A Proposed Approach for Teaching Entrepreneurship Education

in Kenya

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Abstract
There has been a general lack of entrepreneurship culture among the youth in Kenya. The intervention level of entrepreneurship education has been at tertiary institutions and universities. This paper argues that attitudes and values are acquired at formative stage in life. Based on literature review of the models that have been used and yielded positive results, this paper proposes an innovative approach to the teaching of entrepreneurship education that is inclusive of pre-school, primary, secondary, tertiary and university levels. The Young Enterprise Scotland (YES) Company Program, a similar program in New Zealand, The Student Enterprise Program (SEP) of University of Utara Malaysia and Durham University Business School (DUBS) models are among the successful ones in raising pupils and students self efficacy and other related entrepreneurial qualities. This paper recommends that policy makers should consider revising the entrepreneurship education policy to include secondary, primary and pre-primary levels. Further, it recommends that experiential learning methodologies be emphasized in the delivery of entrepreneurship education.
Keywords: Entrepreneurship Education, Training Approaches, Kenya.

1. Introduction
1.1 The concept of Entrepreneurship Education
Entrepreneurial activities and entrepreneurship education are considered crucial to the economic development of nations. These activities are not only the incubators of technological innovation; they provide employment opportunities and increase competitiveness (Turker and Selcuk, 2008). Furthermore, entrepreneurship education is more than just learning about business management. It is a human capital investment to prepare a student to start a new venture through the integration of experience, skills and knowledge to develop and expand business (Hynes and Richardson, 2007; Nabi and Holden, 2008). The expectation that more and better entrepreneurship education would result in more and better entrepreneurs Matlay, (2008) has driven the proliferation of entrepreneurship courses in institutions of higher learning. Several researchers have recognized the fact that entrepreneurship can foster entrepreneurial culture (Harsh and Ranjan, 2005; Burn, 2007; and Kuratko, 2005) among the learners.

Education may be broadly viewed as dissemination of knowledge. All or part of knowledge people acquire throughout their lives is responsible for their development. The role of education in its broad term should be to socialize the young and the old into fundamental values, norms, and practices of the society. According to Kent (1990), entrepreneurship education could be viewed from two broad perspectives. The first is the creation of awareness and the second is inculcation of entrepreneurial skills and knowledge. Thrust should be directed to both areas so us to produce a complete entrepreneur. Further, the general agreement by researchers is that education for self awareness takes two forms. First is where the youth become aware of the past, present, and future roles that entrepreneurship play in society. The second awareness comes by allowing the youth to appreciate that entrepreneurship can be a career possibility for them to exploit. However, Bwisa (2004) argues that in Kenya, it is rare that youth trainers and counselors have an idea of how to present entrepreneurship as a possible vocation.

The issue relating to whether entrepreneurship can be taught has received attention by several researchers. For instance Ronstadt (1985) suggests the relationship between education and entrepreneurial success, while Vesper (1986) describes what should be taught. However, the area of entrepreneurship education is often short of how to define what entrepreneurship education really is. Curran and Stanworth (1989) termed entrepreneurship education as education with the purpose of changing the existing situation and by doing so create a new product or service and thus create a higher economic value. Further, Gibb (1992) pointed out that the task of entrepreneurship education is to develop enterprising behaviors, skills, attitudes and stimulate the students' insight into knowledge of doing business. He particularly singled out the following behavioral aspects: opportunity seeking; initiative taking; making things happen independently; problem solving and risk taking;

commitment to work and tasks; ability to cope with or enjoy uncertainty and ambiguity; self awareness; self confidence; creativity; perseverance; persuasiveness; resourcefulness; negotiating skills; motivation and commitment to achieve.

According to Kuratko (2005), learning plays a crucial role in the acquisition of knowledge, skills and the development of values. Thus awareness of the opportunities of entrepreneurship may prompt some people who may not show initial signs of enterprise venture to realize their potential. Learning is therefore seen as a significant ingredient of the transition from awareness and interest to desire and action.

2. Problem Statement

There has generally been lack of entrepreneurship culture among the youth in Kenya Bwisa (2004) and given that youth constitute about 64% of the Kenya's population is adequate reason to worry about employment creation for them. The government through the ministry of education has initiated the teaching of entrepreneurship education in Tertiary colleges under Technical Vocational and Entrepreneurship Training (TVET) program. Universities have also developed and included entrepreneurship education into their curriculums. This has been running for several years in particular from 1990 for TVET programs. Given that entrepreneurship education is to inculcate entrepreneurial attitude and culture into the youth, then the question is what about the young youth at preschool, primary, and secondary school levels? It is common knowledge that attitudes and behavior patterns are formed at formative stages of live that begin at preschool level. It is against this background that this paper proposes a model of teaching entrepreneurship education that integrates all levels of the education system. The section that follows discusses the various approaches to the teaching of entrepreneurship education.

3. Entrepreneurship Training Approaches

3.1 Entrepreneurial Learning

The ability to learn is essential in developing entrepreneurial capabilities (Rae and Carswell, 2000). Through successful learning, the skills, knowledge, and abilities required in different stages of business development can be acquired, so that they can be applied subsequently (Wing Yan Man, 2005). Therefore, learning is considered central to the process of entrepreneurial development (Deakins et al., 2000). According to Wing Yan Man (2005), entrepreneurial learning can be classified under three theoretical foundations: experiential, cognitive/affective, and networking approaches, which are discussed in details as follows.

3.1.1 Experiential Approach

The experiential approach suggests that learning is a process whereby concepts are derived from and continuously modified by experience; thus experience is seen as a major source of learning for the entrepreneur (Politis, 2005), and various types of experience from which the entrepreneur learns have been identified (Lans et al., 2004). According to this approach, entrepreneurial learning not only means repeating what have been successfully done in the past and by others and avoiding what have failed, but also an active interpretation of experience by the learner.

3.1.2 Cognitive/affective approach

In this approach, learning is considered as a self-reinforcing process (Ravasi and Turati, 2005), being affected by the entrepreneur's level of confidence in prior action. Thus, the focus of this approach is to consider learning as a mind work of acquiring and structuring knowledge, and it includes different attempts to demystify the process of entrepreneurial learning by focusing on different cognitive, attitudinal, emotional and personality factors affecting learning (Wing Man Young, 2006). This mental process is affected by a number of attitudinal factors such as self-efficacy, confidence, motivation to achieve and determination (Fenwick, 2003).

3.1.3 Networking approach

According to this approach, the skills and knowledge of the small to medium-sized enterprise owner managers are largely acquired through their social relationship within and outside their organizations, which is extended beyond the small and micro-enterprise and towards a broader spectrum including suppliers, customers, bank managers, university education, professional membership, parents and mentors (Sullivan, 2000).

The three approaches, discussed represent different emphasis on entrepreneurial learning and offer useful insights into what affect entrepreneurial learning and how it occurs. However these approaches have not considered the learning activities explicitly and hence it is difficult to clearly identify when and where entrepreneurial learning occurs through some observable signs. Therefore in order to broaden the understanding

of entrepreneurial learning, it should be considered as a concrete construct of identifiable behaviors or activities that can allow further measurement, generalization and investigation of various individual, organizational and contextual factors affecting them (Wing Yan Man, 2006). This paper attempts to fill this gap by proposing an innovative entrepreneurship training approach that explains the objectives, learning activities, and success indicators at various levels of the Kenya's education system. The levels considered are: pre-school, primary, secondary, tertiary and University. These levels are discussed in the next section.

3.2 Entrepreneurship Education at Pre-school and Primary School Level

According to Bwisa (2004), there is no entrepreneurship education at pre-school and primary school levels in Kenya yet this level pump into the labor force 243,000 youth annually. This accounts for 33 percent of unemployment in Kenya. Allowing learners to experience positive entrepreneurial role models both by class contact or curriculum material is the first step in entrepreneurship education and this should begin at pre-school and primary school level. At this stage, entrepreneurship learnt could be termed as "basic". Entrepreneurship education at this level should not necessarily be geared towards providing something new but rather on removing any barriers that may erode the potential of motivation towards business ideas (Van de Kuip and Verheul, 2003).

Psychology views personality as not only influenced by heredity but also by the environment. The environmental factors that put thrust on the process of personality formation are culture in which we are raised. Specifically, the norms, attitudes, and values of our friends, family, and social groups (Robbins, 1997). Since children's personalities are still malleable in early childhood, initial education can play a significant role in the development of personality entrepreneurial traits. Therefore, entrepreneurial qualities should be taught in the early schooling years of primary education level (Van der kuip et al., 2003). Furthermore, entrepreneurial qualities tend to correspond more with personality characteristics developed during the upbringing. It would be very difficult to develop entrepreneurial qualities with adults.

Learning activities that could be used to foster entrepreneurship qualities in the children may include: Simple songs containing aspects of selling and buying; songs reinforced by dances that depict business ideas; games and plays where children pretend to go to the shop and purchase some commodities; and reciting of poems on business ideas. When the children get to primary schools, they should be given further practice on the activities they encountered at preschool level. Specific areas are: monopoly games to demonstrate investment; scrabble to improve on communication skills; brainstorming sessions on business ideas; risk taking games; translating goods made from handcrafts into sales to encourage innovations; and visits to successful entrepreneurial firms. Observable and measurable success indicators at this stage would include the following: children coming up with innovative products from the modeling exercises; ability to recite poems confidently; ability to repeat the simple skills taught and active participation in the activities taught.

3.3 Entrepreneurship Education at Secondary School Level

The purpose of entrepreneurship education in Secondary Education should be to provide the students with early practical opportunity in entrepreneurship. This is because the students are at the formative stage where exposure to real practical aspects of business would stimulate their entrepreneurial capabilities (Fitzsimmons and Douglas, 2005; Kolvereid and Isaksen, 2006).

In Kenya, more than 143,000 youth are supplied to the labor market annually after completion of their secondary education (Bwisa, 2004). Therefore, a lot of effort is required to foster entrepreneurship culture in them. This stage could be referred to as the "competence awareness". They should learn skills required to function as an entrepreneur. This will accord them an opportunity to critically evaluate themselves and begin to appreciate self employment as an alternative career option.

Some scholars have linked entrepreneurial qualities to education. For instance Van de kuip et al.,(2003) has identified the qualities that should be taught as intuitive decision making, problem solving, managing interdependence on a know-who basis, ability to conclude deals, strategic thinking, project management, persuasion, selling, negotiating and motivating people by setting an example. Gibb (1998) refers to entrepreneurial core skills (entrepreneurial qualities) as "those capabilities that constitute the basic necessary and sufficient conditions for the pursuit of effective entrepreneurial behavior individually, organizationally and societally in an increasingly turbulent and global environment". The underlying qualities that emerge from these skills are self confidence, self awareness, a high level of autonomy, an internal locus of control, a high level of empathy with stakeholders (customers), a high achievement orientation, a high propensity to take moderate risks and flexibility. Van de kuip et al. (2003) suggest that these qualities are more appropriate for inclusion in educational programs for children than qualities related to business management, because they are closer to personal qualities.

In line with the literature covered, this paper proposes that the objectives of entrepreneurship education at secondary education should be to: instill skills and knowledge towards entrepreneurship; enable students to

discover entrepreneurial competencies; to inculcate values to enable them choose entrepreneurship as a career option; and to change behavior towards free enterprise. To address these objectives, it is proposed that entrepreneurship education be included in the secondary school curriculum and be examined both by theory and practice.

In support to the need to offer entrepreneurship education at secondary school level, a good example of a success story is the youth enterprise program through Young Enterprise Scotland Company Program (YES). The program which targets pupils in the 5th and 6th year of their secondary education, provide experience of establishing and running a business in teams, within a six to eight month period. The program is designed to develop knowledge and skills to assist the development of enterprising and adaptable employees, capable of responding to new career opportunities throughout their lives which might include enterprise creation. Results from a pre-test of the pupils and post-test surveys point to the ability of such an intervention to have a positive impact on self efficacy among the pupils (Cooper, and Lucas, 2007). Lewis and Massey (2003) studying a similar program in New Zealand report that in addition to the benefits to the pupils, the teachers and business advisers also drew some benefits.

In line with the researches from other nations, this paper proposes various activities that should supplement classroom teaching to help equip the students with entrepreneurial knowledge. For instance, role models and successful entrepreneurs could be invited to interact and talk to students. By interacting with such people, students will be exposed to realities of the business world. They will come in contact with the challenges faced by these entrepreneurs right from business start-up through growth and expansion, and will trigger them to consider starting their own businesses. Visits to successful enterprises would also help the students to learn by seeing. For example, the inflow of customers, arrangement of goods on the shelves and so on will be observed. This is a rich ground for attitudinal change.

Introduction of entrepreneurship clubs is yet another avenue for teaching entrepreneurship to students. Through such clubs, students are involved in running school canteens that allow them to encounter the current business challenges and work out solutions to cope with them. Further to clubs, business idea presentations should be encouraged. Here is where students come together in a session of business idea presentations with a view to identifying those that are attractive unique and viable. Awards for the best ideas and subsequent follow up and assistance of those who have viable ideas and are unable to continue after secondary education should be pursued and supported financially. Talent recognition is an important aspect of training. Teachers of entrepreneurship should be keen in recognizing the unique talents among the students. Such talents and skills should be guided and encouraged to mature into viable business ventures. Those who are able to start up and succeed in business should be identified through tracer studies and called upon from time to time to share their successes and challenges with the continuing students.

Success of the training at secondary school level would be observed by looking at various behavioral changes among the students. Specifically the following indicators would be pointers of the presence of entrepreneurial culture: mushrooming of new product ideas among the students; emerging of several income generating activities in schools; several students starting businesses and running them successfully after finishing secondary school; an increase in the resources allocation to entrepreneurship education in schools; and improvement of businesses around the school community.

3.4 Entrepreneurship Education at Tertiary and University Level

Entrepreneurship at this level can be seen as more of a rescue intervention. Most of the learners have formed opinions hence to undo and reorient some of the formed ideas and attitudes may call for commitment and a lot of patience on the side of the trainers. However there is evidence that entrepreneurship education at university level can bear positive results. This is supported by Vij and Ball, (2010) who report that an entrepreneurship module offered to non business students at Northumbria University was able to boost their self confidence, self belief, drive to succeed by hard work, and acceptance of possible failure. Cotton and Gibb (1992) report that University of Durham Business School (DUBS) model of enterprise education is based on four components: ideas, planning, doing and self awareness. The key entrepreneurial qualities that are inculcated in the students under DUBS model relate with coping with uncertainty, taking calculated risks, being creative, being independent, taking responsibility, and solving problems. These qualities are consistent with the underlying entrepreneurial qualities discussed in the previous literature.

Based on the entrepreneurship models discussed, this paper proposes that the three major aspects of entrepreneurship education at tertiary and university education be focused on: creative application of knowledge and skills, the start-up and survival of business, and growth related entrepreneurship education. In creative education, the students learn how to generate business ideas and opportunities. They can do this by scanning the environment, generation of business ideas and validation of business opportunities. At the start-up and survival,

the aim of entrepreneurship education is to teach students on how to develop their business plans, identify the resources necessary to initiate a venture gather the resources and start-up a business.

Growth related entrepreneurship training would be of profound help to students at college and university level. Students should analyze case studies related to business expansion that will enable them to come up with practical strategies of coping with growth and expansion of businesses. The main objectives of entrepreneurship education at college and universities should be: to provide students with the necessary entrepreneurial skills to develop and run their businesses upon graduation; to expose students to hands own experience and real world business practice; to inculcate an enterprise culture; to stimulate innovation and creativity; and as a rescue measure to change behavior that had been previously formed at lower levels.

This paper proposes that the following approaches be incorporated into the delivery of entrepreneurship education at university and college levels: entrepreneurship programs should be more practical than theoretical where students are encouraged to come up and develop viable business plans towards the end of their studies and that linkages with financers be established; business and entrepreneurship clubs be introduced to give students them independence in coming up with creative ideas; development of business incubators that will enable students to graduate into business start-ups; students be attached to businesses and help in identifying the challenges faced by the particular business and propose workable solutions; learning by case studies and group projects be encouraged; visits to successful entrepreneurial firms; and listening to guest speakers from entrepreneurial firms. These approaches are a rich ground for experiential learning. For instance, Pi-Shen and Lip-Chen (2006) found out that the initial introduction of entrepreneurship education into undergraduate syllabus in Singaporean universities had a positive effect on changing entrepreneurial perceptions and intentions among Singapore undergraduates.

With successful delivery of entrepreneurship education in Tertiary institutions and universities, the following outcomes would be realized: more graduates starting their own businesses; increase in demand for entrepreneurship courses by the students; production of viable business plans; fewer unemployed seen in the streets; and emergence of micro enterprise activities in universities campuses.

4.0 Conclusion

The overall contributions of entrepreneurship education to creation of entrepreneurial qualities among the youth cannot be overemphasized. From the literature covered, the paper concludes that in primary school, awareness is created of entrepreneurship as a contributor to the economy and as a relevant occupational choice. Early in secondary school, the students are offered the opportunity to become an entrepreneur themselves. Late in secondary school, students acquire entrepreneurial qualities and motivation. In colleges and universities students practice entrepreneurship by engaging in hands on running of businesses through business incubators. Although the studies differ with respect to the exact timing of teaching entrepreneurial qualities, they agree on the importance of teaching entrepreneurship at an early age, preferably at the initial stage- primary and secondary education (Van de Kuip and Verheul, 2003). Within this time frame, the focus of entrepreneurship education shifts away from influencing values and attitudes (awareness) to teaching entrepreneurial qualities at a more practical level (readiness).   Finally, if well implemented Entrepreneurship education can guarantee more dividends towards enterprise culture.

5.0 Recommendations

The paper recommends the following specific measures towards promoting entrepreneurship education in Kenya:

i)   Teaching of entrepreneurship education should be made compulsory at all levels of the entire education system (pre-school, primary school, secondary school, tertiary institutions, and universities).

ii)   Universities and Tertiary institutions should develop entrepreneurship friendly programs. The current programs are academic oriented and hence entrepreneurship deficient.

iii)   Results or entrepreneurship research be availed to trainers, policy makers and all other stake holders.

iv)   Cross boarder entrepreneurship workshops and conferences should be encouraged especially in developing nations such as Kenya.

v)   Entrepreneurship programs should be highly participatory and should encourage short term accomplishment. Thus should allow students to be involved in entrepreneurship projects up to completion stage.

vi)   On the part of the students, they should embrace and display good discipline and willingness to change.

vii)   Entrepreneurship programs should be based on community integration focus.

viii)   Non entrepreneurial teachers should not do the teaching of entrepreneurship as they are short of the aspect of role models.

ix)   The entrepreneurship training programs should focus on the challenges to status-quo. The right answer syndrome should be discouraged, thus the learners should be taught and encouraged to challenge and test

everything and bring forth innovations.

x)   Lecturers and teachers of entrepreneurship education should be trained in innovative methodologies that will enable them to effectively equip the learners with entrepreneurial skills.

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