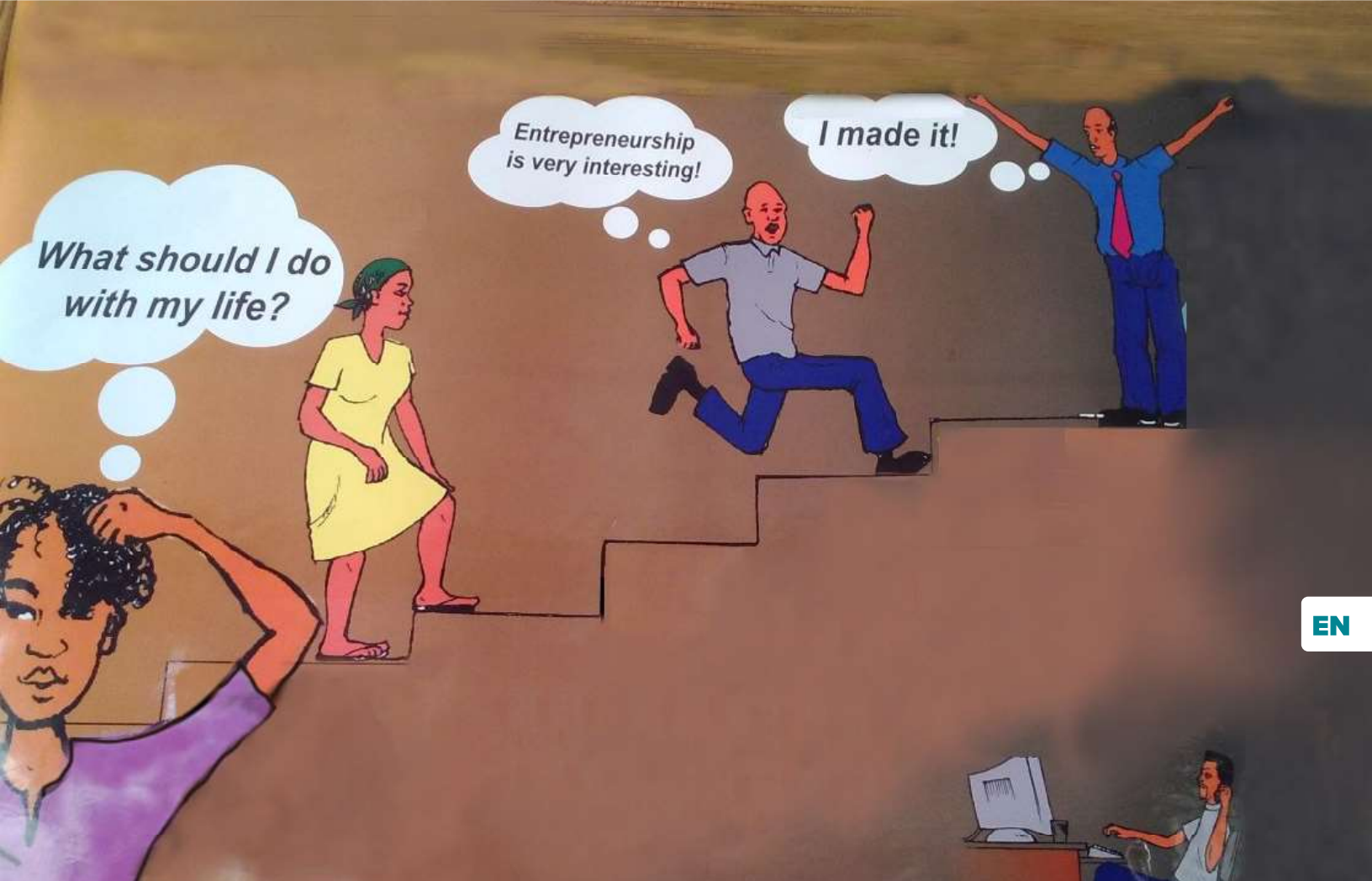




# Entrepreneurship Curriculum Programme

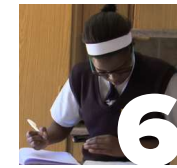


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**A UNIDO/Department of Agribusiness Services Delivery Overview**



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# Challenges to the Development of an Entrepreneurial Human Capital Base



To support the emergence of a talented and enterprising body of young people, there must be close collaboration between the public and private sectors and a profound shift in approaches to education, skills and employment, to meet the domestic market needs of today and tomorrow. Investing in quality education is a key contributor to the development of a country's human capital and the promotion of a healthy private sector and entrepreneurial system.

A country's environment for entrepreneurial growth is shaped by a number of factors, including regulatory policy, access to finance, infrastructure and technical support and markets. Cultural norms and human capital are equally important in determining the nature and level of entrepreneurial activity in a country. The provision of education is one of the essential channels through which governments can build human capital effectively and, in turn, influence social and economic change.

Academic and technical skills remain key to structural change and technological upgrading. Empirical evidence also shows that entrepreneurial and interpersonal skills are equally important for success in the labour market and in personal life. A proactive disposition, creativity, innovation, risk-taking, communication and teamwork, for example, are outstanding skills that, in their combination, constitute the essential

distinction between entrepreneurial and non-entrepreneurial individuals.

With increased emphasis being placed on innovative thinking and acting entrepreneurially, education systems need to shift their educational models from a traditional approach that is content-laden and teacher-driven to one that is student-centred. The traditional approach often leaves students unprepared and countries often lack the resources which they need to change their learning approaches in order to benefit from best international practices. The inadequate preparation of students for the transition from school to work will result in a large youth population that struggles to find well-paid and productive work; this limits not only their own potential, but also their ability to contribute to economic growth.

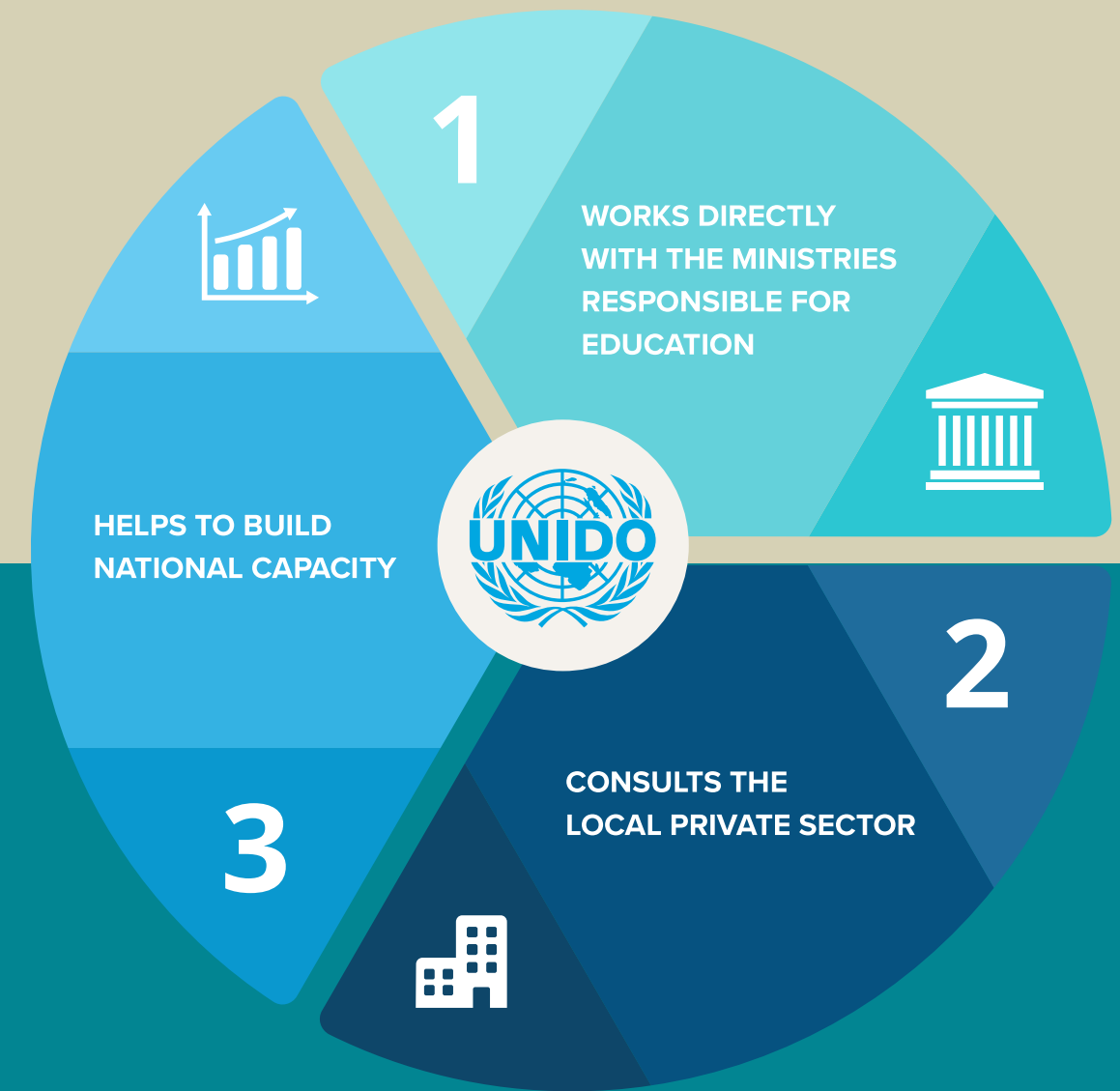


# UNIDO and Entrepreneurship Curriculum Development

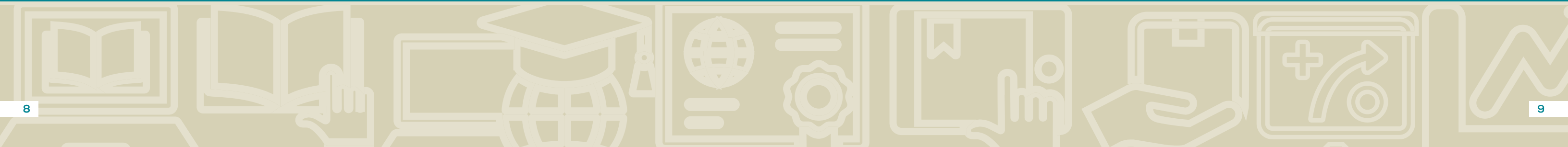
**UNIDO provides a cross-cutting approach to support sustainable and inclusive solutions to develop the entrepreneurial capacity and mindsets of young people, empowering them for economic and personal success beyond school.**

The UNIDO Entrepreneurship Curriculum Programme (ECP) is a cost-effective investment, designed to build the entrepreneurial competencies of secondary school students in developing countries, with the aim of laying a better foundation for the future human capital needed for economic prosperity. The Programme targets young people still in school, as the capacities known as “soft skills” can be more effectively changed early in the human life cycle, making interventions through education vital. By working with a country’s education system, this approach ensures the sustainability and scaling up of programmes.

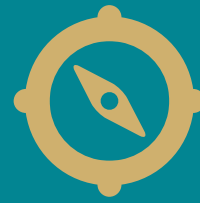
UNIDO uses a holistic approach that aims to engage stakeholders simultaneously at multiple levels. In the ECP, UNIDO works directly with the ministries responsible for education and their key departments to develop, pilot and monitor the curriculum. The Organization also consults the local private sector, to ensure that the curriculum developed is aligned with labour market expectations. UNIDO also helps to build national capacity to promote and sustain entrepreneurship education in the future.



←----- UNIDO'S MULTIPLE-LEVEL APPROACH TO FOSTER ENTREPRENEURSHIP CURRICULUM DEVELOPMENT -----→



# UNIDO's Tailored Approach



**UNIDO delivers a modular and comprehensive solution to support the development of entrepreneurial skills for young people. The UNIDO approach comprises three distinct yet complementary phases (outlined below), which may either be implemented together or treated as stand-alone modules that can be activated independently to respond to the particular challenges and requirements of each situation.**

## CURRICULUM DEVELOPMENT PHASE

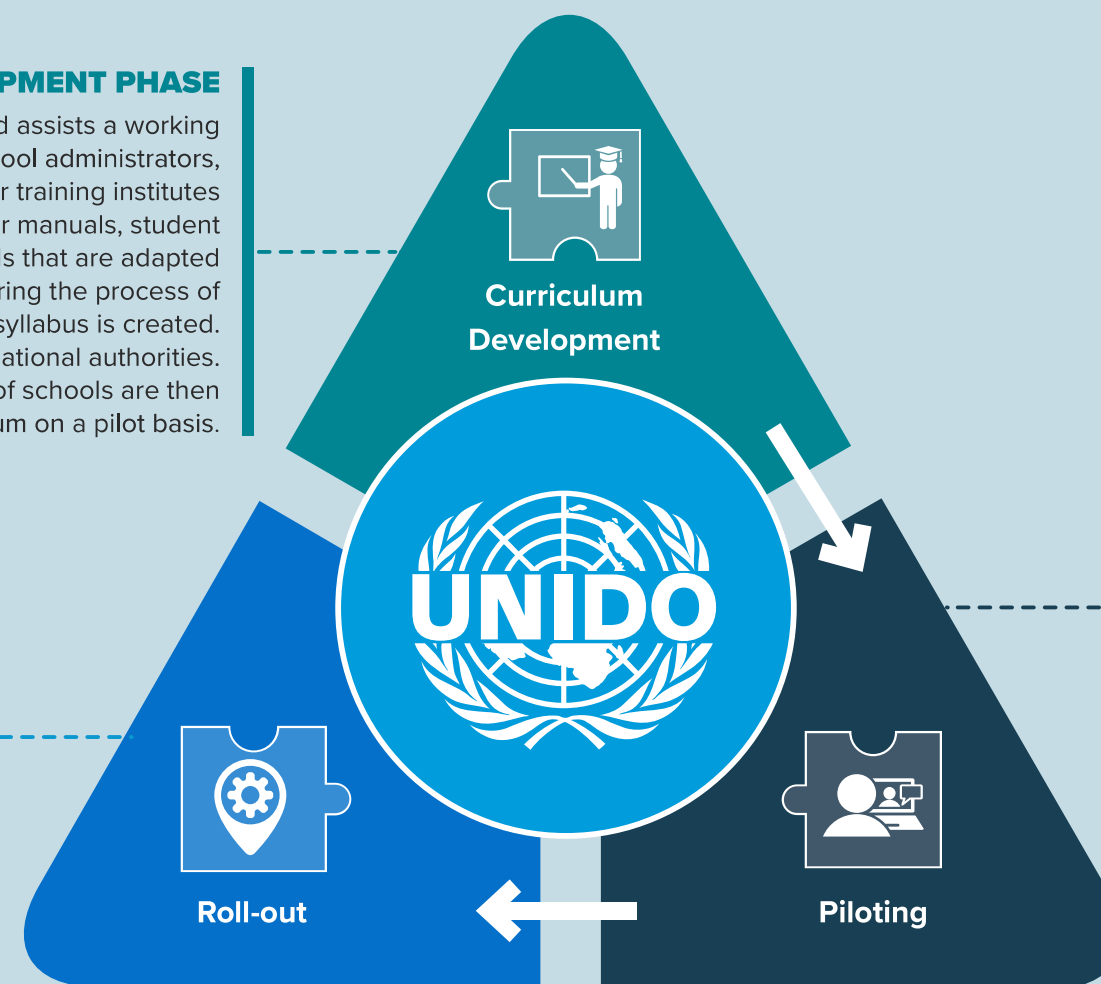
In the curriculum development phase, UNIDO establishes and assists a working group – consisting of national curriculum development staff, school administrators, teachers, inspectors, private sector stakeholders and teacher training institutes – to develop curriculum material, including syllabuses, teacher manuals, student textbooks, assessment guidelines and impact monitoring tools that are adapted to the local context. The private sector may be consulted during the process of designing the curriculum, to ensure that a demand-driven syllabus is created. This curriculum material is then validated and endorsed by national authorities. In cooperation with the technical working group, a number of schools are then identified to implement the ECP curriculum on a pilot basis.

## ROLL-OUT PHASE

The roll-out phase takes place once the syllabus and teaching materials are revised for relevance and adequacy, a sufficient number of teachers have been trained, and a roll-out plan has been designed in collaboration with national authorities. This phase involves scaling up the pilot ECP across the country.

## PILOT PHASE

The pilot phase involves training teachers from pilot schools in entrepreneurial content and pedagogy, and assessing teaching practices and learning material in the pilot schools using adapted tools. During this process, schools are supported in their efforts to develop local collaborative initiatives with parents, local community members and the private sector. Typically, school directors are coached in how to network and raise the local profile of the ECP, for instance through showcase events such as student entrepreneurial exhibitions which are attended by families and community members and judged by local businesses. These initiatives are aimed at encouraging families and communities to combat potentially negative societal perceptions of entrepreneurship, in particular female entrepreneurship, and to foster linkages between schools and the local labour market. Working in tandem with national authorities, UNIDO monitors and evaluates the performance of the curriculum to assess changes in students' entrepreneurial attitudes, knowledge of economic dynamics and ability to identify value-creation opportunities. Special attention is given to changing attitudes and behaviour in girls.



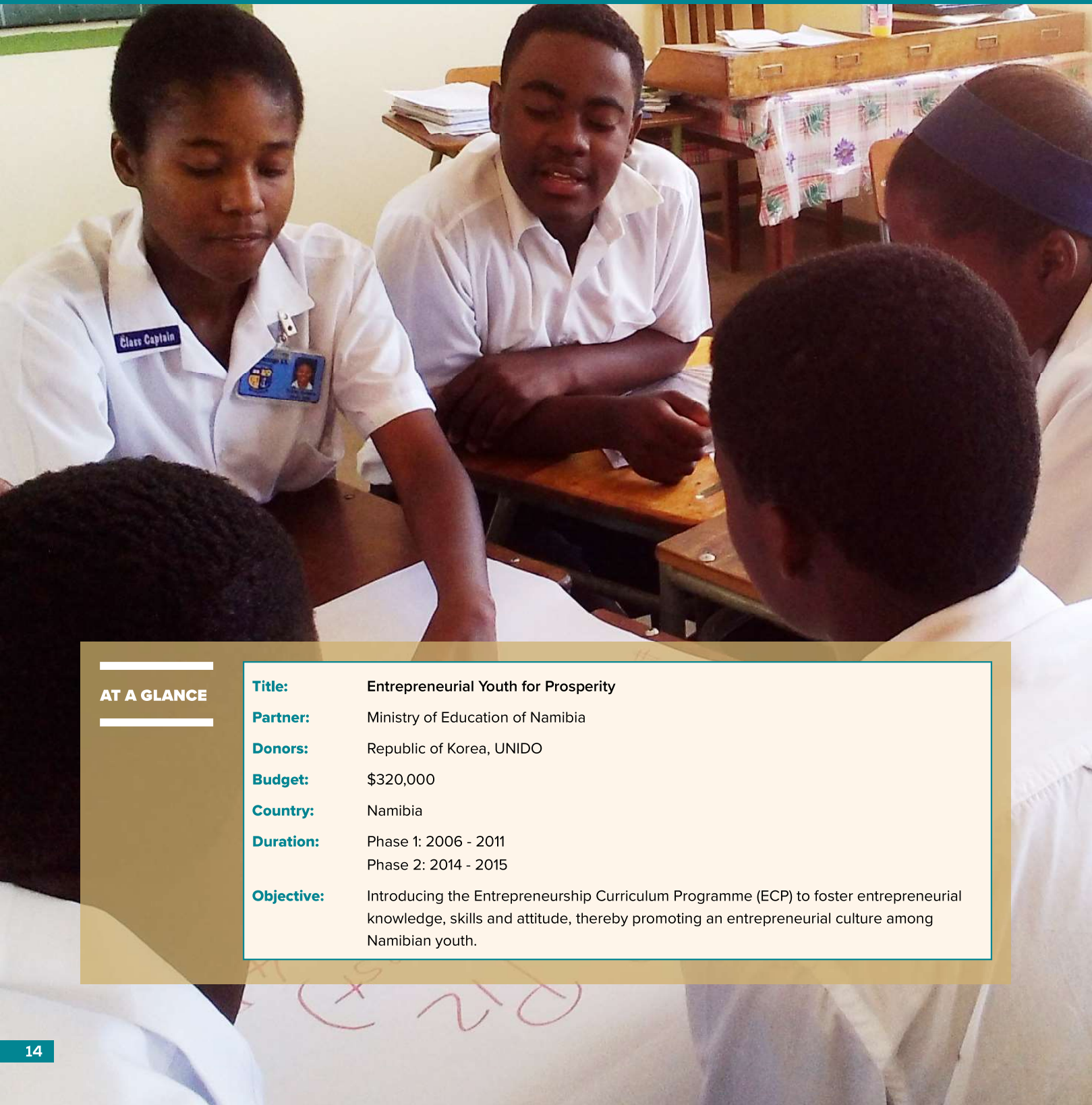
# UNIDO, the Entrepreneurship Curriculum Programme and the Sustainable Development Goals



UNIDO interventions are always designed for scaling up. While individual projects have tangible impacts at the local level, by widening interventions it is possible to achieve a larger development impact at the country level, contributing to national and international development objectives, such as the Sustainable Development Goals, through at-scale partnerships with the private sector, international financial institutions and other development partners. The ECP contributes directly to the following Sustainable Development Goals:



# Project Spotlight: Namibia



## AT A GLANCE

<b>Title:</b>	Entrepreneurial Youth for Prosperity
<b>Partner:</b>	Ministry of Education of Namibia
<b>Donors:</b>	Republic of Korea, UNIDO
<b>Budget:</b>	\$320,000
<b>Country:</b>	Namibia
<b>Duration:</b>	Phase 1: 2006 - 2011 Phase 2: 2014 - 2015
<b>Objective:</b>	Introducing the Entrepreneurship Curriculum Programme (ECP) to foster entrepreneurial knowledge, skills and attitude, thereby promoting an entrepreneurial culture among Namibian youth.

## CONTEXT

In 2013, unemployment levels in Namibia were over 29 per cent, and as high as 41 per cent for those aged between 15 and 24. At that time, the drop-out rate from junior secondary schools was also as high as 50 per cent. Against this background, the Government of Namibia decided to introduce entrepreneurship learning

as a stand-alone course in secondary schools, with the aim of fostering entrepreneurial knowledge, skills and attitudes among young people, to equip them to create jobs for themselves and for others, and to contribute to the development of a competitive private sector.

## APPROACH

Between 2006 and 2011 and between 20014 and 2015, UNIDO assisted the National Institute of Educational Development (NIED) in the development of entrepreneurship syllabuses, teacher guides and assessment manuals in lower (grades 8–10) and upper (grades 11 and 12) secondary education, in addition to conducting in-service teacher training in seven pilot schools. Private publishers prepared student textbooks.

## RESULTS

- ✔ Based on the successful outcome in these target schools, the Government of Namibia decided in 2008 to roll out ECP in all public junior secondary schools country-wide. Entrepreneurship replaced business management as a stand-alone elective subject, to be examined at the national level by the Directorate of National Examinations and Assessment. In addition, entrepreneurship was integrated into several practical courses in senior primary schools (grades 5–7). To date, some one thousand teachers are conducting entrepreneurship classes in 624 secondary schools across the country;
- ✔ In 2014, an evaluation study by the Namibia Association of Norway found that:
  - Students enrolled in the entrepreneurship programme displayed more motivation and were more likely to succeed in their studies;
  - Students tended to be engaged in entrepreneurial activities at school and at home, even after completing school.
- ✔ In 2017 and 2019, NIED independently updated the entrepreneurship syllabuses for lower and upper secondary education in line with a demand-driven approach.



# Project Spotlight: Afghanistan



**AT A GLANCE**

<b>Title:</b>	Entrepreneurship for Youth in Afghanistan
<b>Partner:</b>	Ministry of Education of Afghanistan
<b>Donor:</b>	Austria
<b>Budget:</b>	\$375,000
<b>Country:</b>	Afghanistan
<b>Duration:</b>	2018 - 2020
<b>Objective:</b>	Introduce entrepreneurship into the general curriculum in Afghanistan in order to promote youth entrepreneurship and inclusive economic growth.

**CONTEXT**

Afghanistan has one of the youngest populations in the world, with two thirds of its population below the age of 25. Even though young people constitute the majority of the population, they are underrepresented in the labour market, accounting for less than 40 per cent of the total workforce. With access to the right skills and opportunities, youth in Afghanistan have the potential to drive social progress, entrepreneurship and economic growth for their country. The outdated education system is ill-equipped, however, to prepare

them properly to enter the professional world. Meanwhile, even those who are qualified find few job opportunities available.

Against this challenging socioeconomic backdrop, the Ministry of Education of Afghanistan decided to introduce, on a pilot basis, entrepreneurship learning in upper secondary schools in Afghanistan, with a view to rolling out the course country-wide in the coming years.

**APPROACH**

Between 2018 and mid-2020, UNIDO provided technical assistance to the General Directorate of Curriculum Development and Textbook Compilation of the Ministry of Education of Afghanistan, in developing an entrepreneurship course for grades 10-12 in general secondary education, comprising syllabuses, teacher guides and student manuals. The new curriculum for grade 10 has been piloted in five schools in Kabul and Nangarhar provinces.

On the basis of this first phase, the Ministry of Education requested UNIDO to collaborate in preparing the country-wide roll-out of the entrepreneurship curriculum.

**RESULTS**

✓ To date, the complete set of curriculum material for entrepreneurship – developed with assistance from UNIDO – has been validated by the Ministry of Education’s curriculum review committees. Entrepreneurship is now a stand-alone subject in the new curriculum framework for upper secondary education, which is under finalization by the Ministry of Education, with support from the United Nations Educational, Scientific and Cultural Organization;

✓ Between mid-2019 and mid-2020, 20 classes at grade 10 piloted the new subject, involving some 50 teachers, 10 principals and nearly 600 students, more than 40 per cent of whom were girls. Teachers have observed increased engagement by students during classes and the sharing among them of creative ideas. An estimated 10,000 upper secondary students will complete the ECP once the country-wide roll-out has been accomplished.

# About UNIDO

## Further information

Further information about this project and its activities is available on the UNIDO website: [www.unido.org](http://www.unido.org)

This publication may be downloaded free of charge from the website.

## UNIDO in brief

UNIDO is the specialized agency of the United Nations that promotes industrial development for poverty reduction, inclusive globalization and environmental sustainability.

As of 1 April 2019, 170 States are Members of UNIDO. They regularly discuss and decide UNIDO's guiding principles and policies in the sessions of the Policy Making Organs. The mission of UNIDO, as described in the Lima Declaration adopted at the fifteenth session of the UNIDO General Conference in 2013, is to promote and accelerate inclusive and sustainable industrial development (ISID) in Member States.

UNIDO maintains a field network comprising of 48 regional and country offices around the world.



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