

Entrepreneurship for **inclusive** **growth** ■ ■ ■

Entrepreneurs create businesses,
and businesses create jobs
and income

■ The majority of people in many developing countries live in an agrarian, often subsistence economy. Many young people grow up without opportunities to learn entrepreneurial and industrial attitudes and skills. Poverty with persistent unemployment and underemployment is the result.

Entrepreneurs trigger and drive a nationwide process that enables the bottom billion to climb up the wealth ladder, transforms economies and enhances industrial development. It is the result of the entrepreneurs' assessment of business opportunities and calculated courage.

The business environment affects the calculations and decisions of entrepreneurs. An entrepreneur may select a business with quick turnover when the prospects are uncertain and short. If she is confident of the environment, she may commit more resources for a longer period.

UNIDO supports the development of entrepreneurial culture and skills, and technical and learning capability, through the Entrepreneurship Curriculum Programme (ECP) and by improving the performance of public services for businesses to create an environment where entrepreneurial actions are rewarded.

A million young people
have studied entrepreneurship
in UNIDO-assisted countries

■ The Entrepreneurship Curriculum Programme (ECP) is a cost-effective investment in the development of entrepreneurial capacity of young people. ECP is inclusive since it reaches out to both girls and boys in rural and urban areas. It lays the ground for private sector development.

Entrepreneurship is introduced as a subject in general secondary schools or technical and vocational schools on a nationwide basis. Universities and colleges serve as centres of excellence to support national efforts to promote entrepreneurship and technology absorbing capacities.

Young people acquire personal qualities such as the ability to take initiatives, innovation and creativity, willingness to take calculated risks, self-confidence, to collaborate, etc. They learn to save, invest and grow. They enhance their technical thinking and learning capability. These competencies help them select and shape their career path, as employees or entrepreneurs.

The curriculum is action-oriented: more than 50 per cent of the programme time consists of practical research into identifying business opportunities with growth potential in their community, assessing resources for setting up and steering a business, and learning from successful entrepreneurs in their companies and in the classroom.

UNIDO's Entrepreneurship Curriculum Programme

aims to develop entrepreneurship culture
and skills among young people, building
the foundation of a sustainable
and dynamic private sector ■

Towards an entrepreneurial society

■ UNIDO assists authorities in developing their own curriculum with syllabus, teachers' guides, textbooks, monitoring and evaluation tools, assessment guidelines, training the trainers of ECP teachers, piloting and ultimately embarking on a nationwide roll-out of an entrepreneurship curriculum with the initiatives of the national authorities.

Eleven countries are currently implementing ECP, and more are preparing for it. With its expertise and international knowledge network, UNIDO supports the development of each country's own ECP. An important factor for success is the building of partnerships with the local private sector.

UNIDO also supports the efforts of national authorities in improving the performance of public services to encourage entrepreneurs to start and operate businesses. The goal is to create a conducive environment for an entrepreneurial society where initiatives by existing and potential entrepreneurs can unfold.

Voices of future entrepreneurs

*"I never imagined
that I could start
and manage my
own business, but
now I am an
entrepreneur!"*

*"We can create
jobs for others!"*

*"I feel proud to
operate my small
business!"*

*"I realized that the
clients pay well for
good quality and
reliable service."*

*"For our business
to run well, we
need to be alert
and observe what
is happening in
our community."*

*"My secret is that
I know how to
manage my money."*

*"The business plan
is like a compass
that orientates us in
implementing our
project."*

*"I invest my profits
in my studies and
in developing new
projects."*

