

Establishing Entrepreneurship Development Centre: Lessons from Yaba College of Technology, Yaba, Lagos, Nigeria

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Abstract

Entrepreneurship education has been a compulsory and examinable subject at all levels of study in Yaba College since the early 2003. The objectives of the programme are (a) to develop entrepreneurial attitudes in students and (b) to equip the students with relevant knowledge and skills for starting and running their own businesses. This paper recognizes that in designing entrepreneurship policy “one size does not fit all”. It highlights the key implementation steps and methodologies to take into account and suggests policy initiatives and options in the form of recommended actions. Although the national economic and social context and the specific development challenges faced by Yaba College’s Centre for Entrepreneurship Development (CED) and the country will largely determine the overall approach to entrepreneurship development, CED has identified priority areas for policy focus that have a direct impact on entrepreneurial activity. These are: (1) formulating institutional entrepreneurship education strategy; (2) linkage with the regulatory environment; (3) enhancing entrepreneurship education and skills; (4) facilitating technology exchange and innovation ;(5) improving access to finance; and (6) promoting awareness and networking. This paper offers guidance on the specific issues that require examination and assessment under each area. It identifies selected policy options that will enable organisations and policymakers to begin the strategy formulation process, and it proposes checklists and numerous references in the form of case studies and best practices that provide further guidance on the strategic process and its implementation. This paper concludes with a brief sequential approach to developing entrepreneurship programme. Above all, it is also meant to serve as a useful document to foster policy dialogue on entrepreneurship and to accommodate suggestions and improvements that may result from such dialogue.

Keywords: Entrepreneurship Education, Yaba College, Entrepreneurial Skill, Self-employment, Implementation Strategy, Teaching Entrepreneurship, Mentoring

INTRODUCTION

In the face of rapid social and technological change, slow economic recovery and jobless growth, many countries have shifted the focus of their policies from efficiency gains in existing enterprises to facilitating new firm creation. With the inclusion of entrepreneurship as part of the Nigeria’s development policy agenda there is an opportunity to better link private sector development to the goals of inclusive and sustainable national development. The Centre for Entrepreneurship Development, established in 2003 by Yaba College of Technology is, therefore, a timely contribution as it aims to assist policymakers in identifying the key elements of an entrepreneurship policy and formulating actions. This gesture was well acknowledged and commended by the Federal Government, and the Centre has since served as a deliberate intervention to change the mindset of our graduates from job seekers to job creators. The Centre was established as a measure towards reducing the escalating and disturbing rate of youth unemployment in the country, especially among school leavers and graduates from Polytechnics and Universities. This has been achieved as all students passing through the College are exposed to Entrepreneurship Education.

While cautioning that “one-size does not fit all”, the implementation strategies and recommendations are clearly stated and are interwoven with an inventory of selected examples benchmarked by Yaba College of Technology in designing its entrepreneurship centre. With these guiding principles, support for entrepreneurship in Nigeria and establishment of Entrepreneurship Development Centres in the tertiary institutions can enhance efforts, not only to build robust enterprise sectors, but to generate growth with social and economic inclusion.

WHAT IS ENTREPRENEUR AND ENTREPRENEURSHIP?

An entrepreneur is an individual who identifies opportunities in the marketplace, allocates resources, and creates value. Entrepreneurship—the act of being an entrepreneur,—implies the capacity and willingness to undertake conception, organization, and management of a productive new venture, accepting all attendant risks and seeking profit as a reward. In economics, entrepreneurship is sometimes considered a factor of production, at par with land, labour, natural resources, and capital [Igwe C.N., Adebayo M.S., Olakanmi, O.A., Ogbonna I.G., Aina O.S. (2013)].

As such, entrepreneurship is a vital component of economic growth and development. The creation of new business entities not only generates value added, fiscal revenues, employment and innovation, but is an essential ingredient for the development of a vibrant small- and medium-sized business sector—the core of most competitive economies. It has the potential to contribute to specific sustainable development objectives, such as

the employment of women, young people or disadvantaged groups. Growth-oriented entrepreneurs can also contribute to structural transformation and building new industries, including the development of eco-friendly economic activities.

YABATECH'S CENTRE FOR ENTREPRENEURSHIP DEVELOPMENT (CED) – THE PRIMARY OBJECTIVES

Yabatech's Centre Entrepreneurship Development (CED) aims to support Government, economic and educational regulators in the design of initiatives, strategies and measures to promote entrepreneurship through effective facilitation of entrepreneurship development programme. It sets out a structured framework of relevant areas, embedded in an overall entrepreneurship strategy that helps graduates and young people through the process of creating an environment that facilitates the emergence of entrepreneurs and start-ups, as well as the growth and expansion of new enterprises. The content is partly motivational and partly pragmatic, focusing on practical issues like business laws, existing credit systems, bookkeeping, and marketing.

The Entrepreneurship Centre focuses specifically on approaches aimed at promoting the emergence of new entrepreneurs and facilitating new business start-ups in Nigeria. Given this focus, the Centre also pays attention to how entrepreneurship policy interacts with broader private sector development and general economic policies, as well as policies that contribute to improve the business climate. The overarching goal of the Centre for Entrepreneurship Development is to contribute to inclusive and sustainable development in the national economy by successfully entrenching entrepreneurship education in the College and the country [Igwe C.N., Oyelola O.T., Adebayo M.S., Ayika, S.N., Ogbonna I.G. (2011)]. In this regard, entrepreneurship policy can be a catalyst to achieve these inclusive and sustainable development objectives. It can enhance productivity growth and help find practical business solutions to social and environmental challenges (e.g. developing eco-friendly economic activities or employing women, young people or disadvantaged groups).

TEACHING AND LEARNING ENTREPRENEURSHIP

Entrepreneurial skills centre around attitudes (soft skills), such as persistence, networking and self-confidence on the one hand and enabling skills (hard skills) on the other hand, including basic start-up knowledge, business planning, financial literacy and managerial skills. Effective entrepreneurship education policies and programmes focus on developing these entrepreneurial competencies and skills, which are transferable and beneficial in many work contexts. The aim is not only to strengthen the capacity and desire of more individuals to start their own enterprises, but also to develop an entrepreneurial culture in society. Table below provides a synopsis. Entrepreneurship education was, until recently, not an explicit part of the curriculum of educational institutions at any level in Nigeria. Instead, hard and soft entrepreneurship skills are taught as part of basic subjects, or through teaching methods. Thus, government policies on entrepreneurship can ensure that entrepreneurship development programme is adequately embedded into the formal educational system as well as offered as a formal subject through community, rural and apprentice training programmes. Mainstreaming entrepreneurship into the national education curriculum can be coordinated by the Ministry of Education, often with the involvement of other ministries, such as the Ministry of Culture, Industry/Enterprise, Trade/Investment, Research, Science and Technology, among others. In addition, the engagement of other stakeholders is valuable. Business, NGOs, foundations, international organizations, government agencies and other stakeholders have important roles to play and need to be engaged in the process of developing and implementing entrepreneurship education policies [UNCTAD (2010)].

Regional and local authorities also play an essential role in promoting entrepreneurship education in the local community. Finally, for future policy action in this area, it is important that precise, comprehensive and objective quantitative data are developed to monitor progress.

IMPLEMENTATION STEPS AND METHODOLOGY – Recommended Actions

	STEPS	METHODOLOGY
a.	Embed entrepreneurship in formal and informal education	Mainstream the development of entrepreneurship awareness and entrepreneurial behaviours starting from level one –National Diploma (e.g., risk taking, teamwork behaviours, etc.) Promote entrepreneurship through electives, extracurricular activities, career awareness seminars and visits to businesses at levels three and above – Higher National Diploma Support entrepreneurship courses, programmes and chairs at all levels of study. Promote vocational training and apprenticeship programmes Promote and link up with entrepreneurship training centres.
b.	Develop effective entrepreneurship curricula	Prepare basic entrepreneurial skills education material. Encourage tailored local material, case studies and role models. Foster interactive and on-line tools. Promote experiential and learning- by- doing methodologies
c.	Train trainers	Ensure teachers engage with the private sector and with entrepreneurs and support initiatives that bring entrepreneurs to educational establishments Encourage entrepreneurship training for teachers Promote entrepreneurship educators’ networks
d.	Partner with private sector	Encourage private sector sponsorship for entrepreneurship training and skill development Link up business with entrepreneurship education networks Develop mentoring programmes

IMPLEMENTATION STEPS AND METHODOLOGY

A. Embed Entrepreneurship in Formal and Informal Education Systems

The entrepreneurship education program in Nigeria can be viewed as a part of the general education of young people for the world-of work. Since attitudes take considerable time to develop, it is essential that entrepreneurial attitudes be incorporated into general education programs for young people before they become employed or self-employed. To compete effectively in the marketplace, it is important that the workforce of a country have entrepreneurial attitudes before they enter employment, whether as employers or employees. Because it may be a new subject, a strategic approach is needed to integrate entrepreneurship education into ongoing career preparation programs in our tertiary institutions. Since graduates of these institutions will provide much of the national leadership in the business community and in public service, entrepreneurship education should be an integral component of these instructional programs.

The impact of entrepreneurship education programs may not be immediately evident, but should have sustained effects on developing a strong "enterprise culture" in Nigeria. Although this might be difficult to determine in the short-term, it is essential to the long-term economic growth of Nigeria.

Perceptions and attitudes about entrepreneurship start at a young age. In developing countries such as Nigeria, entrepreneurship education should be considered a priority at early levels of study. Entrepreneurship education at this level focuses mainly on soft skills, including entrepreneurship awareness and the development of entrepreneurial behaviours (e.g. risk taking, teamwork skills, opportunity seeking). There is no single technical course on entrepreneurship at such a young age. The adoption of awareness programmes with interactive games and, where feasible, online tools have proven particularly useful in many countries (box 1). Students need to be informed about self-employment as part of career development and mentored about their choices. Students also need to learn basic business skills, such as economics, marketing and rudimentary local commercial law. The implementation of extra-curricular activities, including visits to businesses to understand the world of work has yielded good results in some countries [UNCTAD (2010)].

Box 1. Recommended Policy Methodologies and Initiatives in Entrepreneurship Education

Global:

Junior Achievement, an NGO, is the world's largest organization dedicated to educating young students about workforce readiness, entrepreneurship and financial literacy through an experiential, hands-on programme. At the elementary level, school programmes have six sequential themes, each with five hands-on activities as well as an after-school and capstone experience which help students understand business and economics.

Global:

In collaboration with the Kauffman Foundation, Disney's Hot Shot Business online game teaches young people about the excitement and opportunity of entrepreneurship. This game teaches children 9–14. It reaches more than 20 million young people a year.

Brazil:

The Desafio SEBRAE (the SEBRAE Challenge) is a programme of the governmental agency for SME development. It is an online virtual business game which simulates the day-to-day business operations and allows university students from across the country to test their management skills, ability to make decisions and to work in a team. In 2011, more than 140,000 students registered for the challenge.

India:

The National Institute for Small Industries Extension Training (NISJET) is a training institution in India that has developed an integrated model for entrepreneurship development. It pioneered trainers' training programmes to develop trainers in local areas. NISJET has developed specific training programmes for educated unemployed youth, technicians, rural youth, women, and artisans.

Middle East & North Africa:

INJAZ is an important example of an education programme in the Arab world that teaches students business, entrepreneurship, and life skills as part of a regular school curriculum. Its educational programmes have reached more than 300,000 students and engaged 10,000 volunteers across the region.

Kenya: A course in *Methods of Teaching Entrepreneurship Education* is now a requirement for all vocational teachers in Kenya. A two-year Higher Diploma has been designed and implemented at Kenya Technical Teachers College to prepare teachers as subject matter specialists in teaching entrepreneurship education. Annual enrolment in this program is approximately 50 students.

Global:

Students in Free Enterprise (SIFE) is a global network of business executives, academic leaders and university students devoted to creating economic opportunities. SIFE promotes entrepreneurial skills in student teams who develop business projects that serve economic needs within local communities around the world. SIFE operates in 40 countries and is supported by executives from large corporations who act as advisors to student teams and as judges in the annual national and global SIFE competitions in which students present their business projects.

Source:

UNCTAD Inventory, www.unctad.org/epf

Student-led initiatives are also useful to initiate special projects to establish links with local communities, serving their needs. At the higher levels of study, attending elective and/or required courses on entrepreneurship, as well as participating in more focused activities and projects, has proven effective. It is important that students are exposed to entrepreneurship prior to their graduation, if they go on to university. Vocational schools offer the largest variety of specialized programmes in such trades as carpentry, electronics, cosmetology, auto-mechanics, building trades, welding, computer-automated design and manufacturing (CAD/CAM), and many other technical and apprentice-type occupations. In addition, there are also cases in which such training institutions identify companies' demand for skills and define courses based on those demands. In some variants oriented towards self-employment, internships in companies are replaced by supervised implementation of an independent productive project with coaching provided by a mentor. With the introduction of entrepreneurship teaching in vocational schools, young people can learn how to enter self-employment, subcontracting, and small business in all these fields [Lin, Justin Y., C. Monga (2011)].

Entrepreneurship centres can play a key role in promoting entrepreneurship both within and outside of the curriculum, using Yabatech as case scenario. These centres provide a dedicated space where ideas can be incubated and start-ups supported by experts available through the College/University's network of mentors. Entrepreneurship education should be encouraged across different university disciplines. It should not be limited to business majors or students in specialized science, engineering and technology programmes [Igwe C.N., Oyelola O.T., Adebayo M.S., Ayika, S.N., Ogbonna I.G. (2011)].

Beyond embedding entrepreneurship education at the different levels of the formal education system, supplementary programmes are useful in order to target specific segments of the population, including youth, women, rural populations and other potentially underserved groups. These might include after school

programmes or activities in community centres.

B. Develop Effective Entrepreneurship Curricula:

While entrepreneurship could be taught as a stand-alone, independent course of study, this is not the only approach, or necessarily the most effective. Even if a freestanding course is provided in the curriculum, its effectiveness will be enhanced if entrepreneurial insights and competencies are developed throughout the curriculum. If entrepreneurship education is isolated in a single discipline, separate from the rest of the curriculum, it may be missed by many students. Yaba College's CED facilitates Entrepreneurship Development Programme at all levels of study with each course module dealing with definite progression that both the trainer and the students can feel.

In developing countries, some of the priority areas which may be included in entrepreneurship curricula, depending on the educational level, are basic financial skills, opportunity recognition, business planning, small firm management and rudimentary commercial law. CED course content has a broader scope covering decision-making; risk situations; motivational patterns among others. Themes that could be addressed include the transition from necessity to growth firms and generational change in the business, particularly family-owned. The younger the target audience, the more the curriculum needs to be focused on the development of soft skills such as entrepreneurial behaviours. Overall, entrepreneurship education should encompass the following:

- The development of personal competencies including: working in a team, self-confidence, self-awareness, calculated risk taking, problem solving, creativity, thinking as employers rather than as employees and dealing with uncertainty in an enterprising way.
- The acquisition of core operative skills: numeracy, accounting, communication, ICT and rudimentary knowledge of local commercial law and governance principles. They represent the fundamentals for operating effectively in a working environment, and also help improve personal and family budgets and management.
- Business & management skills: competitive advantage analysis, market research, business plan development, marketing, financial management, sales and human resources. Curricula should include case studies and exercises in setting up and running a company and should develop the know-how to identify and exploit business opportunities for solving social and/or environmental issues. Financial and human resource management skills that are necessary for the formation and survival of a new enterprise should also be introduced [IFC (2010)]. Effective entrepreneurship curricula introduce experiential learning through interactive teaching methods that incorporate practical experience and encourage learning-by-doing. Further, entrepreneurship curricula should be tailored to the local environment and leverage existing resources as well as create new local materials, case studies and include examples of local role models to whom the students can more easily relate. Students can participate in the elaboration of case studies. Role models would ideally include adequate representation of women, youth, indigenous people, and people with a disability, as well as informal enterprises and those based in rural areas. [IFC / McKinsey (2010)]. (Box 2).

C. Train Teachers

Teachers are key to instilling basic entrepreneurial skills and to develop enthusiasm and understanding among students. To teach entrepreneurship effectively, the teacher must demonstrate some of the same attributes that he or she would instil in the students. Teachers of dedicated entrepreneurship courses should exhibit key entrepreneurial skills and attributes, lead by example and, in varying degrees, serve as an entrepreneurial role model and mentor for students [Lin, Justin Y., C. Monga (2011)]. Teachers can invite entrepreneurs and practitioners to assist in the classroom as well as in extracurricular activities and serve as role models, mentors or coaches (box 3).

Often entrepreneurship starts with one committed individual, an "entrepreneurship champion" who develops programmes and/or activities from the ground up, either within the formal education system or outside. If successful, they attract others and build momentum. These individuals can be encouraged and supported through incentives and rewards such as university chairs in entrepreneurship which are a very effective way to recognize and provide resources to entrepreneurship faculty champions.

To date, most of the teacher training initiatives and networks exist at the higher educational level. More could be done at secondary and vocational levels by providing entrepreneurship teacher training through seminars, platforms of learning and exchanges with entrepreneurs. Expertise and programmes in the area of entrepreneurship education could be further disseminated through entrepreneurship educators' networks at national, regional and international levels.

Box 2. Recommended Policy Methodologies and Initiatives in Developing Entrepreneurship Curricula

Global:

A flatoun provides life skills rooted in social and financial education to children aged 6–14. A flatoun teaching methodology includes school-wide saving clubs and social enterprises and group activities within the community. As children get older they are increasingly expected to design and deliver their own micro enterprise projects. The network of partners from the social, corporate and governmental sectors work together to ensure that the programme is implemented and supported at the local level and adapted to meet local requirements. It operates in 40 countries.

Argentina:

The Young Rural Entrepreneurs Project is an initiative of the Argentinean Ministry of Agriculture, Livestock and Fishing. It promotes rural development through entrepreneurship and provides capacity building programmes across the provinces in the country, using training materials specifically developed for the rural population.

Brazil:

The Entrepreneurial Pedagogy Methodology (EPM) is a pedagogical approach designed to support entrepreneurial learning in elementary education (ages 4 to 17). The programme targets the poor population and it utilizes entrepreneurship as a tool for fighting poverty, generating social change and local development, and building social justice.

Global:

The Entrepreneurship Curriculum Programme (ECP) developed by UNIDO aims at stimulating entrepreneurial talents among young people by enhancing their ability to identify economic opportunities and by developing other commercial skills such as creativity, innovation, planning and leadership, which will aid them in their professional life. In order to start familiarizing youth with the entrepreneurial potential of ICT, UNIDO, in partnership with Hewlett-Packard, developed tailored ICT training modules within ECP.

Singapore:

Singapore Management University has developed core programmes that encompass technology-related subjects such as IT and the law, data management, software development and intelligent organizations as well as entrepreneurship-related subjects such as business creation, small business consulting, and entrepreneurial finance.

Asia:

The Consulting Based Learning for ASEAN SMEs (COBLAS) programme was developed by establishing a tripartite network with academia, local SMEs and students. The programme is supported by the ASEAN entrepreneurship research group and implemented in 10 universities in Cambodia, Indonesia, Laos, Malaysia, Myanmar, Thailand and Viet Nam since 2003 and coordinated by the Waseda University in Japan. The programme created a teaching syllabus with 60 percent common content and 40 percent customized local content, and ASEAN COLBAS textbooks for each country.

Source:

UNCTAD Inventory, www.unctad.org/epf

D. Partner with the Private Sector

One of the key success factors for entrepreneurship education is the effective engagement of the private sector. Existing firms, and especially larger (including foreign) corporations have a strategic interest in developing the competencies of local suppliers and often take part (e.g. through cost-sharing) in local skills development and upgrading programmes (box 16). Through corporate social responsibility initiatives, many large companies contribute to the local economy, working with local suppliers to strengthen their businesses or to establish new ones that provide goods or services. There are many examples of such initiatives, notably from PPP and BOT Programme and corporate social efforts, which facilitates the creation of linkages between government-owned firms and domestic small and medium-sized enterprises in the country [UNCTAD (2010)]. Developing countries can also tap into mentoring networks, both nationally and internationally. The contribution of mentorship programmes can range from providing guidance and support to investing in a mentee's company [Kelley, D., N. Bosma and J.E. Amorós (2011)]. One of the most important contributions that mentorship CED's relations bring to entrepreneurs is the transfer of tacit knowledge (box 5).

A large number of private enterprises and entrepreneurs finance private entrepreneurship institutes and centres, and at times special programmes within universities. This engagement creates synergies and collaboration between established companies and start-ups. It becomes easier for more experienced entrepreneurs to “teach and “mentor” in these institutions. Governments should consider means to encourage and facilitate such sponsorship, including by providing incentives. Private sector initiatives and not-for-profit organizations are also involved in providing forms of entrepreneurship education and skills development to target groups in communities to enable poor people to enhance their opportunities for self-employment. They may also support

social entrepreneurs that play a role in sustainable development in their communities. Finally, international business can play a critical role in expanding access to entrepreneurship education through technology and media. Not only can technology and media facilitate the development of innovative interactive programmes and materials, but they can also help reach larger audiences, including those in developing countries or regions which might not otherwise have access to entrepreneurship education. Leading IT companies such as Microsoft, Cisco, Intel, EMC, HP among others have been very proactive in this field [Altenburg, T. (2011)].

Box 3. Recommended Policy Methodologies and Initiatives to Train Entrepreneurship Teachers

Nigeria:

Yabatech's CED Entrepreneurship Education (EEd) training manual was developed by the Centre to effectively actualize this set objective, the Centre developed this training manual. The training materials were field tested for three years prior to its upgrading into a manual. The manual is divided into four parts – each dealing with definite progression that both the facilitator and the trainees can feel. **Volume I (Introduction to Entrepreneurship)** introduces the concept of entrepreneurship; the thinking or starting of a business. It is considered the creation stage. **Volume II (Practice of Entrepreneurship)** deals with gathering information and performing necessary activities to start a business. It is the foundation stage. **Volumes III and IV (Entrepreneurship Development I & II)** emphasize doing business and doing it correctly. This is the activation and realization stage because this is where the full spectrum of the business is in action. These are followed by **workbook section** comprising of several worksheets and games. Business proposal template is also appended to guide the trainees.

Global:

The International Labour Organization's Know About Business (KAB) programme is a training programme for trainers and teachers in vocational education, secondary and higher education designed in a 120-hour course for young students between 15 to 18 years. It can also be used for higher technical education and for professionals involved in enterprise promotion. The course is divided into several modules and includes a business game. KAB is part of the national curriculum for vocational training in Kazakhstan and Kyrgyzstan. It is being introduced and tested in more than 20 countries in Central Asia, Africa and Latin America.

Brazil:

In 2010, 16 states and 46 universities participated in the 1st National Award for Entrepreneurship Educators. The scope is to identify, recognize, celebrate and publicize excellence in entrepreneurship education in all forms and at all levels, encouraging the sharing of good practices and curricula. The award also serves to stimulate collaboration among the academics that teach and survey entrepreneurship issues.

Indonesia:

In 2011, the annual National Entrepreneurship Teaching Conference, organized by the Ciputra Quantum Leap Entrepreneurship Centre was devoted to the topic of "Entrepreneurship Leadership". At the Ciputra University, teachers are prepared to provide coaching and mentoring during the educational process, guiding the students to achieve their stated goals.

Mexico:

Monterrey's Institute of Technology's entrepreneurship programme was initially started by a small group of "entrepreneurship champions" in the teaching faculty, together with local entrepreneurs. To continue fostering and developing the entrepreneurial spirit in students, the Institute for Entrepreneur Development was established to teach the necessary skills to create, implement, consolidate and improve businesses.

China, People's Republic:

The China-UK Entrepreneurship Educators Network was launched in 2008 in Hangzhou, China. The network is a collaborative venture with Shanghai Technology Entrepreneurship Foundation for Graduates (STEF) and the Shanghai Institute for Foreign Trade (SIFT). The aim of the network is to impact on student and graduate entrepreneurship by engaging in effective collaboration between Chinese and UK institutions. The network members, entrepreneurship educators from Chinese and UK institutions exchange good practices, exchange staff and students, and develop joint programmes and materials for entrepreneurship educators.

Peru:

The Peruvian Institute for Entrepreneurial Action (Instituto Peruano de Acción Empresarial) is a higher education institution exclusively devoted to entrepreneurs, and UNCTAD's counterpart for the Empretec programme in Peru. Many of its professors have their own business and, therefore, have a clear understanding of the needs and challenges of their entrepreneurial students. It has campuses across the country.

Source:

UNCTAD Inventory, www.unctad.org/epf

Box 4. Recommended Policy Methodologies and Initiatives in Partnering with The Private Sector

Global:

Through partnership with UC Berkeley, Intel provides Entrepreneurship Theory to Practice Seminars at universities around the world. In addition, the Intel + UC Berkeley Technology Entrepreneurship Challenge (IBTEC) seek business plans that commercialize new and truly innovative technologies. This programme, initially conceived for emerging markets, has spilled over to developed countries. Over 600 technical faculties have been trained to bring elements of technology entrepreneurship to their students. In some countries this initiative has been supported by matching or full funding by the Government.

Philippines:

The Philippine Centre for Entrepreneurship (PCE) was set up as a private sector-funded institution and supports major entrepreneurship programmes and projects of various schools, NGOs, and private corporations. The Centre's primary goals are to create awareness about entrepreneurship, to enhance the curriculum and teaching skills in entrepreneurship education at all levels and to affiliate with academia.

China, People's Republic:

The Bright China Foundation is devoted to spreading entrepreneurship education across China, through a private-sector approach. The Foundation runs many programmes, including a youth entrepreneurship education initiative. It is active in 11 provinces, reaching some 5,000 young people. It works with the vocational department of the Ministry of Education, but operates its own schools and deploys its own teachers in addition to working with teachers employed by the public school system.

Global:

TechnoServe Business Solutions to Poverty is an organization that works with public and private partners and focuses on empowering entrepreneurs, building businesses and improving the business environment through projects across the world. It has courses and camps that teach basic entrepreneurship to youth and adults. Week-long camps at universities and technical institutes involve private sector mentors and work hand-in-hand with capital providers.

Global:

FastTrac is a practical business development programme designed to help entrepreneurs hone the skills needed to create, manage, and grow a successful business. FastTrac participants work on their own business ideas or ventures throughout the course. FastTrac programmes are shaped and taught by entrepreneurs. They combine facilitator-led sessions, small-group exercises, guest subject-matter experts, peer-to-peer idea sharing, and business coaching and mentoring.

Global:

Launched in March 2008, the Goldman Sachs Ten Thousand Women Initiative is investing \$100 million over five years to provide 10,000 women around the world with a business and management education. By supporting partnerships between a global network of universities and non-profit organizations, the initiative funds business and management education certificate programmes and offers a suite of services for programme participants, including mentoring, networking, access to capital opportunities and professional development activities.

Panama:

The United States-based NGO Vital Voices chapter is working together with UNCTAD's Empretec programme in a mentorship initiative linking city-based women entrepreneurs with rural-based entrepreneurs. All selected mentors for this programme initially begin as mentees. Vital Voices' mission is to identify, invest in and bring visibility to women around the world to unleash their leadership potential to transform lives and accelerate peace and prosperity in their communities.

Source:

UNCTAD Inventory, www.unctad.org/epf

Box 5.

E-mentoring Platform: UNCTAD's Collaboration with Swiss-based Institutions

Innovative local entrepreneurs in developing countries contribute to social empowerment, sustainable endogenous growth and more employment opportunities for the poor. However, unless these entrepreneurs have basic training in management and accounting and get connected to a larger business network, there is little prospect for these local entrepreneurs to grow beyond their respective neighbourhood.

The E-mentoring Platform, which was developed in the first phase of NCCR Trade II by ETH Zurich, WTI in collaboration with the UNCTAD's Division on Investment and Enterprise and the African Technology Development Forum, aims to support growth-oriented entrepreneurs in developing countries in general, and Africa in particular. The platform will link them to possible problem-solvers, business partners and investors in other parts of the world. The e-platform will generate market intelligence and follow-up business development services, with a focus on export activities. Mentors will also help local entrepreneurs in Africa and the Middle East generate innovative and bankable business plans in priority sectors and in promising export activities, and turn these plans into operational projects.

The strength of this e-platform is the empirical foundation of its design, the numerous and valuable feedbacks to the test-platform and the large network of entrepreneur coaching and mentoring organizations in developed and developing countries that joined the initiative to create and maintain a large database of registered entrepreneurs and mentors. UNCTAD Empretec Centres in Africa and the Middle East also assist and coach the registered entrepreneurs in this particular region.

Source:

match.atdforum.org

CONCLUDING REMARKS

Based on the experiences with Entrepreneurship Development program at Yaba College, several observations should be useful to developers of similar entrepreneurship centres. Entrepreneurship education programs need to include work experience in small-scale enterprises, integration of entrepreneurial role models in the training program, and active participation of trainees in idea generation and business planning. Creating a general culture to support the small enterprise community is likely to facilitate the establishment of new enterprises. This "enterprise culture" should include the following components to enhance entrepreneurship education:

- Exposure of trainees to successful small enterprises in their community.
- Opportunities to practice entrepreneurial attributes in technical training institutions during critical formative years of trainees' growth.
- Opportunities to become familiar with entrepreneurial and managerial tasks during their technical training.
- Utilizing small enterprises, family acquaintances, and community contacts to assist in implementing business opportunities.

Arising from Yabatech's experience, policymakers and stakeholders aiming to develop initiatives, and implement measures and institutions to promote and facilitate entrepreneurship programme and business start-ups can realize this following a number of sequential steps.

First, assess the current state of entrepreneurship in the society. This involves evaluating the current business environment in which entrepreneurs start up, operate and grow their businesses, looking at the overall business climate and identifying country-specific challenges. As part of this step, policymakers should assess the role of entrepreneurship in the country's overall development objectives, particularly with regard to sustainable development. The checklists provided at the end of this presentation may guide this process, and other tools may be of help. For example, to assess the regulatory environment for business, the World Bank's "Doing Business indicators" can be used.

Second, define the overall entrepreneurship strategy and priorities, both in terms of objectives and targets. Particularly important is defining which groups of entrepreneurs (potential and practicing) need assistance, and identifying policy and programme gaps and shortcomings of relevance to these groups.

Third, design a focused and coordinated set of measures to address the gaps and shortcomings identified. The examples and cases provided in this paper can help by providing options that can be adopted and adapted to specific circumstances and goals. The entrepreneurship strategy and priorities, and the concrete measures, should yield action plans for coordinated implementation.

Fourth, monitor and assess the impact of the policy measures and regularly assess feedback from lessons learned. Entrepreneurship policy should be managed dynamically to ensure continued relevance and effectiveness of policies and measures. In the words of one policymaker from a developing country when he explained his region's success in promoting entrepreneurship and achieving the UN Millennium goals, "The public and private sectors have to be in constant dialogue and that approach is the key to our success". Such a dialogue is most effective when it is led at top level in government, when government officials who participate are properly sensitized about the importance of entrepreneurship and when their performance in achieving the various policy

objectives is measured.

In order to allow periodic evaluation of policies, it is important to define upfront a number of measurable objectives/targets. Such objectives can be translated into key performance indicators. These performance indicators can be tracked over time to show improvements or deteriorations in the framework conditions for entrepreneurship.

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