



Fostering entrepreneurial youth



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.





ANGOLA

Developing entrepreneurial youth

■ CONTEXT

In recent years, Angola has experienced high growth rates, mainly driven by its oil sector, and is set to continue on this path. Yet, growth has remained capital intensive, import dependent and has not generated enough employment for a rapidly growing population. Unemployment is estimated at 26% and a large segment of the population works in subsistence agriculture or the informal sectors. In order to encourage job creation and economic diversification, the Government of Angola embarked on a major reform of the education system to better equip youth for the future.

■ STRATEGY

The Entrepreneurship Curriculum Programme (ECP) was launched as a pilot in 2009, bringing together partners from governments, the UN system and the private sector. In 2010, Chevron Angola joined the multi-partner initiative as a part of the company's national Corporate Social Responsibility (CSR) strategy.

UNIDO assisted the Ministry of Education in developing and testing educational tools such as syllabi, teacher guides, student textbooks and teacher training manuals. Moreover, locally customized materials were used to train teachers and education officials. This approach helped build local capacity and ensure local ownership of the programme, strengthening overall programme sustainability. During the programme's pilot phase,

■ PROJECT OVERVIEW



Goal: Entrepreneurship Development for Youth

Partner: Ministry of Education, National Institute for Education Research and Development (INIDE), United Nations Development Programme (UNDP)

Donor: Korea, Portugal, Chevron, UNIDO

Budget: USD 1,9 million

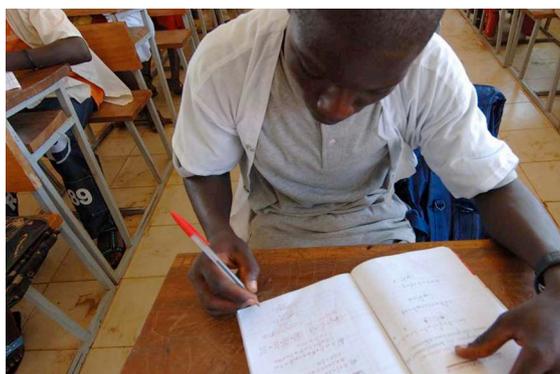
Duration: 2009-2014

entrepreneurship was introduced as a stand-alone subject in 45 secondary schools across nine provinces of the country. It was presented as a compulsory subject, examinable by the National Institute for Education Research and Development (INIDE). Due to the positive response of the pilot, the Government began a national roll-out of the curriculum in 2014.

The overarching goal of the ECP is to develop entrepreneurial skills amongst youth, in turn, setting the foundation for a sustainable and dynamic private sector. Entrepreneurship teaching fosters qualities such as creativity, self-confidence and the ability to take calculated risks. Young people are taught how to identify, develop and manage new business opportunities. They learn concepts such as

“save, invest and grow”. In addition, students participate in unique learning experiences outside the classroom as they interact with Angola’s business community. Partnerships with a number of companies and private sector associations are currently being forged to maximize support and ensure the sustainability of the programme. In addition, teacher training workshops have benefitted

from the help of a co-trainer from the Ministry of Education (MED) of Angola, a country which has already tested and successfully implemented ECP, while Brazil also intends to provide experts in support of the programme. Cabo Verde is presently benefiting from the experiences and lessons of successful programmes in other countries such as Mozambique, Uganda, Namibia and Angola.



■ RESULTS

- Entrepreneurship curriculum materials were developed and approved for pilot testing
- 139 teachers have been trained and qualified to teach entrepreneurship
- 70 education officials have been trained in implementing the entrepreneurship curriculum
- National roll-out approved by the Government, targeting 500,000 youth
- 9, 800 students have taken the entrepreneurship course to date, 42% of them female
- An independent evaluation concluded that ECP students significantly increased their entrepreneurial knowledge, skills and intentions and were able to contribute to family savings and income

“Entrepreneurship discipline helps us to understand how an entrepreneur manages a business. It is useful in our day-to-day life. Entrepreneurship is important for those who dream to start a business because it will help us a lot in our future. I intend to open a business.”

Dunisia Almeida, student of entrepreneurship

“We can see astonishing differences in students. Parents told us that their kids are improving their attitude towards their responsibility in the household. Some students started to make savings. Young people are developing confidence so they can climb up with their entrepreneurial efforts. I believe we are on good track.”

Diasala Jacinto Andre, National Programme Coordinator, INIDE

“This programme will have an immediate impact on 500,000 students. It will foster creativity, a spirit of entrepreneurship and self-confidence among youth, and create the foundations for sustainable growth.”

Eunice de Carvalho, General Manager of Policy, Government and Public Affairs, Chevron



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CABO VERDE

Empowering youth for change

■ CONTEXT

Cabo Verde is a small archipelagic country with almost half a million habitants, predominantly young people. The island state faces various challenges such as limited natural resources, high youth unemployment, a dispersed population and limited growth sectors. Within this context, the Government initiated a series of reforms to increase the competitiveness of the country, modernize the public administration and build an entrepreneurial foundation for a competitive and dynamic private sector. In order to empower youth, develop their entrepreneurial competencies and enhance their potential to generate employment, the Government adopted the Entrepreneurship Curriculum Programme (ECP).

■ STRATEGY

In September of 2014, 2,500 secondary students began their school year with a novelty: a new subject was to be taught for two hours per week: entrepreneurship. The Ministry of Education and Sports (MED), in partnership with UNIDO and with the support of the Government of Portugal, introduced entrepreneurship for students in first and second cycles of secondary general and technical education (grades 9 to 12).

The Entrepreneurship Curriculum Programme will be implemented in 12 selected pilot schools, with 100 teachers estimated to participate in in-service teacher

■ PROJECT OVERVIEW

Goal: Creating an Entrepreneurial Foundation for a Dynamic and Competitive Private Sector

Partner: Ministry of Education and Sports

Donor: Portugal, UNIDO

Budget: USD 723,181

Duration: 2014-2016



training. Approximately 3,500 graduates are projected. A national roll-out of the programme is scheduled to start in 2016.

The entrepreneurship curriculum will be action-oriented, with practical training comprising 60% of the course. Teachers will act as facilitators, responsible for creating diverse educational opportunities so that students are able to transpose classroom taught concepts to real-life situations. In addition, the curriculum will be implemented in collaboration with local private sector companies and the community.

Partnerships with a number of companies and private sector associations are currently being forged to maximize support and ensure the sustainability of the programme. In addition, teacher training workshops have benefitted from the help of a co-trainer from the Ministry of Education (MED) of Angola, a country which has already tested and

successfully implemented ECP, while Brazil also intends to provide experts in support of the programme. Cabo Verde is presently benefiting from the experiences and lessons of successful programmes in other countries such as Mozambique, Uganda, Namibia and Angola.



■ RESULTS

- Entrepreneurship teaching began in September 2014, for grades 9 to 12
- The programme covers 12 schools across six islands
- 2,493 students are enrolled in the entrepreneurship course, 54% of them female
- 91 teachers have been trained to teach entrepreneurship, 48% of them female
- In addition, school directors, pedagogical inspectors and central Ministry staff were trained
- Entrepreneurship curriculum materials for grades 9, 10 and 12 are ready for pilot testing

“Entrepreneurship is about acquiring basic skills to improve our environment and our capacity for individual growth”

Mrs. Fernanda Marques, Minister of Education and Sports

“Entrepreneurship is an attitude that should be encouraged at a young age, and this is what this programme is doing”

Mr. Bernardo Lucena, Ambassador of Portugal

“It is rewarding to be able to share what I have learned, and at the same time continue to learn from my colleagues. I am happy to be part of the entrepreneurship network”

Mr. Pedro Fernandes, Coordinator for teacher training in the Ministry of Education of Angola, trained by UNIDO

“Entrepreneurship is about managing our life to correspond to our dreams”

Mr. Christophe dos Santos, IT Entrepreneur



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MOZAMBIQUE

Investing in a new generation

■ CONTEXT

Mozambique has been enjoying impressive growth rates, albeit with an over-reliance on coal and aluminum exports. Mining mega-projects and natural gas investments are expanding dynamically. Yet, domestic small and medium-sized enterprises lag far behind and require human resources with the capacity to leverage this growth, especially in rural areas where over 60% of the population lives. Out of Mozambique's total population of 25 million, more than 13 million are below the age of 18 and still in the process of developing the skills and knowledge for their future careers and livelihoods. To address this situation, the Government of Mozambique embarked on an ambitious education plan to better prepare young people for entrepreneurial activities and trigger a nationwide bottom-up economic growth process to reduce poverty.

■ STRATEGY

In 2007, the Ministry of Education and Culture introduced the Entrepreneurship Curriculum Programme (ECP) in secondary and vocational schools throughout the country, with technical assistance from UNIDO and funding from the Government of Norway. The aim of the programme was to encourage the development of entrepreneurial attitudes, skills and knowledge amongst youth, to enable them to generate their own income, create and find jobs, and contribute to the economic growth of the country.



■ PROJECT OVERVIEW

Goal: Entrepreneurship Development for Youth

Partner: Ministry of Education and Culture

Donor: Norway

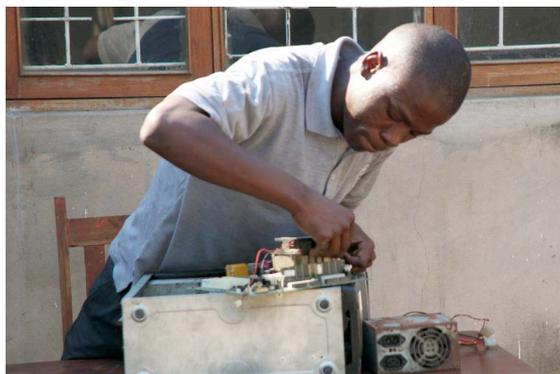
Budget: USD 2,7 million

Duration: 2007-2013

In Mozambique, secondary school is divided into two cycles: lower secondary (grades 8 to 10) and upper secondary (grades 11 and 12). Entrepreneurship was introduced as a stand-alone subject in grades 9 to 12, for two hours a week. In lower secondary, it became a mandatory course, while in senior secondary it is offered as an elective. Examinations for both levels are carried out by the National Institute for Educational Development (INDE). UNIDO assisted the Government in developing

an entrepreneurship curriculum with syllabi, teacher guides, textbooks, monitoring and evaluation tools, as well as assessment guidelines, in addition to introducing the programme in schools. Through practical activities, students learn how to identify businesses opportunities with growth potential in their communities and how to mobilize local resources. Students also learn, in theory

and in practice, how to set up and manage a business and make savings. They learn to better express their ideas, develop realistic projects and structure them in a logic manner, address challenges and risks, and to work together as a team. Parents and teachers of ECP students have noted increases in self-confidence, initiative and responsibility.



RESULTS

- 331 schools are currently implementing the programme
- 1,654 teachers have been trained, 21% of them female
- 496,400 students have taken the course, 47% of them female
- 127,800 students had graduated by 2013, 45% of them female
- Students from rural and urban areas show equal commitment to the course
- 85% of students have acquired entrepreneurial skills
- 255 university instructors have been trained to train pre-service teachers
- 1,221 pre-service teachers have been trained, 40% of them female
- Equal representation between boys and girls in starting small business activities
- The Ministry of Education and Culture has integrated ECP into its formal national education strategy

“By developing technical and behavioural competencies, entrepreneurship helps young people to better integrate into the labour market, create self-employment opportunities or continue their studies. It is a way to defeat poverty and develop the country with sustainability and inclusiveness.”

Leda Florinda Hugo, Minister of Education

“We learned in school how important it is to save and invest, and to produce good quality. I rather redo my products if they are not good enough. Clients pay well for good quality and reliable service.”

Acacio, 19 year student and carpenter in the remote district of Ilha de Mocambique

“I am constantly thinking of new ideas because I want to expand my businesses and make a contribution to my community. I try to find out what people in my area need, prepare a business plan and make savings to start. I am proud of being a businessman and I like my work”

David, 22, a young graduate from Nampula with three small businesses





NAMIBIA

Entrepreneurial youth for prosperity

■ CONTEXT

Namibia is a large country in southern Africa, bordering the Atlantic Ocean. The Namibian economy is heavily dependent on the extraction and processing of minerals for export, but also on earnings generated from fisheries, livestock and meat production. Although the country has maintained a track record of relatively consistent economic growth, it continues to experience poverty, unemployment and inequality. In 2013, unemployment amounted to over 29%, with 41% of those aged between 15 and 24 without work. Moreover, there is a 50% youth drop-out rate from junior secondary schools. Within this context, the Government of Namibia introduced the Entrepreneurship Curriculum Programme (ECP) to foster entrepreneurial knowledge, skills and attitudes amongst youth; to enable them to generate their own income; to create jobs for themselves and for others; and to contribute to the development of a competitive private sector as a whole.

■ STRATEGY

In 2005, the Ministry of Education of Namibia began rallying support for the introduction of an entrepreneurship curriculum into its secondary education system, for junior (grades 8 to 10) and senior (grades 11 and 12) levels.

The National Institute of Educational Development (NIED) worked in collaboration with a hybrid of partners — donors, academia, private sector institutions and international non-governmental organizations — to develop and introduce an entrepreneurship curriculum to the country's

■ PROJECT OVERVIEW

Goal:	Promoting Entrepreneurship Amongst Youth
Partner:	Ministry of Education
Donor:	Korea, UNIDO
Budget:	USD 320,000
Duration:	Phase 1: 2006-2011 Phase 2: 20014-2015



education system. UNIDO assisted the NIED in developing and testing entrepreneurship syllabi, teacher guides and assessment manuals, in addition to conducting in-service teacher training workshops, while private publishers prepared student textbooks.

The entrepreneurship curriculum follows a spiral design, through which students are encouraged to adopt entrepreneurial attitudes, coached to identify business opportunities within their communities and taught how

to manage a small business. The entrepreneurship course also integrates cross-cutting issues such as gender and HIV/AIDS, ensuring environmental sustainability and maximizing the use of information, communication and technology for business.

The first phase of ECP implementation covered junior secondary schools. A pilot was launched in 2006 for seven schools and, in 2008, the curriculum was introduced to junior secondary schools country-wide. Entrepreneurship replaced Business

Management as a stand-alone elective, to be nationally examinable by the Directorate of National Examinations and Assessment (DNEA). In addition, entrepreneurship was simultaneously integrated into several practical courses in senior primary schools (grades 5 to 7).

The second phase of implementation focused on senior secondary schools. During the course of 2014, four schools introduced entrepreneurship as a stand-alone elective, with a national roll-out scheduled for 2016.



RESULTS

- By 2010, the entrepreneurship curriculum was being implemented in all junior secondary schools across the country
- In 2013, entrepreneurship was included in 624 schools (out of 633) offering the National Junior Secondary Certificate examination (at the end of grade 10)
- About 1,000 teachers are teaching entrepreneurship across 624 secondary schools across the country
- 4 senior secondary schools are piloting entrepreneurship curriculum
- In 2013, an evaluation study conducted by the Namibia Association of Norway (NAMAS) established that students enrolled in entrepreneurship displayed more motivation and greater likelihood to succeed in their studies. It also concluded that those taking the course tended to be engaged in entrepreneurial activities at school and at home, even after completion (or drop-out) of school

“The importance of making my own money – it gives me a sense of discipline, of knowing that this money I have worked for and also to show my fellow youth that nothing is impossible – really one can start something and make a good living out of it.”

Geerson Tjizumaue, Entrepreneur/Graduate JG v/d Walt School, Okahandja, Namibia.

“The teachers had to change their mindsets – to be an entrepreneur teacher, you need to work with practical activities, you need to be learner-centered, really learner-centered, and you need to prepare a lot.”

Susanne Willemina Wannberg, Head of NIED, Namibia



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RWANDA

Growth through entrepreneurship

■ CONTEXT

Rwanda is a small landlocked country situated in central Africa. About 90% of the country's population is engaged in subsistence agriculture, with some mineral and agro-processing activity. Youth unemployment remains a major issue, with over 40% of young people jobless or underemployed, many of them secondary school drop-outs. In addition, with low levels of small and medium-sized enterprise activity, private sector potential remains largely untapped. In order to address these challenges and spur the entrepreneurial spirit of its youth, the Government of Rwanda introduced an Entrepreneurship Curriculum Programme (ECP). By integrating the ECP into its education system, the Government also ensures that learning outcomes are more aligned with labour market needs. The goal of entrepreneurship education is to enable secondary school students to acquire the knowledge, skills and attitudes necessary to find productive work or self-employment.

■ STRATEGY

In 2007, the Ministry of Education delegated the National Curriculum Development Centre (NCDC) (presently the Rwanda Education Board – REB) to develop an entrepreneurship curriculum for both levels of secondary education: junior (grades 1 to 3) and senior (grades 4 to 6) levels. Entrepreneurship education was subsequently incorporated into the One UN programme for Rwanda.



■ PROJECT OVERVIEW

Goal: Entrepreneurial Youth for Economic Growth and Transformation

Partner: Ministry of Education

Donor: ONE UN Fund

Budget: USD 320,407

Duration: 2009-2014

UNIDO assisted the NCDC in designing entrepreneurship syllabi, teacher guides and student textbooks, in both English and in French, in addition to training ECP teachers and implementing a pilot programme. In 2008, entrepreneurship replaced introductory economics as a subject in junior secondary schools and, the following year, it was introduced as a compulsory subject in senior

secondary, examinable at the national level by the REB. By 2012, all secondary schools in the country were teaching entrepreneurship. The entrepreneurship curriculum follows a learner-centered approach through which students are encouraged to develop entrepreneurial attitudes, taught

how to identify and assess business opportunities and how to start and manage a business. Through practical activities, students are also provided with the opportunity to interact with members of the local business community.



■ RESULTS

- 1,400 teachers and school administrators have been educated in entrepreneurship and effective teaching methods
- 3,000 ECP teachers have been trained
- 534,712 students have taken the entrepreneurship course, 52% of them female
- 121,277 students have graduated so far

“Entrepreneurs are simply those who understand that there is little difference between obstacle and opportunity and are able to turn both to their advantage. Entrepreneurs are [the] new rock stars!”

Jane Mbabazi, student at Lycée de Kigali, Rwanda

“I now believe that when I take risks, I will not be scared. It will give me the courage to move forward and besides that, I will always have a step to make innovations and be more creative, and not imitate others.”

David Mwesigawa, student, Cornerstone Leadership Academy, Rwanda

“One of the things we looked at as administrators is to see how they performed the subject when it was assessed and, last year, all of them managed group A's and it is the best score in the country that any student can score, so it is successful in terms of knowledge they have obtained and successful in terms of what they can do after the knowledge is learned.”

Rogeres Patrick Kamugisha, entrepreneurship teacher, Cornerstone Leadership Academy, Rwanda

“I see myself as a very rich woman, who has inspired people not only earning a lot from my business, but even more inspiring people to be who they are and to pursue their dreams, and to be as big as they can be.”

Patience Muhindakazi, student, Cornerstone Leadership Academy, Rwanda



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UGANDA

Partnering for job creation

■ CONTEXT

Uganda is a landlocked country in eastern Africa. With nearly half the people of the country below the age of 15, Uganda has one of the youngest populations in the world. An additional 20% are between the ages of 15 and 24, averaging seven million in 2013. Despite comprising a large segment of the population, youth unemployment is estimated at 60%. This is due partly to the mismatch between requirements of the labour market and the education system. In view of this challenge, the Government of Uganda introduced an Entrepreneurship Curriculum Programme (ECP). Entrepreneurship education helps young people to develop positive attitudes towards entrepreneurship, business and self-employment, and gives them an opportunity to take initiative in creating their own work. It also provides youth with the necessary skills and experience to enable them to find productive employment or start their own business after school.

■ STRATEGY

In the late 1990s, the Government began exploring the idea of introducing entrepreneurship into the country's education system through national education workshops. In 2000, the National Curriculum Development Centre (NCDC) of the Ministry of Education and Sports began elaborating an entrepreneurship curriculum for both stages of secondary education: Ordinary level (O-level) and Advanced level (A-level).

The curriculum was developed and implemented in partnership with academia, the private sector and

■ PROJECT OVERVIEW

Goal: Fostering Positive Attitudes Towards Entrepreneurship, Business and Self-Employment

Partner: Ministry of Education and Sports

Donor: Japan

Budget: USD 292,000

Duration: 1999-2002



international development organizations. UNIDO supported the introduction of the ECP in secondary schools, in addition to assisting the NCDC in the development of entrepreneurship syllabi, teacher guides, student textbooks, monitoring tools and in-service teacher training.

Ten secondary schools were selected for the pilot phase and, in 2002, the entrepreneurship curriculum was launched for grades 1 and 2 of O-level and for grade 5 of A-level. Due to the overwhelming positive response,

the entrepreneurship curriculum was rolled-out to additional secondary schools before the pilot initiative was completed. Entrepreneurship was introduced as a standalone subject; as a compulsory course for the first two years of O-level education and as an elective from then on. At the end of each secondary school level, the subject is examined by the Uganda National Examination Board (UNEB). The entrepreneurship curriculum follows a spiral

design, through which students are encouraged to adopt entrepreneurial attitudes, coached to identify business opportunities within their communities and taught how to manage a small business. The entrepreneurship course also integrates cross-cutting issues such as gender, HIV/AIDS, ensuring environmental sustainability and maximizing the use of information, communication and technology for business.



RESULTS

- Over 2,000 secondary schools across the country are implementing the entrepreneurship curriculum programme
- In 2012, a total of 140,000 students were enrolled in the course – 80,000 in O-level secondary and 60,000 in A-level secondary schools
- Entrepreneurial activities allow students to generate their own income and become more financially independent from their parents
- Entrepreneurship is now a requirement for admission into many universities. Some also offer entrepreneurship teaching programmes as part of their curriculum
- Several schools have established business clubs through which students apply their knowledge and skills by engaging in entrepreneurial projects
- In A-level secondary, enrollment rates in the entrepreneurship course rose by an annual average of 174% between 2002 and 2012

“We did not know that we could earn a lot of money by learning home economics. Learning entrepreneurship has shown us how we can do it.”

Student from St. Catherine Girls Secondary School, Lira, Uganda.

“Learning entrepreneurship has enabled us to become independent because we now know how to work and earn our own income. Therefore, we no longer have to look for boyfriends to buy us our personal and scholastic needs. This has reduced the risk of our getting pregnant while still at school.”

Student from Wiggins Senior Secondary School, Kumi, Uganda.

“Entrepreneurship education creates self-awareness among the learners. It has helped me to know who I am and what I can do.”

Kilama S., Student, Kampala, Uganda



Conference “Fostering Entrepreneurial Youth”

VIENNA CONCLUSIONS

13 November 2014

Participants at the Conference explored various facets of the role of education in promoting young people's entrepreneurial competencies for their career development, for developing a vibrant private sector and for economic transformation.

Salient points gathered during this three-day conference were as follows:

1. There are great expectations that entrepreneurship education, regardless of the particular stage of economic development of a country, can create the human resource base for an entrepreneurial society.
2. The concept of entrepreneurship in education is wider than that of setting up a business. It encompasses the development of knowledge, skills and attitudes for young people to act in an entrepreneurial way. It emphasizes practical exercises to promote learning through self-discovery and engaging in activities in their community, supporting their family's businesses, setting up their own business or by working as an employee.
3. Investment in human resource development should start early so that young people can develop their entrepreneurial mindset.
4. The effective development of entrepreneurial youth requires the collaboration of education and school authorities, the private sector, community authorities and members, and the youth themselves, through an entrepreneurship curriculum embedded in the formal education curriculum, with funds allocated from the regular education budget.
5. The private sector plays an important role in the development and implementation of the entrepreneurship curriculum, for example, by mentoring students in a real business environment and by offering apprenticeships.
6. Teachers play a crucial role in helping students to develop their entrepreneurial qualities and innovative initiatives. Their approach must be learner-centered. Teachers' pedagogical abilities are strengthened through teacher self-development as well as pre-service and in-service training.



7. A range of different metrics can be used to assess and validate entrepreneurial learning. These need to allow assessment of whether expected student learning achievements have been reached and also serve as a means to induce improvement in teachers' pedagogy.
8. The impact of entrepreneurship education is qualitative and revealed over time. It is important to design the monitoring and evaluation methodology and a self-sustaining institutional system that are suitable to capture these qualitative and longitudinal aspects, that are practical for the national authorities to manage, and that allow cross-country comparisons.
9. Entrepreneurship curriculum programmes should be tailored to the specific context of the cultural, economic and social environment of each country.
10. A conducive policy and administrative business environment is crucial to let entrepreneurial initiatives flourish and businesses grow.
11. Special efforts should be undertaken to foster knowledge and experience-sharing and mutual learning in order to advance and spread entrepreneurship curriculum programmes globally through platforms and other means of international cooperation.



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."

