

# Supporting Entrepreneurship Education

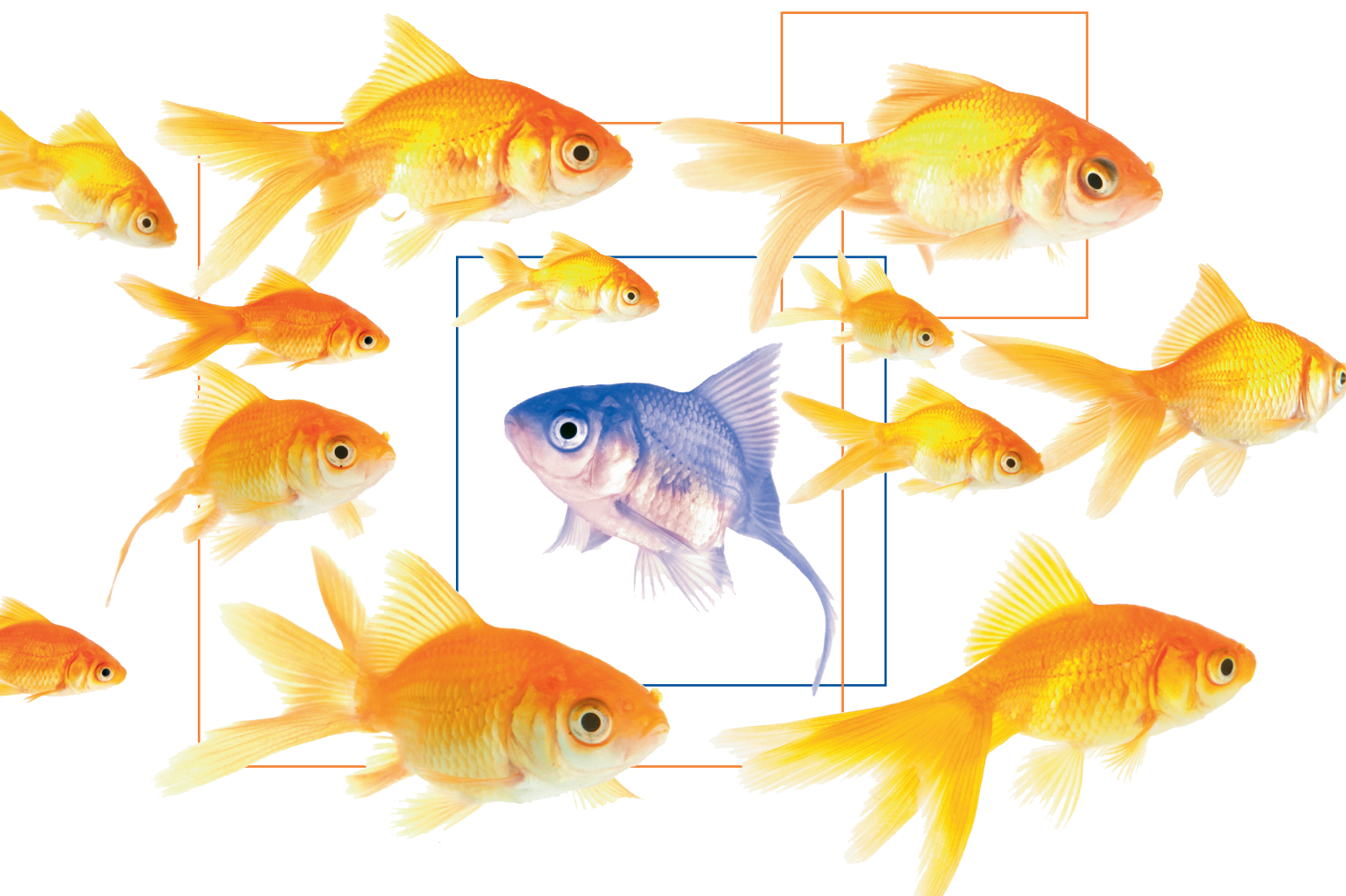
A report on the  
Global Outreach of the ILO's  
Know About Business programme



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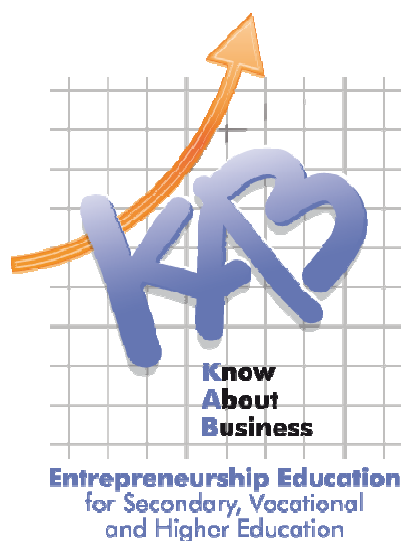
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# Supporting Entrepreneurship Education

*A report on the Global Outreach of the ILO's  
Know About Business programme*



Thais Lucas de Rezende  
Jens Dyring Christensen

Small Enterprise Programme, Job Creation and Enterprise Development Department  
International Labour Office, Geneva

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## Foreword

Entrepreneurship education is increasingly being recognized as an important element in the broader efforts to tackle the global youth employment challenge. National labour markets' capacity to absorb the increasing numbers of new and young entrants, as well as provide decent and productive employment opportunities, is far from sufficient. New strategies, which include an increased focus on entrepreneurship, are needed to better prepare youth for the transition from school to work.

The promotion of an enterprise culture and the creation of youth with entrepreneurial attitudes and habits of mind require commitment and long-term investments in national education. Entrepreneurship education will not only contribute to the creation of new and innovative sustainable enterprises but also benefits society as it creates social entrepreneurs and green entrepreneurs who provide solutions to current societal and environmental challenges. Supporting entrepreneurship education is an integral component of the Small Enterprise Programme's strategies for youth entrepreneurship and an important element in the ILO's broader youth employment programme.

This study presents a conservative estimate of the global outreach of the ILO's Know About Business (KAB) entrepreneurship education programme, and gives a glimpse of the breadth and depth of national efforts to introduce and integrate entrepreneurship education into secondary, vocational/technical training and higher education systems. From its beginnings in Kenya in the 1990's, the KAB programme has grown from an experiential approach of teaching entrepreneurship to a global network of promoters and facilitators teaching entrepreneurship in educational institutions across the world.

The Swiss Development Cooperation (SDC) has made this study possible through their funding and support of the project *Creating Youth Employment through Improved Youth Entrepreneurship*. This is an applied research project that studies the overall impact of the KAB programme. The present report complements a series of national research studies about the impact of entrepreneurship education.

The report was written by Thais Lucas de Rezende, whose efforts were tireless to gather information and data, and Jens Dyring Christensen the manager of the global research project.

Martin Clemensson  
Manager, Small Enterprise Programme  
Job Creation and Enterprise Development Department

## **Acknowledgements**

This report would not have been produced without the input and support of the many individuals who promote entrepreneurship education across the world. ILO colleagues, KAB facilitators and promoters contributed greatly to this report either by providing information about the KAB activities within their country, organization or project, or by sharing other relevant information about the programme. You all know who you are but for the record we would like to thank:

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Your responsiveness to our request for information was essential to gather the data needed for this report. We acknowledge your efforts and we thank you all!

Special thanks to Joni Simpson, Christine Vuilleumier, Kelsey Hood and Virginia Rose Losada for extensive comments and editing.

Thais Lucas de Rezende and Jens Dyring Christensen

## ***Abbreviations***

BDS	Business Development Services
EMP/ENT	Job Creation and Enterprise Development Department
HE	Higher Education
ILO	International Labour Organization
IKF	International Key Facilitator
ITC/ILO	International Training Centre of the ILO in Turin, Italy
KAB	Know About Business
MOE	Ministry of Education
NGO	Non-governmental organization
NKF	National Key Facilitator
PNG	Papua New Guinea
RKF	Regional Key Facilitator
SE	Secondary Education
SDC	Swiss Development Cooperation
SEED	Small Enterprise Development Programme
SIYB	Start and Improve your Business
SME	Small and Medium sized Enterprises
SRO	Sub-regional Office
SYB	Start your Business
TIVET	Technical, industrial and vocational education and training
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training

# 1 Introduction

At the end of the 1980s and beginning of the 1990s the ILO was strongly involved in Small and Medium-sized Enterprise (SME) development and vocational education through a number of projects implemented together with government institutions and private sector institutions. Training of entrepreneurs in management skills was part of those projects. Entrepreneurship education was seen as an important element to develop entrepreneurial attitudes for future entrepreneurs. However, no specific training programmes were available.

To close this gap, in 1996 funds were provided by ILO Geneva and the International Training Centre of the ILO in Turin to develop a training package for TVET institutions that included entrepreneurial education and business skills. The material was field tested in Kenya and then finalized and printed.

Entrepreneurship education stimulates young people to think about entrepreneurship and the role of the business community in economic and social development. Students also get an opportunity to analyse the changes taking place in their countries and are encouraged to consider self-employment and enterprise creation as a career choice.

The importance of education and training for an entrepreneurial society has been underlined on several occasions through United Nations Declarations, recommendations by the European Union and national Governments. ILO's Recommendation No. 189, adopted in 1998, refers to entrepreneurship education as a way of promoting a positive enterprise culture.

The Millennium Development Goals adopted in 2000 address the problem of high youth unemployment and the challenge to create employment for Youth, in particular in developing countries with a high percentage (up to 50 per cent) of citizens under 25. The Youth Employment Network (YEN) composed of the UN Secretariat, the World Bank, and the ILO was initiated by the UN Secretary General to actively promote Youth Employment. ILO's Decent Work Agenda includes the creation of Youth entrepreneurship as one way to create decent employment.

Between 2001 and 2004 a number of countries adopted KAB in their National Education Programmes. The training materials were revised and the focus of KAB was thus extended from vocational training to general secondary education and higher education. At the same time, a comprehensive promotion and implementation strategy was pursued that combined resources from SEED, ILO regional and sub-regional offices and the ITC/ILO.

In 2009 the KAB programme has been introduced to vocational, secondary and higher education in 50 countries of which 17 have already KAB in their national curriculum. More than 4,500 education institutions have tested and are offering KAB through 10,800 KAB teachers to more than 485,600 trainees and students. The KAB programme has been translated into 22 languages.

Many thanks are given to all those who participated in the development of the KAB entrepreneurship education programme and contributed to its implementation throughout the world.

*Jens Dyring Christensen, Joni Simpson,  
Klaus Haftendorn and Peter Tomlinson  
The Global KAB Programme*



# 2

## Introduction to the report

The purpose of this study is to provide an overview of the global outreach of the KAB programme. The development of the first KAB curriculum package was done in Kenya in 1996 and the programme was introduced in a handful of countries until the year 2000. Since then there has been an overwhelming interest and demand for entrepreneurship education from ILO member States. Today the programme has been introduced to more than 45 countries and it is at various levels of integration into national education systems. The time was thus ripe for producing an overview of the global outreach of the programme.

This turned out to be quite a challenging task, given that no systematic reporting, monitoring and evaluation mechanism had been previously established. Once capacity building of national teachers and facilitators were done, and the adaptation of KAB to the social, cultural and economic context of a country was finalized, the ILO's involvement was limited. Data, reports and information that could shed light on the global outreach of the programme in the countries across the world were sitting in various partner and training institutions, with educational authorities, in ILO offices and in the heads of many individuals.

In some cases, where the ILO had been supporting entrepreneurship education as part of a larger ILO youth employment project, the task of collecting data was made significantly easier since information about facilitators and teachers trained, institutions reached and estimated number of students educated was recorded. In other cases, where KAB was not part of the implementation and running of a broader project, the data was often harder to retrieve. The information in this report stems from both primary and secondary sources, consisting of interviews and collaboration with devoted individuals in the field, project progress reports, workshops reports, mission reports, slide presentations and monitoring data of national outreach reports.

The outreach numbers presented in this report are a conservative estimate and we are confident that the overall global outreach is larger. We are aware that the work of some educational institutions may not be reflected in the report. This is not intentional, but because our access to data has been limited. It should also be mentioned that this is not an evaluation report and neither an impact assessment report of the programme on institutions, teachers and students. Impact of the KAB programme is dealt with in separate country impact assessment reports.

Towards the end of 2009, the implementation of national entrepreneurship education efforts through the KAB programme will be monitored via the interactive, global resource site for the KAB programme. Through this site, national focal points and key facilitators will be responsible for monitoring outreach and uploading new information to the site. The goal is to make monitoring and outreach simpler and more efficient, as well as provide a knowledge sharing platform where practitioners and promoters of entrepreneurship education can interact. The address of the site is [www.knowaboutbusiness.org](http://www.knowaboutbusiness.org)

**Table 1: A summary of global outreach**

Country	Implementation level*	Start of KAB activities	Education sector	Education/ training institutions	Facilitators, key facilitators, promoters trained	Students, trainees
<b>Central Asia and Caucasus</b>						
Armenia	1st	2005	TVET	0	35	0
Azerbaijan	1st	2005	TVET	0	37	0
Georgia	1st	2004	TVET	0	0	0
Kazakhstan	3rd	2000	TVET	40	28	3,380
Kyrgyzstan	3rd	2002	TVET	50	120	9,800
Russia	2nd	2007	HE	1	11	490
Tajikistan	2nd	2003	TVET	3	33	100
Uzbekistan	2nd	2004	TVET	23	45	2,300
<b>Subtotal</b>				<b>117</b>	<b>309</b>	<b>16,070</b>
<b>South East Asia and the Pacific</b>						
Cambodia	2nd	2005	HE	1	n/a	100
China	3rd	2006	HE	92	872	15,620
Indonesia	3rd	2005	TVET	132	354	45,945
Lao PDR	3rd	2005	TVET, SE	32	179	23,044
Mongolia	2nd	2007	TVET, SE	20	24	2,024
Papua New Guinea	2nd	2006	TVET, SE	40	92	2,900
The Philippines	2nd	2006	TVET, SE	122	300	15,000
Sri Lanka	3rd	2004	TVET, SE	5 *	252	32,843
Timor Leste	3rd	2006	TVET	15	38	8,000
Viet Nam	2nd	2005	TVET, SE	18	110	6,409
<b>Subtotal</b>				<b>477</b>	<b>2,221</b>	<b>151,885</b>
<b>Latin America</b>						
Bolivia	3rd	2000	TVET, SE, HE	60	700	18,330
Ecuador	1st	2001	SE, HE	n/a	75	0
Honduras	3rd	2004	TVET	17	75	675
Nicaragua	2nd	2004	TVET	37	71	915
Panama	1st	2001	TVET	n/a	75	0
Peru	3rd	2001	TVET, SE, HE	120	220	9,950
<b>Subtotal</b>				<b>234</b>	<b>1,216</b>	<b>29,870</b>
<b>North Africa</b>						
Algeria	1st	2008	TVET, SE, HE	0	0	0
Egypt	2nd	2008	TVET, HE	60	104	1,753
Morocco	2nd	2008	HE	7	20	650
Tunisia	2nd	2008	TVET, SE, HE	70	71	2,195
<b>Subtotal</b>				<b>137</b>	<b>195</b>	<b>4,598</b>
<b>Sub-Saharan Africa</b>						
Botswana	3rd	2006	SE	28	1,000	21,856
Burkina Faso	1st	2006	TVET, HE	0	3	0
Ivory Coast	1st	2006	TVET, SE	0	20	0
Kenya	3rd	1996	TVET, HE	1,695	4,480 +	218,860
Lesotho	2nd	2007	TVET	n/a	n/a	n/a
Mali	1st	2008	TVET, SE, HE	0	18	0
Mauritius	2nd	2007	TVET	10	54	n/a
Mozambique	3rd	2007	SE, HE	4	26	375
Nigeria	1st	2006	HE	0	44	0
Senegal	2nd	2003	TVET	23	45	2,850
South Africa	1st	2007	TVET	0	n/a	0
Tanzania	3rd	2002	TVET	1,569	155	3,330
Uganda	3rd	2003	TVET, HE, SE	26	50 +	n/a

Zimbabwe	3rd	2008	HE	2	18	n/a
<b>Sub-total</b>				<b>3,357</b>	<b>5,913</b>	<b>247,271</b>
<b>Middle East</b>						
Iran	2nd	2008	TVET	2	66	22
Iraq	2nd	2008	TVET, SE	20	42	400
Oman	2nd	2007	TVET, HE	7	64	n/a
Palestine	1st	2009	TVET, SE, HE	0	0	0
Syria	3rd	2006	TVET, SE, HE	90+	520	33,839
Yemen	2nd	2008	TVET	21	54	1,682
<b>Sub-total</b>				<b>140</b>	<b>746</b>	<b>35,943</b>
ITC/ILO training workshops					<b>226</b>	
<b>Total outreach</b>				<b>4,482</b>	<b>10,826</b>	<b>485,637</b>

Note: These figures are estimates according to the data available as of September 2009. Outreach may be higher in some countries.

\*Implementation levels:

Countries are in different processes to integrate entrepreneurship education into the education system. The three levels of implementation are:

**First level:** National institutions have been familiarized with the KAB programme through an awareness raising workshop. These are countries in the earliest steps of implementation and the preparation for a pilot test may be underway.

**Second level:** These are countries where KAB has been or is being pilot tested in education at one or more education levels.

**Third level:** These are countries where KAB has been officially integrated in the educational curriculum and the process to roll this out to all education institutions is underway.

# 3 The KAB programme

KAB is an entrepreneurship education programme that was initially developed from an ILO project experience on vocational and entrepreneurship education in Kenya in the late 1980s and early 1990s. Since then, the programme has been developed, tested and adapted into 20 languages and implemented in over 40 countries around the world. Currently, countries vary with regards to the level of integration of the KAB programme, all or in part, into their national education systems.

The official, international version of KAB is updated every two or three years to incorporate new content and lessons learned from national implementation efforts. In 2010, a revised version will be published which includes gender, disability and cooperative mainstreaming, as well as a new module on social entrepreneurship. Originally, KAB was introduced in technical and vocational education and training institutions but in addition, adaptations to the package have made it applicable to general secondary and higher education institutions.

The programme seeks to prepare youth for the transition from school to work by imparting entrepreneurial knowledge and skills that will prepare them to work productively in enterprises; to prepare students to start their own businesses in the future; establish an entrepreneurial and enterprising mindset and attitude that can be applied in all aspects of one's life, including personal and professional arenas.

## 3.1 *Brief overview of the KAB programme*

Through interactive and participatory teaching methods, KAB aims to develop entrepreneurial skills, attitudes and mindsets, among young women and men. Further, the KAB package seeks to prepare young women and men to be more entrepreneurial in their work and in their everyday lives. On a broader scale, KAB contributes towards the creation of entrepreneurial cultures in ILO member States. The specific objectives of the KAB package are to:

- Develop positive attitudes towards sustainable enterprises and self-employment among the population, by targeting youth and stakeholders for enterprise development
- Create awareness about entrepreneurship as a career option for young people
- Provide knowledge and practice of the desirable attributes of, and specific challenges in starting and operating a sustainable enterprise
- Facilitate the school to work transition, resulting in a better understanding of the functions and operations of sustainable enterprises

The expectation is not that young people will immediately start a business after leaving formal education and begin their careers as business owners or become self-employed – however this is often the case when jobs are simply not available. Rather, the purpose is to motivate youth to consider and explore the option of being an entrepreneur and provide practical and essential information about the opportunities, challenges, procedures,

characteristics and attitudes needed for entrepreneurship. This programme also aims to raise awareness among students about the important role that sustainable enterprises play in the economy and society as socially and environmentally responsible enterprises.

### **3.1.1 Target group and beneficiaries**

The KAB package directly targets educators in technical and vocational education and training institutions (TVET) and in general secondary education (SE), both in public and private sector institutions. In addition, KAB can be taught by teachers and professors in higher education (universities and polytechnic schools), trainers working in business development service (BDS) agencies and non-governmental organizations (NGOs).

The most visible beneficiaries of KAB are usually students and trainees in TVET and secondary education institutions. The typical age group is 15 to 18 years; however, since the methodology has been adapted for university students in many countries, it can include students up to 25 years old. Young women and men who participate in KAB entrepreneurship education typically do not have business or enterprise experience. They possess (or are on their way to possess) a minimum of 12 years of formal education, which is the equivalent of a school leaving certificate or high school grade.

The KAB programme's versatility makes it possible to introduce the programme into a variety of classrooms and educational settings. Its effectiveness in establishing entrepreneurship abilities lies in its integration into the education systems geared to young people, particularly TVET and SE. The underlying principle is that if specific characteristics are essential to developing entrepreneurial skills, attitudes and success in business then the training of potential entrepreneurs should begin no later than in secondary education.

### **3.1.2 Expected outcomes**

It is expected that young people educated with KAB will adopt a positive approach to entrepreneurship and will be more inclined to create their own businesses. In the long term, youth unemployment is expected to be reduced as young women and men increase their employability for wage employment, their capability to create gainful self-employment, or set-up their own businesses. Another long-term outcome is a positive enterprise culture due to changes in attitudes within society towards entrepreneurship.

### **3.1.3 The package**

Designed to be taught over 80 to 120 hours, the KAB training package comprises nine modules<sup>1</sup> each representing a key area of entrepreneurship. The titles of each module take the form of a question, to which the learner/student should uncover the answer by the time the module is complete. Other support materials are included in the KAB package that also supports teaching in their teaching of entrepreneurship. This is shown in Table 2 below:

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<sup>1</sup> A Module 10 on Social Entrepreneurship is being developed and will be available in the next international edition to be published in 2010.

**Table 2: The KAB modules**

KAB modules and support materials	
Module 1	What is Enterprising?
Module 2	Why Entrepreneurship?
Module 3	Who are entrepreneurs?
Module 4	How do I become an entrepreneur?
Module 5	How do I find a good business idea?
Module 6	How do I organize an enterprise?
Module 7	How do I operate an enterprise?
Module 8	What are the next steps to become an entrepreneur?
Module 9	How to develop one's own business plan?
Business game	Enables students to understand economic processes and transactions within an enterprise and between enterprises in the market. The game provides an opportunity to experience the effects of business decisions in a simulated business environment.
Learner's workbook	Worksheets, handouts and exercises from all teachers modules are compiled into the student's workbook. The workbook also contains a glossary explaining the terms and concepts used in entrepreneurship and business.
Facilitator's handbook	Provides a basic introduction to entrepreneurship education and the objectives of the KAB programme along with an overview of the course structure, the duration of the modules and related topics and the teaching methodology of interactive action learning.
KAB CD-ROM	Self-learning resource package for KAB key facilitators, promoters and school teachers. The CD-ROM contains five sections: (1) Interactive training: preparation for a training course or review of the material after training; (2) Trainer's material: manual for the GAME, instructions for other games to be used for the training, reference to other ILO products and additional readings; (3) Tools for delivery: tools for preparing lessons (transparencies, handouts and worksheets); (4) Monitoring and evaluation: proposals and forms for monitoring the delivery of training courses, the performance of the trainees and a guide on impact assessment; (5) Archives: relevant documents, pictures, and video clips. <sup>2</sup>

### 3.2 Brief history of the KAB programme

The KAB programme evolved from the ILO's experience in enterprise development and vocational education for youth in Kenya in the late 1980s and early 1990s resulting in the development of the KAB package in 1996. The Kenyan Ministry of Research, Technical Training and Applied Technology had initiated a policy that mandated all vocational and technical students to complete a course in entrepreneurship. Although there was increasing demand for entrepreneurship education in the country, no structured curriculum programmes were available on this specific subject. To address this demand, the Job Creation and Enterprise Development Department and the ILO's International Training Centre (ITC) took steps towards the development of an entrepreneurship education programme for technical and vocational students in collaboration with curriculum

<sup>2</sup> The CD-ROM is based on the 2005 edition and will be updated with the 2010 edition.

developers and enterprise development specialists and the Know About Business entrepreneurship curriculum was born.<sup>3</sup>

KAB was first pilot tested in a number of Kenyan TVET institutions. Teachers, professors and instructors were trained to promote and deliver KAB entrepreneurship education. After pilot testing the programme was later rolled out to other Kenyan educational institutions and is now integrated into the Kenyan national curricula for vocational training and polytechnics. In the years following, the Kenyan experience motivated other countries to introduce entrepreneurship education into national curricula and several TOT workshops were organized at the International Training Centre of the ILO.<sup>4</sup>

The KAB methodology was soon introduced to other continents, often as a component of ILO youth employment and small enterprise development projects. This led to the diversification and translation of the KAB manual into more than 20 languages. The network of KAB practitioners has rapidly expanded in all regions. As of April 2009, KAB was being, or had been pilot tested in at least 35 countries, and in 17 of them KAB modules have been integrated into national curriculum or incorporated in the curriculum of certain education and training institutions.

In 2000, the first revision of the 1996 international edition of the KAB package was done. The package has since been revised five times, most recently in 2008. The package has undergone significant changes in its contents and where applicable new topics have been added such as the inclusion of module 9, “How to elaborate one’s own business plan”, the Learner’s workbook and the glossary of economic terms. The objectives and methodology of KAB have also evolved from a primary focus on “enterprise” education and “how to” start a business, to including “entrepreneurship” education and, in the latest 2008 version, a section on teaching for the creation of entrepreneurial attitudes and habits.

The 2008 international edition is under revision and it is foreseen that the 2010 international version will be gender and disability mainstreamed, and with added topics on cooperatives and social entrepreneurship.

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<sup>3</sup> The authors of the initial package were George Manu (then manager of the enterprise programme at the ITC), John Thiongo (then curriculum development specialist in the ILO/UNDP project in Kenya between 1990 and 1994) and Professor Robert Nelson (then head of the Division of Business Education, Department of Vocational and Technical Education at the University of Illinois).

<sup>4</sup> See Annex 2: History of KAB workshops.

### **3.3 Promoting KAB**

The network of KAB practitioners has been growing across all regions. The KAB programme has reached teachers, instructors and directors working in public and private SE and TVET institutions and also staff from universities and polytechnics, national ministries of education, labour, and teacher training institutes, business development service providers and non-governmental organizations. These organizations, institutions, and individuals are supported by ILO field specialists and KAB key facilitators. The global coordination of the programme is a shared responsibility between the Small Enterprise Programme (SEED) at ILO headquarters in Geneva and the Enterprise, Microfinance and Local Development (EMLD) programme at the International Training Centre (ITC) of the ILO based in Turin, Italy. The global coordination team jointly builds the capacity of teachers and teacher educators through TOT workshops, supports national and international partners in delivering the KAB programme, monitors the quality and outreach of the programme, responds to demands from constituents and assesses the impact of the programme on teachers and students.

#### **3.3.1 Key facilitators and facilitators**

The KAB programme is promoted and disseminated by a network of trained and ILO accredited key facilitators, who are able to work in different educational levels and with a variety of target groups. The capacities of key facilitators are built through the annual international KAB TOT workshop at ITC/ILO or in regional or national workshops depending on demand and resources. Facilitators are subsequently accredited once they have demonstrated their training competencies in national KAB workshops and assumed the roles and responsibilities of a key facilitator. The roles and responsibilities of the key facilitators, as well as their accreditation process, are shown in Box 1.

The ILO does not accredit the schools' teachers that teach entrepreneurship directly to the students. This is the responsibility of national education authorities and the ILO does encourage national education authorities to include entrepreneurship education in teacher education and competencies at the education level where KAB is implemented.



### **Box 1: Roles and responsibilities of key facilitators and their accreditation process**

#### **International key facilitators**

The roles and responsibilities of international key facilitators are to promote KAB as a comprehensive training programme for entrepreneurship education in vocational education, secondary education and higher education. International key facilitators operate at all levels from promotion, to project design, to materials revision, to the training of regional and national facilitators and coordinating impact assessment studies. An international key facilitator demonstrates the following competencies and has built up the following experiences to achieve certification:

- Participation in KAB TOT workshop organized by the ILO
- Demonstrated expertise in enterprise promotion and entrepreneurship education
- Co-facilitation of at least one training of regional or national facilitators under the supervision of a certified international facilitator
- Conduct awareness and information workshops at country level
- Contribute to the design and implementation of country strategies and projects
- Ability to work individually in training teachers and teacher educators
- Monitor and control quality of country implementation and guide impact assessments
- Regular reporting on KAB activities to global programme management
- Responsible for uploading monitoring and outreach data to the ILO global resource platform on youth entrepreneurship ([www.knowaboutbusiness.org](http://www.knowaboutbusiness.org))

#### **Regional key facilitators**

The role and tasks of regional key facilitators are similar to those of the international key facilitators with the exception that the regional key facilitators work within a limited number of countries in a given region. Regional key facilitators should have the following competencies and build up the following experiences to achieve certification:

- Participation in KAB TOT workshop organized by the ILO
- Familiarity with enterprise promotion and entrepreneurship education
- Be certified as a national key facilitator and subsequently facilitated training of new national key facilitators under the supervision of international key facilitator
- Ability to design KAB country strategies
- Be involved in a KAB pilot test programme with follow-up and monitoring
- Regularly report and update the regional activities to the global KAB programme coordination team (ITC, SEED)
- Responsible for uploading monitoring and outreach data to the ILO global resource platform on youth entrepreneurship ([www.knowaboutbusiness.org](http://www.knowaboutbusiness.org))

#### **National key facilitators**

National key facilitators' main task is to train teachers who are selected for KAB classes in vocational, secondary and higher education. A national key facilitator should have the following competencies and build up the following experiences to achieve certification:

- Participation in KAB TOT workshop organized by the ILO
- Familiarization with enterprise promotion and entrepreneurship education
- Co-facilitated at least one national training of teachers under the supervision of an international or regional key facilitator
- Intensive knowledge of the KAB monitoring and evaluation system
- Regularly six-monthly collection of monitoring data from participating schools and transmission to designated country focal points
- Responsible for uploading monitoring and outreach data to the ILO global resource platform on youth entrepreneurship ([www.knowaboutbusiness.org](http://www.knowaboutbusiness.org))

### 3.3.2 KAB delivery process

National implementation of KAB happens in various ways. Commonly ministries of education integrate KAB into the national education curriculum of secondary, vocational or higher education. Alternatively, private or public education or training institutions integrate KAB directly into their curricula.

These cases are not mutually exclusive and often government and non-governmental institutions carry out joint initiatives to introduce KAB. In all circumstances, the ITC/ILO and the Small Enterprise Programme, ILO Geneva share the responsibility for supporting the promotion, introduction, and further development of entrepreneurship education in ILO member States in close coordination with ILO regional and country offices, who directly work with ILO constituents in promoting entrepreneurship education.

A common sequence of KAB implementation steps are as follows:

- 1) ILO member State requests the ILO to support entrepreneurship education
- 2) National sensitization workshop on the KAB programme is conducted and the role of entrepreneurship education in national youth employment efforts is identified.
- 3) Resources to pilot test, or roll out, the KAB programme are mobilized from national budgets and/or external funding agencies
- 4) The KAB curriculum is adapted to national socio-economic and cultural contexts and the capacities of national key facilitators-to-be are built<sup>5</sup>
- 5) KAB is then pilot tested in schools over one or two academic years. This may be done through an ILO technical cooperation project, through an existing ILO youth employment project that incorporates KAB into its activities, or through nationally-led and funded efforts
- 6) The pilot test is then evaluated involving the assessment of attitudinal changes and improved knowledge of students and the overall appreciation level of students and teachers
- 7) A ministry of education may then decide to integrate entrepreneurship education as part of the national education curriculum and replicate the programme
- 8) Depending on available funds the ILO then undertakes impact assessments and tracer studies of KAB graduates to assess the influence of the KAB programme on their career choices, enterprise start-up and employment creation

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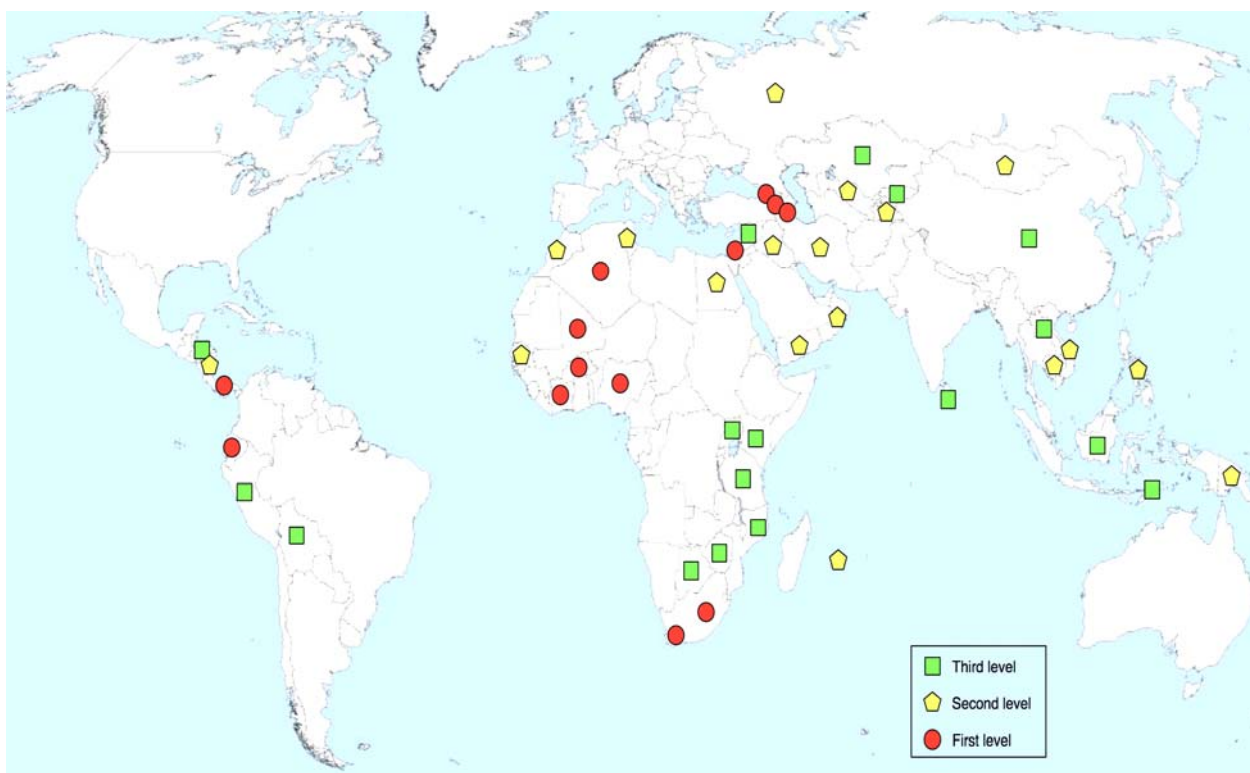
<sup>5</sup> After successful delivery and reporting on KAB workshops national key facilitators receive ILO accreditation.

# 4 Global outreach figures

## 4.1 Countries implementing KAB

Since the KAB programme was first developed, numerous education and training institutions across the world have taken steps to teach entrepreneurship education based on the KAB curriculum. A total of 50 countries have carried out activities towards introducing KAB. Each national plan being country specific, three different levels of achievement of KAB implementation and integration into national curriculum can be seen in Figure 1 below.

**Figure 1: KAB countries and implementation level**

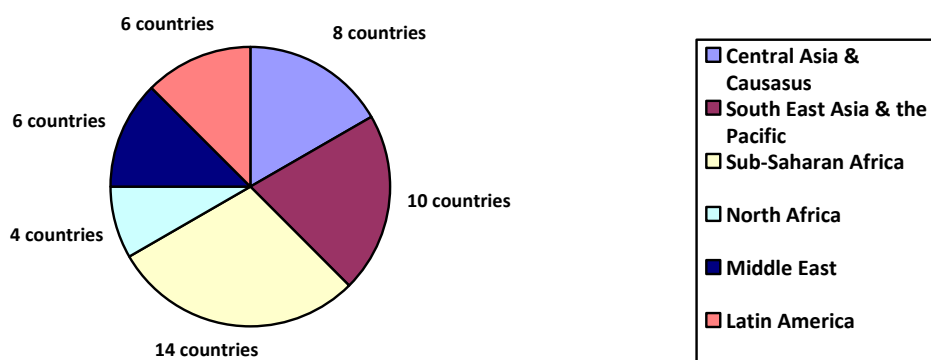


The KAB programme has mainly been implemented in developing economies, most of which are located in South East Asia and the Pacific, as well as sub-Saharan Africa. Figures 2, 3 and 4 below show the countries according to region, GNI<sup>6</sup> and HDI<sup>7</sup> index.

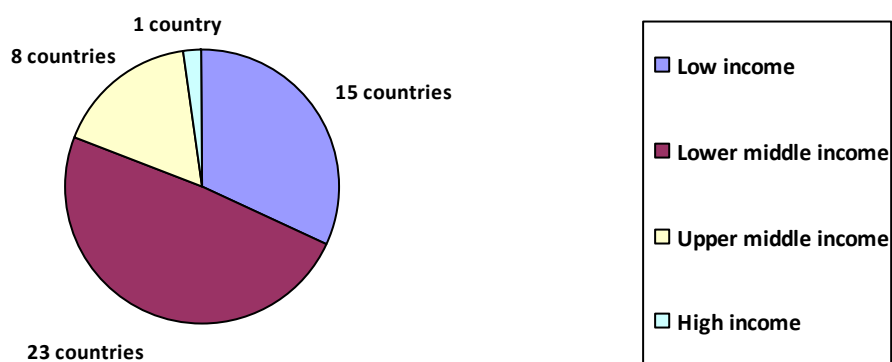
<sup>6</sup> National economies classified according to the World Bank Atlas method (GNI per capita as of 2008). The groups are: **low income**, \$975 or less; **lower middle income**, \$976–\$3,855; **upper middle income**, \$3,856–\$11,905; and **high income**, \$11,906 or more. <http://go.worldbank.org/D7SN0B8YU0>

<sup>7</sup> The Human Development Index (HDI) is based on life expectancy, education and GDP per capita. <http://hdr.undp.org/en/statistics/>

**Figure 2: KAB geographical coverage according to regions**



**Figure 3: KAB countries according to income**



Thirty-eight of the KAB countries (82 per cent) are among low income or lower middle income countries. Oman is the only high-income country.

**Figure 4: KAB countries according to human development**

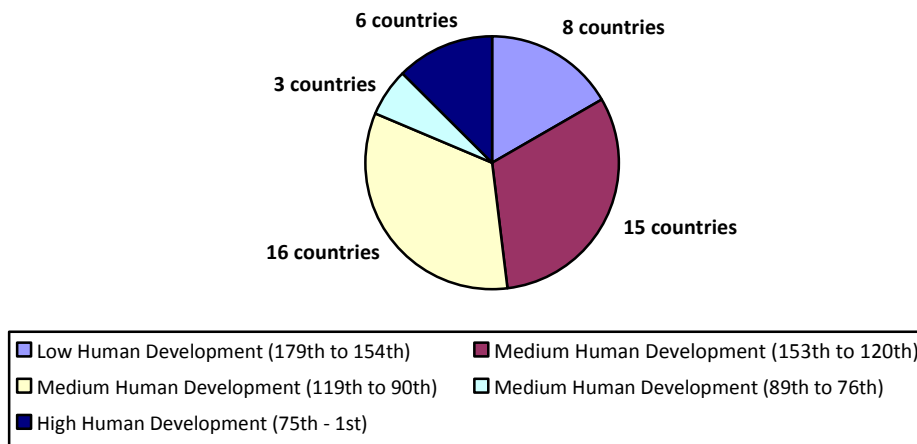


Figure 4 shows the profile of the KAB implementing countries in terms of their position on the global HDI rank. Eight countries are in the “low” range, 34 countries in the “medium” range and six countries in the “high” range. In summary, 42 out of the 48 KAB countries are in the low to medium range of the HDI.

#### **4.1.1 Languages and national adaptations**

Before integrating KAB into a national curriculum, the KAB international curriculum are adapted and translated into the national language to fit the social and economic context of the country and region. This is done with the support of national key facilitators, curriculum developers and professional translators. The KAB materials have been adapted into the languages shown in Table 3.

**Table 3: Languages in which KAB is available**

Languages and dialects	Countries where KAB language version is used <sup>8</sup>
1. Arabic	Egypt, <sup>9</sup> Morocco, Tunisia, Iraq, Oman, Yemen, Syria
2. Azerbaijani	Azerbaijan
3. Bahasa Indonesia	Indonesia
4. Chinese	China
5. English	Botswana, Cambodia, Egypt, Ethiopia, Kenya, Mauritius, Papua New Guinea, the Philippines, Oman, Syria, <sup>10</sup> Sri Lanka, Tanzania, Trinidad & Tobago, Uganda, Zimbabwe.
6. Farsi	Iran
7. French	Senegal, Tunisia, Morocco.
8. Kazakh	Kazakhstan
9. Kyrgyz	Kyrgyzstan
10. Kurdish	Iraq
11. Lao	Lao PDR
12. Mongolian	Mongolia
13. Russian	Russia, Tajikistan, Uzbekistan, Kazakhstan, Kyrgyzstan
14. Portuguese	Timor Leste, Mozambique
15. Sinhala	Sri Lanka
16. Spanish	Bolivia, Peru, Honduras, Nicaragua
17. Swahili	Tanzania
18. Tajik	Tajikistan
19. Sinhala	Sri Lanka
20. Tétum	Timor Leste
21. Uzbek	Uzbekistan
22. Vietnamese	Viet Nam

Table 3 refers to the cases in which the full KAB package has been translated. In some circumstances national entrepreneurship curriculum was developed using specific KAB modules and in those cases only specific modules were translated. For instance, the new national entrepreneurship education and training curriculum in Tanzania, took inputs from KAB modules 1 and 2; in Sri Lanka an entrepreneurship education course for secondary schools was developed based on KAB materials and translated into Tamil. It should be noted that each language does imply one uniform language version of the materials, since national adaptations are always made.

<sup>8</sup> For every language, there may be more than one version since most countries make a national adaptation of the KAB curriculum.

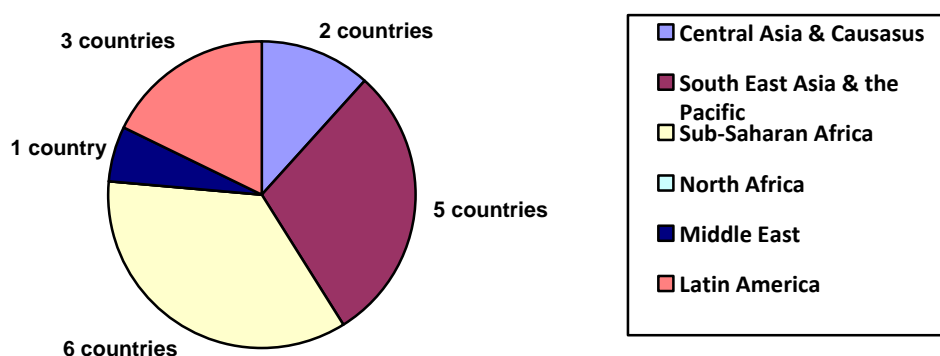
<sup>9</sup> At the moment, KAB is taught in Arabic in technical secondary schools and vocational training centres, and in English in higher education.

<sup>10</sup> In Syria KAB is taught in Arabic in SE and TVET and in English in higher education.

#### 4.1.2 Countries in advanced stages of KAB implementation<sup>11</sup>

In 17 countries, KAB has been integrated into the curriculum of one or more educational institutions, thus setting the basis for its broader replication in the coming years, or it has become part of the national curriculum of a specific education level and is being rolled out to relevant institutions. These countries are in the “third level” of implementation and represent all regions of the world.

**Figure 5: KAB geographical coverage: Countries in the third level of implementation**



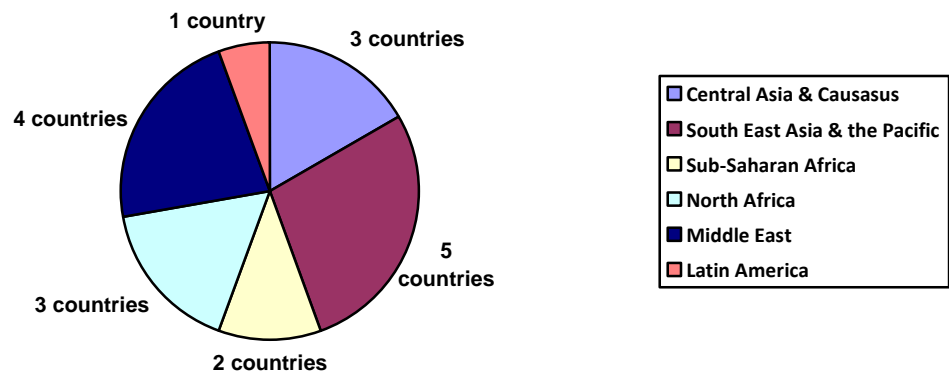
#### 4.1.3 Countries pilot testing KAB

In 18 countries, education institutions are carrying out, or have carried out, a pilot test of the KAB programme, but the process of institutionalizing the curriculum into the education system has not yet been done. These 18 countries are classified as being in the “second level” of implementation. In some cases, a pilot test has lasted more than one school term in order to properly modify the curriculum to national priorities. Most of the countries in the second level are located in South East Asia and the Pacific and in the Middle East, as shown in the figure below.

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<sup>11</sup> For a detailed history of the implementation process of KAB in all countries please refer to Annex 1.

**Figure 6: KAB geographical coverage: Countries in the second level of implementation**



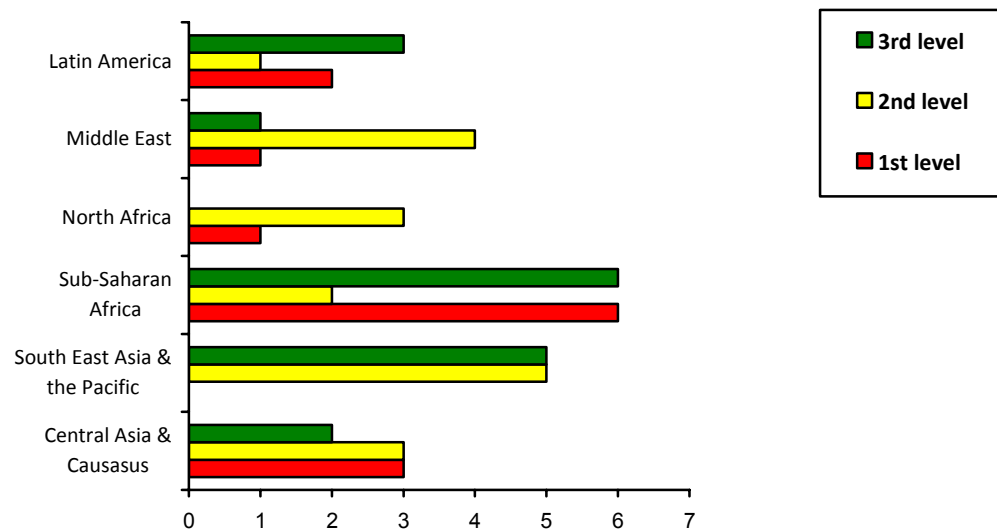
#### **4.1.4 Countries sensitized towards KAB**

In 13 countries, the process of introducing the KAB programme is still in its initial phase. In these countries, the programme has been presented to the government and education and training institutions through awareness raising and sensitization workshops by ILO staff and international or regional key facilitators. In second and third level countries, these sensitization workshops have been followed by the start of a KAB pilot project. However, in the first level countries a decision about the implementation of a pilot programme, or the roll out of entrepreneurship education, has not yet been made or funds have not been available. The countries are also presented in Annex 1 with a brief summary of key activities.

Figure 7 shows the number of countries at different levels of implementation according to region. Overall, countries in South East Asia are furthest in the implementation levels (either third or second). In North Africa, because activities started fairly recently (2008), most countries are in the pilot phase. In sub-Saharan Africa, the KAB programme is institutionalized in six countries, however, in another six countries there is considerable progress to be made in terms of piloting KAB.

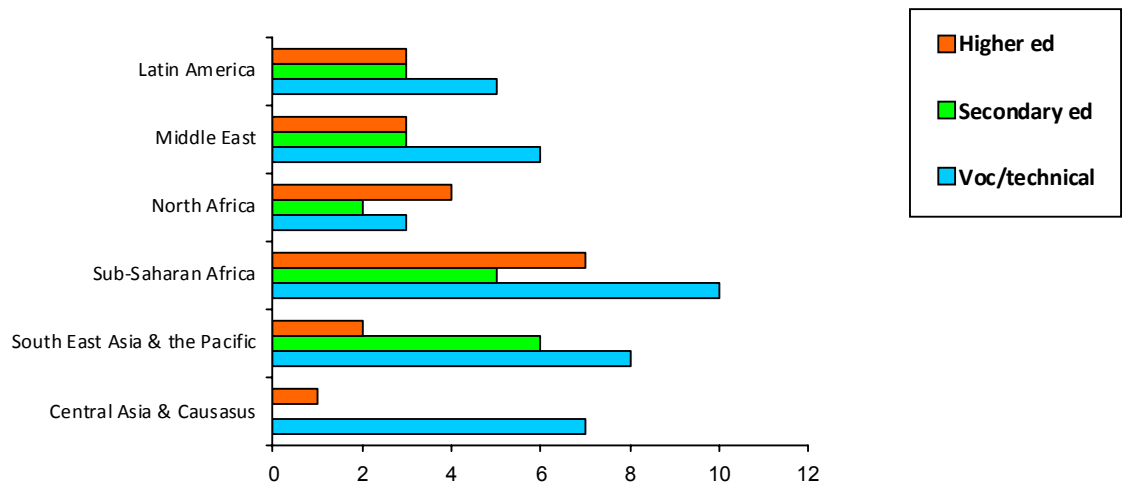


**Figure 7: KAB implementation levels and the regions**



The implementation of the KAB programme, by education level, is illustrated in Figure 8. The majority of countries have introduced KAB in TVET institutions. Recently, however, countries have targeted higher education as well and this trend is growing.

**Figure 8: KAB countries and education sector**



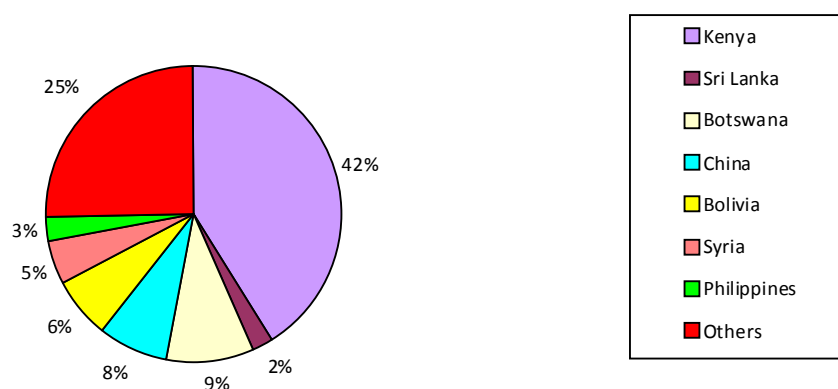
## 4.2 KAB facilitators, key facilitators and project promoters

An essential part of the promotion of entrepreneurship education is the capacity building of facilitators and promoters who subsequently promote and start teaching entrepreneurship in their countries. Since the late 1990s, a total of 10,700 participants<sup>12</sup> across the world have been trained to deliver KAB to students.

This has been done through national workshops or at the annual TOT workshop held at the ILO's International Training Centre in Turin since 1999. Participants for the two-week long training workshops have come from various ministries of education, from national and local governments, from curriculum development departments, from secondary, vocational and higher education authorities, from public and private TVET, SE and HE institutions, from employers' and workers' organizations, from not-for-profit and non-governmental organizations working on youth employment and youth development projects. For more information about the history of KAB TOTs please see Annex 2.

Figure 9 illustrates that Kenya, which is the country with the longest involvement in KAB, is also the country with the most facilitators followed by Botswana, China and Bolivia. Countries such as Indonesia and the Philippines will see a jump in national teachers over the next few years as the KAB programme is being rolled out to all secondary general and vocational schools in these countries (5,400 schools in Indonesia and close to 9,000 schools in the Philippines).

**Figure 9: KAB facilitators, key facilitators and project promoters trained, selected countries**



Once teachers and key facilitators have delivered the KAB programme (to students and teachers), they often have the opportunity to attend refresher workshops to share experiences and lessons learned, to reinforce their teaching skills, to familiarize themselves with updates of national and international versions of the KAB curriculum and to plan the

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<sup>12</sup> "Participants" are teachers, teacher educators and entrepreneurship education promoters. The majority delivers KAB directly to students, a smaller number are training future teachers (teacher educators) and yet a small number are the ILO accredited key facilitators who are custodians and focal points for the KAB programme in a given country.

next steps related to KAB delivery in their countries and regions. Examples of such workshops are:

- In **China**, the *Annual Meeting of KAB China* invites all school teachers and national key facilitators and programme promoters along with education authorities to share lessons learned and best practice. This event is also covered by the Chinese media and was first held in 2007. This first meeting was organized back-to-back with the first *International and Regional Key Facilitators KAB Workshop*, which was attended by key facilitators from across the world (China, Botswana, Cambodia, China, Indonesia, Italy, Kazakhstan, Kenya Lebanon, Lao PDR, PNG, Philippines, Qatar, Switzerland, Syria, United States and Viet Nam)
- In **Viet Nam**, a national follow-up workshop was organized in 2008 to promote the experience and results of the two previous years of pilot tests and to plan for a third year of pilot testing in TVET institutes. 40 participants came from departments of labour and education in the five provinces participating in the pilot test, from the General Department of Vocational Training (GDVT), from the Vietnam Chamber of Commerce and Industry (VCCI) and from various public and private TVET institutions.
- In **Mongolia**, the *Forum of KAB Trainers* was promoted in November 2008 to share the experiences among the various TVET and SE pilot institutions. In addition, the workshop aimed at identifying the potential for collaboration among the implementing institutions and discussing about the possibility to expand the pilot exercise in the next academic year, as well as developing a coordinated strategy to replicate the KAB programme in the whole country.

These refresher/review workshops also focus on more effective coordination of efforts of the various implementing institutions and strengthening networks between practitioners. For instance:

- In **Nicaragua** and **Honduras**, during the KAB pilot many follow-up workshops were held, gathering ILO project officers, representatives of relevant ministries and other partner institutions. As a result, a formal network composed of KAB teachers, key facilitators and project promoters was created and national KAB coordination teams were established in each country. In September 2005, a *National Meeting of KAB Facilitators* was conducted in both countries and in October, the *First Regional Joint Workshop of Secondary Education Students* was held in Honduras, gathering representatives from the education and training institutions and KAB students. The aim of these events was to discuss the overall progress of KAB delivery, compare the countries' experiences and set the basis for inter-institutional coordination and cooperation.
- In **Peru**, following two years of experiences in teaching KAB in 100 education and training institutions, teachers, key facilitators and promoters of entrepreneurship education decided to continue sharing experiences and they created an *Inter-Learning Network*. Through this virtual platform teachers and key facilitators share

pedagogical information and materials, news, good practices and other experiences with regards to teaching KAB and entrepreneurship education.

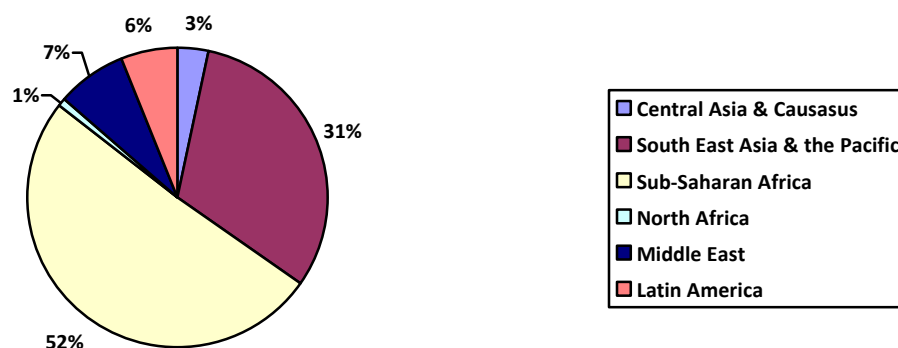
#### 4.2.1 National, regional and international key facilitators

The custodians of the KAB programme are the key facilitators. These facilitators operate at the national, regional and international levels and are promoting entrepreneurship education. They identify and train new teachers and key facilitators-to-be in KAB TOT workshops, and they monitor the outreach and quality of KAB implementation. Currently there are 38 national key facilitators, 16 regional key facilitators and seven international key facilitators. The number of national key facilitators will expand significantly over the coming years as more trained facilitators have completed their certification requirements (see Annex 3 for a list of accredited ILO key facilitators).

### 4.3 Entrepreneurship education students

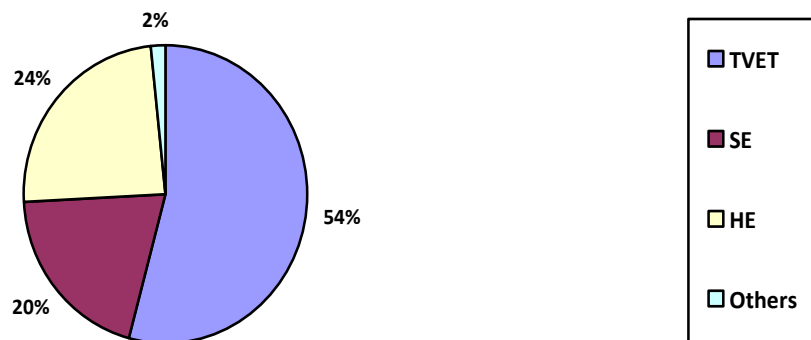
Since the beginning of the new millennium, the KAB programme has been delivered to over 485,000 students in more than 40 countries. As shown in Figure 10, most KAB graduates or enrolled students are in sub-Saharan Africa (52 per cent), with a relatively large number of students in South East Asia and the Pacific (31 per cent).

**Figure 10: KAB students according to region (currently enrolled and graduates)**



The majority (54 per cent) of the students are from a TVET institution and about 25 per cent studied in a higher education institution (11). The remaining students received KAB education either in secondary schools (20 per cent), or participated in entrepreneurship courses in non-formal education through, for example, a BDS provider that targeted out-of-school youth.

**Figure 11: KAB students according to education sector (currently enrolled and graduates)**



About 85 per cent of the young women and men who are currently enrolled, or have already participated in KAB courses, are found in countries that have reached the third level of implementation. Annex 4 provides a summary of KAB delivery in each of these countries, particularly with regards to the specific educational sectors, the estimated number of students, as well as the institutions that have taught KAB.

Figure 12 shows that Kenya is the country which, so far, has educated the most students with a total of 200,000 students. Indonesia, Syria and Sri Lanka follow with a little less than half of the total number of students taught. In these countries, the KAB curriculum have been taught for at least three academic years and have become part of the curriculum (of TVET, secondary education or higher education) at the national level and is being disseminated to an increasing number of institutions.

Conversely, in countries with a relatively low number of enrolled and graduated students, such as Mozambique and Honduras, the KAB programme has not been integrated in the curriculum at the national level and thus remains within a limited number of institutions.

**Figure 12: KAB students in third level countries (currently enrolled and graduates)**

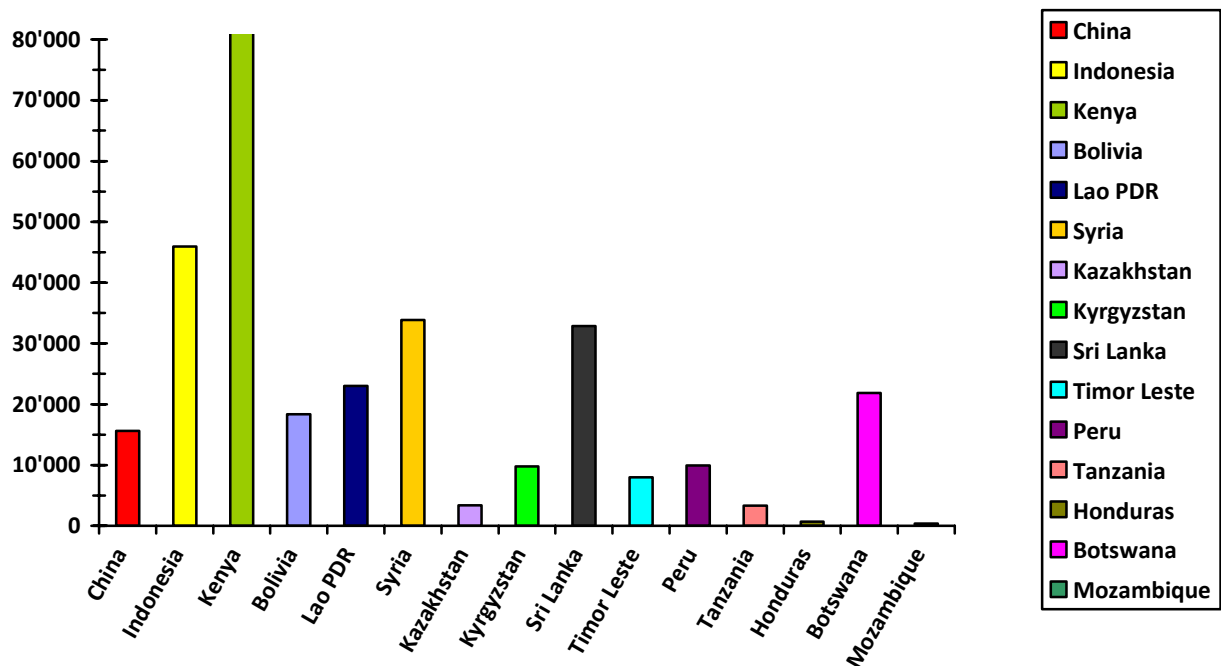
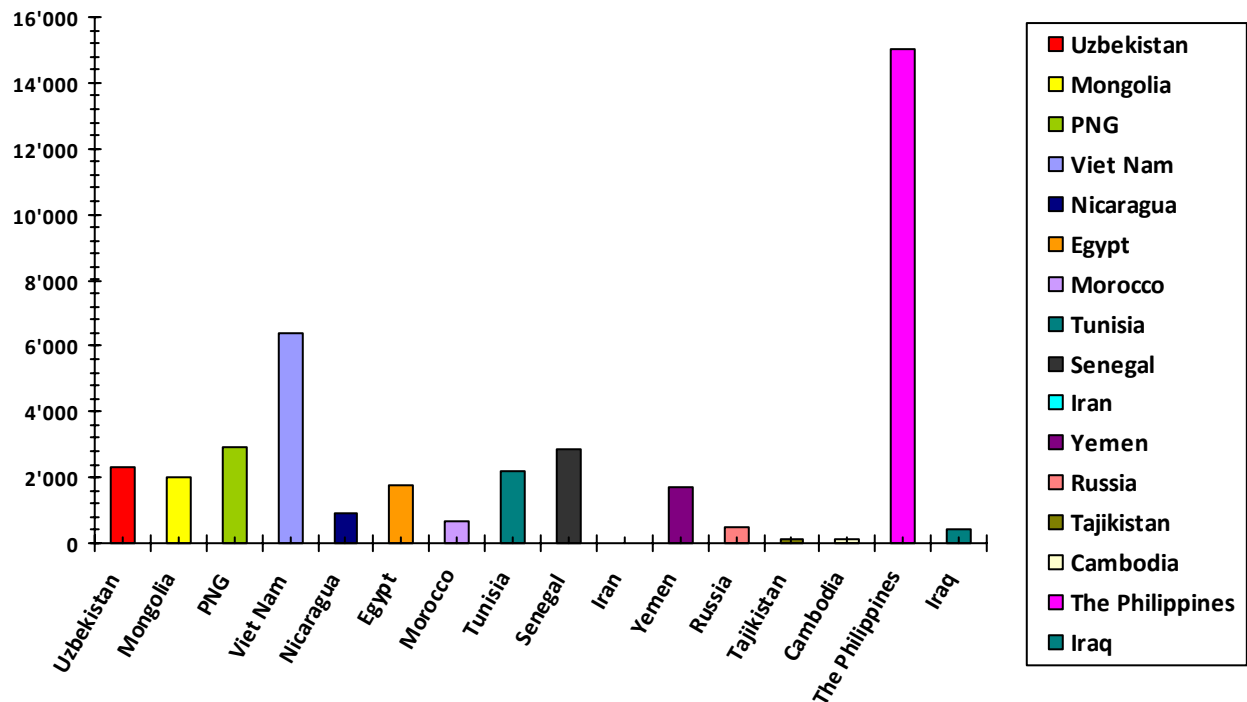


Figure 13 illustrates the number of KAB students currently enrolled and graduated, educated in countries at the second level of implementation. The Philippines, with about 15,000 students, is by far the country with the largest number of students. Viet Nam has reached the second largest number of students, then PNG and Senegal. To understand how the Philippines have reached such high figures, one should consider that KAB has been pilot tested in the country since 2006. When the programme was expanded to other institutions, high numbers of students were reached. Also, considerable progress has been made towards incorporating the programme into the national curriculum of secondary and technical education. Conversely, in some countries with a relatively low number of students such as Cambodia and Tajikistan, only a small number of institutions pilot tested the KAB programme and a broader initiative to incorporate the programme on a national scale or through private venues did not take place.

**Figure 13: KAB students in second level countries (currently enrolled and graduates)**



The above figures have given a glimpse into the global scale of the KAB entrepreneurship education programme. However, if one compares the current national outreach figures as a percentage of all students enrolled the figures illustrate that there is still far to go. As an example, in China the programme has reached just 1.6 per cent of universities and 0.05 per cent of students who have enrolled in universities across the country. In Indonesia at the secondary vocational level the programme has currently reached 2 per cent of institutions and 1 per cent of students. In summary, there is tremendous potential in many countries for scaling up of entrepreneurship education based on the KAB curriculum.

#### **4.4 Latest developments**

Ministries of labour and education, education departments, training institutions and constituents have shown an increasing interest in entrepreneurship education, and the demand and request for support is growing. Educational institutions have been conducting new training workshops for facilitators, key facilitators and project promoters, as well as adapting and translating packages, promoting new workshops and events for KAB expansion. Some examples of the latest developments of the programme include:

**In Azerbaijan**, a KAB pilot test is planned for the academic year of 2009–2010, reaching 108 TVET institutions (47 vocational lyceums, 60 vocational schools and one vocational centre). The Ministry of Education has recently expressed interest to later roll out an entrepreneurship course based on KAB to all TVET institutions in the country. The curriculum, which is to be tested in these institutions, is currently being developed. In order to support this process, a researcher from the Azerbaijan Republic Institute of Educational

Problems participated in the annual KAB workshop at ITC/ILO in April 2009. A national KAB TOT for teachers and key facilitators is planned for the second half of 2009.

**In Botswana,** in the beginning of 2009, the KAB programme was officially integrated into the national curriculum and rolled out to all of the 28 senior secondary schools in the country. The goal is to offer the programme to all students enrolled in these schools, regardless of their subject/course combinations, over a two year period. The first KAB students will have completed the two year course by the end of 2010, when it is estimated that around 21,856 students will graduate from secondary school having participated in the programme. At present, the programme is focused on the capacity building of educational institutions to deliver KAB, in terms of training new facilitators, monitoring the implementation process and providing support to schools. The coming years will focus on rolling out of the programme to technical colleges and other vocational institutions, and supporting the incorporation of KAB into the teacher training curriculum at universities and teacher training colleges.

**In China,** the All China Youth Federation is supporting universities to introduce KAB as an elective entrepreneurship course in 2,300 universities across China. This will require training of about 80 national key facilitators who in turn will train 5,600 lecturers and assistant professors as KAB teachers. The aim is to reach tens of thousands of students every year. An impact assessment research study, including tracer studies of KAB graduates from universities, is currently being planned with technical support from the ILO and financial support from the SDC.

**In Indonesia,** a significant number of training workshops for facilitators are scheduled to take place throughout 2009. Steps have been taken and resources have been mobilized to enable the training of a total of 836 teachers by the end of 2009. Also, the teacher training centre of Malang has been organizing training workshops supported by the central and provincial governments. The goal is to train 1,000 facilitators by the end of 2009 to deliver KAB to about 20,000 students during the 2009–2010 academic year. These efforts in Indonesia are being supported by the ILO project *Education and Skills Training* (EAST) funded by the Government of the Netherlands. An impact assessment research project, including tracer studies of secondary-vocational KAB graduates, is currently underway with technical support from the ILO and financial support from the Swiss Development Cooperation (SDC).

**In Iran,** the KAB programme began pilot testing in January 2009 with the Technical and Vocational Training Organization (TVTO). An Iranian facilitator working in the Industrial Management Institute was trained to teach and promote KAB at the annual workshop held at the ITC/ILO in April 2009. By the first semester of 2010, with the support of the ILO, the TVTO plans to roll out the KAB programme across the country, in the 31 provinces where the TVTO offices are located.

**In Iraq,** after pilot tests in 20 TVET institutions during the 2008–2009 school year, there are plans to expand the outreach of KAB in the 2009–2010 school years to an additional 125 TVET institutions.

**In Egypt,** the KAB programme was introduced in 2008 through a regional ILO project<sup>13</sup> funded by the Canadian International Development Agency (CIDA). Twenty training centres, under the Ministry of Manpower and Migration, have started to provide KAB training for

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<sup>13</sup> The regional project covers Algeria, Egypt Morocco and Tunisia.



unemployed diploma holders. They combine technical education and entrepreneurship education. Four faculties of the Helwan University are now offering KAB courses, and three polytechnic institutions (Matareya, Zagazig and Mehalla) are also offering KAB. Currently, KAB is taught in Arabic at technical secondary schools and vocational training centres and in English at higher education institutions. A revised national Egyptian version is being developed by a group of professors and teachers. Demand for KAB among students is growing and one group of students established their own site on the internet,<sup>14</sup> while another group of 85 members has established a Facebook group in which they network about KAB through pictures, video clips, and various subjects related to the programme.

**In Ethiopia,** the government has stated Youth Employment as one of its top priorities. As the country experiences an explosion in the demand and supply for both higher, and vocational and technical education, the Ethiopian authorities have become increasingly concerned about the thousands of students who will graduate from these institutions and who in the next few years will be seeking employment. Ethiopia is engaged in the largest expansion of elementary schools, TVETs and higher education institutions in its history. Currently the country has 450 TVETs of which 231 are in the public sector. In the new academic year alone 500,000 students will enter the TVETs. In a few years time the number of TVET graduates could surpass one million. The Government of Ethiopia went through a review process of existing entrepreneurship curriculum and subsequently made a decision in August 2009 stating that the entrepreneurship training courses existing in the TVETs were now removed and replaced by the generic KAB package, effective from September 2009. The ILO and the MOE are preparing four TOTs in September/October 2009 that will train 80 participants and start their accreditation process to become national key facilitators. The plan of the MOE is to first roll out KAB to selected vocational schools in the 2009/2010 school year and then to introduce KAB gradually across the three education levels.

**In Lao PDR,** the aim is to consolidate the integration of KAB into the national curriculum in both TVET and secondary education. In the 2009–2010 and 2010–2011 school years a pilot test, supported by the ILO, will be undertaken in secondary schools of Vientiane and five other provinces. For this purpose a TOT was held, with teachers from general secondary schools and education department officials, from 27 July to 6 August 2009. The teachers were trained in Modules 1-5. After the 2009–2010 school year a refresher workshop will cover the remaining modules in the KAB curriculum. Also in Lao PDR an impact assessment research study, including tracer studies of KAB graduates from vocational schools, is currently being planned with technical support from the ILO and financial support from the SDC. The results of this assessment will further inform the decisions of MOE.

**In Mongolia,** steps are being taken by national partners, with the support of the ILO, to expand the outreach of the KAB programme. The strategy includes the training of at least 600 facilitators in secondary schools, to be completed by the end of 2009. The training materials were revised in the beginning of 2009.

**In Morocco,** the KAB programme was also introduced in 2008 by the regional KAB project for Northern Africa and a pilot test involving secondary schools and TVET institutions has started with the 2009–2010 academic year. After the adaptation of the KAB programme to the needs of the national educational system, an Arabic national version of the curriculum will be introduced in about 20 secondary schools and 200 training centres that belong to

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<sup>14</sup> The website established by students of KAB programme: <http://www.abdelgawad.webs.com>

the Ministry of National Education under the Office for Training and Employment Promotion (OFPPT). A two-semester pilot test of the KAB distance education/e-learning (see further below) programme began in March 2009, with 650 students enrolled from seven different universities.

**In Oman,** during the second year of pilot testing in 2008–2009 efforts have been made to strengthen the skills of the facilitators and project promoters to exchange experiences and assess the progress achieved. A refresher workshop was carried out in April 2009, with 25 teachers, key facilitators and curriculum developers of entrepreneurship education. Another refresher workshop is planned for November 2009.

**In Papua New Guinea,** a KAB pilot project in secondary education is being carried out and a series of follow-up refresher workshops are to be arranged in 2009. In 2011, a national evaluation of the KAB Country Programme will be carried out, and a decision made about integrating the programme in the national education curriculum, potentially disseminating the programme nationwide by 2012.

**In The Philippines,** KAB is being tested as part of a revised national curriculum in secondary education. From 2010 and for a period of four years the Department of Education plans to train 25,000 KAB facilitators and promoters and to mainstream KAB into the national curriculum from grade seven to ten. The Ministry of Education foresees a complete roll out of KAB to 9,000 secondary schools and it is estimated that 6.2 million young students will have been taught in entrepreneurship by the end of the four-year period.

**In Senegal,** a refresher workshop was held in the first semester of 2009, with 36 teachers and key facilitators to share experience, reinforce and enhance their skills in delivering KAB. A TOT workshop is planned for mid-2009, with the aim of preparing additional KAB teachers, key facilitators and project promoters. In addition, an impact assessment research study, including tracer studies of KAB graduates, is being planned with support from the ILO.

**In Sri Lanka,** a Tamil edition of the full KAB package is being developed and will be available by the end of 2009. An entrepreneurship education course based upon KAB modules is also being taught in secondary schools in Tamil, although not all KAB modules are used.

**In Tanzania,** the pilot phase of the new entrepreneurship curriculum (Entrepreneurship Education & Training – EET) was concluded in 2008, when the materials were officially approved and accredited by the Vocational Education and Training Authority (VETA), and published in both English and Swahili. Also, in 2008, EET was integrated into the Morogoro Vocational Teachers Training College (MVTTC) certificate course. The next step, from 2009 onwards, will be mainstreaming EET into the national vocational education and training systems, by distributing the package to all vocational training centres (VTCs). This will require accelerating the training of EET teachers and establishing a minimum of one trained facilitator per VTC, to a total of about 170 teachers in the remaining 14 VETA-owned centres and 1,548 in non-VETA owned centres. In the replication strategy, several rounds of training workshops (TOTs) are scheduled to be conducted around the country and the VETA has been directing its efforts to finding additional resources to achieve this goal.

**In Timor Leste,** there are plans to continue developing the country's capacity to deliver and replicate KAB. By the end of 2009, the country expects to train more facilitators and have a total of at least seven national key facilitators.

**In Trinidad & Tobago**, the first ever KAB TOT in the Caribbean was held in Port of Spain from 7-18 September 2009. The Youth Training and Employment Partnership Programme (YETPP) plans to roll out KAB in Trinidad & Tobago in the 2010–11 school year and to train more than 1,000 teachers in the KAB curriculum.

**In Tunisia**, the KAB curriculum is currently being adapted by a working group based on feedback from teachers. The Ministry of Higher Education has expressed much interest in introducing the distance learning programme (see further below) and has supported a training workshop to prepare teachers from 20 universities to manage the e-learning programme. The delivery of the pilot programme was set up for a two semester course that had about 745 students enrolled

**In Viet Nam**, there are various plans to boost and enhance KAB delivery in national institutions. The Vietnamese KAB Package was revised in February 2009. A Business Idea Contest is being planned for the five provinces that participate in the KAB pilot in October 2009. The Vietnamese media and provincial youth organizations will participate in the event. Moreover, a study tour to Kenya, where KAB has been integrated into national curriculum, will be made in October 2009 by Vietnamese education policy-makers, promoters, national facilitators and teachers.

**In Yemen**, 21 vocational institutes have been implementing KAB since 2008. In 2009, the national plan of Yemen includes pilot testing of the programme within 29 technical institutes. The goal is to reach a total of 3,000 students from both the vocational and technical levels. Also, a refresher workshop is planned for the second half of 2009 in order to share experiences and recommendations about the pilot test, to update facilitators and plan the next steps of the implementation strategy.

**In Zimbabwe**, two public institutions of higher education under the Ministry of Environment and Tourism (The Zimbabwe College of Forestry and the Forest Industry Training Centre) have decided to incorporate the KAB Programme in their curriculum and began implementation in January 2009. KAB has been integrated as a compulsory entrepreneurship course of approximately 60 hours, based on KAB and SYB for certain programme diploma curricula, such as the National Certificate for Saw Doctoring, Certificate in Forestry, Diploma in Forestry, and Diploma in Wood Technology.

**KAB distance learning programme for universities** has been developed based on the French version of KAB (*Comprendre L'Entreprise – CLE*) and has been pilot tested in Morocco and Tunisia since the beginning of 2009. The KAB distance learning programme was developed by a specialized e-learning team, consisting of professionals from Tunisia, Algeria and Morocco.

**Impact assessment research of the KAB programme** is currently being implemented with support from the Swiss Development Agency (SDC). The countries that have been selected for the study are China, Indonesia, Kenya, Kyrgyzstan, Lao PDR, Peru, Senegal, Sri Lanka and Syria. The research methodology is based on a quasi-experimental approach that compares KAB graduates with non-KAB graduates looking at indicators of business start up and employment creation among others.

**A global knowledge sharing and resource platform** is also being developed as part of the abovementioned research project ([www.knowaboutbusiness.org](http://www.knowaboutbusiness.org)). The purpose of the platform is to share the findings of this impact research as widely as possible with youth entrepreneurship policy-makers, promoters and practitioners; to strengthen the global network of entrepreneurship education practitioners, first and foremost, in countries

where KAB has been introduced. The platform is interactive and will allow the global KAB community to share lessons learnt about teaching KAB and the impact of entrepreneurship education on students.

**NEW 2010 KAB version** is currently being developed that will have incorporated gender and disability aspects much more than previously. The 2010 version will also include additional topics and exercises about cooperatives and social entrepreneurship. It is expected that the 2010 international version will be available in Arabic, English, French and Spanish in the first half of 2010.

# 5

## Concluding remarks

This report was intended to provide a glimpse into the global outreach of the KAB programme. The figures presented in this report have been gathered from numerous institutions and individuals in the first half of 2009. The report illustrates how the programme has grown rapidly over the past five years and continues to be in demand as governments, ministries of labour, education authorities and ILO constituents are keen to pursue entrepreneurship education as an important element of national youth employment strategies. This is an opportunity for the ILO to further consolidate entrepreneurship education as an important component of its broader youth employment programme and thus be able to more efficiently respond to the growing demand from its member States.

The intention of the report was not to deal with the lessons learned, the good practices and the strengths of the programme, but let the figures speak for themselves. Whereas these matters will be addressed separately in forthcoming reports under the global research project, it should be mentioned here that one of the strengths of the KAB programme is its flexibility and adaptability to various educational settings. KAB is not about teaching business only. It is as much about how to become an enterprising person in life. This is an important life skill for students at all education levels whether students become employees or start their own enterprise in the transition from school to work or at some later stage in their adult life. The countries that have gone far in the implementation of KAB entrepreneurship education have acknowledged and taken to heart that entrepreneurship education must start early so that young women and men are better prepared to enter labour markets where finding a job may not always be easy.

To continue the solid foundations laid for entrepreneurship education in member States across the world, the ILO should further strengthen the ongoing efforts to i) promote entrepreneurship education as an integrated element of youth employment policies, ii) continue to build the capacity of national educational institutions and policy-makers, iii) increase the pool of accredited ILO key facilitators who can support national processes, iv) continue to systematically monitor the outreach and document the impact of such programmes and v) provide a platform for sharing lessons learned and upon which future initiatives can be developed.

Further development efforts, including the introduction of entrepreneurship education in additional member States, is a shared responsibility of the ITC/ILO, ILO headquarters as well as of regional, sub-regional and area offices. The efficient functioning of a global ILO programme on entrepreneurship education and its successful integration programme into the broader youth employment efforts require collaboration across the ILO, collaboration with its international partners and its tri-partite constituents.

## Annex 1: History of KAB in countries at all levels of implementation

### Countries in the third level of implementation

Region/ countries	Education sector	KAB experience – overview
<b>Central Asia and Caucasus</b>		
Kazakhstan	TVET	Starting in the 2001-2002 school year, the KAB programme was pilot tested in five professional colleges and lyceums (primary vocational education institutions). The pilot test was extended for another year, and in 2003 a decree from the Ministry of Science and Education was issued introducing entrepreneurship education based on KAB modules in the national curriculum of primary vocational education. Contents of the KAB programme were thus officially integrated into the course “Basics of the Market Economy”. This course was taught over a total of 100-120 hours (25 hours of KAB content included) during two academic years. Currently, the new curriculum, with KAB content, is being rolled out to additional institutions of primary vocational education. In 2007 the programme was also introduced as a component of a regional initiative to combat the Worst Forms of Child Labour in Central Asia. As part of this initiative, a five-day training programme, “Tourist Business”, was conducted including two training sessions by ILO accredited KAB facilitators for a select group of 30 young adults between the ages of 14 to 18 in the Usharal region and Almaty oblast. It is estimated that up until 2008 around 10 primary vocational schools taught KAB through the course “Basics of the Market Economy” and 3,380 students were reached.
Kyrgyzstan	TVET	The first KAB activities in the country started in 2002, when the first facilitators, key facilitators and project promoters were trained, and KAB was pilot tested in eight professional lyceums and other vocational training institutions (Bishkek, Talass, Mocowski, Kok Jangak, and Jalalabad) reaching 106 students. The pilot phase was extended until 2004, when the government issued a decree establishing that a newly developed curriculum on entrepreneurship would be given through the course “Basic Business and Entrepreneurship” which would entail 120 hours of teaching based on the KAB programme. This course would then be integrated into the national programme of primary vocational education and gradually rolled out to all relevant institutions, starting the 2004–2005 academic year. By 2007, the KAB programme had been adapted and taught to out-of-school youth and children living in rural areas, as part of the ILO’s efforts to combat the Worst Forms of Child Labour in Central Asia. Ten business students were trained in KAB in order to teach the programme in these areas. Over 60 rural, unemployed youth living in five oblasts (Jalalabad, Osh, Chui, Naryn and Issyk kul) took part in this adaptation of KAB. Since 2002, it is estimated that 50 educational establishments in primary vocational education have taught KAB content (either through “Basic Business and Entrepreneurship” or other adapted KAB versions), reaching over 9,800 young students in the country.
<b>South East Asia and the Pacific</b>		
China	HE	After a pilot test during the 2006–2007 academic year, a number of higher education institutions integrated KAB as part of their curriculum and since then, the programme has continued to be rolled out to an increasing number of institutions every year. Today a total of 92 universities from 25 provinces have integrated KAB into their curriculum and deliver the programme to students, and the plan is to implement KAB in 400 universities across China. So far, about 15,620 students have been taught with KAB and the number is expected to rise exponentially over the coming years.
Indonesia	TVET	Since 2007, entrepreneurship education based on KAB modules, has been integrated in the national curriculum of vocational secondary schools (SMKs). Previously, during the 2005–2006 school year a pilot test was carried out where 132 SMKs taught entrepreneurship education to over 45,945 students. Also during 2006 steps were taken to enable the training of 836 facilitators from 24 general secondary schools

		and 17 vocational secondary schools in several regions. More recently the Teacher Training Centre ("P4TK" in Bahasa Indonesia) of Malang has been working towards a goal of training 1,000 KAB facilitators by the end of 2009 and delivering entrepreneurship education/KAB to about 20,000 students.
Lao PDR	TVET, SE, non-formal training	Entrepreneurship education/KAB has been part of the national curriculum at technical and vocational levels since the 2006–2007 school year. So far, around 20 TVET institutions, secondary schools and non-formal training organizations have delivered KAB, reaching over 23,044 young students. Currently, the Ministry of Education is reviewing the existing curriculum of upper secondary schools and has expressed its intention to pilot test KAB as an optional subject in the 2009-2010 school year. Contingent upon its results, the curriculum may be rolled out to upper secondary schools as well. The pilot test is planned for ten secondary schools of Vientiane and five other provinces, and it is estimated that 500 students will enroll.
Sri Lanka	TVET, SE	Since 2006, the KAB programme has been part of the national curriculum of vocational education and training. Five umbrella TVET organizations deliver the programme country-wise through their branches and an estimated 5,343 vocational trainees have followed the programme, including two key governmental authorities. In secondary education, KAB implementation began in 2006 when a two-year course called "Entrepreneurial Studies" was developed on the basic principles of the KAB package. The course was specifically designed to be taught as one of the four elective courses available for grade ten students during 90 hours. The first SE schools started to deliver the courses in January 2007 after teachers had been trained to teach KAB modules in 2006. By the end of 2008, about 27,500 students had taken the entrepreneurship course (available in Sinhala, Tamil and English). In total, including both SE and TVET institutions, an estimated 32,843 students and trainees have received entrepreneurship education training through some form of the KAB programme.
Timor Leste	TVET	After positive feedback from a pilot exercise, an entrepreneurship education course based on the KAB modules was incorporated as part of the national curriculum of secondary technical educational institutions in 2007. The curriculum is currently being rolled out in over 15 secondary technical schools in 11 cities, reaching over 8,000 students. It is offered in both Tetum and Portuguese and it is delivered over a three-year period.
<b>Latin America</b>		
Bolivia	TVET, SE, HE	Bolivia has one of the longest experiences with the KAB programme. In 2000-2001, KAB was introduced as a component of a broader strategy against the expansion of coca plantations in the region of Cochabamba and at the time, 15 technical secondary and general secondary schools in the region began to deliver KAB. However, the outreach of KAB in the country significantly expanded later through a comprehensive ILO technical cooperation project implemented in Latin America from 2002 to 2006. During this period, KAB was pilot tested with students in public and private secondary education, technical and vocational institutes, and universities. Furthermore, it was tested with out-of-school youth who were conscripts in the Armed Forces, in penitentiaries, and through NGOs targeting low-skilled, unemployed young people and street youth. By 2005, over ten education and training institutions had incorporated an entrepreneurship education/KAB course in their curriculum. The administration of the Chapare region has since decided to incorporate an entrepreneurship education course into the regional curriculum based on KAB. In total, KAB has been delivered in over 60 institutions and has reached around 18,330 young adults.
Honduras	TVET	The KAB programme started its activities in Honduras in 2004 and pilot testing began the following year in technical secondary schools and vocational training institutions. About 17 institutions participated in this pilot, reaching roughly 675 students and trainees. Since, workshops have been held between partner institutions to discuss the overall progress of the KAB delivery and as a result of these, a network of KAB practitioners was formed and a national coordination unit established. The overall positive feedback on KAB motivated two public umbrella organizations to integrate



		some KAB modules and Start Your Business (SYB) and replicate it within their member institutions and/or branches. One was the National Institute for Vocational Training – INFOP, and the other the National Center for Work Education – <i>CENET</i> who then sought to replicate the programme in its branches in Francisco Morazán, Atlántida, Cortés, La Paz and Intibucá.
Peru	TVET, SE, HE	Since 2001–2002, KAB has been delivered by Peruvian institutions in the area of technical and vocational training, mainly in Arequipa, Lima, Cusco, Abancay and Cajamarca. From 2004 onwards, the outreach of KAB in the country expanded significantly through a comprehensive ILO technical cooperation project implemented in Latin America. The KAB programme was first delivered as a pilot in about 120 institutions in 14 regions including technical and general secondary schools, higher education and institutions of non-formal education/training (young offenders at the Social Rehabilitation Centers belonging to the Judiciary). An entrepreneurship education course based on KAB was later integrated into the national curriculum for secondary education under a programme area named “Education for Work”. In 2006, the curriculum started to be rolled out to an increasing number of technical and general secondary schools. Also, the Social Readjustment Centers located in Piura, Pucallpa, Maranga and Lima continued to deliver entrepreneurship education classes in the years that followed the pilot exercise. Currently, it is estimated that approximately 9,950 students in 120 institutions across Peru, have received KAB teaching.
<b>Sub-Saharan Africa</b>		
Botswana	SE	Entrepreneurship education/KAB was officially integrated into the national curriculum at the beginning of 2009, and rolled out to all 28 senior secondary schools in the country. The country plans to offer the KAB programme as a two-year course to all students in these schools, regardless of their subject/course combinations. The first KAB students will complete the course at the end of 2010 and it is estimated that around 21,850 students will graduate from secondary school having participated in the KAB course. Botswana is one of the countries with the largest built-in capacity to replicate KAB: around 1,000 trained KAB facilitators, key facilitators and promoters, including 26 national key facilitators and one regional key facilitator accredited by the ILO.
Kenya	TVET, HE	Kenya has a lengthy history with entrepreneurship education and has experienced a high demand for such courses. In 1996, the Kenya Technical Teacher’s College integrated KAB into its curriculum and following this case and others, KAB later became implemented as part of the national curriculum of TIVET institutions and universities. For the latter, the Ministry of Higher Education, Science and Technology officially adopted the revised KAB 2005 version. According to available records, more than 4,480 facilitators, key facilitators and promoters have been trained in Kenya since the beginning of 2000 and since 2005, it is estimated that 1,695 TIVET institutions have taught KAB, reaching approximately 218,860 students.
Mozambique	SE, HE	Between 2008 and 2009, three private universities and one private secondary school started to pilot test an entrepreneurship course based on KAB. Since 2009, the secondary school and one of the universities have incorporated a KAB-based entrepreneurship course as part of their curriculum and will continue to replicate it in the future. Since 2007, it is therefore estimated that 26 facilitators, key facilitators and promoters have been trained and who in turn, have taught the programme to over 375 students.
Tanzania	TVET	Since the early 2000s, an entrepreneurship training based on KAB has been integrated into the national curriculum of TVET. The course, “Entrepreneurship Development & Education – EDE”, programme was officially introduced at the time and gradually rolled out to all Vocational Training Centres – VTCs, reaching over 860 institutions. In 2005, the Morogoro Vocational Instructors Training College (MVITC) and the Vocational Training Authority (VETA) initiated a technical cooperation project centred on integrating a revised entrepreneurship programme into the curricula of both the instructor’s college and the VTCs. As a result, a new developed curriculum, named “Entrepreneurship Education & Training” (EET), emerged which



continued to various elements of the KAB programme.<sup>15</sup> By 2006 it had been pilot tested in seven VTCs and had trained over 155 facilitators to teach the new methodology. In 2008, EET materials were officially approved and accredited by the VETA (96 hours of entrepreneurship training to be taught over two years) and today, Tanzania's TVET system is undergoing a transition phase from the EDE to the new EET curriculum. The transition is first being carried out in VETA owned institutions and will begin later in non-VETA VTCs. It is estimated that between 2006 and 2008 a total of 3,330 trainees participated in EET courses from Dar es Salaam, Kihonda, Dodoma, Iringa, Mbeya, Moshi and Tanga.

Uganda	TVET, HE, SE	Current KAB activities are a result of private involvement in KAB training workshops in East Africa between 2002 and 2004. At the time, 20 Uganda-based participants working in 16 institutions (public and private vocational education and training institutes (VET) and umbrella organizations, a secondary school, a public university and governmental authorities) participated in various KAB training sessions. By 2006, the programme had been delivered by, or incorporated into the curriculum of, approximately 26 institutions. Each institution used different strategies to implement KAB into their curricula: (a) the public institution, Kyambogo University, incorporated KAB modules to suit different levels and courses in the fields of engineering, vocational education, science and technology; (b) the four public VET institutes under the Directorate of Industrial Training (DIT) and other private VET institutes (at least 20 institutions under the Uganda Association of Private Vocational Institutions – UGAPRIVI) conducted awareness raising workshops or training workshops for their own staff in preparation to deliver KAB. Since, most of these institutions have pilot tested KAB and all private VET providers have made adjustments in their curriculum, either by incorporating the full package or a selected number of modules; (c) the secondary school, Bulo Parents, integrated KAB modules within the syllabus determined by the Uganda National Examinations Board; (d) the governmental authority DIT, which supervises about 400 private and four public vocational education and training institutes, provided training and advice to their institutions on how to integrate entrepreneurship education (e) the Ministry of Education and Sports provided entrepreneurship training to heads of vocational institutes. The different strategies in VET institutions and the liberty to choose whether to incorporate entrepreneurship education was possible because at the time because there was no official policy on entrepreneurship education in vocational training courses (though secondary schools did have an approved curriculum on entrepreneurship).
Zimbabwe	HE	KAB activities started in 2008 in the country when the first facilitators and project promoters were trained in teaching KAB in a national workshop. As part of their accreditation, four short workshops were held during which the trained facilitators delivered some KAB modules to students/trainees and their teaching performance observed by key facilitators. An estimated 75 students participated. Later that same year, two public institutions of higher education under the Ministry of Environment and Tourism – The Zimbabwe College of Forestry and the Forestry Industry Training Centre – decided to incorporate the KAB programme and deliver it as part of their colleges' course offerings from 2009 onwards. Since January 2009, the curriculum of the National Certificate for Saw Doctoring programme, Certificate in Forestry, Diploma in Forestry and Diploma in Wood Technology include a compulsory entrepreneurship course (approximately 60 hours) based on KAB and SYB.

<sup>15</sup> While the former EDE curriculum was solely based on KAB content and was designed as theory-based course for class sizes up to 90 trainees, the new EET entrepreneurship curriculum, is based on a trainee-centred learning process where students develop skills in a "learning-by-doing" environment. This requires a reduced class-size (maximum 25 trainees), with practical exercises, case studies, business games and trainees running a mini-business. The materials for this new curriculum were still developed based on KAB modules and incorporated about 60 to 70 per cent of KAB's structure (such as the ILO Business Game). It however also included contents from the CEFE methodology (GTZ's Competency-based Economies through Formation of Enterprise).

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**Middle East**

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Syria	TVET, SE and HE	<p>In 2006 the first KAB activities began in Syria with the translation into Arabic of materials and their adaptation to the Syrian social and economic context. Later, during the 2006–2007 school year, a pilot test was carried out in 19 secondary and vocational schools, and intermediate institutes, reaching an estimated 330 students and trainees. During the pilot, KAB materials were presented over 84 hours throughout an academic year. At the university level, four institutions began also to pilot test KAB with a group of approximately 100 students in Aleppo, Damascus, Homs and Lattakia. In these higher education institutions, KAB was delivered over a period of three months at a rate of nine hours per week. In 2007, the entrepreneurship education course/KAB was officially integrated into the national curriculum of secondary vocational schools and intermediate institutes and as a result, over 6,000 students were taught in 58 secondary schools and intermediate institutes from five governorates during the 2007–2008 school year. In these schools, KAB became a mandatory subject over two years: the first four modules were delivered in the tenth grade, and the last five in the eleventh grade. In total, the number of hours dedicated to KAB in secondary schools was 56 and 90 in intermediate institutes. While the KAB programme continues to be used and implemented in all the above institutions, it has also been extended to an additional university with eight faculties where KAB is offered as an elective course. In the 2008 and 2009 school year, the KAB-based course was rolled out to additional TVET and SE institutions, and more hours were dedicated to its application in intermediate institutes, reaching 120 teaching hours per course. Currently, nearly 90 institutions (TVET, SE and HE) have delivered entrepreneurship education/KAB to over 33,839 students, in Damascus, Aleppo, Lattakia, Homs, Deir Al Zor, Rural Damascus and Tartous.</p>
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## Countries in the second level of implementation

Region/ countries	Education sector	KAB experience – overview
<b>Central Asia and Caucasus</b>		
Russia	HE	Since the 2007–2008 academic year, KAB has been pilot tested in the Belgorod State University. Around 280 students participated in the pilot exercise and after positive feedback from students and facilitators, the University decided to continue pilot testing the course over the 2008–2009 school year. In total, it is estimated that the entrepreneurship education/KAB course has been delivered to a total of 490 students, including those who are currently enrolled.
Tajikistan	TVET	Starting in 2003 and 2004, entrepreneurship education programmes were pilot tested in a few primary vocational schools and professional lyceums. 33 facilitators, key facilitators and project promoters were trained in two workshops for this pilot and two of the participating institutions reported extending the pilot of KAB beyond its initial first year. Moreover, in October 2007, a ten-day special KAB training was conducted for 25 children at risk of being involved in the Worst Forms of Child Labour- held at the Special Vocational School (SVS) in Dushanbe city. The KAB package was adapted to the local context and to the needs of the institution. As a result, two separate packages in Tajik were developed: one for <i>out-of-school and working children</i> aged 16 to 18 to be conducted over 80 hours, and another for <i>children aged 14 to 16</i> to be conducted over 40 hours. It is estimated that 100 trainees from at least three institutions have followed KAB-based courses since the introduction of KAB into Tajikistan.
Uzbekistan	TVET	In 2004 KAB was introduced as a pilot test in professional colleges and other institutions of secondary specialized vocational education and training (SSVET). The course was pilot tested using several modalities and formats (elective courses, 13-hour/week pre-diploma field work, etc.) in 19 SSVET institutions located in 10 regions, and targeting around 250 students and trainees. In 2007, the Ministry of Higher and Secondary Specialized Education issued an order that formalized, directed and increased the number of institutions providing KAB to include additional professional colleges and the incorporation of KAB into national curriculum. It is estimated that, up until 2007, 23 institutions had delivered the course to over 2,300 students.
<b>South East Asia and the Pacific</b>		
Cambodia	HE	A KAB pilot test was carried out at the Royal University of Law and Economics (RULE) in Phnom Penh. The pilot test started in 2005 and lasted for three semesters. KAB was delivered to three classes of undergraduate students, representing approximately 100 students.
Mongolia	TVET, SE, non-formal training	KAB started its first pilot test in the 2007–2008 academic year in secondary schools, vocational schools and two non-formal training organizations. So far, 20 institutions have delivered KAB to around 2,024 students. In 2009 the government decided to make KAB standard curriculum in secondary and vocational education.
Papua New Guinea	TVET, SE	Over thirty secondary schools have pilot tested KAB since the beginning of 2008, thus delivering the programme to about 2,740 students. In 2006, seven TVET institutions started to pilot test KAB, but due to high staff turnover, most institutions were unable to continue to deliver the programme. It is estimated that around 40 institutions in the country have successfully delivered the KAB programme to over 2,900 students.

Philippines	TVET, SE	The pilot phase has been ongoing since the 2006–2007 school year, when KAB testing began in two initiatives: (1) introduction of the complete KAB package in TVET schools and general secondary schools (public and private) for students whose specialization area was entrepreneurship; (2) introduction of KAB in secondary education (general and technical) as part of a new refined curriculum to be tested, which was developed by the National Department of Education and established entrepreneurship as one of the foundations of the course Technology and Livelihood Education. In the years following, the pilot tests in secondary education institutions continued, with more participating schools and a gradual increase in the importance of Entrepreneurship in the curriculum. It is estimated that there are currently 122 secondary schools offering KAB and over 15,000 students have taken the entrepreneurship course.
Viet Nam	TVET, SE	The country is in the third year of pilot testing which began in the 2006–2007 academic year. Initially, the test targeted both secondary schools and Vocational Training Centers (VTC), but in the second year the focus shifted specifically to the latter. Currently, 10 VTCs participate in pilot testing KAB and so far, an estimate 6,400 students and trainees have received entrepreneurship education/KAB (SE and TVET).
<b>Latin America</b>		
Nicaragua	TVET	KAB pilot tests started in 2005 in 30 technical and vocational training institutions, public and private, and through NGOs located in the regions of Managua, Estelí, Masaya, Boaco and Granada. It is estimated that 915 students participated in the pilot tests, and over 70 facilitators and project promoters were trained. During this experience, workshops were held among the partner institutions to discuss the overall progress of KAB and the difficulties and needs of the different stakeholders. As a result, a network of KAB practitioners was formed and a national coordination unit established.
<b>Sub-Saharan Africa</b>		
Mauritius	TVET	After two training workshops were carried out for facilitators and project promoters in 2007 and 2008, ten centres under the Industrial and Vocational Training Board (IVTB) pilot tested KAB. The programme began its pilot test in early April 2008.
Senegal	TVET	The KAB programme has been pilot tested in the country since the 2003–2004 school year. It was initially tested within a group of five selected technical secondary schools in Dakar. After positive feedback from both the facilitators and the students, the KAB programme continued to be delivered in the following school years, specifically on a pilot basis, with some occasional modifications in the delivery format. At the same time, it was rolled out to more technical secondary schools and vocational training centres. Since, the Ministry of Education has announced its intention to integrate entrepreneurship education at secondary general education and secondary vocational and technical education levels. To date, it is estimated that KAB has been delivered in over 23 technical secondary schools and vocational training centres in nine locations (Louga, Linguère, Kébemer, St Louis, Richard Toll, Dagana, Podor, Matam and Dakar), having reached about 2,850 students.

<i>North Africa</i>		
Egypt	SE, TVET, HE	There have been KAB pilot tests conducted in vocational training centres, technical secondary schools, universities and polytechnics, since the 2008–2009 school year. Forty vocational training centres and technical secondary schools under the Ministry of Trade and Industry, Productivity and Vocational Training Department – PVTB, are pilot testing KAB to around 880 students/trainees. In higher education, there are six institutions with a total of over 370 students enrolled in KAB courses. Also, starting in 2009, training centres directed by the Ministry of Manpower and Migration have introduced KAB as part of their training courses for unemployed diploma holders, combining technical education with entrepreneurship education. These courses are estimated to have a total of 430 enrolled trainees. The Ministries of Higher Education, Secondary Education, Manpower and Industry have been supportive of the KAB programme; moreover, the Ministry of Higher Education has issued a decree in favour of the introduction of KAB in universities and polytechnics. So far, it is calculated that KAB has been delivered in more than 60 education and training institutions, to approximately 1,750 students/trainees.
Morocco	SE, TVET, HE	Since the start of 2009 a KAB pilot test has been carried out as a distance-learning programme in seven universities, with 650 enrolled students. A pilot test with secondary schools and vocational schools is scheduled for 2009. The Ministry of Employment and Training, responsible for vocational training and education, expressed interest in incorporating the KAB methodology into the entrepreneurship education curriculum already in use. Concurrently, the Ministry of National Education launched a large education reform programme and began discussing the introduction of entrepreneurship education in secondary and higher education.
Tunisia	TVET, SE, HE	The pilot test phase started in 2008–2009 school year when 50 institutions of vocational training and secondary schools began to deliver entrepreneurship education/KAB to about 1,450 trainees/students. A pilot test within higher education started in 2009, with 20 institutions delivering the KAB distance-learning course. So far, there have been about 2,195 students trained in KAB in 70 secondary schools, vocational training institutions and universities.
<i>Middle East</i>		
Iran	TVET	The KAB programme began its pilot testing in January 2009, at the local offices of the Technical and Vocational Training Organization (TVTO), a public umbrella institution affiliated to the Ministry of Labour and Social Affairs located in Tehran and Karaj. Approximately 22 trainees participated in this entrepreneurship course. The discussions and preparations for the pilot phase started in 2008, as well as the training of facilitators, key facilitators and project promoters. The TVTO is planning, with the support of the ILO, to integrate entrepreneurship into the national curriculum for TVET and to commence roll out within the country's 31 provinces, where the TVTO offices are located. This may happen in the first semester of 2010.
Iraq	TVET	The 2008 school year marked the first KAB pilot test in an estimated 20 vocational schools, vocational training centres, technical institutes and colleges. Approximately 400 trainees participated in this pilot experience. The KAB materials were adapted to the national context and translated into Kurdish. Meanwhile 42 facilitators and promoters were trained in KAB, generating more capacity for expansion. In the next school year, there are plans to extend the outreach of KAB to a total of 125 TVET institutions.
Oman	TVET, HE	The first KAB activities started in 2007 when about 60 facilitators, key facilitators and project promoters were trained and began pilot testing the entrepreneurial course within six vocational training centres (VTCs) under the Ministry of Manpower and one higher education institution. In the VTCs, KAB was tested by replacing a previous course called "Project Management". In these centres, KAB was structured as to be delivered over two academic years, with a total of 108 teaching hours. Modules 1-5 were delivered in the second year of studies at the VTCs, and modules 6-9 in the third year. By the end of the 2009 school year, it is expected that the first group of trainees

will have completed the full KAB programme. The VTCs have been using the adapted Arabic version of KAB, whereas the higher education institutions have adapted an English version.

Yemen	TVET	Since the 2008–2009 school year Entrepreneurship education/KAB has been pilot tested in 21 vocational institutes from different governorates in the country, reaching out to over 1,680 students. In Yemen, the KAB programme is a graded course, taught over 96 hours in one academic year. The Ministry of Vocational Education and Technical Training determined that KAB would be pilot tested as a replacement of a topic on small business management, or as an intensive course after school hours for the remaining divisions of TVET. So far, the course has reached around 1,682 students/trainees. There are plans to extend the pilot test to 29 technical institutes and deliver the programme to a total of over 3,000 trainees in 2009.
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## KAB countries in the first level of implementation

Region/ countries	Education sector/involved institutions	Key activities carried out
<i>Central Asia and Caucasus</i>		
Armenia	TVET (vocational training), government, workers' and employers' organizations, NGO (Armenian Young Women's Association)	<ul style="list-style-type: none"> <li>In 2004, the ILO's Sub-regional Office in Moscow received a formal request from the Armenian government and organizations of workers and employers (ILO tripartite constituents) asking for technical assistance to introduce a series of education and training programmes, including KAB, into the country.</li> <li>In order to prepare for pilot testing the programme with students/trainees, a group of technical and vocational training institutions was selected to join a KAB training workshop for facilitators and project promoters. This was carried out in April of 2005 with around 20 participants.</li> <li>In 2006, the President of the Armenian Young Women's Association, a non-profit, non-governmental organization, participated in the annual training workshop at the ITC/ILO, in Turin.</li> <li>In 2007, another training workshop was conducted for about 15 additional Armenian facilitators and promoters from vocational training organizations.</li> </ul>
Azerbaijan	TVET (lyceums, vocational schools and centers), <sup>16</sup> employer's organizations, Government (Ministry of Education, Azerbaijan Republic Institute of Education Problems).	<ul style="list-style-type: none"> <li>In 2005, the Azerbaijani government, an employer's organization and the ILO cooperated to prepare a pilot project of KAB in selected vocational training schools. The KAB package was then adapted to the national context and translated to Azeri.</li> <li>A training workshop for facilitators and project promoters was held in February 2005, with a total of 15 participants.</li> <li>In 2006, an Azerbaijani promoter of entrepreneurship education (National Confederation of Employers Organizations) participated in the annual KAB training workshop for facilitators, key facilitators and project promoters, held at the ITC/ILO.</li> <li>In November 2007, another training workshop took place in the Ismaili region, with about 22 facilitators and promoters from 21 vocational</li> </ul>

<sup>16</sup> The **lyceum** provides both general education and vocational education, and a diploma is offered after the three-year duration programme. The **vocational schools** can be started from the ninth grade and provide vocational education only. The **vocational centre** provides a variety of training options and targets young students, the general community and also teachers (who can receive training, for example, in new teaching methodologies).

		<p>schools and one representative of the Ministry of Education.</p> <ul style="list-style-type: none"> <li>• In 2008, the Ministry of Education fully approved the entrepreneurship education classes based on KAB principles to be started in selected vocational training schools.</li> <li>• In 2008, an update of the KAB Azerbaijani version was made including new and more applicable content, a module on how to develop a business-plan, and also a revision in preparation for its use in class.</li> <li>• The pilot test in vocational lyceums, vocational schools and vocational centers is planned to start in the academic year of 2009-2010. The Ministry recently expressed an interest to deliver the entrepreneurship education course based in KAB in all TVET schools in the country.</li> <li>• In 2009, another Azerbaijani (Institute of Education Problems) was trained in the annual workshop at the ITC/ILO.</li> </ul>
Georgia	TVET institutions, government, employers' and workers' organizations, potential donors.	<ul style="list-style-type: none"> <li>• The KAB programme was presented to a number of private and public organizations by means of an awareness raising workshop held in 2004.</li> </ul>
<b>Latin America</b>		
Ecuador	SE, HE (university), Government (Ministry of Labour), development banks.	<ul style="list-style-type: none"> <li>• Five training workshops for facilitators, key facilitators and promoters have been conducted since 2001: <ul style="list-style-type: none"> <li>○ The first workshop was held in Quito for entrepreneurship education facilitators and promoters working in the Pontifical Catholic University and in the National Financial Corporation (CFN), a public development bank, as well as some staff members of the ILO Regional and Sub regional offices in Lima, Peru.</li> <li>○ In 2002, another training workshop was held with facilitators from the National Polytechnic School (EPN), a public university in Quito.</li> <li>○ In August and September of 2006, three training workshops were conducted (two in Quito, one in Cuenca) with different staff groups from the Ministry of Labour and the Ecuadorean Occupational Training Service (SECAP).</li> </ul> </li> </ul> <p>It is estimated that a total of 75 facilitators, key facilitators and promoters were trained in these workshops.</p>
Panama	TVET, Government (Micro, Small and Medium Enterprise Authority - AMPYME)	<ul style="list-style-type: none"> <li>• Five training workshops for facilitators and key facilitators have been conducted since 2001: <ul style="list-style-type: none"> <li>○ One training workshop was conducted in 2001, with entrepreneurship facilitators and promoters working in the Central American Project to Support Microenterprise, PROMICRO, an ILO initiative focused in improving the quality of the employment in formal and informal micro-enterprises, which included a component of entrepreneurship training.</li> <li>○ In February 2002, another training workshop was conducted in the context of the PROMICRO, where participants from the Panamanian Authority of Micro, Small and Medium Enterprises (AMPYME), a public business development institution, also attended.</li> </ul> </li> <li>• In January and February of 2003, three additional training workshops were carried out for more staff members of the AMPYME.</li> <li>• It is estimated that a total of 75 facilitators and promoters were trained at these workshops</li> </ul>



### *Sub-Saharan Africa*

Burkina Faso	TVET, HE (universities)	<ul style="list-style-type: none"> <li>• In February 2006, a presentation was given on KAB distance learning methodologies for universities in Ouagadougou.</li> <li>• Three KAB facilitators from Burkina Faso were trained in Senegal.</li> <li>• In 2009, national education and training institutions, the ILO, and partner organizations designed and began to implement a strategy to boost entrepreneurship education based on KAB in Burkina Faso, including the training of more facilitators, trainers and promoters.</li> </ul>
Ivory Coast	TVET, SE, Ministry of Technical Education and Professional Training	<ul style="list-style-type: none"> <li>• One training workshop was held in 2006 for 20 facilitators and promoters from the national secondary education system.</li> <li>• A few private TVET institutions, with the support of the ILO, are starting to prepare more workshops to train their staff in order to deliver KAB.</li> <li>• The Ministry of Technical Education and Professional Training also expressed interest in other training workshops for the professionals of the technical and vocational education and training system.</li> </ul>
Lesotho	TVET institutions, Ministry of Gender, Youth, Sport and Recreation and the Ministry of Education and Labour	<ul style="list-style-type: none"> <li>• In 2006, two government officials (one from the Ministry of Education and Labour and the other from the Ministry of Gender, Youth, Sport and Recreation) participated in a training workshop held at the ITC/ILO.</li> <li>• In January 2007 and February 2009, two awareness raising workshops were carried out, gathering the relevant ministries and a few interested education and training institutions.</li> <li>• The KAB modules were evaluated by the Ministry of Education for vocational and higher education institutions.</li> <li>• An action plan was prepared to pilot test KAB in the 2009-2010 school year and is currently being implemented in ten selected TVET institutions. The first training workshop for facilitators, trainers and promoters is planned for mid-2009 for an estimated 20 participants. The integration of KAB is scheduled for August 2009.</li> </ul>
Mali	TVET, SE, HE (university)	<ul style="list-style-type: none"> <li>• In February 2006, a presentation was given about KAB distance learning for universities in Bamako.</li> <li>• In January 2008, the first KAB training workshop was conducted for 18 facilitators and promoters of entrepreneurship education and training of secondary and university level, as well as technical and vocational training.</li> </ul>
Nigeria	HE institutions Government and public institutions (Ministry of Education, National Commission for Colleges of Education), non-governmental organization (Life Impact Foundation), vocational training institutions	<ul style="list-style-type: none"> <li>• A training workshop was carried out in Abuja in November 2006 with 44 government officers and curriculum developers. During the workshop, the KAB programme was presented and some participants initiated curriculum development activities. The main outcomes of the event were (a) a three-year proposal to implement a variety of KAB activities in higher education; (b) a curriculum for a required two semester general education course at the higher education level; and (c) an action plan for the implementation process.</li> <li>• Eleven additional Nigerian-based facilitators and project promoters were trained at ITC/ILO in Italy between 2007 and 2009. After being trained, the facilitators, trainers and promoters had the opportunity to raise awareness about KAB in their own organizations, as well as carry out developed action plans or adjust the action plans according to their organization's needs.</li> <li>• In 2009, KAB sensitization workshops were held for two schools, one from the primary and the other from the secondary level in the Jiwa Community, in Abuja. Both the students and staff from the schools expressed a high level of interest, and a KAB pilot test is currently being discussed.</li> </ul>



South Africa	TVET, SE Government (Ministry of Labour)	<ul style="list-style-type: none"> <li>• The Ministry of Labour has sent a formal request to receive technical support from the ILO in order to introduce KAB in the national education and training system.</li> <li>• A pilot project proposal has been formulated, targeting secondary education and technical and vocational education and training (TVET). At the moment, with the new national administration elected in April 2009, discussions about the pilot test are ongoing.</li> <li>• There are two South African based facilitators working in a TVET institution (MO – Africa Business School of Entrepreneurship) who have already been trained in KAB at the ILO International Training Centre (ITC/ILO).</li> <li>• After the workshop at the ITC/ILO, the School: (a) trained other staff members to teach and promote KAB in preparation for future projects; (b) conducted several awareness raising workshops, targeting institutions such as: the Further Education and Training Colleges (FET), in the Gauteng province and Pretoria, the broader society business sector, the education sector, labour and youth organizations. The response to this promotion has been positive and there are plans to conduct the first KAB training workshop in 2009, gathering facilitators and promoters of selected colleges.</li> </ul>
<b>North Africa</b>		
Algeria	TVET, SE and HE Government	<ul style="list-style-type: none"> <li>• There are ongoing discussions with the Government about starting a KAB pilot test, perhaps during the 2009-2010 school year, in vocational and secondary institutions. A few universities were informed of a KAB distance-learning programme and these expressed their interest in introducing it in the 2009-2010 school year. As a result, steps are being taken to prepare a pilot project for KAB in these institutions.</li> </ul>
<b>Middle East</b>		
Palestine	TVET, HE, SE, Palestinian authorities (Ministries of Education, Higher Education and Labour)	<ul style="list-style-type: none"> <li>• Awareness raising workshops were held in the first semester of 2009, targeting representatives of the Ministries of Education, Higher Education and Labour.</li> <li>• Three training workshops for facilitators, key facilitators and project promoters are planned for July and August 2009 with officers from the Ministries of Education, Higher Education and Labour, technical and vocational training institutions, secondary schools and higher education institutions. With support from the ILO, KAB pilot tests will be discussed and planned.</li> </ul>

## Annex 2: History of KAB workshops

### Teachers, promoters and key facilitators in third level countries

Countries	KAB training workshops <sup>17</sup>	Teachers, promoters and key facilitators <sup>18</sup>	Participating institutions
<b>Central Asia</b>			
Kazakhstan (to 2007)	2	28	TVET institutions (professional schools and lyceums – primary vocational education), Government (Ministry of Science and Education)
Kyrgyzstan (to 2008)	10	120	TVET institutions (professional schools and lyceums – primary vocational education), Government (Ministry of Labour and Social Protection, Ministry of Education, State Agency on Technical and Vocational Education), NGOs
<b>South East Asia</b>			
China (to 2008)	22	872	HE (universities) and TVET
Indonesia (until March/2009)	15	354	TVET institutions (vocational secondary schools) and teacher training centres (PPPG).
Lao PDR (to April 2009)	6	145	Ministry of Education, ILO staff, the governmental organization Lao-India Entrepreneurship Development Centre (LIEDC), technical and vocational schools (TVET), vocational education development centre (TVET), skill development centre (TVET), general secondary level schools, one non-formal education centre
Sri Lanka (to 2008)	12	252	Five umbrella organizations of TVET, including two governmental authorities (Vocational Training Authority – VTA, National Apprenticeship and Industrial Training Authority – NAITA), SE schools, the National Institute of Education (NIE).
Timor Leste (to 2008)	2	38	TVET (secondary technical schools), Ministry of Education.
<b>Latin America</b>			
Bolivia (to 2006)	28	700	TVET (technical secondary schools, technical and vocational training institutes) Government (Ministry of Education), universities, general secondary schools, Armed Forces, Federation of Municipalities Association (FAM), a penitentiary.
Honduras (to 2006)	5	90	Government (Ministry of Education, government of the municipalities Siguatepeque and Ocotepeque), technical secondary schools and

<sup>17</sup> This refers to workshops conducted in the corresponding country, aimed at training KAB facilitators, key facilitators and promoters, normally within a two-week period conducted by KAB key facilitators.

<sup>18</sup> These figures refer to the KAB facilitators, key facilitators and promoters that have been trained in workshops conducted in the corresponding country, and do NOT include the nationals that participated in the annual workshops held in the ITC/ILO in Turin, Italy. In some cases, a few participants in a training workshop can be based in a different country.

			vocational institutes (including the two public umbrella organizations National Center for Work Education – CENET, responsible for 10 public institutes, and the National Vocational Training Institute – INFOP, responsible for four regional centres).
Peru (until 2006)	11	220	Higher Education institutions (universities, the National Apprenticeship Service in Industrial Work – SENATI), secondary schools (general and technical), the Judiciary (Social Readjustment Centres – CRAS), National government (National Office of SMEs), regional governments (Unit of Educational Management of Santa Ancash – UGEL) and NGOs.
<b>Sub-Saharan Africa</b>			
Botswana (to May 2009)	6	1,000	Senior secondary schools, TVET (technical colleges), Ministry of Education.
Mozambique (to April 2009)	2	26	TVET institutions, HE (private universities), ILO staff, Ministry of Labour, NGO targeting people with disabilities, teacher training organizations, BDS providers.
Kenya (from 1998 to 2008)	More than 12	More than 4,480	Public and private Technical Industrial Vocational Education and Training institutions (TIVET), Higher Education (universities and polytechnics), public and private organizations from the field of research technology, and training, government (Ministry of Higher Education, Science and Technology, Ministry of Gender, Sports, Culture and Social Services, Ministry of Labour and Human Resources Development, etc.)
Tanzania (between 2006 and 2008, EET curriculum)	More than 4	155	TVET, Vocational Education and Training Authority (VETA), Morogoro Vocational Teachers Training College (MVTTC)
Zimbabwe (to 2008)	1	18	TVET (vocational training centres, technical schools), Higher Education (polytechnic, universities), teacher training colleges, Government (Ministry of Youth Development and Employment, Ministry of Higher and Tertiary Education, Ministry of Education Sport and Culture, Provincial Office Midlands, Provincial Office Manical, Head Office and Provincial Offices Mat north and Bulawayo Metropolitan, Zimbabwe Youth Employment Network – ZIYEN).
<b>Arab States</b>			
Syria (to June 2009)	15	520	TVET (secondary vocational schools, intermediate institutes), Higher Education (universities), Secondary Schools (public general secondary schools) and a national NGO (SHABAB – Strategy Highlighting and Building Abilities for Business).

## Teachers, promoters and key facilitators in second level countries

Countries	KAB training workshops <sup>19</sup>	Nationally trained KAB facilitators, key facilitators and promoters <sup>20</sup>	Type of participant institutions
<b>Central Asia</b>			
Russia (to 2007)	1	11	HE (university)
Tajikistan (to 2007)	2	33	TVET (primary vocational schools and professional lyceums), Special Vocational School – SVS (for children at risk of being involved into worst forms of child labour).
Uzbekistan (to 2007)	3	45	TVET (institutions of Secondary Specialized Vocational Education & Training – SSVET, mainly professional colleges and business schools), informal education sector (Youth Movement, Business Women's Association, non-profit non-governmental organization, etc.), government (Ministry of Higher and Secondary Specialized Education).
<b>South East Asia</b>			
Cambodia (to 2005)		Data not available	Higher Education.
Mongolia (to 2008)	1	24	TVET, Secondary Education, Informal training centres.
Papua New Guinea (to 2008)	6	92	TVET and Secondary Education institutions, government (Department of Education).
Philippines (to 2007)	9	300	TVET and Secondary Education schools
Viet Nam (to 2008)	3	110	TVET (Vocational Training Institutes), Secondary Education, government (Occupational Skills Department and General Department of Vocational Training, Vietnam National Institute for Education Sciences).
<b>Latin America</b>			
Nicaragua (until 2006)	3	71	TVET, Government (Ministry of Education, Culture and Sport, Agencia de Promoción Económica Local), NGOs.

<sup>19</sup> This refers to workshops conducted in the corresponding country, aimed at training KAB facilitators, key facilitators and promoters, normally within two-week period conducted by KAB key facilitators.

<sup>20</sup> These figures refer to the KAB facilitators, key facilitators and promoters that were trained in workshops conducted in the corresponding country, and do NOT include the nationals that participated in the annual workshops held in the ITC/ILO in Turin, Italy. In some cases, a few participants of a training workshop held in a given country can be based in a different country.

<i>Sub-Saharan Africa</i>			
Mauritius (until 2008)	2	18	TVET (including institutions under the Industrial and Vocational Training Board – IVTB, institutes of technology, technical secondary schools) employer’s organization (Mauritius Employer’s Federation).
Senegal (until April 2009)	3	45	TVET institutions (public and private), employer’s organizations (Conseil National du Patronat – CNP), NGOs, Government (Ministry of Education).
Uganda (until 2006)	1	50	TVET institutions (public and private, under the Uganda Association of Private Vocational Institutions – UGAPRIVI and the Directorate of Industrial Training – DIT), HE (Kyambogo university), SE (Bulo Parents S.S), Government (Ministry of Education and Sports), National Organisation of Trade Unions – NOTU.
<i>North Africa</i>			
Egypt (until April 2009)	3	104	TVET, HE, Government (Ministry of Manpower and Migration, Ministry of Higher Education, Ministry of Secondary Education, Ministry of Trade and Industry – Productivity and Vocational Training Department – PVTD), employers’ associations.
Morocco (until April 2009)	1	20	Higher Education (universities), Government (Ministry of Employment and Training, Ministry of National Education).
Tunisia (until April 2009)	2	71	Higher Education, Secondary Education, TVET, Government (Ministry of Education and Training, Ministry of Higher Education), the National Centre of Training of Trainers and of Training Engineering (CENAFFIF), the Tunisian Agency of Professional Training (AFTP).
<i>Arab States</i>			
Iran (until April 2009)	2	66 (until April 2009)	TVET (the public umbrella organization Technical and Vocational Training Organization – TVTO, Instructor Training Centre – ITC, Industrial Management Institute), Government (Ministry of Labour and Social Affairs).
Iraq (until May 2009)	2	42	TVET (Vocational Training Centers, technical colleges), Secondary Education school, Federation of high technology, Administration Institute.
Oman (until April 2009)	3	64	TVET (Vocational Training Centers), Higher Education (Higher College of Technology – HCT) Government (Directory of Vocational Training, under the Ministry of Manpower).
Yemen (until 2008)	2	54	TVET, Government (Ministry of Vocational Education and Technical Training), community colleges and a BDS provider.

**KAB training workshops for facilitators, key facilitators and promoters conducted by the ITC/ILO and ILO Geneva, since 1999**

Year	Date	Participants	Countries
1999	18 – 29 October	15	Ghana (2), Guyana (1), Iran (1), Jordan (1), Peru (1), Philippines (3), Saudi Arabia (2), Swaziland (1), Tanzania (3)
2000	3 – 14 July	14	Egypt (1), Ethiopia (2), India (1), Kazakhstan (1), Pakistan (1), Peru (1), Sri Lanka (2), Swaziland (2), Uganda (2), Zambia (2)
2000	12 – 23 June	13	Workshop for francophone countries (« Comprendre l'entreprise – L'esprit d'entreprise dans les centres de formation technique et professionnelle ») : Belgium (2), Burkina Faso (1), Cameroon (1), Chad (1), Congo (1), Guinea (1), Mauritania (2), Morocco (1), Niger (1), Senegal (1), Togo (1)
2001	16 – 27 July	9	Workshop for francophone countries (« Comprendre l'entreprise – L'esprit d'entreprise dans les centres de formation technique et professionnelle ») : Algeria (3), Burundi (1), Cameroon (2), Comoros (1), Rep. Dem. Congo (2).
2002	22 July – 2 August	18	Workshop for francophone countries (« Comprendre l'entreprise – L'esprit d'entreprise dans les centres de formation technique et professionnelle ») : Algeria (1), Benin (2), Cameroon (2), Comoros (2), Congo (2), Ivory Coast (2), Rwanda (2), Senegal (2), Togo (2).
2003			Three KAB workshops organized in Tanzania, Uganda and Kenya
2004			One workshop in Kenya, Mombasa
2005	27 June – 8 July	19	China (2), Indonesia (3), Jordan (1), Kazakhstan (1), Kenya (3), Papua New Guinea (2), Peru (1), Sri Lanka (2), Tanzania (1), Timor Leste (1), Viet Nam (1), Zambia (1).
2006	26 June – 7 July	23	Armenia (1), Azerbaijan (1), Botswana (4), Kenya (2), Lebanon (1), Lesotho (2), Morocco (1), Russian Federation (1), Sri Lanka (5), Syria (1), Tanzania (2), Palestinian Authority (1), Zimbabwe (1)+
2007	02 – 13 July	26	Botswana (6), Cambodia (1), Egypt (2), Indonesia (6), Nigeria (6), Oman (5).
2008	07 – 18 July	42	Botswana (3), Egypt (2), Indonesia (6), Iraq (2), Jordan (3), Kenya (2), Liberia (4), Morocco (1), Namibia (1), Nigeria (2), Oman (1), Rwanda (1), South Africa (2), Syria (3), Thailand (1), Tunisia (3), Yemen (1).
2009	14 – 24 April	18	Azerbaijan (1), Botswana (1), Egypt (1), Iran (1), Kenya (2), Kyrgyzstan (1), Lebanon (1), Malawi (2), Mongolia (1), Nigeria (1), Papua New Guinea (1), Philippines (2), Sri Lanka (1), Brazil (1).
Total		227	

### Annex 3: National, regional and international key facilitators

#### International key facilitators

Name	Country of residence	Institution
Robert Nelson	USA	Professor, Academy for Entrepreneurial Leadership, University of Illinois
George Manu	United Kingdom	Director of Creative Squares Consultants, London
Peter Tomlinson	Italy	Manager, Enterprise, Microfinance and Local Development Programme, ITC/ILO.
Klaus Haftendorn	France	Manager of KAB programme in North Africa, Small Enterprise Programme, ILO Geneva
Dieter Kohn	The Netherlands	International Enterprise Development, Triodos Facet
Jens Dyring Christensen	Switzerland	Youth Entrepreneurship Specialist, Small Enterprise Programme, ILO Geneva.
Rania Bikhazi	Lebanon	Senior Enterprise Development Specialist, ILO Beirut

#### Regional key facilitators

Region	Country of residence	Name	Profession/Institution	Total
Central Asia and Caucasus	Russia	Ms Gulmira Asanbaeva	National Project Officer, ILO Moscow	1
	India	Mr Vinod Paratkar	Consultant – Entrepreneurship Development Institute of India	5
	China	Ms Han Wei	Deputy Director, Career Centre of Tsinghua University	1
		Mr Zhao Wei	National Project Officer, ILO Beijing	
		Mr Liu Fan	Assistant professor, China Youth University for Political Sciences	
	Philippines	Mr. Francisco (Jay) Enrique Bernardo	Professor of Entrepreneurship, Asia Institute of Management	
Latin America	Peru	Ms Marta Arellano	Consultant	1
East and Southern Africa	Kenya	Mr John Thiongo	Consultant	5
		Mr Arthur Gitonga	Professor, Kenyatta University	
		Ms Josephine Kasera	Ministry of Education	
	Botswana	Mr Dennis Maswabi	CEO, Enterprise Botswana	1
		Ms Rolly Damayanti	Consultant (former ILO staff, Indonesia)	
North Africa	Morocco	Mr Khalil Ibn Yaich	Consultant and SME specialist	1
	Egypt	Ms Kholoud Al Khaldi	Enterprise Development Specialist, ILO Cairo	
Middle East	Jordan	Mr Samih Jabir	Chief Technical Adviser, ILO Beirut	3
	Syria	Ms Dania Achi	Entrepreneurship Trainers, Shabab Foundation	
Total				16

## National key facilitators

Country of residence	Name	Profession/Institution	Total
Botswana	Ms Grace Tshegofatso Aetso	Ministry of Education	26
	Ms Keitebetse Catherine Arabang		
	Ms Bathonyana Bakwena		
	Mr Johnson Botshelo		
	Ms Grace Butale		
	Mr Olopeng Chaba		
	Mr John Kobina Dadzeasah		
	Mr Teddy Mothusi James		
	Ms Poloko Lewatle		
	Ms Kagiso Mahole		
	Mr Poloko Maoto		
	Ms Mmamosestana Maposa		
	Ms Seocketso Edith Marata		
	Mr Mooketsi Mfanyana		
	Mr Titoga Mnindwa		
	Mr Daniel Thotobolo Mogami		
	Ms Constance Mmamanyana Mogotsi		
	Ms Dintle Onkemetse Molapong		
	Ms Seleinyana Shadigolo Motshegwe		
	Ms Kesentseng Nfila		
	Ms Catherine Dolly Nyirenda		
	Ms Dorcus Otisitswe		
	Ms Boitumelo Zumba Pilane		
	Ms Atlarelang Kefilwe Pitso		
	Mr Thebe Selema		
	Mr James Sentongo-Lukwago		
Egypt	Ms Perihan Tawfik	Programme Assistant, ILO Cairo, National Coordinator of KAB Programme, ILO Cairo, Helwan University Cairo	3
	Mr. Magdy Wahba		
	Professor Elsayed Mokhtar Bakr		
Indonesia	Mr Muijo Rahardjo	Vocational Education Development Centre	3
	Mr Suwadi		
	Mr Edison Ginting		
Lao PDR	Mr Tinh Pangpaseuth	Lao-India Entrepreneurship Development Centre (LIEDC)	1
Papua New Guinea	Mr Henry Marasembi	Enterprise development trainers, Small Business Development Corporation	3
	Mr Peter Mira		
	Mr Henry Tavul		
Philippines	Carlo Calimon	NGO Staff Member, Let's Go Foundation	1
Viet Nam	Mr Hoang Van Duong	National Project Coordinator, ILO Hanoi	1
TOTAL			38



## National facilitators awaiting accreditation

Countries	Name	Institutions	Total
<b>Central Asia</b>			
Azerbaijan	n/a	n/a	2
Kyrgyzstan	Ms. S. Brutchikova	n/a	3
	Mr. A. Kuznetzov	n/a	
	G. I. Pismennaya	n/a	
Russia	Ms. Olga Lunina	Consultant, enterprise development training	1
<b>South East Asia</b>			
China	Qian Kun	Assistant professor, Dalian Polytechnic University	2
	Wang Yan Ru	Assistant professor, China Youth University for Political Sciences	
Indonesia	Ir. Sunarno, MP	Vocational Education Development Centre (VEDC) Cianjur	19
	Sugeng Paryadi	VEDC Cianjur	
	Eliza Merina	VEDC Cianjur	
	Indah Setyowati	VEDC Sawangan	
	Kuswardani Kusno	VEDC Sawangan	
	Yusran	VEDC Sawangan	
	Ratiman	VEDC Sawangan	
	Aris Dwi Cahyono	VEDC Malang	
	Choesen Wawan	VEDC Malang	
	Farida Fatmawati	VEDC Malang	
	Yayat Supriatna	Technical Education Development Centre (TEDC) Bandung	
	Ali Sulchan	VEDC Yogyakarta	
	Wahono Sumadiono	VEDC Sawangan	
	Dra. Widarwati Sudibyo	VEDC Yogyakarta	
	Ir. Maskun Hartono, MM	VEDC Cianjur	
	Ir. Maman Suryaman, MM	VEDC Cianjur	
	Drs. Agus Sakti Rambe, MPd	VEDC Medan	
	Drs Rindowi, ST	VEDC Medan	
	Neti MEILYAWATI	TEDC Bandung	
Laos PDR	BounYenh SIHTTHISAKD	Retired (previously: Lao India Entrepreneurship Development Centre)	3
	Tinh PANGPASEUTH	Lao India Entrepreneurship Development Centre	
	Siamphone Chanthapone		
Mongolia	Yadam Balgansuren	Ministry of Trade and Industry	1
Sri Lanka	Anusha Silva	Vocational Training Authority of Sri Lanka	5
	Rashika Wijegunawardana		
	Mr. P.G. Amarapala	ILO Enter Growth Project	
	Mr. Kitsiri Dharmapriya	Community Business and Technology Developers	
Timor Leste	Mr. K.M.S.G. Bandara	Industrial Development Board, Sri Lanka	4
	Carlos Bento Mau Bere	State Secretariat for Vocational Training and Employment	
	n/a	Ministry of Education	
	n/a	Ministry of Education	
	n/a	State Secretariat for Vocational Training and Employment	

<b>Latin America</b>			
Bolivia	n/a	n/a	5
<b>West Africa</b>			
Ivory Coast	Yves Ncho	National Office for Professional Training (ONAFOP)	1
Mali	Modibo Tolo	National Employers Council of Mali (CNPM)	2
	Abdouramane Poudiougou	Private consultant	
Senegal	Abdoulaye Ba	Center for Professional and Commercial Training (CFPC)	3
	Amadou LO	Private consultant	
	Djibril SOW	Private consultant	
<b>East Africa</b>			
Kenya	Redempta Oyeyo	Ministry of Education, Directorate of Technical Education	4 +
	Peter Kimani	Ministry of Education Science and technology	
	Alice Oluthe	Mombasa Polytechnic	
	Mary Ogola	Kenya Technical Teachers College	
<b>Southern Africa</b>			
Mauritius	Ms. Kobashni Pillay	SME Development and Project Executive/Mauritius Employers' Federation	1
Mozambique	Anah Sachikonye	International consultant based in Harare.	1
<b>North Africa</b>			
Morocco	n/a	University Ibn Zohr; consultant.	2
Tunisia	n/a	University of Sousse	3
<b>Arab Countries</b>			
Iran	n/a	Instructor Training Centre	8

## Annex 4: Overview of outreach to students

### Total number of KAB students and institutions in countries at the third level of implementation

Countries	Education sector/type	Entrepreneurship education/ KAB students and trainees	Institutions that have taught/ are teaching KAB
<i>Central Asia</i>			
Kazakhstan (up to school year 2007–2008)	TVET institutions (professional schools and lyceums – primary vocational education), non-formal (unemployed youth or youth working in worst forms of child labour).	3,380	10
Kyrgyzstan (to school year 2007–2008)	TVET institutions (professional schools and lyceums – primary vocational education), non-formal (out-of-school rural youth, working in worst forms of child labour).	9,800	50
<i>South East Asia</i>			
China (up to school year 2008–2009)	Higher Education (universities)	15,620	92
Indonesia (up to March 2009)	TVET (vocational secondary schools)	45,945	132
Lao PDR (up to school year 2008–2009)	Technical & vocational schools (TVET), vocational education development centre (TVET), skill development centre (TVET), general secondary level schools, non-formal education centre.	23,044	32
Sri Lanka (up to school year 2008)	TVET (vocational training institutions), general secondary level schools.	32,843	5 <sup>21</sup> (TVET) n/a (SE)
Timor Leste (up to school year 2008)	Secondary Education (Secondary Technical Schools).	Over 8,000	15
<i>Latin America</i>			
Bolivia (up to 2008)	TVET (technical schools, vocational training), universities, Secondary Education and non-formal education (Armed Forces, rehabilitation centres for young offenders, NGOs)	18,330	60

<sup>21</sup> There is a total of five umbrella organizations, which have delivered KAB within their branches countrywide: Vocational Training Authority (VTA); National Apprenticeship and Industrial Training Authority (NAITA); World University Service of Canada; Clothing Industry Technology Institute (CITI); Korean Technical & Vocational Training.

Honduras (up to 2006)	TVET (public and private technical secondary schools and vocational institutes, including the ones under two public umbrella organizations National Center for Work Education – CENET, and the National Vocational Training Institute – INFOP). <sup>22</sup>	675	17
Peru (up to 2008)	TVET, Secondary Education, higher education and non-formal education (rehabilitation centres for young offenders, NGOs).	9,950	120
<b>Sub-Saharan Africa</b>			
Botswana (enrolled in the school year 2009–2010)	Secondary Education (senior secondary school)	21,856	28
Kenya (from 2005 until 2008, TIVET only)	Technical Industrial and Vocational Education and Training institutions – TIVET (public and private), HE (polytechnics and universities), technology development centres, etc.	218,860	1,695
Mozambique (up to April 2009)	Secondary Education, Higher Education	374	4
Tanzania <sup>23</sup>	TVET (Vocational Training Centres – VTCs)	3,330 (between 2006 and 2008, EET curriculum)	7 (between 2006 and 2008, EET curriculum) ▪ 1,569 (until 2008, EDE curriculum)
Zimbabwe (up to April 2009)	Higher Education (universities )	Not available	2
<b>Middle East</b>			
Syria (up to June 2009)	TVET and Secondary Education (general secondary and vocational schools, intermediate institutes) Higher Education (universities).	90	33,839

Note: These figures are estimates calculated according to available data; therefore, in reality, some countries possibly have higher figures.

<sup>22</sup> CENET is responsible for 10 public TVET institutes and the INFOP is responsible for four regional TVET centres.

<sup>23</sup> The new Entrepreneurship Education & Training (EET) curriculum is being rolled out to all Vocational Training Centres, and so far, it's been pilot tested in 7 VTCs. The predecessor to EET, the Entrepreneurship Development & Education (EDE), is a national curriculum used in all VTCs in the country, reaching around 1,569 institutions (14 VETA-owned centres and 1,548 in non-VETA owned centres). Tanzania is now in a transition stage from EDE to EET.

**Number of KAB students and institutions in countries  
at the second level of implementation**

Countries	Education sector/type	Entrepreneurship education/ KAB students (estimated)	Institutions that have taught/ are teaching KAB (estimated)
<b>Central Asia</b>			
Russia (until school year 2008–2009)	Higher Education (university)	490	1
Tajikistan (until 2007)	TVET (many vocational schools and professional lyceums), non-formal (out-of-school youth working in worst forms of child labour)	100	3
Uzbekistan (until school year 2006–2007)	TVET (secondary specialized vocational education and training – SVET, mainly professional colleges), non-formal (out-of-school youth working in worst forms of child labour)	2,300	23
<b>South East Asia</b>			
Cambodia (in 2005)	Higher Education	100	1
Mongolia (until school year 2008–2009)	TVET, Secondary Education, non-formal training centres	2,024	20
Papua New Guinea (until school year 2008–2009)	TVET, Secondary Education	2,900	40
Philippines (until school year 2008–2009)	TVET, Secondary Education	15,000	122
Viet Nam (until school year 2008–2009)	TVET, Secondary Education	6,409	18
<b>Latin America</b>			
Nicaragua (until 2006)	TVET, non-formal education (religious NGOs targeting youth and women)	915	37
<b>Sub-Saharan Africa</b>			
Mauritius (until school year 2008–2009)	TVET	Not available	10
Senegal (until school year 2008–2009)	TVET, non-formal education (NGOs)	2,850	23
Uganda	TVET, Secondary Education, Higher Education	Not available	26

<b>North Africa</b>			
Egypt <sup>24</sup> (until April 2009)	TVET, Secondary Education, Higher Education, non-formal education (training courses for unemployed diploma holders)	1,753	60
Morocco <sup>25</sup> (until April 2009)	HE	650	7
Tunisia (until April 2009)	TVET, SE, HE	2,195	70
<b>Middle East</b>			
Iran (until April 2009)	TVET (Vocational Training Centres)	22	2
Iraq (until school year 2008–2009)	TVET (Vocational Training Centers, technical colleges and institutes, vocational schools).	400 (until school year 2008–2009)	20
Oman (until April 2009)	TVET (vocational training institutes, Higher College of Technology)	Not available	7
Yemen (until April 2009)	TVET (Vocational Institutes).	1,682	21

<sup>24</sup> Pilot tests in four higher education institutions will start in the academic year: 2009–2010. Also, 20 training centres under the Ministry of Manpower and Migration are scheduled to teach KAB for unemployed diploma holders, between 2009 and 2010.

<sup>25</sup> Here the number of KAB students refers to the ongoing pilot test as a distance-learning programme for universities. The pilot test with secondary schools and vocational schools is scheduled for starting in the 2009–2010 academic year, involving an approximate amount of 220 secondary schools and TVET institutions.