking part in the survey, and the unemployed youth were selected within business estates mainly operated by the informal sector eg Kariu Mbangi in the outskirts of Nairobi.

Our target sample for the survey did not include large domestic and multinational businesses or institutions generally promoting the private sector. This is because we wished to focus on stakeholders with a direct role in the local economy and the entrepreneurial process.

Due to resource constraints, we limited our target populations to the capital city in each country, except in Kenya where we were able to collect data among the graduate and unemployed youth category in Mombasa.

Survey Instrument

The survey instrument was designed to capture the views of a larger sample of stakeholders than were interviewed in the semi-structured interview process. The questionnaire was based on universal propositions developed by Gibb (1995). We included short and clear sentences as measurement indicators with Likert scales from 1 (strongly agree) to 5 (strongly disagree) to capture respondents' opinions.

We designed our research instrument in a four-page format in five sections.[4] The first section comprised a classification of participants among stakeholder categories. Sections Two, Three, Four and Five covered propositions in four broad areas relevant to our research questions:

What it means to be an entrepreneur

These questions aimed to establish general perceptions and understandings of the characteristics of entrepreneurs.

To what extent the current educational programmes develop a variety of skills and attributes associated with being an entrepreneur.

This section was designed to identify areas where stakeholders require educational support to develop or acquire particular skills and attributes. Employers were expected to identify entrepreneurial skills required in their employees. And for educators we wanted to identify areas for capacity building in delivering entrepreneurship education. Likewise for graduates and unemployed youth, the question was meant to help fill the gaps between their understanding of entrepreneurship and the skills and attributes that make for a successful entrepreneur.

Exploring the best ways to learn how to be an entrepreneur

Section Four was designed to establish the preferred learning approaches of each category of participant, and we provided statements describing the most common learning approaches we found during the desk research. These were: experiential learning, reflecting on reading material, theoretical lectures, case studies or a combination of approaches. We also asked respondents to suggest approaches not covered in the questionnaire.

Exploring the best delivery methods for entrepreneurship education

Section Five covered learning methods. We asked each participant to select their preferred learning methods: academic lectures and tutorials, learning from home, using multi-media, learning in community groups with like-minded people, coaching and mentoring, or a combination of these. We also asked respondents to identify any preferred method of learning not included in our statements.

Analysis

In total we collected four hundred and twenty valid responses distributed as follows: two hundred and eighty six for SMEs; sixty for educators and seventy four for graduates and unemployed youth. See table below.

Categories	Country	Kenya	Tanzania	South Sudan
Educators in HEIs and Affiliates		20	33	7
Owners of SMEs and Micro-Businesses		101	160	25
Graduates/unemployed youth		44	30	
Total		**165**	**223**	**32**

We reported the means and the standard deviations (SDs) for each response to show the degree of convergence of opinions. We then ranked the responses starting with the lowest means to highlight indicators for which respondents were in highest agreement.   In all cases total samples were heavily weighted towards the Owners of SMEs and micro-businesses who represented 61% of the sample for Kenya, 72% for Tanzania and 78% for South Sudan.

Results are described below for each country.

3.4.1   Results of Survey Undertaken in Kenya

Graduate aspirations – ("Given the opportunity where would you like to be in 5 Years")

We asked graduates in Kenya to express their preferred career choice. More than three quarters said they would prefer to work for a large domestic or multinational company. The results in the table below show that self-employment is the last career choice for most graduates in Kenya, with only 3% indicating a preference for this option.

	Kenya
Large Companies	77%
Public Services	20%
Self-Employment	3%

What it means to be an entrepreneur

The results in the table below show that being an entrepreneur is most strongly associated with skills and attributes of being innovative, being able to spot an opportunity and taking initiative. These are closely followed by intuitive decision-making, ability to network effectively and to develop trust in relationships. The skills which were the least associated with being an entrepreneur were studying the subject of entrepreneurship, having an holistic appreciation of the management of business, and having learnt about the behaviours and values of an entrepreneur.

Rank		KENYA	
		Mean[4]	**SD**
1	Being able to innovate	1.48	0.587
2	Being able to take the initiative	1.48	0.72
3	Constantly developing the ability to spot an opportunity	1.57	0.772
4	Being able to make intuitive decisions	1.58	0.595
5	Being an outstanding networker	1.58	0.844
6	Building high levels of trust with those they work with	1.6	0.853
7	Being up to date with the latest technology	1.61	0.748
8	Exhibiting high levels of ability to convert opportunities into viable new ventures (or projects)	1.63	0.689
9	Regularly grasping opportunities when others have failed to.	1.63	0.914
10	Being able to persuade and negotiate	1.65	0.704
11	Being able to write and present a business plan	1.66	0.855
12	Having the capacity to think strategically	1.7	0.929
13	Being able to make decisions in uncertain and confused situations	1.73	0.93
14	Knowing what they know as well as what they don't know	1.75	0.999
15	Taking every opportunity to learn from their experiences and their colleagues/community	1.77	0.748
16	Always looking for ways to develop not just themselves but those around them	1.79	0.811
17	Understanding the functional importance of strategy, marketing, operations and finance	1.81	0.781
18	Seeing entrepreneurial behaviours practiced in a wide range of contexts	1.83	0.719
19	Being able to enjoy everything that they do	1.89	0.868
20	Having learnt how to start a business	1.97	0.909
21	Having a good understanding of the theory of management	1.97	1.006
22	Appreciating the need for organisation to develop and know how to achieve this	2.01	1.033
23	Studying the subject of entrepreneurship	2.11	0.949
24	Having a holistic appreciation of the management of the business (or part of it)	2.15	1.019
25	Having learnt about the behaviours and values of an entrepreneur	2.18	0.939

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[4] The lower the score, the more important the factor.

To what extent do you require educational support to develop skills and attributes associated with being an entrepreneur?

In terms of the support required to develop specific entrepreneurial skills and attributes, participants in Kenya ranked determination, ability to network effectively and holistic management among the top priorities; the least important priorities were skills related to team working, people management and the ability to act autonomously.

RANK		KENYA	
		Mean	**SD**
1	Being determined	1.75	1.02
2	Ability to network with others	1.77	0.77
3	Ability to manage a project or initiative holistically	1.79	0.88
4	Ability to seek and take opportunities	1.8	0.82
5	Ability to communicate effectively	1.82	0.98
6	Ability to sell / persuade	1.85	1.00
7	Having an achievement orientation and ambition	1.89	0.926
8	Ability to use judgment to take calculated risks	1.89	1.181
9	Ability to negotiate	1.93	0.82
10	Ability to think strategically	1.93	0.99
11	Being creative	1.96	1.31
12	Ability to take initiatives to make things happen	1.97	1.03
13	Ability to manage finance / budgets	2	1.07
14	Being hardworking	2.01	1.36
15	Ability to make decisions under uncertainty	2.02	1.04
16	Having a preference for learning by doing	2.07	1.12
17	Ability to commercialise an idea	2.08	0.95
18	Having an action orientation	2.09	1.09
19	Ability to see things through	2.11	1.09
20	Having perseverance	2.16	1.04
21	Having self-confidence and belief	2.16	1.30
22	Ability to take responsibility for / ownership of things	2.29	1.23
23	Ability to solve problems creatively	2.3	1.14
24	Ability to undertake consultancy activities	2.35	1.15
25	Ability to manage people	2.46	1.16
26	Ability to work in a team	2.59	1.18
27	Ability to act autonomously	2.6	1.56

The results acknowledge soft skills and illustrate both a good understanding of the social nature of entrepreneurship and a recognition of the crucial role of social networks in the value creation process. The ability to network effectively and to manage a project leverages limited resources and improves the likelihood of a successful entrepreneurial venture.

Exploring the best ways to learn how to be an entrepreneur

RANK		KENYA	
		Mean	**SD**
1	Learning by doing –gaining the experience "on the job".	1.31	0.465
2	Working through case studies of successful entrepreneurial endeavours	1.37	0.484
3	A combination of the above (all or just some?)	1.75	0.632
4	Reading about the subject and reflecting on what it means to them.	1.81	0.831
5	Listening to experts and having theories presented for private reflection.	1.85	0.809

On the learning approach, the majority of participants in Kenya expressed a preference for experiential learning, followed by case studies of successful local entrepreneurs, which again supports the findings of the desk research for contextual learning. Theoretical approaches to learning came last - again supporting our findings from desk research that traditional business school approaches do not meet the requirements of the competitive marketplace in which entrepreneurs operate.

Exploring the best learning methods for entrepreneurial education

RANK		KENYA	
		Mean	**SD**
1	Mentoring/coaching	1.73	0.673
2	Group or community learning among like-minded people	1.88	0.774
3	A combination of all the cited learning outcomes	1.92	0.678
4	Traditional taught lessons by academics or tutors in classrooms in a school or college	2.09	1.251
5	Printed material available to work through at home	2.11	0.931
6	Multi-media materials available on a mobile phone	2.22	0.937
7	Multi-media materials available via the web	2.40	1.144

As the results in the above table reveal, mentoring and coaching were the optimum learning methods selected by participants in Kenya, followed by community learning with peers.

3.4.2   Results of Survey Undertaken in Tanzania

Graduate aspirations – ("Given the opportunity where would you like to be in 5 Years")

The table below outlines graduate aspirations in Tanzania. Following a similar trend to that found in Kenya, the most popular career choice was to work in large companies, followed by working in public service and then self-employment. Although the samples are not strictly comparable, the data suggest that graduate aspirations for self-employment may be slightly higher in Tanzania than in Kenya (14% as opposed to 3%).

	Tanzania
Large Companies	64%
Public Services	22%
Self-Employment	14%

What it means to be an entrepreneur

Respondents to the survey in Tanzania ranked four main characteristics as best describing what it means to be an entrepreneur. These were: being innovative, taking initiative and grasping opportunities where others have failed to, and finally developing trust with whom they work. The characteristics least associated with being an entrepreneur included: having studied entrepreneurship as a subject, holistic management skills and demonstrating entrepreneurial values. Overall, these results are very similar to those obtained in Kenya. See table overleaf.

Rank		TANZANIA	
		Mean	SD
1	Being able to innovate	1.52	0.606
2	Being able to take the initiative	1.52	0.705
3	Building high levels of trust with those they work with	1.54	0.784
4	Regularly grasping opportunities when others have failed to.	1.54	0.861
5	Being able to persuade and negotiate	1.56	0.667
6	Being up to date with the latest technology	1.64	0.779
7	Being able to make intuitive decisions	1.66	0.653
8	Being able to write and present a business plan	1.66	0.873
9	Exhibiting high levels of ability to convert opportunities into viable new ventures (or projects)	1.69	0.78
10	Constantly developing the ability to spot an opportunity	1.69	0.973
11	Being an outstanding networker	1.7	1.024
12	Understanding the functional importance of strategy, marketing, operations and finance	1.73	0.894
13	Being able to make decisions in uncertain and confused situations	1.73	1.017
14	Knowing what they know as well as what they don't know	1.73	1.021
15	Taking every opportunity to learn from their experiences and their colleagues/community	1.74	0.725
16	Always looking for ways to develop not just themselves but those around them	1.74	0.838
17	Having the capacity to think strategically	1.74	0.957
18	Seeing entrepreneurial behaviours practiced in a wide range of contexts	1.77	0.828
19	Having learnt how to start a business	1.83	0.977
20	Being able to enjoy everything that they do	1.89	0.96
21	Appreciating the need for organisation to develop and know how to achieve this	1.92	0.963
22	Having a good understanding of the theory of management	1.92	0.976
23	Having learnt about the behaviours and values of an entrepreneur	2.18	1.075
24	Having a holistic appreciation of the management of the business (or part of it)	2.22	1.026
25	Studying the subject of entrepreneurship	2.23	1.06

To what extent do you require educational support to develop a variety of skills and attributes associated with being an entrepreneur?

We asked respondents in Tanzania to specify entrepreneurial skills and attributes for which they required educational support in order to develop. The top three identified were: being determined, networking and communicating effectively. The least important skills required included working in a team, ability to act autonomously and managing people.

RANK		TANZANIA	
		Mean	**SD**
1	Being determined	1.58	0.873
2	Ability to network with others	1.68	0.819
3	Ability to communicate effectively	1.7	0.919
4	Ability to seek and take opportunities	1.72	0.777
5	Ability to manage a project or initiative holistically	1.74	0.783
6	Ability to use judgment to take calculated risks	1.78	1.094
7	Being creative	1.79	1.168
8	Having an achievement orientation and ambition	1.8	0.836
9	Ability to think strategically	1.82	0.975
10	Ability to make decisions under uncertainty	1.9	1.028
11	Ability to take initiatives to make things happen	1.9	1.044
12	Ability to see things through	1.91	0.996
13	Having an action orientation	1.92	1.038
14	Ability to manage finance / budgets	1.95	1.151
15	Having a preference for learning by doing	1.96	1.075
16	Ability to sell / persuade	1.96	1.106
17	Ability to commercialise an idea	1.97	0.974
18	Ability to negotiate	1.97	0.978
19	Being hardworking	1.98	1.357
20	Having self-confidence and belief	2.05	1.28
21	Having perseverance	2.06	0.968
22	Ability to undertake consultancy activities	2.07	1.16
23	Ability to solve problems creatively	2.19	1.105
24	Ability to take responsibility for / ownership of things	2.36	1.252
25	Ability to work in a team	2.38	1.251
26	Ability to act autonomously	2.43	1.462
27	Ability to manage people	2.5	1.213

Again, the results presented in the table above are similar to those we obtained in Kenya and demonstrate that the majority of respondents recognize and value those soft skills that are required to develop successful relationships within social networks.

Exploring the best ways to learn how to be an entrepreneur

Respondents in Tanzania were asked to select their preferred learning approach in developing entrepreneurial skills and attributes. Again experiential learning came top, followed by case studies of successful local entrepreneurs. The results presented in the table below are very similar to those we collected in Kenya.

RANK		TANZANIA	
		Mean	**SD**
1	Learning by doing –gaining the experience "on the job".	1.3	0.479
2	Working through case studies of successful entrepreneurial endeavors	1.37	0.58
3	Reading about the subject and reflecting on what it means to them.	1.67	0.732
4	Listening to experts and having theories presented for private reflection.	1.71	0.787
5	A combination of the above (all or just some?)	1.74	0.672

Exploring the best learning methods for entrepreneurial education

Results in the table below show that mentoring and coaching are perceived to be the best learning methods for entrepreneurship education in Tanzania, closely followed by community-based learning with peers. We obtained similar results in Kenya.

RANK		TANZANIA	
		Mean	**SD**
1	Mentoring/coaching	1.66	0.657
2	Group or community learning among like-minded people	1.76	0.663
3	A combination of all the cited learning outcomes	1.83	0.668
4	Traditional taught lessons by academics or tutors in classrooms in a school or college	2.01	1.228
5	Multi-media materials available on a mobile phone	2.06	0.929
6	Printed material available to work through at home	2.08	0.954
7	Multi-media materials available via the web	2.34	1.13

3.4.3   Results of Survey Undertaken in South Sudan

Career aspirations

As explained above, our sample distribution in South Sudan did not include graduates and unemployed youth because of the special circumstances in that country. Also, it should be noted that due to the small sample size, these results must be viewed with some caution. However, the initial indications outlined are interesting and hence we have included them here.

What it means to be an entrepreneur

When asked how best to describe an entrepreneur, respondents in South Sudan cited the ability to develop not just themselves but those around them as the most important characteristic, followed by the ability to spot an opportunity, to start a business and demonstrate holistic management skills. The least important characteristics were assimilating latest technology, studies on entrepreneurship and demonstrating entrepreneurial values.

The results shown in the table overleaf are supportive of our findings from the desk research which identified the need for small and micro enterprises to develop as commercial anchors with a strong community base. It is also worth mentioning that South Sudan is the only one of the three countries where starting a business was strongly associated with having entrepreneurial experience, this factor being ranked fourth in importance.

RANK		SOUTH SUDAN	
		Mean	**SD**
1	Always looking for ways to develop not just themselves but those around them	1.22	0.441
2	Taking every opportunity to learn from their experiences and their colleagues/community	1.3	0.675
3	Constantly developing the ability to spot an opportunity	1.4	0.699
4	Having learnt how to start a business	1.4	0.843
5	Having a holistic appreciation of the management of the business (or part of it)	1.44	0.527
6	Building high levels of trust with those they work with	1.5	0.707
7	Having the capacity to think strategically	1.5	0.85
8	Being able to take the initiative	1.5	0.85
9	Being able to innovate	1.5	0.972
10	Exhibiting high levels of ability to convert opportunities into viable new ventures (or projects)	1.56	1.014
11	Regularly grasping opportunities when others have failed to.	1.56	1.014
12	Being able to persuade and negotiate	1.6	0.843
13	Being able to make intuitive decisions	1.6	0.843
14	Being able to make decisions in uncertain and confused situations	1.6	0.843
15	Understanding the functional importance of strategy, marketing, operations and finance	1.6	0.966
16	Being an outstanding networker	1.6	1.075
17	Appreciating the need for organisation to develop and know how to achieve this	1.7	1.337
18	Knowing what they know as well as what they don't know	1.8	0.919
19	Having learnt about the behaviours and values of an entrepreneur	1.8	1.229
20	Being able to enjoy everything that they do	1.8	1.317
21	Having a good understanding of the theory of management	1.9	1.287
22	Being able to write and present a business plan	2	1.054
23	Seeing entrepreneurial behaviours practiced in a wide range of contexts	2.1	0.994
24	Studying the subject of entrepreneurship	2.1	1.287
25	Being up to date with the latest technology	2.3	1.337

To what extent do you require educational support to develop a variety of skills and attributes associated with being an entrepreneur?

When asked to identify areas where educational support was required in order to facilitate entrepreneurial success, respondents in South Sudan cited the ability to network with others as the most important factor. This was followed by six attributes with similar scores: seek and exploit opportunity, being determined, communicate effectively, sell/persuade, see things through, manage holistically.

RANK		SOUTH SUDAN	
		Mean	**SD**
1	Ability to network with others	1.11	0.333
2	Ability to seek and take opportunities	1.33	0.5
3	Ability to see things through	1.33	0.707
4	Ability to communicate effectively	1.33	0.707
5	Being determined	1.33	0.707
6	Ability to sell / persuade	1.33	1
7	Ability to manage a project or initiative holistically	1.33	1
8	Ability to work in a team	1.44	0.726
9	Being hardworking	1.44	0.726
10	Ability to manage people	1.56	0.726
11	Being creative	1.56	0.726
12	Ability to negotiate	1.56	1.014
13	Ability to take responsibility for / ownership of things	1.56	1.014
14	Ability to use judgment to take calculated risks	1.56	1.014
15	Ability to commercialise an idea	1.56	1.014
16	Ability to solve problems creatively	1.56	1.13
17	Ability to think strategically	1.56	1.13
18	Ability to undertake consultancy activities	1.67	1
19	Having an action orientation	1.67	1
20	Ability to manage finance / budgets	1.67	1.118
21	Ability to make decisions under uncertainty	1.78	0.972
22	Ability to act autonomously	1.78	0.972
23	Having self-confidence and belief	1.78	0.972
24	Having an achievement orientation and ambition	1.78	1.093
25	Having perseverance	1.89	0.928
26	Ability to take initiatives to make things happen	1.89	1.269
27	Having a preference for learning by doing	2	0.866

In addition, South Sudanese respondents introduced the ability to see things through, and to sell. After several decades of war, it is perhaps to be expected that the South Sudanese will value peace and being able to start a business, run it with an holistic approach, and grow.

Exploring the best ways to learn how to be an entrepreneur

We asked respondents in South Sudan to select their preferred learning approach in developing entrepreneurial skills and attributes. Experiential learning came first, followed by local case studies with successful entrepreneurs. Learning using a combination of approaches was a very close third choice, in contrast to what we observed in the Kenya and Tanzania samples. Theoretical learning was the least appealing.

RANK		SOUTH SUDAN	
		Mean	**SD**
1	Learning by doing –gaining the experience "on the job".	1.22	0.441
2	Working through case studies of successful entrepreneurial endeavours	1.6	0.699
3	A combination of the above (all or just some?)	1.7	0.675
4	Reading about the subject and reflecting on what it means to them.	1.8	0.919
5	Listening to experts and having theories presented for private reflection.	1.9	0.738

As we established from the desk research, the diversity of cultures, languages and tribes in South Sudan may not be very conducive to theoretical learning, especially when the country has very limited resources to meet the pressing challenge of education.

Exploring the best learning methods for entrepreneurial education

On the question of preferred learning method to receive educational content, respondents in South Sudan ranked mentoring and coaching and a combination of other methods as their preferred learning methods, followed by community-based learning with peers. See table overleaf.

RANK		SOUTH SUDAN	
		Mean	**SD**
1	Mentoring/coaching	1.8	0.789
2	A combination of all the cited learning outcomes	1.8	0.789
3	Group or community learning among like-minded people	1.9	0.738
4	Multi-media materials available via the web	2	0.667
5	Printed material available to work through at home	2	0.943
6	Multi-media materials available on a mobile phone	2.3	1.337
7	Traditional taught lessons by academics or tutors in classrooms in a school or college	2.5	1.08

3.4.4   Evaluation of Findings

The results of the larger scale surveys demonstrate a remarkable similarity in responses between stakeholders – especially in Kenya and Tanzania.   The sample was different and smaller in South Sudan, so we will present those observations separately and with some caution because of the small sample size.

In both the cases of Kenya and Tanzania, a significant majority of graduates and unemployed youth expressed a desire to work for a large company (77% and 64% respectively) and a significant minority preferred to work for the public sector (20% and 22% respectively). Only a minority (3% and 14% respectively) was interested in self-employment.

Because the majority of graduates seek a conventional paid job as a first option, and some may only start a business venture informally while being unemployed, it is difficult to assess the effectiveness of entrepreneurship training in East Africa at present.[liii] At best, for those who succeed as self-employed, it may take five to ten years to assess the impact, and those who continue in the informal sector are very difficult to capture in national statistics. Furthermore, those who do not succeed and perhaps go back to unemployment are not recorded as unsuccessful business ventures because they do not exist in official records. This makes it difficult to understand the full picture and challenging to design appropriate support mechanisms to prevent similar failures.   For SME owners receiving training while running their own businesses, eg through entrepreneurship centres, TVETs, EMPRETEC (UNCTAD) and similar programmes, it is feasible to measure the benefits to them and to the community only where job creation takes place.

When asked 'what it means to be an entrepreneur', both Kenyan and Tanzanian stakeholders ranked the ability to be innovative and take the initiative as their first and second criteria. Common items in the top ten criteria included 'constantly developing the ability to spot an

opportunity (3rd and 10th for Kenya and Tanzania respectively); 'being able to make intuitive decisions' (4th and 7th respectively); 'building high levels of trust with those they work with' (6th and 3rd respectively); 'being up to date with the latest technology' (7th and 6th respectively); 'exhibiting high levels of ability to convert opportunities into viable new ventures or projects' (8th and 9th respectively); and 'being able to persuade and negotiate' (10th and 5th respectively).

In both cases, the five least highly ranked criteria included 'studying the subject of entrepreneurship', having learned about the behaviours and values of an entrepreneur', having an holistic appreciation of the management of the business', and 'appreciating the need for the organisation to develop and know how to do this'.

These results demonstrate two things: first the general appreciation of universally applicable principles of effective entrepreneurship with respect to opportunity identification and commercialisation, and of social attributes such as trust building, persuasion and negotiation. The capacity for intuitive decision-making and technological competence were also recognised. In contrast, factors that might be perceived to be academic or more passive tended to be ranked lowest.

In contrast, South Sudanese respondents showed greater appreciation for collective characteristics, with the ability to innovate and convert opportunities into viable new ventures scoring only 9th and 10th respectively. The importance of spotting opportunities was ranked 3rd however and having high levels of trust 6th. Given the small size and nature of the sample it is important not to over-interpret these observations but it is interesting to note that various characteristics relating to learning and development of self and colleagues featured in four out of the top five characteristics for South Sudanese respondents.

When asked 'to what extent do you require educational support to develop skills and attributes associated with being an entrepreneur?' again there was a high level of consistency between Kenyan and Tanzanian respondents. 'Being determined' and 'ability to network with others' ranked as the first and second priority for both samples. 'Ability to manage a project or initiative holistically' ranked 3rd and 5th respectively for Kenyan and Tanzanian respondents. 'Ability to seek and take opportunities' was ranked 4th for both, and 'ability to communicate effectively' was ranked 5th and 3rd respectively for Kenyans and Tanzanians. 'Having and achievement orientation' was ranked 7th and 8th and 'ability to use judgment and take calculated risks' was ranked 8th and 6th respectively. 'Ability to think strategically' was ranked 10th and 9th for Kenyans and Tanzanians respectively.   If there was a divergence it was that Kenyans ranked 'ability to sell/persuade' and 'ability to negotiate' 6th and 9th, whereas Tanzanians place more emphasis on 'being creative' as their 7th ranked most required skill.

With the caveat that the sample was qualitatively different and smaller, the South Sudanese did appear to value educational support for 'being determined' (5th) and 'ability to network' (1st); and the 'ability to seek and take opportunities' (3rd) was also highly ranked. 'Ability to communicate effectively' and 'ability to sell/persuade' were ranked 4th and 6th respectively. But

unlike the Kenyans and the Tanzanians, South Sudanese respondents ranked managerial and team working educational needs such as 'ability to manage a project or initiative', 'ability to work as a team' and 'ability to manage people' as top ten requirements (7th, 8th and 10th respectively), well ahead of 'having an achievement orientation and ambition' (24th).

On the topic of 'exploring the best ways to learn how to be an entrepreneur', 'learning by doing – gaining experience on the job' emerged as the first priority for all samples, and 'working through case studies of successful entrepreneurial endeavours' was the second most highly ranked mode of learning for all countries' respondents.

Finally, on the question of 'exploring the best learning methods for entrepreneurial education', there was unanimity across all country samples that 'mentoring/coaching' was the best method; 'group or community learning among like-minded people' ranked 2nd for Kenyan and Tanzanian respondents and 3rd for South Sudanese respondents. Interestingly, 'traditionally taught lessons by academics or tutors in classrooms in a school or college' (4th) outranked both printed material at home and multi-media materials available by the web or a mobile phone for both Kenyan and Tanzanian samples, although it scored last (7th) for South Sudanese respondents.

3.4.5   Concluding Remarks

What we may conclude from the larger scale surveys is that:

- Consistent with the results of semi-structured interviews: i) there is a general preference for public sector employment over entrepreneurial employment in both Kenyan and Tanzanian samples; ii) corporate (large company) employment is even more preferred; and iii) there is a clear and consistent recognition of the value of experiential learning and mentorship for entrepreneurs across all countries.

- The appreciation of the potential for non-formal eg ICT mediated education is present, but not so pronounced as the desire for mentoring/coaching, peer to peer learning, and even traditional classroom based teaching – at least in the case of the Kenyan and Tanzanian respondents.

In addition, the survey results demonstrated remarkable consistency for Kenyan and Tanzanian respondents in:

- The importance of innovation, initiative, opportunity seeking and commercialisation as highly ranked attributes for entrepreneurs, supported by social attributes such as trust building, persuasion and negotiation and technological competence and intuition.

- The importance of skills development in determination, networking, project management, opportunity seeking, communications, risk tolerance and achievement orientation.

In partial contrast to these observations and bearing in mind differences in sample nature and size, it seems that South Sudanese respondents in our sample:

- Placed greatest emphasis on collective attributes, opportunity seeking and trust building in successful entrepreneurs and rather less emphasis on innovation and commercialisation
- Ranked determination, networking, opportunity seeking, and communications skills development highly, but ranked managerial and team working skills higher than achievement orientation.

These observations are helpful from a number of perspectives.

First, the results of the larger scale surveys provide high levels of triangulation and reinforcement with respect to the results of the Desk Study and the Semi-Structured Interviews, particularly with respect to:

- The relative lack of interest in pursuing self-employment compared to corporate or public sector employment for graduates and unemployed youth in Kenya and Tanzania;
- The clear recognition of the importance of entrepreneurial characteristics related to opportunity seeking and commercialisation in three different cultures in East Africa;
- The clear recognition of the importance of social enablers such as trust building, communications and negotiation skills for the success of entrepreneurs;
- The recognition of the importance of experiential learning over theoretical learning;
- The recognition of the importance of mentoring, coaching and peer-peer learning over other forms of learning support; and
- The recognition of the importance of specific skills development for entrepreneurs.

Second, while there is a high degree of consistency across the three samples, the results provide some interesting signals with respect to clear differences in emphasis in the three countries which may be useful to take into account in designing future interventions in entrepreneurship education in East Africa.

Third, the recognition of the need for experiential learning opportunities and mentoring, compounded by the relative disinterest in pursuing self employment as a career among most respondents demonstrates that if 'systemic entrepreneurship' is to be realised in East Africa significant levels of training and capacity building, supplemented by processes of behavioural and social change will need to be explored.

3.5 Findings of Workshop

3.5.1 Workshop Purpose and Design

A two-day workshop was convened in Nairobi on 26th and 27th June 2012 and attended by twenty four participants. The workshop had two primary objectives: i) to validate, interpret and enrich the results of preliminary fieldwork results; and ii) to articulate a vision for the development of entrepreneurship education in three countries in East Africa. A detailed report on workshop activities and results and a list of participants list is available on request.

Workshop participants were selected from fieldwork participants and recommendations from all stakeholder categories across the three focal countries. One expert from Uganda was invited who was known previously to the principal investigators. We took great care to ensure gender balance. The attendees included:

- Young entrepreneurs, start-up and pre-start (3)
- Mature entrepreneurs, established businesses (10)
- Educators in Higher Education Institutions and affiliated colleges (6)
- Public/private sector bodies, institutions supporting or promoting entrepreneurship (5)

There were 11 attendees from Kenya, 7 from Tanzania, 5 from South Sudan, and (as noted above) one from Uganda.

The workshop was hosted by the University of Nairobi School of Business and facilitated by Professor Simon Brown (Plymouth University), a former chair of Enterprise Educators UK.

Throughout the workshop design and execution facilitators developed narratives and summaries of conversations and used these to inform and further refine the tools used for workshop activities. Where possible phrases and comments were unchanged and anonymity was preserved in order to establish shared understandings of the terms and concepts underpinning the project. The workshop design was participatory with a programme of activities based on 'card sort' techniques[5] and the development of 'rich pictures' to summarise and crystallise understandings.

The results of preliminary field work were presented at the commencement of the workshop and thus informed the proceedings. However the preliminary fieldwork observations did not

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[5] Card sorts consisted of a number of statements, phrases or terms being presented to the groups who were invited to identify levels of agreement, and where possible to rank each phrase. The phrases were drawn from the field work and were chosen to stimulate debate. Some were felt to be ambiguous or confusing; these generated the greatest level of discussion and ultimately helped draw out a number of the richer outputs from the workshops.

preclude the emergence of new views and understandings. Rather the workshop design invited stakeholders to respond to the fieldwork and co-create new meaning around concepts of entrepreneurialism and entrepreneurship education. Participants were encouraged to offer new words and concepts and comments on experiences, beliefs and future recommendations.

The initial stage of the workshop programme was designed to establish what East African stakeholders participating in the workshop understood by the word 'Entrepreneur'. What did an Entrepreneur look like? How would they represent one? And how would they recognise one?

The second stage of the workshop aimed to establish what entrepreneurial success looked like. How would they know if an entrepreneur was successful? What would an entrepreneur aspire to achieve?

The third stage endeavoured to build a vision of what an educational system would have to deliver if it were to enable and support entrepreneurs to achieve success in the three focal countries. What are the educational inputs and outcomes that would have to be delivered?

3.5.2   Results of Workshop

Outcomes of the first Card Sort – "An entrepreneur is" – completed in country groups

Using 25 indicators from the literature and an additional 32 from the narratives from the field work, country groups sorted these into groups; Strongly agree; Agree; Neither Agree nor Disagree; Disagree; and Strongly Disagree.

Participants were invited to further filter the strongly agree group and rank their choices from "highest of the high" to "lowest of the high". Piles of cards were then recorded by facilitators on excel spread sheets. Cards were assigned an identifying number. Within the 'strongly agree' piles of cards the rank was allocated a sequential number.

A second analysis was competed for all the cards. Cards in each broad group were assigned an identifying number according to which category they fell into: Strongly Agree (2); Agree (1), Neither (0); Disagree (-1); and Strongly Disagree (-2).   A colour code was then applied to show the statements that attracted broadest levels of agreement. The summary final results are depicted in the table overleaf.

The results showed a number of characteristics to be important across all countries. Opportunity recognition and exploitation was universally recognised as a central characteristic for entrepreneurs along with the ability to mobilise networks. Personal characteristics such as hard work, ambition, flexibility, responsibility, daring, adaptability and commitment to lifelong

learning were also recognised by all country groups. In contrast, entrepreneurs were not perceived to be especially driven by profit; money was not their primary driver. They did not need to have studied the subject at University, nor did they have to be able to write a business plan or be especially expert in financial matters.

The relevance of ethical issues eg trust, integrity and sustainability caused some debate at the workshop. Overall, 'value creation' emerged as a core characteristic that sets apart entrepreneurs from non-entrepreneurs.

CARD No	Statement - "An Entrepreneur is"	group 1 Kenya	group 2 Tanzania	group 3 Ssudan	Rank
1	Able to recognise and exploit opportunities	2	2	2	2.00
4	Develops and uses networks	2	2	2	2.00
5	Hard working and self confident	2	2	2	2.00
6	Ambitious and resilient	2	2	2	2.00
23	Always on the look out for new things	2	2	2	2.00
24	Constantly scanning for new knowledge or information	2	2	2	2.00
25	Daring	2	2	2	2.00
26	Adaptive and flexible	2	2	2	2.00
40	A life long learner	2	2	2	2.00
41	Takes responsibility, and ownership of, things	2	2	2	2.00
51	builds trust		2		2.00
57	Starts small and grows		2		2.00
48	Constantly seeking knowledge	1	2	2	1.67
2	A strategic thinker	2	1	2	1.67
7	customer focussed	2	1	2	1.67
9	Aggressive and success oriented	2	1	2	1.67
10	Focussed on performance	2	1	2	1.67
27	A good problem solver	2	1	2	1.67
35	Able to thrive in conditions of uncertainty and ambiguity	2	1	2	1.67
42	A good negotiator	2	1	2	1.67
44	Strategic	2	1	2	1.67
46	An initiator and self driven	2	1	2	1.67
11	Understand and manage risk	2	2	1	1.67
12	Somebody who will make things happen	2	2	1	1.67
49	A calculated risk taker	2	2	1	1.67
8	Market focussed	1	1	2	1.33
3	Able to develop a business plan	2	0	2	1.33
13	Uncomfortable with the status quo	2	1	1	1.33
14	Innovates and brings new things to market	2	1	1	1.33
18	Happy to let others do the work	2	1	1	1.33
20	Able to see the world differently	2	1	1	1.33
45	An "Intrapreneur"	2	1	1	1.33
28	Learnt from doing	0	1	2	1.00
54	A risk taker			1	1.00
53	Quality conscious		1		1.00
56	Ready to start dirty work		1		1.00
58	Not hindered ny capital		1		1.00
15	A Gambler - of ideas, investments or expectations	1	0	1	0.67
43	Good at selling	1	0	1	0.67
47	Aware of what he doesn't know	1	0	1	0.67
29	Reflects on their own performance	1	1	0	0.67
36	Able to manage their "work-life" balance	1	1	0	0.67
50	Someone with high "integrity"	0	0	1	0.33
37	More successful if they are well educated	1	0	0	0.33
21	Been inspired by somebody they respect	1	0	-1	0.00
38	Highly skilled	1	0	-1	0.00
52	A strong mentor		0		0.00
30	A new word for a self employed business person	-1	-1	1	-0.33
22	Always got an exit plan	-1	0	0	-0.33
39	Focussed on their own career	-1	-1	0	-0.67
33	A strong business management focus	-2	0	-1	-1.00
55	Sometimes depletes natural resources			-1	-1.00
16	Unethical in their dealings	0	-1	-2	-1.00
19	Driven by profit at the expense of social capital	-2	-1	-1	-1.33
31	Able to write and present a business plan	-2	-1	-1	-1.33
17	Deplete natural resources	-2	-2	-1	-1.67
32	Able to create and present financial statements	-2	-2	-2	-2.00
34	Studied Entrepreneurship at University	-2	-2	-2	-2.00

strongly agree	2
agree	1
neither	0
disagree	-1
Strongly disagree	-2

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Outcomes of the second Card Sort – "Entrepreneurs are successful if" – completed in stakeholder groups

As a bridge from the establishment of individual entrepreneurial characteristics to the implications for entrepreneurial education, a second card sort was done. Potential indicators drawn from literature and from the field work narratives were used again. For this exercise the workshop moved out of national groupings and instead five stakeholder work groups were created: Educators, Mature Entrepreneurs (x2), Young Entrepreneurs, and Public/private sector bodies and institutions supporting or promoting entrepreneurship. Groups were invited to build on their earlier work on identifying what/who entrepreneurs were to establish what does success look like for these people from the stakeholder's perspective. Analysis was completed as for the first card sort and fed back swiftly in order to support the subsequent activity.

Outcomes of the third Card Sort – "Entrepreneurship learning outcomes" – completed in stakeholder groups

Forty nine potential indicators drawn from the literature and the fieldwork narratives were presented to invite the stakeholder groups to identify key learning outcomes from an educational system designed to support successful entrepreneurs as defined by the group's earlier shared understandings. Again swift analysis was completed to allow feedback to the whole group to stimulate and inform the second day's workshop task.

The results of this exercise put the development of innovation, integrity and opportunity recognition skills as top priorities, followed by the development of personal and social skills. Employability skills scored variably but young and mature entrepreneurs shared the view that expectations of employment and the reputation of HEIs should not be part of the objectives for entrepreneurship education.

Proposals for Entrepreneurship Education in Focal Countries

Day two of the workshop was designed to enable delegates working in national groups to develop a vision for their own country, highlighting the role of entrepreneurship education in enacting that vision. This was an important process because it grounded the participants in solutions and the required partnerships and policy enablers to deliver those solutions. The methodology for this exercise was the construction of 'rich pictures' depicting the vision of national groups, supplemented by descriptive notes on flip charts.

A Vision for Entrepreneurship and Entrepreneurship Education in Kenya

Kenya has a well developed region and city led specialisation approach which could be built upon to define optimal opportunities for relevant sectoral clusters.

The Kenyan participants' vision was to build a vibrant and sustainable economy aiming for excellence to develop regional competitive advantage.

As one delegate put it "valuing quality and efficient production must be the aim – because if Israel can grow oranges better than Kenya there is something wrong."   Entrepreneurship education must focus on value creation and opportunity identification alongside the important ethical values that businesses need in a market system.   See Report Annex for details of 'rich pictures' which emerged from the final part of the workshop.

A Vision for Entrepreneurship and Entrepreneurship Education in Tanzania

Tanzanian participants envisioned an entrepreneurial society with a reformed education system that would embed the reality of entrepreneurship in everyday life. To achieve this, Tanzania needs a national framework for entrepreneurship education with specific skills and dedicated programmes for formal and informal education. Tanzania needs a special focus on rural economies where improved market access will lead to better income levels.   See Report Annex for more detail.

A Vision for Entrepreneurship and Entrepreneurship Education in South Sudan

South Sudanese participants aspired to set up a regional centre of excellence in entrepreneurship by working in partnership with all stakeholders ie the Government, donors, HEIs, faith-based organisations, community leaders and vocational institutions. The priority for South Sudan is to support illiterate women, youth and cooperative societies. Education must be action-oriented. See Report Annex for more detail.

3.5.3   Concluding Remarks

The results of the workshop demonstrate that there is potentially a very high level of energy for what we might describe as systemic entrepreneurship and enhanced entrepreneurship education in the three focal countries.

Learning content design needs to incorporate key concepts of opportunity recognition and value creation and to embed issues of trust and integrity in the learning process. Stakeholders agreed there is a need to reconcile entrepreneurial attributes with soft skills.

During the workshop a variety of constraints eg different conceptual frameworks and lack of resources for educators, were mentioned frequently. Those present expressed frustration with the resources that they were using to learn and/or teach enterprise and entrepreneurship. Thus we may conclude that future initiatives must make freely available banks of learning objects, case studies and other materials that are categorised according to the learning needs of entrepreneurs and shared understandings of how entrepreneurs become successful.

We may also conclude that stakeholders from the three focal countries appreciate:

- The need for integrated policy making between governments, the private sector, civil society organisations and educational institutions;
- The need for disadvantaged groups to be especially recognised in policy formulation;
- The need for social and cultural change and social mobilisation;
- The need for agreed conceptual frameworks for entrepreneurship promotion and entrepreneurship education (allowing for cultural and linguistic differences);
- The need for integrated interventions addressing all levels of education: primary, and secondary schools, colleges and TVETs and universities/business schools'; and
- The need for curricula and resources appropriate for all levels of intervention.

3.6 A Synthesis of Findings

Taking into account the results of our Desk Study, the Fieldwork (semi structured interviews), the Larger Scale Survey and the Workshop, we may conclude the following:

- There is general agreement that entrepreneurial education needs to be very significantly enhanced in East Africa and that this is not just a matter for business schools. Currently, business education is perceived as not fit for purpose with respect to the needs of future entrepreneurs.

- There is general agreement that entrepreneurial education needs to feature at all levels of education: from primary and secondary schools to University to lifelong learning. There is an opportunity to create a movement for social change in favour of systemising entrepreneurial intent in order to generate higher levels of interest in self-employment and SME growth in addition to corporate or public sector employment.

- There is general agreement that future initiatives in East Africa should feature integrated, multi-sectoral approaches and the development of context specific learning materials and programmes.

- There is a high level of congruence between universally recognised definitions of entrepreneurship and what drives entrepreneurial success eg opportunity recognition and exploitation, and the views of stakeholders in East Africa.

- There is a high level of congruence between universally recognised approaches to the support for entrepreneurial learning eg the importance of experiential learning over theoretical learning and the recognition of the importance of core skill-building and the views of stakeholders in East Africa.

- There is a high level of congruence between universally recognised approaches to the provision of direct support for entrepreneurial action eg mentoring, peer to peer learning and coaching, and the perceptions of stakeholders in East Africa.

- Notwithstanding the congruence in perceptions noted above there may be cultural and social differences that prevail in different countries eg with respect to the relative importance and roles of different actors and the way in which entrepreneurship education may develop;

- Stakeholders in the East African context perceive the broader societal and developmental merits of entrepreneurship and entrepreneurship education, and thus in the context of East African entrepreneurship there is indirect support for the Shepherd and Patzelt (2011)[liv]   definition of 'sustainable entrepreneurship' as an activity

"focused on the preservation of nature, life support, and community in the pursuit of perceived opportunities to bring into existence future products, processes, and services for gain, where gain is broadly construed to include economic and non-economic gains to individuals, the economy, and society."

Our main observation from the research described in this report is the universal acknowledgment of the inadequacy of current business and entrepreneurship education with respect to the needs of entrepreneurs in three countries in East Africa. This inadequacy is particularly acute when the needs of the poor, women, rural communities and non-literate entrepreneurs are considered. Stakeholders also believe that entrepreneurship education is inadequate even for literate graduates and those living in urban areas.

Too many teaching tools, pedagogies and resources are perceived to be based on Western models. These bear little relationship to the African context and are therefore perceived to be of little use. Nevertheless, educators and other stakeholders in East Africa show commitment, interest and passion for change and there is no doubt that with appropriate resources and policy changes current weaknesses in entrepreneurship education can be addressed in the region.

4   Recommendations for Capacity Building and Next Steps

Based on the foregoing, we recommend six cross-cutting areas for capacity building and further action and policy development. We propose to further discuss and test the relevance of these areas in March-April 2013 with a view to exploring the interest of governments, development agencies, private sector organisations and other potential partner organisations to pursue opportunities for collaboration on new initiatives in entrepreneurship education in the region.

4.1 Developing Shared Knowledge and Conceptual Frameworks

Governments, policy makers and other stakeholders need to develop locally tailored but shared frameworks for supporting entrepreneurship education in East Africa. These frameworks may be legitimated at the regional and national levels and they should embrace existing examples of best practices that can evolve over time. Some level of coordination for knowledge sharing fora is essential in order to capture and disseminate learning most efficiently. This could be done through a well designed web site supported by key agencies working together to define, develop and disseminate best practices and relevant case studies.

4.2 Enhancing National Education Policies and Practices

A recurrent theme in our research was the inadequacy not just of traditional business education, but also the absence of appropriate entrepreneurship content and experiential learning opportunities within primary and secondary education systems as well.   Clearly the opportunity to enhance 'entrepreneurial thinking and practice in context' exists within the educational systems of East African countries and it would be useful to explore where in East Africa there is greatest appetite for developing appropriate pedagogical interventions through the schools systems. School teachers as individuals and teacher education systems more generally could be harnessed very powerfully given the nature of the opportunity for countries seriously interested in developing 'systemic entrepreneurship' through entrepreneurial and innovative cultures.

4.3 Developing Accessible Leaning Materials

Based on our research, there is a strong desire for more effective entrepreneurship education in all three countries. This will require the development of context-specific 'learning objects' – mini case studies, role model stories and other highly accessible and relevant learning materials that may be 'uploaded and downloaded' into formal, informal, urban and rural educational settings for both literate and non-literate learners.

A bank of African case studies, narratives of role models, business tips, and other objects should be developed using the knowledge and experience of local entrepreneurs and people in their own context to demonstrate the potential for development of Africa-centric approaches to entrepreneurship education, foregrounding an inclusive market orientation.[6] This material should be further adapted to each specific context to reflect preferred learning approaches and methods at all educational levels: primary, secondary, TVET and university.   Ideally such material could be developed within a 'wiki' framework, allowing the 'many to many' co-creation and sharing of learning relevant to successful entrepreneurs and their teachers and mentors. Material should be freely available through social media and ICT mediated formats as well as through radio and more traditional outreach mechanisms.

4.4 Training Trainers and Building Enterprise Educator Support Networks

Capacity building for entrepreneurship education cannot happen without the participation of educators. Developing 'enterprise educator' networks across Africa, similar to the successful UK Enterprise Educators network (http://www.enterprise.ac.uk/) which supported the recent *YouWin!* Project in Nigeria[7] could provide one model for developing the capacity of educational institutions and both formal and informal programmes in Eastern Africa. The UK Enterprise Educators network is highly pragmatic and facilitative and members are not necessarily based in business schools or even in universities.

A project aimed at developing such networks, perhaps through partnering individual countries in Eastern Africa with individual and institutional nodes in the UK and elsewhere may hold some promise. Following two successful meetings of internationally oriented enterprise educators in London and Plymouth during 2012, opportunities for helping stimulate 'enterprise educator' networks in both Nigeria and South Africa are being explored, potentially with the involvement of the African Academy of Management (http://www.africa-aom.org/) which met in Johannesburg in January 2013. A Nigerian Enterprise Educator network launch conference also took place in January 2013.   The European Foundation for Management Development in Africa also provides a potential venue for brokerage of international partnerships and networks for sharing knowledge and best practices in entrepreneurship education relevant to Eastern Africa, as does the African Management Initiative (www.AfricanManagers.org) sponsored by the Association of African Business Schools, the Global Business School Network, the Lundin Foundation and the Tony Elumelu Foundation.

4.5 Supporting Social Networks and the Informal Sector

Value creation in rural economies with appropriate linkages for market access should be given priority as one of the main pillars of entrepreneurship education that is relevant to social

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[6] See for example http://cases.growinginclusivemarkets.org/countries/112
[7] See https://www.youwin.org.ng/

inclusion, economic growth and empowerment (particularly of women) in Eastern Africa. The development of local partnerships of councils, primary and secondary schools, civil society organisations, faith-based groups and other community organisations would be central to the creation of opportunities to support individual entrepreneurs and businesses in the informal and rural sectors. Such partnerships could advance the concept of 'rural business schools' that might help design and disseminate learning content to meet the requirements of non-literate and disempowered entrepreneurs at the grassroots level. These partnerships could also address gender imbalances or language and religious issues where necessary.

Similar partnerships could be piloted in urban areas where there are already dense social networks drawing on entrepreneurial collaboration but where basic skills are lacking. Urban networks might benefit from engagement with different actors eg TVETs and secondary schools that may be absent in rural areas.

4.6 Embedding Research and Continuous Improvement

We noted earlier the importance of learning from best practices and from experiments conducted in different contexts and by different institutions. This is where business schools, universities, development partners and think tanks may endeavour to play a strategic role in entrepreneurship education, through supporting the design and execution of projects with demonstrated impact, and identifying and measuring their success factors with a view to potential.

4.7 Next Steps

Below we set out next steps for taking this work forwards.

1) Presentation and dissemination of findings
   a. Presentations to stakeholders in Kenya, South Sudan and Tanzania
   b. Launching a web site
   c. Printing and disseminating this report and inviting responses

2) Convening a conference of interested parties
   a. Hosted by bilateral or multilateral agencies
   b. Attended by governments, educators, CSOs and other stakeholders
   c. Aim to identify supportive governments, private sectors and education systems

3) Establishing country based networks of enterprise educators
   a. Developing twinning systems where appropriate
   b. Embedded within supportive governments, private sectors and education systems

4) Establishing a system for learning object capture and distribution using various media
   a. Requiring media partners and donor funding
   b. Requiring editorial oversight and cataloguing/curating learning objects

5) Developing integrative pilot projects in focal countries and elsewhere reflecting the analysis of this report and the need for both rural and urban entrepreneurship education initiatives particularly focused on the young, women and disadvantaged groups.

6) Developing mechanisms for sharing the results of pilot projects and publicising outcomes.

Appendix I

Examples of University Based Entrepreneurship Centres in East Africa

The University of Dar es Salaam Entrepreneurship Centre (UDEC)

In Tanzania, UDEC provides entrepreneurship education training to all staff and students from all disciplines in the university as well as practicing and potential entrepreneurs and business service providers. The programmes include tailor made short term training, a certificate in entrepreneurship, a diploma in entrepreneurship and a master's degree in entrepreneurship development. UDEC also partners with the College of Engineering and Technology of the University of Dar es Salaam to establish business incubation services for students, graduates and other potential entrepreneurs interested in establishing technical enterprises.

UDEC serves the community with consultancy, research and training services in various programmes that suit clients like SMEs and SME service providers. The Centre partners with the central and local government authorities, private sector developers, NGOs, employers and entrepreneur associations. Business counselling services offered at UDEC enable clients (potential and existing business operators) to analyze their business situations so as to identify opportunities, diagnose problems, determine strategies and take decisions using their own resources.

UDEC has carried out research in such areas like, gender and entrepreneurship, small business networks, growth of small firms, entrepreneurship in schools and colleges, public – private dialogue and advocacy, influence of policies, laws and regulations on performance of SMEs, formalization of informal enterprises to mention just a few.

The Strathmore Enterprise Development Centre (SEDC)

SEDC is an initiative of Strathmore University. The Centre seeks to address the needs of SMEs and provide solutions to the various practical, real life problems they encounter. SEDC meets the needs of SMEs in four key areas; capacity building on business management, value – added services, a business club and a knowledge hub. Capacity building in business management entails a five month certificate in Entrepreneurial Management, a course that equips entrepreneurs with skills necessary to operate their ventures optimally and profitably. The graduates of this programme are eligible to become SEDC business club members who access a range of value added services at discounted prices. Such services include; business counselling, networking meetings, business diagnostics, mentoring, exhibitions, corporate retreats, consulting and linkages to other professional service providers.

The SEDC knowledge hub seeks to provide access to resources for SMEs so as to facilitate their operations. These include: promotion of the SME sector through SME conferences, annual Entrepreneur Awards, and an SME bulletin. The hub also offers practical resources to SMEs such as the Kenya SME toolkit, access to relevant industry research and access to a wide range of information for SMEs. A third area of focus for the knowledge hub is the development of local case studies, conducting academic research and participating in policy formulation to help create an enabling business environment for SMEs.

Strathmore University faculty have also introduced experiential entrepreneurship training where students are attached to diverse SMEs with practical business problems. The students are assessed on the basis of the continued consultancy advice they provide to address the practical problems that the entrepreneurs face. Entrepreneurs are called in when their cases are presented in class for purposes of mentorship and networking.

The Chandaria Business Innovation and Incubation Centre (CBIIC)

Kenyatta University established the CBIIC to inspire and assist students and staff to be active participants in the country's social transformation through wealth and employment creation by nurturing job creators as opposed to job seekers. The centre seeks to: creatively blend academic research and training with entrepreneurship, predispose the University's fast growing students' population towards job creation rather than job seeking as an effort towards social-economic development, and promote public private partnerships (PPPs) among innovative students, renowned entrepreneurial icons and the university faculty.

At the incubation centre, innovators are provided with the necessary assistance including space, telephone services, internet, fax, stationery, administrative support, professional guidance and mentorship for a period of twelve months. Every business at the incubation centre is continuously vetted after each month to assess its progress and/or weaknesses for remedy where necessary. A business idea is removed from the incubation centre if it does not attain at least 30% of the projected growth for the first six months. After a maximum period of twelve months, businesses exit the incubation centre but the successful ones exit earlier upon attainment of their maximum growth to maturity. At regular intervals, renowned entrepreneurial icons are invited to talk to the innovators as a selected team of professionals from relevant disciplines are available on daily basis to offer advisory support to the innovators as consultants.

The CBIIC at Kenyatta University seeks to develop, co-coordinate and undertake research in entrepreneurship and enterprise development which includes developing and documenting case studies and other resource materials particularly on SMEs for use in the teaching of entrepreneurship and other related business courses.

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