

ENTREPRENEURSHIP EDUCATION IN NAMIBIA



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An Evaluation of the Implementation of
Entrepreneurship Education and the role of NAMAS

Arne Kristian Larsen Tove Nagel

Quality Education Development

Entrepreneurship education in Namibia

AN EVALUATION OF THE IMPLEMENTATION OF ENTREPRENEURSHIP
EDUCATION AND THE ROLE OF NAMAS

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Arne Kristian Larsen
Quality Education Development

Tove Nagel

ABBREVIATIONS

AT	Advisory teacher
CYB	Credit for Youth in Business
EPN	Entrepreneurship Partnership in Namibia
EE	Entrepreneurship Education
ETSIP	Education and Training Sector Improvement Program
GDP	Gross Domestic Product
GNP	Gross National Product
HUC	Hedmark University College
ILO	International Labour Organization
InWent	Capacity Building International, Germany
MOE	Ministry of Education
MoU	Memorandum of Understanding
NAMAS	Namibia Association Norway
NIED	National Institute for Education Development
NYC	National Youth Council
PG	Pilot Group
SACMEQ	Southern African Consortium for the Moderation of Educational Quality
S&F	Sogn and Fjordane University College
TTC	Teacher training Colleges
UNAM	University of Namibia
UNIDO	United Nations Industrial Development Organization

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EXECUTIVE SUMMARY

The Namibia Association of Norway, NAMAS, was asked by the Government of Namibia to assist in the introduction of Entrepreneurship into Namibian secondary education in 2005. The subject Entrepreneurship, which substituted Business Management, was gradually implemented as an optional subject in grades 8-10 in lower secondary education from 2008 to 2010. The Government's main objective for the introduction of Entrepreneurship has been to address the high youth unemployment in the country. Namibia is a middle income country, but with one of the highest income distribution disparities in the world.

NAMAS has cooperated closely with the National Institute for Education Development (NIED) and rendered financial and technical assistance through the establishment of the "Pedagogical Entrepreneurship" project. The technical support has mainly consisted of capacity building of resource persons. It has focused on creating entrepreneurial skills and attitudes through the development of teaching methodology and teaching resources.

The overall findings of the evaluation are positive. More than 90 % of the secondary students take Entrepreneurship and both students and teachers are enthusiastic about the subject. Changes in students' thinking and their self-consciousness were found as a result of being exposed to Entrepreneurship and there is evidence of some positive change in teaching methodology and teacher behavior. However the massive weight that the examination set up has in the education system in Namibia has serious repercussions on teaching methodology and teaching behavior. The heavy emphasis on testing, marks and exams seems to be contradictory to the whole idea behind Entrepreneurship as a practical, problem-solving subject.

Entrepreneurship is meant to be practical and the idea is to learn "through" business activities instead of "about" business. All schools arrange Entrepreneurship Day, where the students are presenting and selling products from their business. Some schools invite business enterprises to present their innovations and/or giving prizes to the best student stalls, but in general very little interaction between schools and the business community was observed. A similar observation was also made in a project report in 2008.

The Project established a side project called "Bridge" with the purpose of closing the gap between school and business. It was based on the involvement of some interested business people, but due to lack of support and financing the partnership has not materialized. Broadening the definition of entrepreneurship in the curriculum to cover social entrepreneurship, various community organizations/social organizations could involve partners from the practical world. A pertinent issue could be the case of organizations working against Hiv/Aids, orphans and other strikingly important social issues in Namibia.

Entrepreneurship is a subject that requires learner centered methodology, critical thinking and application of practical cases. In the Namibian educational environment these factors are challenging for the teachers. Substantial training in this subject will therefore have a great potential for the education system, both in terms of developing the subject itself and in terms of developing the general teaching methodology within the school. Teachers, who had received training, considered that the in-service training was useful and they were satisfied with the methodology used. There is a great concern, however, that so far there is no subject at University level that is covering the pre-service training of Entrepreneurship teachers adequately. Efforts are needed to strengthen pre-service training at the University and raise the output considerably to meet the demand. Both the financial and professional support offered by NAMAS is valued highly by the

recipients. The evaluators, however, met with few teachers who had been directly trained by the Norwegian professionals and found few traces of the original methodological and broader interpretations of Entrepreneurship held by the Norwegian professional in the curriculum. But in view of the small size of the original project group and the restricted nature of funding and possibilities of the contribution of NAMAS, the project has achieved well.

One finding gained from data collected from teachers, was that the subject is harder to implement in rural areas. This may be due to the restricted nature of environments, lack of practical examples of business as well as participants' more restricted experiences. One of the strategies suggested to address this issue is to introduce a broader definition of entrepreneurship, which might go some way in alleviating the problem of introducing the subject in rural areas.

A small comparative study of Entrepreneurship education in some Southern-African countries (Mozambique, Botswana, Uganda, Namibia) and Norway shows that the implementation models in the selected African countries are quite similar and that Namibia is more advanced compared to other African countries. While Entrepreneurship education is introduced as a subject in the ordinary secondary curriculum in the African countries, it is implemented outside the system as a partnership between the schools and the private sector in Norway.

It is concluded that the implementation of Entrepreneurship will contribute to more creative and determined students with knowledge and attitudes that are needed for self-employment and possibly also a different attitude towards work and self-reliance. It is further concluded that NAMAS support has been positive and made a significant difference for the people of Namibia, even if there has been some weaknesses as pointed out above.

To secure the potential benefits from Entrepreneurship education and sustain the dynamic aspects of the subject, it is necessary to strengthen the practical, problem-solving side of the subject and the relations to the real world outside the school. Without strong support and continued follow-up, the original pedagogical intentions of the subject may easily be overrun by strong forces in the education system represented by the traditional exam system and the hegemony of a theoretical focus.

In order to strengthen the subject and sustain what is already achieved, it is therefore recommended to evaluate/revise the syllabus and it is suggested that a broader interpretation of Entrepreneurship should be considered. Evaluation and exams should be adjusted better to the original intentions of pedagogical Entrepreneurship education. Training and pedagogical resources should be strengthened, especially on methodology and it is recommended to focus more on both regional cooperation in general and institutional cooperation within Southern Africa. It is further recommended to strengthen the efforts to establish a more systematic involvement from the business community. To better understand the impact of Entrepreneurship education on society, a tracing system of entrepreneurs is suggested.

1. INTRODUCTION

"Yes, I feel that I have changed because entrepreneurship has somehow given me motives to hang on, as I said earlier, that due to the characteristics of an entrepreneur I have learnt not to give up easily and to always spot opportunities."(Girl, 15, grade 9, Windhoek)

When the Government of Namibia decided to ask the Namibia Association of Norway to assist in the introduction of Entrepreneurship education in secondary schools, it was part of an international trend. In many countries politicians, business organizations as well as educationists have come to see that future generations have to be trained not only to learn and repeat what others have found out, but they need to become inquisitive, innovative, exploratory and inventive future citizens who are able to solve problems, able to think independently, see possibilities and act upon them.

The various actors may have different reasons for embracing Entrepreneurship, but they have one thing in common; they want to unleash the human potential for the benefit of future generations. Thus the task they have set themselves is not trivial, it is difficult and imbued with many challenges.

Entrepreneurship education has become a popular word in political and educational settings world-wide, with different interpretations of the concept. In chapter 6 we shall refer to some of these interpretations together with what participants themselves think that Entrepreneurship is, and discuss what consequences these various interpretations have for Entrepreneurship education in Namibia. Entrepreneurship education may be seen as part of human capital theory, where the human factor is seen as crucial in both social and economic development.

From experience as well as research it is a known fact that education is reproducing the values of the society of which it is a part, - so also for education in developing countries. We have seen that traditional values and attitudes are hard to break, and that these are often reproduced in the education system. Among some of them is the fear for consequences by questioning the status quo, elders, authorities or acknowledged "truths". Entrepreneurship tries to break this cycle of passive acceptance and bring self-confidence into the learners.

We have attempted to make the voices of the participants heard and shall use their statements as illustrations of points made. Otherwise the report is organized more or less according to the headings in the Terms of Reference, referred to at the end of next chapter.

Q: Have you changed as a result of Entrepreneurship? "Yes, because the unemployment rate is increasing. I thought I would be one of them. But when I started Entrepreneurship I learnt that I can start my own business and employ people who don't have jobs."(Boy, 15, Tsumeb)

2. BACKGROUND

Namibia gained its independence in 1990 and has a population of 2.3 million (2010). It is a middle income country and has a GNP per capita of US\$ 4.500 (2010), though with one of the most unequal income distributions in the world. 21% of the population live on less than USD1,25 per day. The Namibian economy is highly dependent on mining, fishing and tourism. The industrial sector is underdeveloped and the country imports most of the goods needed, especially from South-Africa. Like many of its African neighbours Namibia is suffering from high unemployment, especially among the young people (around 60%). According to ILO about 20 000 youth enter the labour market annually and there are only about 4 000 new jobs.

Change of attitudes and more focus on self-employment has been widely promoted in Namibia, and the SME sector has been strongly supported by the Government. To raise awareness amongst young people as well as the broader community of the potential for enterprises amongst young people, a "Youth Enterprise Promotion Policy" (National Youth Council, 2004) has also been elaborated. The Council has recently established "Credit for Youth in Business (CYB)" in partnership with Bank Windhoek. CYB is aimed at supporting youth in business to access loans to expand businesses and to create employment opportunities to address poverty. The CYB program aims at targeting youth between the ages of 18-35 who are currently involved in business activities. The program has a focal emphasis to assist those enterprises that are residing in rural and semi-urban areas.

Namibia has 10 years of compulsory education starting at age six. Primary school comprises seven years and secondary five. Net enrollment in primary school has been over 90% since 2000 and secondary net enrolment has been sustained at around 50%. The education system is characterized by high repetition, drop-out and failure rates and generally poor quality outcome in relation to investments made. According to SACMEQ data the country performs relatively poor on standardized math and reading tests. Public spending on education was 8.1% of GDP in 2010. Gross tertiary enrolment: 9.0% (2008). Adult literacy: 88.8% (2010).

The national development strategy "Vision 2030" claims to transform Namibia into an "...innovative, knowledge-based society, supported by a dynamic, responsive and highly effective education and training system...". The main education policy paper ETSIP is aiming at improving the quality of education by responding to the call of Vision 2030 and facilitating the transition to a knowledge-based economy.

In 2004, the Ministry of Education decided to introduce Entrepreneurship into the Namibian education system. At an International Conference on Education in Geneva the same year the Minister of Education stated: "...Namibia has realized the need for Entrepreneurship as part of the general education system. This was necessitated by the fact that not all who enter formal education complete with adequate and relevant skills for the world of work. In the current curriculum reform Entrepreneurship features strongly

with the understanding that it will equip learners with appropriate skills that will enable them to be self-employed if they cannot find formal employment...”

NAMAS has for a long time been assisting Namibia in the education sector. Since 2006 the organization has supported the implementation of Entrepreneurship in Education through a partnership with NIED. The partnership is based on a MoU between Ministry of Education and NAMAS.

The cooperation has been organized by establishing a project called " Pedagogical Entrepreneurship" and a Steering Committee outside NIED, but at the same time closely linked to NIED. A project coordinator appointed by NIED, but financed by NAMAS, has been leading the activities of the Project. The Steering Committee consisted of NIED, NAMAS and representatives of stakeholders like Bank of Windhoek. NIED headed the Steering Committee.

For technical support to the project NAMAS contracted Hedmark University College. (HUC), which had considerable experience with Entrepreneurship in education in a Norwegian context. From late 2011 the technical support has been given from Sogn og Fjordane University College, mainly because the central resource person moved there.

After a period of piloting Entrepreneurship in 7 schools, the subject was gradually implemented in junior secondary schools from 2008 to 2010 (Grade 8 in 2008 grade 9 in 2009 and finally grade 10 in 2010)

In 2008, the Eastern Norway Research Institute was commissioned by NAMAS to evaluate the role of NAMAS in the preparatory phase. The evaluation concluded that the subject had been positively received both from school authorities and students and that the assistance from NAMAS/HUC had been considered useful and that they wanted the relationship to continue. On the critical side it was concluded that the teachers were not sufficiently trained in Entrepreneurship methodology and that the subject was not fully accepted by school administrations. In terms of cooperation with the private sector it was concluded that business milieus were skeptical and that more efforts were needed to close the gap between school and the private sector.

On the basis of a new MoU with the Ministry of Education, NAMAS has continued supporting Entrepreneurship implementation in the Namibian schools. From 2012 onwards the support has mainly been concentrated on the preparation of the implementation of Entrepreneurship as a subject in senior secondary education (Grades 11 and 12).

In September 2013 NAMAS requested for an evaluation of the involvement of the Pedagogical Entrepreneurship Project and commissioned Quality Education Development for the assignment. The purpose of the evaluation is to assess “the role of Namibia Association, Norway (NAMAS) in giving assistance to the Ministry of Education of Namibia in the area of Entrepreneurship for the period 1 January 2009 to 30 June 2012, and which

main impact the subject has had and have in the school system of Namibia especially for the grades up to 10.”

Scope and areas of evaluation:

1. The importance of NAMAS role
2. Has the subject meant a change for the students?
3. Entrepreneurship in the curriculum
4. Curriculum implementation and changes (Grades 8 to 10).
5. Methodologies: How well the methodologies were developed and integrated in teaching and teaching aids (Grades 8 to 10)?
6. Materials Development: Relevance, educational value, implementation in Junior Secondary.
7. In-service training: Training areas, methodologies of teaching Entrepreneurship, how effective and efficiently done (Grades 8 to 10)?
8. Educational evaluation of the Pedagogical Entrepreneurship and comparative study with other similar known programs. The study should be limited to presentations of a few programs that the Consultant consider relevant for the evaluation and based on existing material and reports.

TOR for the evaluation is enclosed in annex 1, together with a list of questions which has been elaborated by NAMAS to guide the consultant on the type of specific questions which can be looked at when the areas of evaluation are analyzed.

3. METHODS OF THE EVALUATION

The team had two weeks fieldwork at their disposal. The objective was to have the broadest possible picture of how Entrepreneurship was being interpreted and implemented throughout Namibia. Namibia is a very big country (825,418 sq km, about the same size as France and Germany). It goes without saying that it was not possible to visit all the 13 regions within the given time frame. 5 regions were selected. These were: Khomas, Erongo, Otjozondjupa, Oshana and Oshikoto, with a total population of 990 200 10, or a little less than half the population of the 2,2 mill of the entire country. Due to the time constraint schools were chosen along the main roads.

In an evaluation of this type, the data will for the most part be collected using qualitative methods; interviews and conversations with people and observation of teaching. Our interviews were semi-structured. If an interesting topic popped up, we did not feel restricted by the interview guide, but followed-up on the issue brought forward by the interviewee. The study of literature and documents has also been a part of the evaluation, both regarding the project as well as reading broader on the topic of Entrepreneurship in international literature. Our data were organized and coded with the NVivo (9) program for qualitative research. In addition a questionnaire was disseminated to the classes visited.

10 schools were selected for visits, 2 in each region. We managed to see 9 of the 10. 4 of these were prior pilot schools and 5 were not part of the pilot. The tenth school was busy having inauguration of a classroom with high dignitaries from the region, the whole school being busy with this event and their teacher was away on marking, so there was no reason for us to remain and we consequently had to drop this school.

The selection of schools was done in Namibia by the Entrepreneurship coordinator at NIED. We would have liked to have schools that were situated in more remote, rural areas, but this was not possible due to the big distances in this country and the time limitations we were working under. We still felt that the schools varied in terms of their situatedness, as at least 5 of them were lying in areas of less economical privilege.

In each school the objective was to talk to the Entrepreneurship teacher(s), to the principal and have Focus Group Interviews (FGI) with 7-9 students. We selected students randomly for FGIs. A simple questionnaire was disseminated to the rest of the students in their class. A few times we also talked to Department heads. We also observed teaching in classes where it was possible to arrange. Timetable practicalities were a hindrance, as Entrepreneurship is only taught 4 hours in a 7 day period. However, we managed to observe 4 classes.

In each region the plan was to visit the Regional Education Office and speak to the Advisory Teacher for Entrepreneurship, whose task it is to oversee the teaching and standard of the subject, organize workshops and support teachers. Since grade 10 examinations were being held during our stay, it turned out that 2 of the Advisory teachers were marking exams centrally in Windhoek and therefore not available for interviews. The same was the case for teachers in two schools, though we talked to other teachers of Entrepreneurship if there were any present. We also had interviews with the Head of Curriculum Development Unit at NIED, as well as two former directors who were responsible during the implementation period.

We had an interview with DECOSA, a South African consultancy which has been involved in the larger scale training of around 1000 teachers for the main implementation of the subject into all schools in Namibia in 2008. On our way home we arranged a meeting with the Entrepreneurship specialist at the University of KwazuluNatal Durban, to learn more about how they are practicing Entrepreneurship in South Africa.

In Norway we have had interviews with NAMAS director and administration manager, and with the *then* lecturers from Hedmark University College, who were contracted by NAMAS to train the teachers at the pilot schools and the advisory teachers.

The interviews were recorded digitally and written out and imported into NVivo, a qualitative research analysis programme for coding and analysis.

The observations were unstructured. From these we later developed a few major themes which we thought were relevant for assessing teaching of Entrepreneurship triangulating them with the results of the interviews and questionnaires.

Reflections on methods used and on the data collected.

The resulting data have been compiled and categorized in the table below. In total 20 teachers, 7 principals and 3 heads of department were interviewed, in addition to 2 former and one present head of Curriculum department at NIED. We visited and talked to three advisory teachers at the regional educational offices. We were not able to have the planned meeting with Bank of Windhoek, due to travels, nor did we meet with the Entrepreneurship coordinator who was out of office.

All together we have carried out 37 interview, observed 4 classes, carried out 8 Focus Group Interviews with students; Around 75 students participated in them, and collected 279 responses to the questionnaires that were disseminated, 135 females and 144 .Most interviews lasted around 40 minutes, except the ones with the universities and NIED's present and former heads of curriculum. Each observations of teaching of entrepreneurship lasted around one lesson (40 minutes).

The most serious draw-back in terms of our data-collection was the fact that all grade 10 students were busy writing their exams and therefore not available for interviews. Some of the Entrepreneurship teachers were also away marking exams at central level in Windhoek, and some of these were teachers who had been trained in the initiation phase. It was a pity we could not interview and observe these, as these are the ones with longest exposure to Entrepreneurship for the time being. However, one might argue that the ones we came to meet could be a more representative selection of teachers of Entrepreneurship throughout the system than those who have received special training through the pilot phase, and as such, probably offer a more realistic picture of what is going on in schools in terms of Entrepreneurship interpretation and practice.

We were well received at the schools, who knew about our coming and mission. We had lengthy interviews with principals and heads of departments. Most principals were knowledgeable and enthusiastic about Entrepreneurship. In one school the principal had just arrived and was not so knowledgeable, and at another school the principal had arranged for us to see the Entrepreneurship teacher and class, and disappeared afterwards. We were received in a friendly way in all schools and found it easy to work both with teachers, principals, department heads and with students. Most interviews with students were carried out with grade 9s, except in one school where we talked to

grade 8 students. As always, one regrets not going deeper into certain topics, but the nature of our task was not of such a nature. We feel that we have acquired enough information in the 10 days of fieldwork to be able to respond to the questions in the Terms of Reference for the evaluation.

Overview of methods and data collected

Method	Interviews	Focus Group Interview	Observations	Questionnaire
Teachers	9	1 (10px)	4	
Students		8 (N=75)	4	279
Principals	7			
Advisory teachers	3			
NIED, Curriculum development	1 + 2			
MoE, Regional office	2			
University of Namibia	3			
University of KwaZuluNatal, Durban	1			
DECOSA	1			

4. RESULTS OF QUESTIONNAIRES

Questionnaires were disseminated in all the schools when we took out 7-9 students for focus group interviews. There were altogether 279 responses, 144 males and 135 females. Their ages ranged between 14 and 19 years. Only one class was grade 8, the rest were grade 9 classes. We have included some quotes from students in order to give an impression of their responses.

It is a very clear message from students that they enjoy the subject. Many say it is their favourite subject. In the interviews we found that many students also liked other subjects, but few, if any, disliked Entrepreneurship.

Q: Is there anything you don't like about the subject?" R: "No, I like the subject very much, but it is not the one that is going to help when it comes to my career. (Girl,16, Erundu. Wants to become a medical doctor.)

A majority stated that they would become entrepreneurs in the future and do business.

R:"Yes, because the unemployment rate is increasing. I thought I would be one of them. But when I started Entrepreneurship I learnt that I can start my own business and employ people who don't have jobs."(Boy, 15, Tsumeb)

When it comes to opinions about the subject and the teaching, we found that most students are very happy with their teacher, and one of the reasons most cited is that their teacher uses examples from daily life. They also say that their teachers "explain well so that we can understand."

Q: "Does the teacher of Entrepreneurship teach differently from other teachers?" R: "Yes, because some other teachers are very fast in teaching and you won't be able to understand, but our Entrepreneurship teacher is perfect in teaching. I look at her as my inspirational figure."(Girl, 15, Erundu)

Q: Teacher teaches differently? R:"Yes, because she always gives examples that are not in the handouts and she knows how to master the subject." (Female, 15 ,Erundu)

It is also important to note that some students mention that their teacher of Entrepreneurship treats them with respect and in one school they say that they are never beaten by their Entrepreneurship teacher. (Beating is prohibited in Namibian schools.)

Q: Teacher different? R: "Yes, she is different from other teachers because she is more respectful." (Male , grade 9, Oshikoto)

Everybody relates the subject with business, though about half of them have a statement indicating change in themselves or in their relationship to others. These changes are quite extraordinary, as the examples demonstrate.

Q: Changed? R:"Yes, I never had confidence of me becoming a businesswomen but now I believe. (Girl,15, Okahandja)

"Yes, I have become more positive."(Male, 15,Windhoek)

Q: "Have you changed as a result of Entrepreneurship?" R: Yes, I know more, but I don't like business and the economy" (Wants to become a psychologist or scientist). (Female, 15, Windhoek)

There are some students who claim that the subject has helped them not to give up, to find solutions to problems.

Q: Changed? R: "Yes, because at first I use to give up easily, I did not have persistence but now I changed a lot." (Boy, 15, Ekwafo)

About half of the students say that this subject is different in that it relates to business, but some students also mention that they do practicals and that they learn to do a lot of useful things, like managing their money.

Q: Learnt anything useful? R: "Yes, because now I have an idea of how to generate or make my own money using the resources that I have" (Boy, 16, Ekwafo)

R: "Negotiating - it helps me a lot cause now me and my parents can agree on something." (Boy, 15, Windhoek)

R: "Yes because I know how to come up with new idea and how to solve problem." (Girl, 15 Ekwafo).

Q: Different? R: "Yes. In this subject we have practical investigations. We interview business and we are bought about things we sell daily in the community." (Girl, 15 Okahandja)

Of the things they find most useful in the subject they mention: the business plan, communication, learn about Namibian thoughts and beliefs about work and business, negotiating and ethics as well as trying out business on the Entrepreneurship day.

The things they like the least are the case studies, as they "confuse them."

It is quite clear that the message about self-dependence and work ethics is having an impact on learners. In a study done by DECOSA in 2004, prior to the implementation of Entrepreneurship, 92% of the students (N=400) responded that they wanted to become government employees or work in a big company. We only found one respondent who said so. But we would also like to point out that students have unrealistic expectations as to how rich they are going to be and probably how easy it is going to be....

"In 5 years? I'm rich and have many cars!" (Boy, 16, Erundu)

5. ENTREPRENEURSHIP IN THE CURRICULUM

The two first aims of the curriculum stated in the Syllabus for Entrepreneurship (2010) are:

- foster awareness of local, regional and national needs of Namibia and contribute towards development and employment.

- play an effective and productive role in the economic life of the nation

These aims reflect the intentions of politicians' serious concerns regarding the high unemployment rate of youngsters in Namibia, which was the background for why Entrepreneurship was introduced in the first place. However, the aims of the subject are many and exist at different levels.

The syllabus continues to mention the importance of sound management of the natural environment. It mentions links to HIV/AIDS and Democracy, all as results or consequences for business activities. The majority of the 16 aims which are listed are related to the understanding of and development of knowledge related to business. The last aims mentioned in the syllabus are related to the development of skills and values, such as the development of "diligence and a sense of responsibility to encourage worthy citizenship."

In our interviews and observations we found that students mentioned the need for people to become self-sufficient, and not rely on others. The need to work hard to achieve one's goals was also mentioned often. Students were aware of the necessity to pay tax "for the government to build more schools and hospitals."

In our interviews and observations it turned out that the Entrepreneurship subject is almost synonymous with business. All students conceived of the subject as a strong encouragement to start their own business, though some said, when asked why they studied Entrepreneurship, that it was good to know Entrepreneurship if they failed school. Then they had something to fall back on. Asked explicitly if this subject was only good for students who failed their exams, they denied this. "Entrepreneurship is good for everybody."

Teachers said they liked the curriculum, though they thought it overloaded, given the time at disposal. Their views were to a certain degree contradictory, in that they claimed that the curriculum was repetitive, because the same topics reoccur each year, the intention being to treat the terms and topics gradually in more depth. To what extent they succeed in doing so, is difficult to tell, but we heard more teachers complain about the "repetitiveness" of the curriculum, something which indicate that they have problems in interpreting it and knowing in what ways to take up the same topic in more depth. In the responses to the question if there were anything they did not like about the subject in the questionnaires, most students said everything was fine, or there is nothing that they don't like. But those who have a negative comment mention exactly the point about "the same things we learnt in grade 8 are also being taught in later grades", an indication that teachers are not able to amplify the topics. The syllabus should give clearer assistance on this point. In order to know how general this problem is, it would have required more and longer time of observations.

According to teachers they also thought that the curriculum (syllabus) has too little focus, a view which could be substantiated with the high number of aims set for the subject.

In the case of the implementation of Entrepreneurship into the system, the initial intentions of Entrepreneurship content and practices were changed, especially by the National Examination and

Assessment Directorate, which has got much power in the education system in Namibia. A case in point is the weighting of the student portfolio. (ref. below)

To what extent teachers cooperate with other subject teachers in environmental studies and the other cross-cutting topics mentioned in the syllabus, is difficult to say for sure. We did not observe any evidence of this, and students did not mention it. When teachers were asked, they replied that they might consult other teachers, but most often they denied that there was much cooperation. In short,- it varied.

There is one aim in the syllabus that is somewhat puzzling: “- develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information , presentation and interpretation.” One would think that numeracy and literacy should be skills already mastered at secondary level of schooling, though we know this might not be the case. However, listing these as aims in Entrepreneurship might be a result of the SACMEQ III results, where many Namibian students in grade 6 were found to have problems both with basic numeracy and literacy, in common with most other countries in Southern Africa.¹

There are also aims related to attitude change, either directly or indirectly as shown in the examples mentioned. We did encounter examples of students’ inquisitiveness, in examples where teachers told us about students who had visited some local businesses and asked for interesting information, sometimes to the teacher’s surprise. But these were few examples. Our impression was that the majority of students in general were timid. In order to meet the objective of child-centered pedagogy, promoted by the MoE, there is obviously still a need to address students’ psychological needs more in training. In the traditional society attituded of servility, and even fear for authorities are quite common. That is still lingers in some students and makes it difficult to meet the aims of the curriculum of creating active and inquisitive students, is therefore not strange. We also saw one school where secondary students were chased by the teachers with sticks with rubber hoses attached to them. This practice does not necessarily encourage self-confidence and democratic values in students, another aim of the curriculum. Old habits are hard to break, but even harder if not addressed in the open.

Putting literacy and numeracy in this syllabus exemplifies what teachers mean when they say that the curriculum is overloaded, and we would add that it also lacks in focus , merging levels and various good intentions and topics into the aims. If teachers try to address all 16 aims with equal zest, the task would be formidable, given the restricted time available. Besides, the teaching load is also big. Teachers have 52 lessons in a 7-day cycle, each of 40 minutes, and usually big classes, around 40-45 learners. Hence there was much complaint about the heavy working load of teachers and all the extra work involved in the new subject Entrepreneurship. In addition comes all the time given to tests and exams.

¹ (http://www.sacmeg.org/sites/default/files/sacmeg/reports/sacmeg-iii/working-documents/wd01_sacmeg_iii_results_pupil_achievement.pdf)

6. CURRICULUM INTERPRETATION AND IMPLEMENTATION

Entrepreneurship is considered a business subject as well in the curriculum as in the textbooks. This can be interpreted well in line with the political intentions of addressing the unemployment rate among youngsters in Namibia, which is very high. According to the rationale given for the subject on the Syllabus Entrepreneurship (Ministry of Education, 2010) it is stated that:

“Entrepreneurship intends to impart the basic concepts of entrepreneurial skills to the learners that will enable them to create jobs for themselves as well as for others in future. It will help learners to apply the business knowledge, skills and attitudes acquired to solve environmental, economic and social problems in their everyday lives.—The subject will help learners to appreciate the importance of good working habits, to develop positive attitudes towards work and promote interest in self-employment. It will also help learners to initiate, organize and control a Small and Medium Enterprise (SME).”

According to our interviews with students and their responses in questionnaires this intention seems to have been met. Many students claim that their vision is to set up a business, however, after they have finished their studies. Quite a number of them mentioned that Entrepreneurship is good for everybody, “especially if you fail your exams”. The impression is that they think business is always something they can fall back on. But many of them have quite some other goals in life. In the interviews many of them want to become doctors, scientists, pilots, some want to work as accountants, and we found that few girls seemed to lack aspirations.

One of the examples in the textbooks on traditional values of work is specifically mentioning the belief that women cannot do business. This was refuted vigorously in the classes we observed as well as in interviews. In addition we got a clear impression that the message of self-employment, the necessity of hard work, not waiting for others to “rescue you” and of the necessity of tax-paying, is indeed getting through to students, at least to those who are in secondary schools and have been exposed to Entrepreneurship.

A broader vision and interpretation of Entrepreneurship

However we would like to mention that there also exist a broader vision and definition of entrepreneurship and education which aims at fostering creativity, critical thinking, innovation and change in persons and in more walks of life than economical activities. We have come to understand that this is the interpretation that the Norwegian professional resource persons have tried to convey in their capacity-building. We have seen it mentioned (though briefly) in the curriculum for the upper secondary grades (11 and 12) which is now being piloted. We do believe that a somewhat broader interpretation of the concept Entrepreneurship could be beneficial, and shall return to the issue in our last chapter for a further analysis and discussion.

The European Union has been promoting Entrepreneurship education for its member countries for a number of years. Entrepreneurship here is defined as

“...an individual’s ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity”. (European Commission, 2006)

In our discussions with teachers, principals, advisory teachers, as well as from the curriculum, this broader interpretation of entrepreneurship is nowhere to be found. Several teachers as well as advisory teachers mentioned that Entrepreneurship was difficult to implement in the rural areas because of lack of businesses and local examples. When suggesting that also other examples of social entrepreneurship might be easier to find, this was met with responses that clearly displayed that this was totally foreign to them. It was not grasped as a possibility, nor did it seem that our questions related to social entrepreneurship were understood at all.

The heavy emphasis on Entrepreneurship as only business might entail a certain danger, in that it gives students (and the society at large) the impression of a quick fix to the unemployment problems, as well as creating illusions about how easy it is to become a millionaire. Enhancing the Entrepreneurship interpretation also to the field of social Entrepreneurship could therefore be a timely countermeasure.

Teaching and methodology

In our observations of Entrepreneurship lessons, though there were only four classes that we managed to see, we found some good examples of teaching, and one was excellent, using drama on brick production and cheating on the quality and quantity of the bricks produced. Afterwards the learners asked the players questions related to ethics and why they chose to do this or that. The lesson exuded energy and interest in all learners.

These findings can be substantiated with what students in all 9 schools told us. They all claimed that their teacher of Entrepreneurship was teaching differently from others. We probed into the question, and found that what students found most different was that the Entrepreneurship teachers mostly use examples from everyday life, and “we understand better.” “The teacher uses examples from reality.” When asking them if other teachers in other subjects also use such examples, they all denied it.

One group of students said: “You feel more free!” “Entrepreneurship is more related to life.” All students seemed to like the subject, ... “It is easy.” Having said this, however, we found that the potential that Entrepreneurship has as a practical and different subject is far from exhausted, and it seemed that most teachers resort to traditional methodology and students cramming handouts given by teachers, mainly due to an education system which places too much emphasis on memorizing theoretical points, without necessarily understanding them, for tests and exams. (Please cf. to the discussion under student assessment below.)

Another related finding that we thought most disturbing was teachers’ belief that explaining a definition or word in the mother tongue to students was considered “not allowed”. “You will be punished if you do that! The medium of instruction is now English.” We found this disturbing, since many of the same teachers said that the language issue was important in their school. Students do not understand English well, neither can they read and understand well. Still they insisted on not explaining difficult concepts. When asking about this at regional level, this belief was not sustained by the Education authorities we spoke to. We believe this is a practice that should be discarded and students helped to build their conceptual apparatus integrating scientific concepts with everyday ones, which are likely to exist in the mother tongue to them. (Vygotsky, 1967). This practice, of denying students recourse to mother tongue concepts in order to build the English counterpart concepts, could have serious repercussions on their cognitive development. (Nagel, 1993). When the syllabus states that “Learning in school must involve, build on, extend and challenge learners’

prior knowledge and experience, ” it is exactly reference to this sound pedagogical principle, that without relating new concepts to the ones students already have and understand, (and which happen to exist in their mother tongue), their intellectual growth will be hampered. The idea that it is forbidden to explain to students in their mother tongue when they don't understand or relate to mother tongue concepts, is a serious misunderstanding that needs to be corrected.

Several students were of the opinion that “hard-working and committed” were among the features they respected in their teacher. “We like our teacher. She never sits down.” Giving everyday examples and relating the content to situations which the students recognized was both embraced by students, but also seen as a way in which the subject was seen as being “practical”.

Case studies and manuals

Case studies are frequently used as a main method for teaching Entrepreneurship. The case studies normally describe a situation and a problem. Students are also presented a case study in tests and at exams. These cases require students to apply their knowledge and think critically about the problem presented in the case. Students made frequent reference to the case studies during our interviews, and many did not like them. We understood that those who did not, found it difficult to read (and remember!), and most of them looked for the answer in the text.

About half of the students interviewed thought that case studies are difficult. “You don't find the answer in the text.” We asked if it was difficult because they had to think for themselves, and some students confirmed this. “Some answers are really long. It is difficult to memorize these.” In one case, students went to lengths explaining what was difficult:

“First you read the text and then there are the questions. In the case study you find the name of the person, but now, in the manual there is no name of the person, only the “Entrepreneur. It confuses us.” (FGI, grade 9)

We asked if they had to think for themselves when it comes to these cases. They answered: “In most cases you need not.”

One discovery we made was that teachers resort to giving students “handouts” or “manuals”. These are summaries of the syllabus with definitions. The workshop with 10 teachers and the Advisory teacher we met in one region had come together to make such a common manual.

We talked to students about the manuals: “You mentioned the manual, what is it?” “It is a summary. You don't need to take notes, you get it.” How are these used? We asked students.

“Our teacher she likes everything to come straight from the manual, so you have to keep to the manual every time. We do a topic each week and we do an activity. This activity is a test on Friday. So you find it very easy when you come to the exam.”(FGI, grade 9)

We also discovered that giving students “manuals” was something quite common. Teachers who were considered as excellent teachers of Entrepreneurship and having students with good results, all resorted to giving students these summaries which are used for cramming at exams. Students liked it, since it made it easier for them to obtain good marks.

This is a very typical way that a heavy exam-oriented school system reproduces itself. The question though, remains: Do students learn something useful for their future in this way, by cramming definitions and citations from the syllabus and/or the textbooks?

Teachers had differing views on case studies. One teacher said that “Case studies are really a problem. It entails application of skills.” Another teacher said she did not know how to apply the case studies. A third teacher said that not all case studies are relevant for the whole country. “Learners cannot identify with the problem.” “But this year’s case study in the exam was uplifting.” One teacher stated that the application of the case studies is difficult for the learners. “It may have to do with the language.”

It seems that case studies are a good way of presenting realistic business problems for students to solve. However, if they come to think that it is something mechanical, to apply lists of concepts given to them by their teacher from the syllabus, case studies have lost their original potential. They are also not assessing anything practical per se, and could be interpreted as one way in which a theoretical approach to learning is being upheld. Case studies as a method depend upon the teachers’ ability to use it, and therefore more training of teachers seems to be necessary.

Optional or compulsory subject

Students in lower secondary schools must have 9 subjects in order to graduate, of which Entrepreneurship is supposed to be one of two elective subjects. In the 10 schools we visited we found that, except for in a few cases, Entrepreneurship turned out not to be optional. Students and teachers alike said it was compulsory. The reason for this was often that the schools did not have resources to offer more than 9 subjects, and Entrepreneurship being one of them.

In two of the more well-off schools we visited, we found that fewer students were studying Entrepreneurship than in other schools. (35 out of 120 in one school, in the other 400 of 1000 take it.) The reason is probably that these schools offer a broader choice for elective subjects.

Another finding was that the practice of tying Entrepreneurship to another subject also restricted students’ choices. For example, in one school the subject was tied to Design and technology. Design and technology implies Wood-work and Metal-work. Hence only two girls had opted for this, as most girls do not want to go for Design and technology. In this case, not only was the curriculum arrangement in the school resulting in few girls choosing Entrepreneurship, but it also did not give the opportunity for students of other subject combinations to study Entrepreneurship. When talking to the principal at this school, he realized that there was a gender issue in the way they had set up the subject options at the school.....

In the 7 Focus Group Interviews (N=75) we had with students we hardly found any students who regretted taking Entrepreneurship. In fact, most of our respondents among teachers and principals said they thought the subjects should be made available for all students in Namibia. Some students, however, responded to our questions whether they would recommend other students to take the subject, that it depended on the quality of the teacher who was teaching it. These students liked the subject, but clearly disliked their teacher or the way the subject was being taught

Entrepreneurship – a practical subject?

One of the common features of Entrepreneurship, according to the professional literature, is that it is seen as a practical subject. “We try to combine theory and practice in Entrepreneurship,” said the Norwegian professional resource person. Both of the resource persons were very concerned about

teacher education and teacher educators being too theoretical and academic. They are difficult to change....

Most people we talked to said that Entrepreneurship as a subject is different because it is practical. However, we came to understand that what was considered “practical” differed widely. One Advisory teacher who had been to Norway said she was greatly motivated by what she saw there; “Especially students’ projects were real and not play, like in Namibia.” “The practical aspect of the subject is its strength, but teachers do not manage to live up to it, so their teaching easily becomes too theoretical. Besides, teachers aren’t really so child-centered. They fear losing control.”

We discovered that there were also practical problems in trying to apply the practical aspects of the subject. For example; The lessons were 40 minutes, and there were no double lessons for any of the subjects. Hence some teachers complained that it was practically impossible to send students out to do something practical. While other teachers said they might do these “practicals” after school hours with their students, if they wanted to. In some places students lived far away and it was difficult for them to remain after classes, due to transport problems.

In the interviews there was a certain tendency by some teachers to claim that more practical activities were carried out than what was really the case, indicating that they do know what they “ought” to do. When asking their students, however, these claimed they were never out of schools or doing anything practical. Also when asking teachers more directly when they had last been out or sent students out, the answer was often evasive, could be “two years ago,” or a reference to all the difficulties implied. We think it is reasonable to deduct that the practical application of Entrepreneurship is weak, except for one activity; The arrangement of the Entrepreneurship day(s) at the school, which most schools that we visited seem to be arranging.

The Entrepreneurship day

The Entrepreneurship day is the day when other things happen. In most cases students have stalls where they market and sell their products. In the least developed cases, students only buy ready-made merchandise, like sweets or ask their mothers to cook something that they can sell, but there were also schools where students have to produce their goods themselves. Some principals said they were impressed by the creativity of students, who were selling all kinds of services and products. Our impression is that the quality of this day(s) varies a lot, as well as how it is organized and how prominent it is the school’s life. Some teachers said it is compulsory, but we met one teacher who said they had not had it for two years. Most of them did, however, have it.

In some schools it was claimed that it was up to students to decide on the extent of the practice. In most cases it seemed to be one day, and in most places only for the grade 10 students. In some schools students could be assistants to the older students. In most cases this day seemed to be embraced with enthusiasm, and one principal told us he was most surprised at how knowledgeable students were. “They know what they are doing.” Parents are often invited to this day, where there can be a lot of activities. This day is when students apply their business plan.

Another principal said he was delighted at the creativity shown by pupils at this day. Their activities varied a lot. At this school, which was a more advantaged one, pupils had discos, could stage dancing performances, drama, producing a variety of things for sale, selling home-made foods etc. Though, at another school one principal complained that boys were less creative than girls and mostly used to buy ready-made things like sweets, which they would sell on to other students at a profit.

At all the schools, students were supposed to make up accounts showing how much they had earned. We learnt that some schools write letters to parents asking them to support their children on the E-day, and in some cases they would either give or lend their children their starting capital. This, however, presented problems in schools where some students come from economically disadvantaged families, and hence these children had problems in participating. It would have been a good thing, we think, that students should give a certain percentage of their profit to a school fund, as well as organizing fund-raising for the school's E-day, where students could borrow their starting capital, so as not to side-line some of the students.

In most of the schools, the organization of the Entrepreneurship day is how they interpret the practical aspect of Entrepreneurship, and it is prevalingly the grade 10 classes who are actively involved. However, in one school students from grades 8 and 9 could be assistants. The other students said their role was to be "customers" and buy the products. One teacher in a poor area, however, said she found this day problematic, as some students did not have any resources to use on the day. She had given them ND 500 to buy meat for a braai, but students had ended up eating it all themselves.....

We think the school which only accepted that the students "borrowed their capital" on order to pay it back from the profits they made, was the most realistic one, in terms of how they used the Entrepreneurship day. This school also charged a fee for the place to set up a stall. This practice we found only in two schools, - the more economically advantaged ones. Several schools invited parents and community to these days, but not all. In one school prizes were given for the best stall. The prize was given by businesses they were in contact with.

Business Management versus Entrepreneurship?

Discarding the old Business Management subject was not regretted by many teachers, though the majority of the teachers were trained in the Commercial field and many of them had been teachers of the old Business Management subject. In one of the regions we met with a group of 10 teachers and the regional advisory teacher for Entrepreneurship in a workshop. They were complaining a lot about the subject. Their main view was that the content of Entrepreneurship was too shallow, and that students faced certain knowledge deficiencies in the future, which the old subject entailed. Examples given were: Setting up a bank account, applying for a loan, registering a business... and the like. They claimed this is what students will be needing. But when asked whether they wanted Business Management back, they denied this. There had been a recent change in the curriculum, in that Accounting had been simplified, due to the fact that teachers had problems with this topic, especially the ones who did not have a background in Commerce. We were told that one math teacher had even given up teaching Entrepreneurship because of this.

There is, however, a major problem involved in the discussion on Entrepreneurship being substituted for Business Management, and that is the requisites for students who want to study Business at higher levels, both in upper secondary as well as at University. At present the two subjects are overlapping, and the decision to maintain Business Management at upper secondary while introducing Entrepreneurship alongside Business Management can be interpreted in this perspective.

Evaluation of student performance

The requirement for Entrepreneurship assessment given in a 120 page manual from the Directorate of Assessment and Exams, is that the school provides a given number (10) of portfolios to go to

central moderation by external examiners as a specimen of the school's work. Having a portfolio gives 10 % of their grade, the content 20%, altogether 30% of their mark. The portfolio also contains the tests they have been given during the year together with other assignments. Many teachers complained about the very elaborate set-up of the assessment scheme given in Entrepreneurship.

From our interviews we have learnt that the idea of continuous assessment, where teachers' grading of students plays an important role, has been controversial. Originally the intention was that continuous assessment (the portfolios) should count 50% of students' marks, but that this later was changed to 30. Some advisory teachers claimed that teachers are not "trusted" to give objective marks to their students.

The most serious about this issue of examinations is that conventional theoretical end-exams are not really in line with the underlying intentions of this subject, which are to foster creativity, critical and independent thinking, as well as practical skills, which are difficult to assess in a written end-exam by people who do not know the learner. Instead it reinforces the "status quo", and encourages, as we have seen, blind cramming of definitions and lists of points to memorize in order to get good marks.

Besides, in grade 10 only two terms are used for active teaching (out of 3). Students write their exams almost the whole of third term. That was the reason for not being able to interview any students from grade 10, which we thought was unfortunate. Much time and effort go into testing and exams and much valuable teaching time is lost. Teachers said they wished that the requirement for tests should be restricted to one each term. We understand that they have around 3.

Continuous assessment and the portfolios

One of the central ideas of Entrepreneurship Education is its emphasis on practice. Students would have their personal folder called a "portfolio" where evidence of all they have done, especially projects and activities, should be reflected. These folders are compiled and count as part of the students' marks.

The initial prerequisite for the portfolios was that these folders with student's work should be collected during all the 3 years of lower secondary and contain all students' course-work and projects. This creates, as we have been told, different challenges. The major challenges in some places were that students "lost" things to go into their portfolio. "Our students are irresponsible and lazy," one teacher said. Teachers then resorted to taking control of the portfolios themselves, locking them up in cupboards at the school. Due to these complaints, the portfolios are now compiled for a shorter period.

The group of 10 teachers we talked to also complained about the heavy work-load of this new subject, especially the management of students' portfolios, which in our view is the major expression or interpretation of how the idea of "continuous assessment" was carried out. Student mobility also created problems, as they might not have had the subject at the schools they were coming from, or their portfolios may be lacking in content, something that created a lot of extra work in terms of follow-up.

It was a clear impression that the exam set-up and requirements backfired heavily on the teaching of the subject. The clearest evidence was that many teachers now provide handouts with summaries of definitions and lessons and topics in the curriculum or textbooks. Also commonly asked questions at exams were crammed for examinations. The teachers whose classes we were

told were doing very well at exams were the ones who had resorted to this old methodological “trick”, and students confirmed that they were very happy about this, as it gave them good marks.

For teachers it was obviously also a way of continuing the old way of teaching, mostly for students to memorize content. Having said that, we would still hasten to say that the picture is not only a gloom one, as it was clear that Entrepreneurship as a subject gives opportunity for tying up with students’ everyday experiences. We clearly saw evidence of that in the classes where we observed teaching.

The syllabus prescribes: “As the learner develop personal , social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work under the teachers guidance.”(Syllabus Entrepreneurship, paragraph 8).

In interviews both with teachers, but even more so with students, there was no evidence of student involvement, neither in planning, nor in evaluation of their own work. Students said that teacher would tell them to pull themselves together and put more effort and work into their studies, if they failed at tests. Some teachers organized weekly tests.

Generally it seemed that the subject was both considered and treated with the necessary seriousness at school level. The subject appeared to have sufficient status. It has been a very good move to make it a promotional subject, as we discovered that in subjects that were not promotional, teachers did not even turn up in class. Even the principal at one school collected students from one such class, clearly knowing that they did not have a teacher present....just looking into the time-table. We were happy to find that this was not the case in Entrepreneurship, even if we found students in one place complaining that their teacher “was always so busy” and was not always coming to class. We found this teacher to be an exception of the schools we went to.

Analysis of findings

There seems to be a problem fully to combine theory and practice. This is an old and well-known challenge in education all over the world. The lowest level of interpreting this requirement would be that teachers relate to practical examples (cf. above). In all the schools they claimed to be organizing an Entrepreneurship day, or even an Entrepreneurship week. (In some places also called a “Market day” or “Open day”).

There is a general failure to make the subject really practical in the day-to-day teaching. We got little evidence of any other practical activities tied up with the subject, contrary to its intentions, even if some teachers claimed that they were being practical. In most cases this was denied by their students, who claimed that they rarely or never had been involved in anything practical, be it at or outside school. Neither had they had any visitors or been visited by anybody from the business community. The fact that the Entrepreneurship day in most cases is considered only something for the grade 10’ers, makes this finding even more conspicuous.

The curriculum itself does not mention that the subject ought to be practical, except that it mentions “skills” in a few places. This is not followed up in assessments or exams, which are prevailingly theoretical, with the exception of what may go into the portfolios.

Though all students say they like the subject, and that it is different, this does not automatically mean that the methodological intentions behind Entrepreneurship introduction are met. We fear it is more than anything a symptom of students not having had any other learning experiences that

the traditional answer-recall methodology. The complaints about case studies and the discussions related above, we take as evidence for teachers' failure to use case studies to foster student's critical thinking and problem solving abilities, skills that are most necessary in order to become an Entrepreneur.

While we understand why the Government chose to make Entrepreneurship a standalone subject and discarding Business Management in grades 8-10, we think that Namibian education would have gained a lot in general by introducing it as an integrated subject across more subject fields in order to expand the methodological change potential inherent in Entrepreneurship. However, what is always the case when integrating or making something cross-curricular, is that it becomes nobody's responsibility and is given less importance. We think that the path chosen, given the major political objectives of addressing youth unemployment, was a plausible one.

On the other hand, we also think, however, that the potential for change that Entrepreneurship entails, both for the country, for education, as well as for the individual, has been constrained by only relating Entrepreneurship to business at junior secondary level.

As can be seen from the EU definition, Entrepreneurship is geared towards fostering an individual's ability to turn ideas into action, not only for business activities, but in order to "support everyone in day-to-day life at home and in society." We can see that making it a broader subject, more students could gain from the skills and attitudes that Entrepreneurship tries to instill in learners, something that seems highly relevant if the 2030 political objective of the Government is to be met, to turn Namibia into a knowledge-based society.

A school system that bases itself on traditional methods and an authoritarian teacher-centred question-answer methodology based on memorization will not contribute towards meeting this objective. We would also like to add, that student's performance on reading and understanding, be it in English or their mother tongue, also has to be addressed aggressively. Most of the responses we got on the questionnaire that were disseminated demonstrate that students have big problems with English. By expanding Entrepreneurship also to other teachers, with good and adequate training in alternative methodologies, the potential for strengthening the breach that Entrepreneurship has created in the Namibian education system could be unleashed. However, political will to change the heavy examination system must also be in place.

7. RESOURCES

When a new subject is being introduced, the teaching and learning material is obviously of great importance. Publishers operating in Namibia were asked to come up with new textbooks, and according to our sources, "as time was scarce, it was not necessarily the best books that were being chosen, but those that were ready for distribution." The Norwegian professionals were never involved in the preparation of the textbooks. In the interview with DECOSA they contend that the books are full of factual errors. Definition of capital, for instance, was used as an example. Also teachers said there are many errors in the books.

Users' opinion was almost unanimous in rejecting the textbooks. In the schools we visited we did not find any teachers who used the books. Only one teacher found the books to be OK, but added that "they were not written with Namibia in mind." Some of them suggested that they might have been translated, using drawings of black people to give an impression of cultural fit. The rest of the interviews found the textbooks to be; "shallow", sketchy", "too little content", "story-books for small children" etc, etc. We did, however, not have time or opportunity to make a thorough text-book analysis, nor see how teachers applied the case studies. We think that a textbook revision would be advantageous.

Contrary to this was the view of one of the responsible officials at the time of introduction: "The textbooks were one of the few successes we had! We managed to give each student a textbook. That was really an achievement! But we need to train the teachers in how to use them...." We also agree with the latter statement and refer to the discussion of case studies above.

When asking teachers about other resource material, they said there was none. The group of teachers in a workshop held to produce support material in the form of manuals, asked for DVDs that could be used to show students in the rural areas examples of production, organization of businesses and the like, about which these children had no idea. However, in many of the classrooms we visited there were posters with messages regarding Entrepreneurship.

What we found out was that many teachers used the syllabus to teach, and even copied out parts of it for learners to learn by heart. This coincides with a statement from DECOSA, that according to an evaluation they had made in 2010, 90% of the learning was still done by memorization. Advisory teachers said that it was possible for teachers to find material on the internet, and one or two teachers confirmed they did so. We don't know to what extent all teachers have this opportunity or the skills.

When asked about the "Teachers' guide in Entrepreneurship", the responses we got were negative. They said the "Teachers' guide" is not practical, has only got 40% information, "not useful for us, maybe more advised to the level of learners." Our impression was that some of the teachers did not really know it, or had not heard about the Teachers' guide. Having transformed the subject into something else, namely to reproduction of the syllabus, they probably didn't think they needed it....

All in all, there seems to be too little teaching/learning material available, but if some materials were provided, it is important to remember that teachers would need training in using it. All too often, there are complaints about lack of resources, but often, even if provided, it is not used.

8. CLOSING THE GAP BETWEEN SCHOOL AND BUSINESS COMMUNITY

Closing the gap between school and business community was a central aim of the Pedagogical Entrepreneurship project and is considered a prerequisite for establishing Entrepreneurship as a practical and dynamic subject in school. This is stated in the MoU between the Ministry of education and NAMAS (2009-2011).

The objective of Entrepreneurship education is both that students shall change their mind-set and become more creative and to learn the skills and knowledge of business management. In the Entrepreneurship syllabus and in the resource material (i.e text-books and teachers' guide) case-stories and examples should be connected to real-life situations and involvement of business people in the school curriculum and student visits to business enterprises is seen as important curricular activities. The basic idea of Entrepreneurship as a school subject is that learning should take place through business related activities and by "learning by doing" - learning through practical real life activities is considered more effective than the more traditional way - learning *about*.

In the workshops conducted by NAMAS/HUC and in the training activities carried out by InWent/DECOSA it is our impression that the practical side of Entrepreneurship and the involvement of the business sector has been emphasized. People from local community and business enterprises have participated and giving examples of subject related issues from their own experiences.

In the 2008- report it was pointed out that it was difficult for the schools to establish contact with the business people and that: "... From all informants we are told that most business people do not want to use their time (for earning money) in schools teaching youngsters (future competition) about their experiences as entrepreneurs...".

Only one of the 9 teachers we met had managed to establish a relationship to business and actively used that relationship in her teaching. She informed us that she had invited people from the hotel business to school to talk to students and that she did not find it difficult to contact business people. Another teacher responded to our question - How do you implement the practical? "-We take them (the students) out and invite outsiders." When did you last do that?" -"Two years ago. But I like to do visits with Grade 10 - they are more advanced.."

When asking the students about relationship to businesses or local community the majority of them responded like: "We have never visited a business and no one came to school..". But others could say:-"mostly no relationships to businesses". - "Students made an interview regarding business plan with a local enterprise -"

A principal stated: "...We can assist the teacher with transport with the school bus if they want to go on excursions, but it rarely happens. The teachers are performance- and exam driven -." Another principal stated: "-It is difficult to contact businesses. Also difficult to arrange the practicals and outings as many students are living far away.."

Our observations from interviews and meetings confirm the picture that was given in the 2008-report. When discussing the issue with the teachers they mostly confirmed our observations and complained that they did not have time or that business people did not come when they were

invited. Some teachers referred to the situation in rural areas - "...where there are no businesses around and learners also do not know the world of business, advertisements etc..." and stated that lack of enterprises practically made it difficult to realize the intentions of such cooperation: "We would have loved to have DVDs with examples from companies producing different kinds of merchandise..".

Some teachers also held the opinion that since it was difficult for the teachers themselves to arrange such visits etc., the principal or the region should make intentional agreements with local Chamber of commerce or similar organizations in order to establish a framework for such activities.

In the syllabus it is stated that the schools should arrange an Entrepreneurship Day. During the Entrepreneurship Day the students (especially Grade 10) are presenting and selling products from their business. All schools we visited arranged Entrepreneurship Day. The majority of schools had it mainly as an in-school activity, but some invited parents and some opened up by inviting business enterprises to present their innovations and/or giving prizes to the best student stall.

Bank Windhoek has been involved in the implementation of Entrepreneurship from the start. It participated in the Steering Committee and supported various activities. In one of the schools we visited the Bank had given prizes for the best stalls during Entrepreneurship Day.

The Pedagogical Entrepreneurship Project and NAMAS established a side project called "Bridge", which was based on the involvement of some interested business people. They represented a few major Namibian companies. After a visit to Norway exploring how local enterprise innovation and cooperation between school and businesses operated, it was stated in the report from the visit that: "... The members of the Bridge group were equally enthusiastic and are positive that we have to use this opportunity to develop a sustainable organ to bring about change in mindsets and cooperation between government, education and the industry." Preparations for the creation of an institution, which should establish the basis for the cooperation was made by the Project, but due to lack of support and financing the cooperation has not materialized.

Analysis

From our observations and meetings with students, teachers, principals and regional authorities/NIED we have seen very little interaction between schools and the business community. One of the schools we visited invited representatives from local community/business community to the Entrepreneurship Day. In some cases we have seen that students have been given the task of visiting shops to collect prices to be used for calculation of product prices, but none of the students we have met neither have had visitors from business enterprises in school or have themselves visited any business company. The observations give a picture of a rather non-existent link between school and businesses. Practical reasons and a full syllabus are given as explanations, but our general impression is that there is a lack of understanding and that the school leadership does not see what they can gain from opening up to the outside world. Even in Entrepreneurship the major goal is to have good marks and that is obtained through memorizing the right answer rather than using experiences from the real (business) life for motivation and understanding.

Entrepreneurship as a school subject has aspects that differ from other subjects in that it is meant to be practical (learning by doing) and the idea is to learn "through" instead of "about". Confronting

the students with real-life situations is therefore a condition for realizing the aims of the subject. As many of our interviewees have said there is a pressure from the system to adapt Entrepreneurship into a theoretical and "normal" subject from the Examination Board down to the teacher. In order to avoid this development the dynamic factors inherent in the subject need to be fostered. Learner-centered and practical methodology, students' responsibility for own learning (ref continuous assessment) and linking up to the business community are such dynamic factors.

When Entrepreneurship is part of school curriculum as a standalone subject, as is the case in Namibia, it "belongs" to the education sector and is part of their world view. The business community belongs to another world with a different perspective. It is a huge challenge to build a bridge between the two sectors that is sufficiently robust to be sustained. For example in Norway the practical part of Entrepreneurship ("learning through") is based outside of the school. (Mainly based on a Young Achievement model). Then it is easier for the business community to exercise a greater influence and they are more motivated to take part in the cooperation with schools.

In our opinion many things could be done in order to close the gap:

- Entrepreneurship Day which is highly appreciated by the students should be opened up much more to the outside community. Enterprises or Businesses should be invited to give prizes or presentations but foremost be there!
- A partnership agreement between the Ministry of Education and National Boards of commerce/industry should be established as a framework for the schools to operate within when they are trying to link up with businesses.
- The school itself can try to link up to corporations in its neighbourhood. School administrations have to be more pro-active.
- Schools in rural areas where there are no relevant enterprises/businesses can use representatives from local community/local government institutions.
- DECOSA/GTZ has developed a manual for Entrepreneurship Day. This manual should be considered for wider distribution.

9. TRAINING

In the preparation phase NIED was responsible for delivering in-service training to the teachers. In cooperation with NIED HUC conducted capacity building and training of a Pilot Group (PG). According to HUC they focused on combining theory and practice in their training. Creativity and activity were promoted through extensive use of field studies, out-door methodology and by involving actors from cultural and social sectors in the sessions. The PG was established as a core group and should function as a resource group for training and motivation of other teachers and schools.

In 2009 HUC conducted a major two-week training workshop to train trainers of trainers (TOTs). In total 42 AT/resource teachers from all 13 regions were trained, including the PG. Together with the Project Coordinator these trainers followed up on the training in the regions.

A group of 9 ATs and some involved education officers from NIED also visited Norway later in 2009 to strengthen capacity and motivation in their regions. Here they visited schools and institutions involved in Entrepreneurship education. The main purpose of the visit was to make observations in schools and to expose the Advisory Teachers to the classroom situation and experiences of best practices of Entrepreneurship in the Norwegian schools. The group should also receive information about Entrepreneurship at national and regional levels of the Norwegian education system.

After the subject had been implemented there was no direct involvement from HUC towards the schools and teachers in Grades 8 – 10. The Project Coordinator, however, followed up the schools closely on an ad-hoc basis.

Two of the participants in the PG came from teacher training colleges (TTC), which at that time was responsible for pre-service training of teachers for the junior secondary level. Even if preparations were made (a preliminary syllabus) for teaching Entrepreneurship at the TTC, it was a concern that too little attention had been given to pre-service training of Entrepreneurship teachers. To strengthen the efforts towards the TTCs a lecturer from HUC visited the two teacher training colleges in Windhoek and Ongwediwa for 2 weeks in 2011 and conducted capacity building and training.

In the scale-up process InWent/DECOSA was engaged to train about 1000 teachers for one week at each level, regionally in 2008/09. They hired 22 Namibians with an economic background and briefed them intensively for 3 weeks before they carried out the training. According to our informant DECOSA focused on the practical, business related part of Entrepreneurship and business people were involved in their training.

After implementation of the subject, the regions took over the responsibility for the training of teachers. Based on our interviews with the regions/Advisory Teachers, there seem to be a different practice in the various regions regarding the training. In one of the regions the AT informed us that she has to allocate the training funds to several subjects that she was responsible for and due to restricted budget, they could not afford to have training in Entrepreneurship every year. In another region the

AT informed us that:

“The Region facilitates training for Grades 8 - 10. -We arrange refresher workshops and when there is new/changes in syllabus. She also picked resource persons among the experienced

teachers to assist with the training. NIED invites the regions for training. The teachers need training in Entrepreneurship, especially the new ones. -They need especially training on assessment of portfolios...”

We interviewed 9 teachers during the school visits. 6 of them had received from 1 to 3 weeks of in-service training (4 of them 3 weeks). 1 teacher had taken a semester course in Entrepreneurship at UNAM (ref. below). 2 teachers had not received any training. One of the teachers said that almost all subjects are catered for in training workshops by the region. He had participated 3-4 times in training workshops. The training was useful, especially on marking. The methodology used was to involve learners and use examples. He enjoys teaching and understands it better now. The head of department follows them up and there are consultations with other teachers (3 at school). An experienced teacher helped him out when he was new.

On the other hand one principal we met had another view:

“There is no support from the region. There is an AT for commerce, but this person is not knowledgeable about Entrepreneurship.”

From our meetings with the schools and the teachers our general impression is that the teachers who had received training considered that the training had been useful and they were satisfied with the methodology used.

We did not meet any AT or teachers who had participated in NAMAS’ workshops. One AT we met had participated in a visit to Norway in 2009, which had been “ - a real eye opener...”.

We also met shortly with a group of 10 teachers participating at a regional workshop setting up a manual together to help the teachers. They all emphasized that there was not enough training. They suggested some distance training. This would also benefit the rural teachers.

Pre-service training at UNAM

When the project started the TTCs were responsible for training of teachers in primary school and lower secondary. The university (UNAM) was responsible for training of senior secondary teachers. In a major reform in 2011 the TTCs were merged with the University and UNAM became responsible for training of lower secondary teachers. The reform made considerable changes in the relations between NIED and the institutions preparing teachers for the G8 – G10 level and the Project had to reestablish its relationship with the Colleges, which now had become a part of the University.

To strengthen its focus on the pre-service training of teachers in Entrepreneurship NAMAS signed a MoU with UNAM in 2011. The purpose of the agreement is to assist UNAM in capacity building of Entrepreneurship teaching and learning and open up for UNAM to draw on the Norwegian resource base (now represented of Sogn og Fjordane University College)

Teaching of Entrepreneurship is conducted in the Faculty of Commerce as a module within Business Management. “Entrepreneurship for educators” is a one semester practical oriented course (4 hours pr. week in 14 weeks) for students at the Faculty of Education. The course is qualifying for teaching of Entrepreneurship in school and is presently given to 20 students from home economics (15) and

Business Management/Economics (5). There is also 15 distance students, which gives an annual output of 35 students. There is also a course in Entrepreneurship teaching methodology for teacher students (collage based) with 7 students. All together around 40 students annually are qualifying for teaching Entrepreneurship in secondary school at the Faculty of Education.

The University is in the process of developing Entrepreneurship as a subject of its own. The lecturers complain about too little time for the practical part of Entrepreneurship and lack of cooperation between the various departments and faculties within the University. The lecturers we met were positive to the development of Entrepreneurship at the University. Several initiatives had been taken, but capacity building and support from the outside was much needed. They were aware of the MoU between NAMAS and UNAM, but were not aware of any practical consequences of the agreement so far.

Analysis

The teachers considered training in Entrepreneurship as a must. It is a new subject and the methodology related to portfolio management and marking are considered difficult and different from other subjects. Since there have been changes in syllabus and substantial turn-over among teachers, refresher training is necessary. According to the syllabus, use of practical examples and case studies and learner oriented methodology should be used. This is challenging for the teachers and they need training both to interpret the meaning of the syllabus and to manage case studies and marking. They need to have practical examples that they can use in class.

The subject Entrepreneurship deals mainly with how to identify a business opportunity and how to manage a business. The objectives of Entrepreneurship are related both to attitudes and skills/knowledge. Parts of the syllabus are quite general and descriptive and contain parts of knowledge that you will normally find in Business Management. Most of the teachers in Entrepreneurship have an educational background in Commerce and were educated at UNAM, Faculty of Commerce. But some of the teachers we met have a background from other fields (i.e. English, science, math etc.). For these teachers, especially the accounts section in the syllabus is difficult. Accounts require specific knowledge and can be demanding for teachers without this specialization. In the case that non-commercial teachers are teaching Entrepreneurship they will need extra training in this field. The level of accounts is now reduced in the revised syllabus (from 2012). That seems to be a reasonable development, both to reduce the business part in the subject and to open the subject for other teachers. The subject has links to other subjects like for example the social sciences and to exploit these links teachers from other fields could be brought in.

Most teachers and ATs whom we have interviewed are concerned about the pre-service training for Entrepreneurship teachers. They are worried about the fact that so far there is no subject at University level that is covering Entrepreneurship adequately. In the perspective that Entrepreneurship as a subject is given in around 600 secondary schools for around 30000 students only in G10, the output from UNAM is far too low and more effort has to be made in order to strengthen pre-service training of Entrepreneurship teachers. And besides, Entrepreneurship is also being expanded to grades 11 and 12 alongside Business Management.

In the Entrepreneurship syllabus learner centered methodology and use of practical examples/case studies are underlined. Learning by doing (Dewey) is the slogan. In Namibian schools copying and

memorization and great focus on exams are normally conspicuous features. Entrepreneurship is a subject that requires learner centered methodology, critical thinking and application of practical cases. In the Namibian educational environment these factors are challenging for the teachers. Substantial training in this subject will therefore have a great potential for the education system, both in terms of developing the subject itself and in terms of developing the general teaching methodology within the school.

The PG was supposed to function as a resource group and had been provided with training and motivation through the pilot phase, but confronted with the huge task of taking the project from pilot to scale, the PG was much too small. Other actors (InWent/DECOSA) had to be brought in and basically conducted the scaling up preparation of the teachers. They had a different approach in their training and while HUC interpreted entrepreneurship in a wider perspective, DECOSA focused mainly on the business side of it.

Teachers we have met during our visits informed us that they had mainly been trained by the Region, a few of them had participated in DECOSA training, but none had been involved in HUC training. (One of the ATs had been on a visit to Norway, however)

Our impression is that the regional training to a great degree is system-driven, i.e. focuses on the exams and evaluation process more than how to foster creativity and learning by doing as part of the pedagogical methods. The PG was too small to have had a major impact on the whole system. If the practical aspects and the creative side of Entrepreneurship can survive and the subject avoid falling into theory-based traditional teaching and learning, there is obviously a need for more training, but also contributions from outside the system.

10.COMPARATIVE PERSPECTIVES

Norway

Norway is at the forefront in Europe regarding Entrepreneurship education. A national strategy plan for Entrepreneurship is developed and the Norwegian Government has emphasized the importance of Entrepreneurship education in the National Curriculum both for Primary and Secondary education and training. Entrepreneurship is a strategy that should be promoted in all teaching and learning processes.

Young Enterprise (JA-YE) is a private provider of entrepreneurship education in Norway. The organization which operates in the interface between the school, the private sector and the public sector was established in 1997 as a partnership between the Government and the major national boards of commerce and industry. It is managed by a national Secretariat with members from private Norwegian companies and 17 county organizations. Young Enterprise is part of a large international network which uses the same learning platform. Especially in Europe, there is a broad collaboration among 40 countries which are members of Junior Achievement - Young Enterprise Europe (JA-YE Europe)

Young Enterprise has five criteria as the basis for identification and quality assurance of programs that promote students' entrepreneurial skills : They should promote creative processes, they should be based on students active learning, they should be interdisciplinary, they should strengthen cooperation between schools and community, and they should focus on promoting economic, social or cultural values.

The organization offers programs for all stages of education - from kindergarten to higher education. The most important program for students in secondary education is the *Company Program*. Throughout a school year, students should establish, operate and liquidate a company with a teacher as advisor and mentors from local businesses. Students work from a real idea and realize this through production, marketing and sales. The company is registered in the Norwegian Company Register via Young Enterprise as a separate legal entity. This program is normally offered to Senior secondary students.

Gründercamp (Residential Camp) is another program, which is a training camp in creativity and innovation. Students get a real mission with a defined problem which they will present a solution to within a limited period. The assignment is given by a company or organization from the private or public sector.

Mozambique

After a pilot including experimenting/testing in 6 schools in 2004-2006, Mozambique introduced Entrepreneurship Education in secondary and vocational schools. UNIDO has been assisting INDE (The national Institute of for Education Development) in the process. UNIDO has been supported financially by the Government of Norway. EE (Entrepreneurship Education) has been introduced as a standalone subject in both junior and senior secondary education level.

The entrepreneurship course is given once a week in a double period. There are also 4 hours of practical activities per week: visits to businesses, organization of fairs, lectures by representatives for local companies etc. During the course the students have to prepare a business plan (usually done in groups) which they have to defend at the end of the two-year course. The business plan is subject to a written and oral exam. The plan has to be defended before a three-person panel comprising representatives from the school, the private sector and the school council.

One week of in-service training has been given to prepare the teachers for the Entrepreneurship subject. A one semester Entrepreneurship course as a crosscutting subject is introduced at the University of Mozambique for all students.

Botswana

In 2006, the country's Ministry of Education and Skills Development decided to introduce Entrepreneurship Education (EE) into the school curriculum. EE is introduced both at Junior Certificate (JC) and Senior Certificate (SC) Levels in Botswana. EE is part of the optional subject Business studies and integrated in the content of practical oriented subjects like Home Economics, Design and Technology. EE is considered as a part of Business studies and deals with various topics such as business ideas, market research, simple costing, business plans, production and selling.

At Junior secondary level a practical module called 'Mini-Enterprise' is included in the subject as a group project. It takes the form of the creation of small businesses within the school and is undertaken by all students.

At Senior secondary level the subject covers the features of the entrepreneur, business idea development, market research and business plan implementation. The establishment and running of a "Student Enterprise" is compulsory for all Business Studies students.

The Ministry of Education has entered into a partnership with The International Labour Organization (ILO) to use its "Know About Business" (KAB) package in teaching Entrepreneurship. KAB is an entrepreneurship program that includes both content and methodology. Education officers from the Ministry and College lecturers were trained as trainers of trainers (TOTs). These were to be responsible for the training of teachers who were going to teach KAB in schools, technical colleges and vocational institutions. Because the package is meant for every student in senior secondary school, the teachers to teach the KAB programme were drawn from all the subjects offered in the senior secondary school curriculum.

Uganda

The development of the EE curriculum in the secondary education system was started in 2001. It was based on the entrepreneurship and business skills education curriculum that had been introduced earlier into the primary education system in the country.

The main objectives of EE in Uganda are to enable the youth to develop positive attitudes towards entrepreneurship, business and self-employment. Uganda has a separate EE syllabus whose content deals mainly with establishing and running a business

One significant difference between Uganda and most other countries is that teachers are permitted

to get involved in income generating activities such as providing business-consulting services to the business community in and around their schools to supplement their salaries. Therefore more teachers are motivated to get involved in EE.

Analysis

With reference to the table below we can see that the implementation models in the selected African countries (Mozambique, Botswana, Uganda and Namibia) are quite similar. A main difference is that in Botswana EE is a module within Business Management (and other practical subjects), while in the three other countries Entrepreneurship is established as a standalone subject. We can also see that the same three countries have cooperated with UNIDO in the implementation process.

Setting up a business plan for a company and consequently establish and run the company as a real-life business activity, is considered to be the main activity in entrepreneurship education. The Entrepreneurship syllabi in the selected countries all have the preparation of a business plan and the subsequent establishment and running of the company. The countries differ, however, in terms of how it is implemented and what requirements are set for the practical part of it. Framework conditions like the understanding of the pedagogical idea of “learning through” or requirements of the examination system may influence heavily on whether the student company becomes a “real” company or rather ends up as a “paper” activity.

If we compare the Norwegian (and European) model with “the African”, we see that in Norway Entrepreneurship is not introduced as a standalone subject in secondary education, but implemented outside the system as a partnership between the schools and the private sector. This partnership is based on a mutual understanding of the rationale behind Entrepreneurship education. The private sector can contribute to more creative and business oriented school-leavers and influence on how the skills and knowledge about business are taught in school. The education authorities and the schools can benefit of high-quality learning programs, which can be selected and utilized according to the needs of the schools and in line with the specifications in the framework syllabi. This relationship, which is based on a long-standing cooperation between the state, the private sector and the labour movement, can contribute to a more dynamic education system and to reduction of the gap between the school and the society.

In a highly developed economy like the Norwegian, where unemployment is low, Entrepreneurship education for the students are motivated by an opportunity to create self-employment for themselves. In a developing economy where unemployment is very high, like in many African countries (including Namibia), self-employment is a necessity for the majority of school-leavers. The difference in the basic motivation for the subject may explain why the selected African countries have implemented the subject as part of the curriculum and for the majority of students.

Entrepreneurship education contains elements that make it relevant for all students. The objective is that the students shall develop attitudes, knowledge and skills that are conducive to attitude change and motivation for self-employment. When the subject is implemented as a standalone subject as in Namibia, it may attract more focus and it is easier to manage. On the other hand one may say that the essence of the subject applies to a larger part of the curriculum and that it rather should be integrated as a cross-curricular subject.

Table showing the main characteristics of Entrepreneurship education in a selection of countries.

Aspects	Norway	Mozambique	Botswana	Uganda	Namibia
Part of ord. curriculum or outside	Outside	Part of ord. curriculum	Part of ord. curriculum	Part of ord. curriculum	Part of ord. curriculum
Partnerships when implemented	Partnership between the Gov. and the major national boards of commerce and industry	Partnership with UNIDO (supported by Norway)	Cooperation with ILO	Partnership with UNIDO	Partnership with UNIDO/Namas/InWent
Introduction	1997	2009	2006	2002	Phased impl. From 2008
Educational level (secondary)	Mainly Senior sec. (Company program)	Junior/senior sec.	Junior/senior sec.	Junior/senior sec	Junior sec. Senior sec(piloting)
Standalone subject or integrated	-	Standalone subject	Module in Business studies and integrated in other practical subjects	Standalone subject	Standalone subject
Compulsory or elective	Elective	Elective	Elective	Compulsory lower grades, thereafter elective	Elective
Main practical component	Throughout a school year, students establish, operate and liquidate a real company	Preparing a business plan (usually in groups – subject to written and oral examination after a 2-year period	‘Mini-Enterprise’ (Junior sec.– group work, small bus. within the school) Student enterprise (Sen. Sec.)	Establishing and running a business	Establishing and running a SME-size business. (Grade10) Continuous assessment (portfolio) and end-of-year exams in G8-9 and G10.

11. ROLE OF NAMAS

"- We would not be where we are without the assistance of NAMAS -" (Statement by Director of Curriculum Department NIED).

NAMAS support to the Pedagogical Entrepreneurship Project has consisted of financial support, technical/professional support and administrative support. According to NAMAS' accounts around 0,9 million NOK has been spent on the project annually from 2009 to 2012. Around 75% has been used on local expenses in Namibia (salary of the project coordinator and various teaching material.) In Norway the major part of the expenses has been used for technical assistance from HUC/S&F.

NIED also received support from UNIDO and the German technical development agency InWent during the preparatory phase. UNIDO assisted mainly with the development of the syllabus and the teachers' guide. UNIDO has made interventions in several developing countries and is an experienced agency in this field (ref chapter on comparative review). According to HUC UNIDO complemented the activities of HUC in an appropriate manner. InWent supported the roll-out of training of all the entrepreneurship teachers through one week workshops in all regions in 2008-2009. InWent commissioned the Namibian based consultancy company DECOSA to undertake the training. Bank of Windhoek has supported the project through its Social Investment Fund.

During the pilot period NAMAS/HUC followed up the pilot group through visits to Norway (2006) and regular visits to Namibia (one-two times per year) plus internet exchange with the project coordinator. After the implementation phase, the regions took over the training from NIED. In order to strengthen training and advisory assistance to the schools, all regions established an advisory teacher (AT) for Entrepreneurship (13 in all). In 2009 HUC held a two-week workshop for advisory teachers and trainers of trainers and later the same year a group of advisory teachers visited Norway for motivation and capacity building. The pedagogical Entrepreneurship Project and the coordinator continued their work promoting the subject and following up the schools and regions regularly.

In addition to in-service training for teachers and advisory teachers, HUC also followed up the teacher training colleges. This support was moved to the University of Namibia (UNAM) in 2011 when the teacher training colleges were merged with the University, and UNAM became responsible for the training of all secondary school teachers.

In 2010 NAMAS was requested from the Ministry of Education to assist the Ministry in exploring ways to implement Entrepreneurship in senior secondary schools (Grade 11 and 12). In 2011 a report presenting suggestions for how it could be implemented was elaborated by NIED/NAMAS. Later in 2012, MOE and NAMAS signed a second Memorandum of Understanding (MoU) to develop the subject for use in the Senior Secondary phase (grades 11 and 12). In 2012 a new pilot group for the implementation of Entrepreneurship was established and a draft syllabus for the subject was proposed by Namibian authorities. A 2-year pilot period is decided and NAMAS has contracted S&F for technical assistance to the pilot group and for the implementation. At the same time a new project coordinator is in place (from July 2011).

During the pilot phase the schools had great difficulties in establishing contacts with the enterprise sector. According to the evaluation of 2008 it was necessary to focus more on the relationship to the

private sector. During a visit to Norway in 2009 a group of Namibian businessmen were exposed to the partnership between business and education in Norway and they were shown various innovative mechanisms to strengthen entrepreneurship in Norwegian enterprises. The visit started a process with the aim of establishing a stronger cooperation between school and the business community in Namibia. Eventually a side project called "Bridge" was established. HUC was commissioned to draft a report proposing how "Bridge" could be a complementary and sustained activity to fill in the missing link between the schools and the business community. The report proposed the development of arenas where the public sector, education and the private sector could meet. An institution called EPN (Entrepreneurial Partnerships in Namibia) with representatives both from the private sector and education was proposed established. A three-year pilot period was proposed (2011-2013).

Gradually Bridge was taken out of the pedagogical Entrepreneurship Project and separate funding from Norad was requested for "Bridge in the NAMAS application to Norad for 2012. Norad was not positive to the funding of Bridge, however, and NAMAS did not want to follow up on the "Bridge" concept. It is our impression that the Project now is considering other ways to involve the private sector.

During our visits to schools and regional education offices we did not get much feedback on the role of NAMAS. This was mainly because the teachers and advisory teachers who had been involved with NAMAS/ HUC training activities were busy with Grade 10 exams in Windhoek. Most of the teachers we met had not been involved with such training. We did, however, meet with one advisory teacher who had been to a visit to Norway. She said that it had been an eye-opener for her and that it had been inspiring for her to learn about how entrepreneurship activities were conducted in Norwegian secondary education. We also met with lecturers from the University who gave positive feedback on NAMAS/S&F workshops, which they had participated in.

In the entrepreneurship project NAMAS has worked at a national level. Compared to the huge task of implementing a new school subject in a country, NAMAS is a small organization and they do not themselves have the necessary competence. They had to link up with professional institutions in the field. HUC had substantial competence in Entrepreneurship education, even if they did not have specific experience from developing countries. With the assistance of HUC (and later S&F) it was possible for NAMAS to enter into a partnership with NIED in this area. But it also meant that HUC through its professional expertise emerged as the major partner at the Norwegian side and NAMAS was operating more as a facilitator.

According to NIED they considered the NAMAS supported project of crucial importance and it made it possible for NIED to accomplish the implementation according to the plan. The project coordinator was an experienced education professional and the support from NAMAS made it possible for him to concentrate fully on the Entrepreneurship implementation task. NIED also considered the intervention from HUC in the training to function well and that it effectively gave more scope for NIED.

12. IMPACT AND SUSTAINABILITY

Impact

The introduction of Entrepreneurship into Junior Secondary Education in Namibia from 2008 onwards has been an important event in Namibian education. Last year more than 33000 students graduated from their 10th year of education, and 92% of them had Entrepreneurship, according to Ministry statistics. The original idea was that the subject should be optional, but our findings show that the various study arrangements in most schools in reality made it a compulsory subject. Only some of the more well-off schools can afford to have a number of subjects for students to choose from. In these schools the number of students opting for the subject was not so high.

A concern for the Namibian politicians is the high drop-out rate after Grade 10. Many of these children normally end up in the streets without a job. To install entrepreneurial skills in a formalized way was a prime objective for the implementation of Entrepreneurship. Whether Namibia will increase employment and succeed in improving the condition for the young people is, however, dependent on a number of factors, like improving the general business environment, improving the financial situation for SME etc. But on the basis of our meetings with schools and education officials it seems obvious that the subject will contribute to more creative and determined students with knowledge and attitudes that are needed for self-employment and possibly also a different attitude towards work and self-reliance.

There has obviously been a change in mind-set after introduction of entrepreneurship in Namibian schools. The students we have met unanimously embrace the subject and almost all of them state that they will establish a business and hopefully become rich... An essential message has evidently been taken by the students, but there should be room for some caution here. Everybody cannot be business people and very few will realistically become rich. The examples depicted in the text-books and the real world challenges are more difficult to overcome in reality. At the same time promoting the heaven of business without some critical distance may encourage unrealistic ideas of quick wealth and motivate them to take too high risks.

When it comes to the clearest measure of impact, number of self-employed youngsters and businesses, this is of course too early to say. But the biggest difficulty lies in the fact that there is not set up any system for tracing them in the country. However, we asked everybody whom we interviewed if they knew anybody who had started up a business on their own, and in the questionnaires we got between 5-10% positive responses to this question. We believe half of these were not as a result of Entrepreneurship, so we have to conclude that there are some examples of students who have grasped the opportunity and started up their own business, but they are few and anecdotal.

Entrepreneurship as a subject is treated with seriousness by the schools we visited, and the principals we interviewed were well informed about the objectives of the subject and the intentions and aspirations of the Government for introducing it. They all shared the hope that it would contribute to alleviating the serious youth unemployment problem in the country. However, principals also told us that the subjects with highest prestige are math and science, and that everything else is "second class". We also learnt that there is still much stigma attached to manual work, and few, if any want to have such kind of work.

Therefore, we noticed that some of the attitudinal changes that the introduction of Entrepreneurship was supposed to address, seem to be under way. Many students mention that they now know that they have to work hard to be successful, and especially views about what work fits women and what can only be done by men, seem to be changing.

Students mention that they like teachers' reference to everyday examples and beliefs, as they are able to identify themselves with these. We heard students referring to the need to pay tax and not waiting for the Government or others to come and help them. Especially touching was the boy who said he used to identify with these unemployed youngsters in the statistics, but that he now knew what he could do not to become one of them. Some students say they have gained more self-confidence, and this is corroborated with what teachers are saying, that students are usually very shy when they come in grade 8, but after a year they start to become more confident as a result of what they do in Entrepreneurship.

It is also a finding that some of the methodological messages that were part of the initial training of Entrepreneurship has transpired into practice, as some students claim that the Entrepreneurship teachers are treating them with respect, contrary to some other teachers.

We did not have enough observations to draw conclusions as to how much or in what way teaching has changed. Here we have to rely on information through the interviews and questionnaires. We also did not have the opportunity to see any of the pilot teachers, as those who are still left in the system were in Windhoek marking. Instead we have to rely on what students said about their teacher.

This picture is very positive, and we believe that there is evidence of some positive change in teaching and teacher behaviour. However, we are also very critical to the massive weight that examinations have in the education system in Namibia, with serious repercussions on what teachers feel they must do in order for their students to get good marks, and for themselves to be considered good teachers.

Sustainability

The project is a partnership with NIED, which is a Government entity responsible for development of education in Namibia. The project has been initiated at the Namibian side and the Government of Namibia/NIED is project owner. There has also been other cooperating partners for the project (UNIDO, InWent). The new subject is implemented in the school system all over Namibia and the syllabus is integrated into the ordinary Namibian curriculum. Like all other subjects, the Government is responsible for follow-up. Both institutional and financial sustainability of the project should therefore be assured.

Entrepreneurship differs from other subjects in that it is more practical. The idea is to learn through and not only to learn about entrepreneurship. Frequent use of case stories and learner centered methodology is a prerequisite for developing the necessary attitude changes and to inculcate the entrepreneurial skills in the students. The introduction of continuous learning assessment through the establishment of portfolio methodology is a first step on the way to make the students more responsible for own learning. Due to these characteristics the subject is more dynamic and has a

potential for change in the education system as such with possible spill-overs to other subjects. Whether Entrepreneurship will develop according to the expectations is dependent on several factors. In the chapter on recommendations we will make suggestions and elaborate on how that could happen.

Gender

There is a global tendency that girls are becoming the majority of students in secondary schools in middle income countries. That is the case also in Namibia. We cannot see that the subject entrepreneurship in itself is carrying any gender bias. What we have seen from illustrations in text-books etc. both sexes are present. From our interviews and questionnaires to the students we neither found any gender biases. Traditionally girls are more openly oppressed in these cultures. Discussions with teachers and meetings with students may confirm a picture that the subject is opening up the class-room and giving more room for students' activities, which may seem to benefit the girls. During our visit to schools, however, we met one example of unfortunate combination of two elective subjects, Design and technology (including wood-work and metal-work) and Entrepreneurship, which resulted in few girls opting for the subject.

Rural-urban

Normally there is a substantial divide between the urban and rural sectors in developing countries. The modern sector with its infrastructure and enterprises are normally confined to the urban areas. In Namibia the picture is the same, even if strong primary sector industries like agriculture and mining industries are found in the countryside. Many teachers from the rural areas complain about the text-books and other resources taking their examples from real-life situations and enterprises that you normally will find in urban areas. While it is certainly true that the teachers themselves could be more creative in finding good examples from rural real-life situations, more could be done to help rural schools in relating the subject to the environments in the rural area.

13. CONCLUSION AND RECOMMENDATIONS

Conclusion

Has NAMAS through the Pedagogical Entrepreneur project made a difference for the people of Namibia and has NAMAS made a difference for the poor and marginalized?

The feed-back we have received from people we have met in Namibia are all positive both regarding the role of NAMAS and the professional support from the Norwegian University colleges. Especially NIED points out that the establishment of the Pedagogical project and financing of a project coordinator has been a crucial factor. This was especially pertinent when the coordinator in their view had been playing such a significant and constructive role. In the perspective of financing a successful project coordinator and exposing teachers and educational staff to relevant Norwegian institutions and experiences, NAMAS seems to have made a significant difference on a national level even if the organization is small and does not have the needed experience or expertise themselves. It should therefore be concluded that NAMAS has made a difference for the people of Namibia through this project.

When it comes to the poor and marginalized groups the picture is more mixed. Normally self-employment is a necessity for the poorest part of the population and consequently knowledge about how to cope with this situation would be an asset. Findings from our visits to schools, however, indicate that students from economically disadvantaged families may have some problems raising capital for their student business. Another finding gained from data collected from teachers, was that the subject is harder to implement in rural areas. This may be due to the restricted nature of environments, lack of practical examples of business as well as participants' more restricted experiences. This led us to conclude that the issue of the poorest and most marginalized groups has not been sufficiently addressed. We believe that NAMAS could have played a more pro-active role here, and raised the issue in a more explicit and vigorous way. One of the strategies suggested to address this issue could be to introduce a broader definition of entrepreneurship in the curriculum than the one currently displayed. Amplifying the definition to include also social entrepreneurship might go some way in alleviating the problem of introducing the subject in rural areas, together with stronger emphasis on training of trainers and of teachers.

It is our view, however, that the NAMAS supported Project has not succeeded with the involvement of the private sector. In order to sustain Entrepreneurship as an important and dynamic part of the Namibian curriculum, the relationship to the private sector is an essential factor. The framework for such cooperation in Namibia is challenging and NAMAS has to consider thoroughly what role the organization should take on this issue in the future.

The entrepreneurship subject has been positively received among the students and their parents. School principals and the majority of teachers are welcoming the new subject. They consider that the knowledge they acquire and the attitude changes are important for the future of Namibia. Most of what is going on in class we believe is still quite traditional, and not very child-centered, but having said so, we still think that Entrepreneurship has meant that some new winds are blowing, and that this subject makes it possible for teachers to teach in a more student-centered way, for understanding and with respect.

In general, the original project group was too small to make a big impact in the system, but in spite of that, we are still surprised and impressed at what has happened in such a short time and with so restricted resources. However, we would also like to warn against the strong forces that pressurize for the status quo in education. The way these forces reproduce themselves, especially by the way that exams and assessments are carried out, can easily become the death of the original ideas behind the subject Entrepreneurship. We therefore feel that the subject is at a crossroads where it is important to regain the momentum and to try and consolidate the original ideas by amplifying and strengthening what is already achieved.

RECOMMENDATIONS

Curriculum issues

- The syllabus should be evaluated and revised.
- Broader interpretation of entrepreneurship should be considered. Social entrepreneurship should be included and a better fit with rural conditions ought to be considered.
- The syllabus needs more focus and less aims. If topics are to be repeated each year, like at present, teachers need concrete help in how to amplify them.

Evaluation and exams

- The number of tests per term/year to be reduced.
- More emphasis on practical skills and knowledge at exams.
- The portfolios to count for more than 30%, given all the work and importance they have.
- Evidence of more practical activities to be weighted in the examination scheme, as to regain the original ideas of the practical nature of the subject.

Resources

- A textbook evaluation and revision should be conducted in order to make corrections in the textbooks and enhance the teachers' benefit of using the textbooks.
- The Handbook on the Entrepreneurship day developed by DECOSA could be evaluated for possible use in government schools.
- A web-site with suggestions and teachers' resources could be developed. The Entrepreneurship coordinator/NIED responsible.
- A DVD with videos of examples of businesses/organizations to be made, explaining such organizations for rural learners who do not have any experiences of what they are.

Methodological issues

- Introduction of double periods in the time-table is necessary so as to facilitate practical activities. It could also be considered to put Entrepreneurship lessons towards the end of the day.

- Case studies as a method must be explained better to teachers, either in the syllabus or in training on how to use and apply knowledge content to the case. Verbatim learning of lists of headings/concepts from the syllabus should be counteracted.
- A fund for the Entrepreneurship day to be created at school level to facilitate the participation of all students.

Training

- Training of teachers should be strengthened, especially on methodology. Language challenges and understanding of concepts should be focused. Cluster schools arrangements should be used as entry points for supplementary training.
- More focus on pre-service training. Follow-up from the Norwegian Professionals to University should be strengthened.
- Linking up to a strong Entrepreneurship education institution in Southern Africa through a tripartite framework arrangement on Institutional cooperation should be considered.
- Encourage research on Entrepreneurship Education at University.

Tracing of Entrepreneurs

- To facilitate tracing of impact of Entrepreneurship Education in society a registration site could be established on internet for students who have set up their own business. This site could also contain information and tips for new business entrepreneurs.

Cooperation with business community

- Stronger and more systematic involvement from business community is needed.
- Efforts should be made to establish a framework for such cooperation at a higher level through partnerships agreements between commerce/industry Boards and Ministry of Education/Ministry of Trade and Industry.
- NIED/The Pedagogical Entrepreneurship Project should do more sensitization work and use good examples to promote a stronger link between schools and business society.

Regional cooperation

- Many countries in Southern Africa, including South-Africa, are implementing Entrepreneurship education and are facing similar challenges. More collaboration and net-working should be encouraged in order to learn from other countries' experiences.

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ANNEXES

Annex 1

Terms of Reference (ToR) for evaluation of Pedagogical Entrepreneurship in Namibia.

Introduction:

The Ministry of Education of Namibia decided to introduce Entrepreneurship in Upper Primary level (grades 5-7) and on Junior Secondary level (grades 8-10) commencing with grades 5 and 8 in 2008.

Implementation in grades 6 and 9 in 2009 and grades 7 and 10 followed in 2010. The Namibia Association of Norway (NAMAS) was instrumental in the development of the abovementioned syllabus and provided ample support for this mammoth task.

Later in 2012, MOE and NAMAS signed a second Memorandum of Understanding (MoU) to develop the subject for use in the Senior Secondary phase (grades 11 and 12).

NAMAS requested for an evaluation of the involvement of the Pedagogical Entrepreneurship Project to be done.

Purpose of this Evaluation

The evaluation will be done on the role of Namibia Association, Norway (NAMAS) in giving assistance to the Ministry of Education of Namibia in the area of Entrepreneurship for the period 1 January 2009 to 30 June 2012 and which main impact the subject has had and have in the school system of Namibia especially for the grades up to 10. In addition a separate sheet of questions have been listed to guide the consultant on the type of specific questions which can be looked at when the following areas below are analysed.

Scope and areas of evaluation:

1. The importance of NAMAS role
2. Has the subject meant a change for the students?
3. Entrepreneurship in the curriculum
4. Curriculum implementation and changes (Grades 8 to 10).
5. Methodologies: How well the methodologies were developed and integrated in teaching and teaching aids (Grades 8 to 10)?
6. Materials Development: Relevance, educational value, implementation in Junior Secondary.
7. In-service training: Training areas, methodologies of teaching Entrepreneurship, how effective and efficiently done (Grades 8 to 10)?
8. Educational evaluation of the Pedagogical Entrepreneurship and comparative study with other similar known programs. The study should be limited to presentations of a few programs that the Consultant consider relevant for the evaluation and based on existing material and reports.

Role players to be considered for interview:

- Schools: Teachers and learners from various schools across the country;
- Regions: Advisory Teachers (to be interviewed during a workshop to be held at NIED during the assessment period);
- NIED:

- o Willie January and Gonnie Kruger (former CEO's: Curriculum Research and Development and Chairpersons of the Entrepreneurship Steering Committee)
- o Willemien Wannberg (SEO: Craft, Design and Technology)
- o Ferrand Van Wyk (Entrepreneurship Coordinator)
- o Dawid Groenewald (former Entrepreneurship Coordinator);
- UNAM: Lecturers from Faculty of Education
- Stakeholders: Representatives of businesses involved.

Documents to be consulted:

- MoU (2005 & 2011) between NAMAS and Ministry of Education;
- MoU Agreement between NAMAS and UNAM
- Syllabuses for grades 5-7, 8-10
- Materials developed;
- Annual reports to NAMAS;
- Minutes from Steering Committees;
- In-service training reports;
- Hedmark University College reports;
- Sogn and Fjordane University College reports;
- Report on study done by Mr. Willie Janaury (grade 11 & 12 implementation feasibility)

Other:

- Copyright violations and permission to use information in other context is subject to a written agreement and the developers of such information. NAMAS does not accept any responsibility for the violation of any copy rights and the use of information and material without approval from the relevant institutions or bodies;
- The final evaluation report should be loaded to appear on the Homepage of Norad;
- The evaluation report should be presented as a draft by 15 November and a final report by 15. December 2013.

The economical framework for the evaluation is 200.000 NOK

Entrepreneurship Evaluation Criteria:

A. Entrepreneurship in the curriculum

1. Was it the best option to make Entrepreneurship a stand-alone subject in the Namibian educational system?
2. Was entrepreneurship as a subject treated with the necessary seriousness?
3. Does Entrepreneurship address the needs of learners?
4. Was it the best option to introduce Entrepreneurship only in the commercial field of study?
5. Do the Namibian syllabuses put emphasis on practical skills and problem solving?
6. Does the Namibian syllabuses encourage learners to be social responsible?
7. What are the main aims of the Namibian syllabus?
8. How does the definition of Entrepreneurship in Namibia encompass the opportunities and challenges facing Namibians?
9. Are there databases of learners that can prove that Entrepreneurship changed their lives for the better?
10. Is there any evidence that Entrepreneurship has an influence on the Namibian society?
11. How does the local community perceive Entrepreneurship as a subject in schools in the various towns and rural areas?

B. Curriculum implementation and changes (Grades 8 to 10).

12. Was it a serious disadvantage to learners that did not choose Entrepreneurship?
13. How is the management of the subject being done at school, regional and national level?
14. Which problems were encountered in the implementation phase?
15. Were any changes done to the syllabus and at which stage?
16. If any changes were made to the syllabus, who initiated it?

C. Methodologies: How well the methodologies were developed and integrated in teaching and teaching aids (Grades 8 to 10)?

17. What are the methods used in schools to teach Entrepreneurship?
18. Do the teaching methods used for teaching Entrepreneurship make it more enjoyable for learners?
19. Are the teachers confident to teach Entrepreneurship?
20. Were teaching methodologies sufficiently integrated in training programmes?
21. Were teaching methodologies sufficiently integrated in the development of resources?

D. Materials Development: Relevance, educational value, implementation in Junior Secondary

- 22. Are there adequate materials/resources for the subject?
- 23. Are there any other resources that can be included in the teaching of the Entrepreneurship?
- 24. Were the materials developed during the period relevant to and implemented in the teaching of Entrepreneurship?

E. Pre- and In-service training: Training areas, methodologies of teaching Entrepreneurship, how effective and efficiently done (Grades 8 to 10)?

- 25. As UNAM is the tertiary institution to teach teachers, does it deliver enough teachers per year in Entrepreneurship?
- 26. Does the idea of teaching Entrepreneurship and Business Studies together at UNAM have the desired effect of having dedicated teachers as the one is more practical than the other?
- 27. Does the teaching of Entrepreneurship in schools place more stress on teachers who did not have training in the methods of teaching Entrepreneurship?
- 28. Is the time allocation for in-service training of Entrepreneurship teachers enough?
- 29. Does information get “watered down” with in-service training that happen in the regions?

F. Curriculum Development: Relevance, areas of competencies and assessment strategies.

- 30. In Gr. 8-10 Business Management was abolished and Entrepreneurship introduced, but in Gr. 11 & 12 it will be taught alongside Business Studies. Does it make sense?
- 31. As Entrepreneurship is a global term was it really necessary to develop a syllabus from scratch?
- 32. Is piloting necessary in Entrepreneurship or should it be fully implemented from the start?
- 33. How do other stakeholders help NIED with the development of Entrepreneurship as a school subject?

G. Educational evaluation of the Pedagogical Entrepreneurship and comparative study with other similar known programs.

- 34. What signifies the pedagogical approach and modalities were the educational successes of Pedagogical Entrepreneurship when compared to other similar programmes?

Draft programme for Project evaluation in Namibia - October 2013			
14-okt	7h30-10h	Hage Geingob Sec School - Pilot school	Windhoek
	11h-13h	Jan Mohr Sec School	Windhoek
	14h15-16h	Khomas Regional Office	Windhoek

15-okt	7h30-10h	JG v/d Wath Sec School - Pilot School	Okahandja
	11h-13h	NIED	Okahandja
	15h30-16h30	Otjizondjupa Regional Office	Otjizarongo

16-okt	7h30-10h	Tsumeb Sec School	Tsumeb
	14h15-16h	Oshikoto Regional Office	Ondangwa

17-okt	7h30-10h	Mweshipandeka Sec School	Ongwediva
	11h-13h	Ongwediva UNAM Campus	Ongwediva

18-okt	8h30- 10h30	Erundu Combined School	Oshakati
	11h-13h	Ekwafu Senior Secondary School	Oshakati
	14h15-16h	Oshana Regional Office	Oshakati

22-okt	7h30-10h	Namib High School	Swakopmund
	11h-13h	Erongo Regional Office	Swakopmund
	14h15-16h	Interview with Gonnig Kruger	Swakopmund

23-okt	9h30-12h	Kolin Foundation	Arandis
	15h15-16h30	Interview with Dawid Groenewald	Okahandja

24-okt	8h-13h	Unam	Windhoek
	14h15-16h	Interview with Bank Windhoek	Windhoek

Annex 3

Interview guide for students of Entrepreneurship (Group interview).

1. a) Grade: b) Male/female: c) Your age:

d) Parents highest level of education:

2. For how long have you had Entrepreneurship at school?
3. Why did you choose Entrepreneurship? (-Do you regret it?)
4. Why do you think Entrepreneurship is important for Namibian students?
5. Do you have any friends that did not choose Entrepreneurship? Do you know why?
6. What is your parents' opinion about Entrepreneurship?
7. Compared to other subjects - what do you think are the most outstanding characteristics of Entrepreneurship?
8. What do you most like doing in Entrepreneurship class? Is there anything you don't like?
9. Have you made field visits to local enterprises/local community this school-year? If yes, how many and to whom?
10. Have anybody from local community/enterprises visited your class this year? If yes, how many and whom?
11. Have you been active in setting up a student company or similar? If yes, what have been the main challenges?
12. Does your teacher of Entrepreneurship teach differently from other teachers? If yes, in what ways?
13. What is your opinion of the evaluation system/grades setting in this subject?
14. What is your dream for the future?
15. What are you doing five years from now?

(Do you want (prefer) to start a business or be employed when you finish school?)

(When do you think it is realistic for you to start a business?)

What do you think is the most important for success in business?

16. Would you recommend other youngsters to take this subject? Why (or why not)?

Annex 4

Interview guide for teachers:

School, Age, gender, years of service as teacher in secondary, ed background

1. For how long have you been teaching E? Do you teach in other subjects?
2. Have you taught Business before E?

3. Do you feel confident to teach E? Have you received any training? Please describe content and duration.
4. What is your opinion of the training?
5. Was teaching methodology sufficiently integrated in training-programmes?
6. Have you participated in training activities/seminars with HUC/NAMAS? -What do you think about their role?
7. Does the idea of teaching Entrepreneurship and Business Studies together at UNAM have the desired effect of having dedicated teachers as the one is more practical than the other?
8. Does the teaching of Entrepreneurship in schools place more stress on teachers who did not have training in the methods of teaching Entrepreneurship?
9. Is the time allocation for in-service training of Entrepreneurship teachers enough?
10. Does information get “watered down” with in-service training that happen in the regions
11. How is the pedagogical support-system working? (–How is the management of the subject being done at school, regional and national level?)
12. Why do you think your students chose E?
13. Why do you think Entrepreneurship is important for Namibian students?
14. How do you define “E”? (most outstanding characteristics)
15. What is your opinion of this new subject? (-In Gr. 8-10 Business Management was abolished and Entrepreneurship introduced, but in Gr. 11 & 12 it will be taught alongside Business Studies. Does it make sense?)
16. What do you like/dislike about E?
17. What do you consider its strengths and weaknesses?
18. Have you changed your teaching as a result of the training received? In which ways?
19. What is your opinion of the evaluation system/grades setting?
20. What is your opinion on textbooks and teacher’s guide (and other resource material)?
21. Are there adequate materials/resources for the subject?
22. Are there any other resources that can be included in the teaching of the Entrepreneurship? Q to N, T
21. Were the materials developed during the period relevant to and implemented in the teaching of Entrepreneurship?
22. Have you been able to establish any contacts with local community/businesses?
23. How do you use these contacts in the curriculum ? (-How does local community perceive E as a subject in schools?)
24. Are your students involved in any practical activities in E? What and how often?
25. Have your students changed in any ways as a result of E?

26. What do you think are the main obstacles for starting business in Namibia
27. Do you know any students who have taken E as a subject and who have started their own businesses? Please describe.
28. What is your vision of this subject for yourself and for Namibia in the future?

Annex 5

Questionnaire students

1. a) School: b) Grade: c) Male/female:
d) Age: e) Parents highest level of education:
2. Why did you choose Entrepreneurship?
3. Is Entrepreneurship different in any way from other subjects you have at school? -How?
4. Does the teacher in Entrepreneurship teach any differently from other teachers? –Please explain.
5. What has been the most useful of what you have learnt or done in Entrepreneurship?
6. Is there anything you don't like about the subject? -What and why.
7. Do you know any students who have taken Entrepreneurship as a subject and who have started their own businesses? Please describe.
8. What is your dream for the future?
9. What are you doing 5 years from now?
10. Do you feel that you have changed as a person as a result of Entrepreneurship? Please explain.