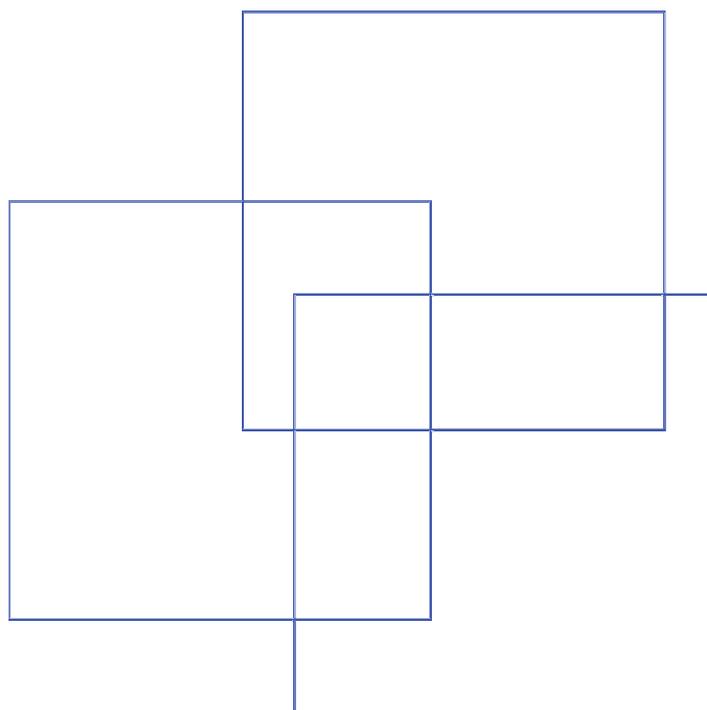




International  
Labour  
Organization

## TRACER STUDIES ON THE KNOW ABOUT BUSINESS ENTREPRENEURSHIP EDUCATION PROGRAMME

*– A synthesis report from eight studies –*



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## INTRODUCTION

The International Labour Organization's "Know About Business" entrepreneurship education programme has been in existence since the late 1990s.<sup>1</sup> It was in the early 2000s however, that it formally took off expanding into to a wide range of countries including ex-Soviet countries as well as several having recently entered an internal peace process as was the case of several Latin American countries. Today, the package is used in close to 50 countries and has been integrated into the curricula of specific education institutions or within the national curricula in some 18 countries (see Appendix)<sup>2</sup>.

The success in outreach is partially a reflection of the growing demand by ILO member countries to promote entrepreneurial youth and societies as a strategy to promote youth employment. It also results from active promotion and advocacy by ILO headquarters and various technical cooperation projects in the field which, convinced of the potential of young women and men and the need to provide them with alternatives employment options, included the implementation of KAB among its components and activities as a means to help alleviate youth unemployment.

While the initiative and drive of technical projects and field offices have been instrumental for the overall (and quick) expansion of KAB, it has brought with it side effects which render the overall coordination and monitoring of the programme today, challenging. This, along with ILO's strong focus on achieving sustainability through integration into national curriculums and capacity building, has affected also the systematic gathering of information on implementation and impact on the direct (trainers and teachers) but more significantly on final beneficiaries (young women and men).

This realization comes at a time where within the international community there is a growing need and call to show results and impact, and to do so in a credible and rigorous manner. From a donor's perspective, the need for recording and showing results (i.e. outcomes) stems from an increasing demand by tax payers and citizens to know where their contributions are going and what they are achieving in the field of social and economic development. This is even more the case as resources become scarcer. From the international organizations themselves, the need to better understand, indentify and record progress and impact of given interventions and activities, comes from a need to achieve further focus, prioritization and effectiveness in times of limited availability of resources. It is believed that with the evidence obtained through evaluations and assessments, that changes in policies and interventions can be made or eased.

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<sup>1</sup> KAB is referred to as a programme as well as a package. This is because it consists of not only an education package aimed to train teachers and in turn students, but also a system of training and accreditation developed by ILO and its sister organization the International Training Center (ITC-ILO) with the purpose of helping countries build their own capacities to continue introducing and implementing the entrepreneurship education materials within schools and at the national level. Moreover and given ILO's privileged position, the programme benefits from ILO's capacity to advocate and engage with governments and ministries on the importance of promoting an entrepreneurial culture and an entrepreneurial youth, especially in countries where jobs are scarce and where there is a need to further promote employment-creation mindsets. Though both the package and the programme, are intertwined and inseparable, it is however important and relevant to be aware of the distinction.

<sup>2</sup> For more information, refer to "Supporting Entrepreneurship Education: A report on the Global Outreach of the ILO's Know About Business programme" (2009)

The Youth Employment Inventory (YEI)<sup>3</sup> which is the first comprehensive database to provide comparative information on youth employment interventions worldwide, showed that despite a growing consensus over the need for more rigorous and systematic information on the impact youth employment programmes on young women and men, little has actually been done. Within the specific areas of youth entrepreneurship and entrepreneurship education, this information gap was found to be even larger.

It is along the lines of helping close this information gap on the impact of entrepreneurship education and youth entrepreneurship, that in 2007 the Swiss Agency for Development and Cooperation (SDC) and ILO decided to jointly develop a research project aimed at providing an “improved understanding of how youth entrepreneurship education (...) contributes to youth employment with a view of designing more efficient and effective youth entrepreneurship”.<sup>4</sup>

The project was built around four main pillars or components. First a research project *per se* focused on helping develop a monitoring, evaluation and impact assessment methodology that would help provide information on performance (what worked, what didn't) and impact of the KAB programme on young women and men.

The second component was to develop a website where not only all the information generated from the assessments would be made available, but also be a first step towards building a knowledge sharing network of KAB programme developers, curriculum developers and KAB users.

Thirdly, while at first it was thought that the project would seek to adapt KAB to out-of-school youth, it was decided at a second stage that this was not a suitable option and that what was needed was for the KAB materials to better introduce the concept of social enterprise and social entrepreneurship.

Finally, it was planned that a set of guidelines on how to introduce youth entrepreneurship education as a means of promoting youth entrepreneurship were to be developed. These would benefit from the lessons learned from the impact assessments, as well as the over 10 year experience of the KAB programme in over 50 countries.

This report is thus the culmination of the first component. It is an attempt to report back on the major findings from the tracer studies that were carried out in 8 countries under the project, as well as provide some insights on lessons learned and recommendations on the tools and process used to carry out these assessments. This is to help future similar initiatives in KAB and other entrepreneurship education programmes. The key question was to find out what happened to KAB participants 2 or 3 years after graduation and how does their school-to-work transition and current employment situation compare to peers who did not take the course. The research project however did not look more into detail at the impact the programme had had on their first beneficiaries, i.e. the trainers and teachers trained.

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<sup>3</sup> YEI is a joint effort of the German Ministry of Economic Cooperation and Development (BMZ), the Inter-American Development Bank (IADB), the International Labour Organization (ILO, World Bank and Youth Employment Network (YEN)

<sup>4</sup> In the original document it was stipulated that also entrepreneurship start-up programmes would be looked at. However, given the timeframes, the resources and the nature of both programmes, it was decided this second element would be dropped. This was discussed with donors and reflected in an internal mid-term evaluation of the project document.

The rest of the report is as follows. In the next section the methodology used for carrying out impact assessments is presented as well as a set of challenges that were faced. These challenges were gathered both from written reports that were submitted, as well as from a focus group-like discussion with three research teams in Indonesia, and one on one interviews with the research person in Kenya, the research team in Syria and one of the team members from the research team for Sri Lanka. Also, in Appendix 2, the reader may find the final questionnaire which comes out of the research. It incorporates the comments and suggestions that were put forward during these conversations as well as in light of the findings.

Following the methodology, the individual impact assessments are presented in a synthesized. They follow however the structure and language in which they were submitted to ILO. Alongside many of these country synthesis, the reader will find a life story of a young entrepreneur who followed KAB and who during the interview, highlighted the role the course had on his or her decision to start a business. The individual reports are then further complemented with a section trying to highlight trends and commonalities between the findings on different aspects KAB is expected to work on. Here not only are the results from the survey analyzed but also the different focus group discussions.

The final section is an ensemble of lessons learned drawn from the different experiences and reports as well as a series of recommendations for further impact assessments but also for the overall coordination and implementation of KAB. These hope to serve as points for stimulation and further discussion within the KAB global team.

## **METHODOLOGY<sup>5</sup>**

Knowing why impact assessments are needed is a relatively straightforward question. A different matter altogether is to know what to measure, which methodology is more adequate, and why. This is partly because today there are different uses and meaning of “impact” and “impact assessments” and different perspectives on how rigorous findings must be in order to attribute an outcome to an activity, project or programme. Also, no matter how sophisticated methods are for rigorous impact assessments and evaluations, an important subjective component remains. Depending on the audience, the budget, the overall aim etc, impact evaluators may decide to concentrate on one aspect or another, on one indicator or another or on one methodology or another.

There is a growing number of experts today who defend that the only true way of carrying out impact assessments is by doing Randomized Control Trials by which study subjects (in this case students), after assessment of eligibility and recruitment, but before the intervention to be studied begins, are randomly allocated to receive one or other of the alternative treatments under study (in this case to follow a KAB course or not). These two groups are then followed at different times and their performances compared in order to infer the net impact of a programme. The overall result is relatively accurate information on the impact, especially if the design is well done and if controlling for certain key variables, the problem of attribution is considerably lessened. This is however not always a realistic option as it brings financial and ethical concerns.

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<sup>5</sup> Appendix 1 shows a recap table showing all countries and the differences both in methodology and in implementation of KAB. Also, a recompilation of tools and guidelines to carry out both the quantitative and qualitative research can be found in the document “Tracer Studies on the Know About Business Entrepreneurship Education Programme: A Research Framework”.

It is this paper's belief that there will always be competing methodologies, and problems with each of them, even with RTC. What needs to be done is to break the right deal for the case at hand, to find what is measurable in a given situation and measure it well.

In the particular case of KAB and this research project in particular, given the timing, the countries selected, as well as the budget at hand, the option of RCT was simply not an option<sup>6</sup>. The final decision was to carry out tracer studies with students who had gone through KAB 1 to 4 years prior to the study and the construction and tracing of comparison groups, i.e. students who had graduated in the same years as KAB followers from the same or similar schools but who had not followed KAB during their studies. The construction of the comparison group was an attempt at addressing attribution. Also by surveying and comparing both groups, the project hoped to gather some valuable information on the overall impact of the programme, as well as insights into youth's overall passage from school to work. Eight countries covering all of ILO's five continents were selected to take part: China, Indonesia, Kenya, Kyrgyzstan, Lao PDR, Peru, Sri Lanka and Syria.

In terms of sampling, research teams sought to carry out probabilistic random sampling out of the list of graduates obtained. However, this became extremely difficult for most research teams as available data was limited and outdated. In those cases convenience sampling or snowball sampling was used in order to achieve the numbers required. This was the case for example in Kenya (mainly snowball), Lao PDR (mainly convenience) and Indonesia (convenience). In some cases new locations or schools had to be found in order to reach the set sampling size required by the ILO. In China's case, there is a possibility that convenience sampling was sought but for other reasons than impossibility of finding students.

Among the 8 countries, only Syria, had planned and carried out pretests and posttests of both KAB participants and Non-KAB participants at the time of starting to pilot KAB. Thus, while the rest of countries were tracer studies with a non-experimental design (though building and using a comparable group), Syria was the only tracer study using a true quasi-experimental method.

In all cases however, a combination of both quantitative and qualitative methods were used in an attempt to draw on a variety of data sources and approaches to confirm findings.

As previously mentioned, the quantitative data collection was obtained via a survey. Two phases are to be identified in terms of questionnaires and the objectives they sought. The two phases coincide not only with the two competing (though complementary) views on what KAB was developed to achieve, but also with two different managers of the research project.

The first two countries to carry out assessments, Sri Lanka and Peru, developed each their own surveys with some technical input from ILO headquarters. These questionnaires

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<sup>6</sup> Though RCT was not considered an option for this particular case it is important to mention that in 2010 a recently started ILO youth entrepreneurship project known as the "Youth Entrepreneurship Facility" covering Tanzania, Kenya and Uganda decided to carry out an RCT design. In Uganda, the YEF is planning the introduction of an entrepreneurship education course based on KAB materials in secondary schools. In an attempt to better infer impact, it has designed an RCT by which students were randomly allocated into either a treatment group or a control group. The control group will eventually also take the course. The project is currently in its inception and design phase and results from this impact assessment will not be available however for another 4 to 5 years. Lessons learned and insights from the SDC project have nevertheless been passed on to this new project, especially in relation to the objective of the programme and the design of questionnaires.

centered their attention on changes in attitudes and development of an entrepreneurial mindset and less on tangible labour market outcomes.

The six that followed, however used a standardized survey made available to research teams from ILO headquarters. This survey had a stronger focus on labour market outcomes. It had a common set of questions for all survey participants and specific ones depending on whether the participant had taken KAB or not, and whether they were business owners or employees. In Syria's case, the survey was complemented with other questions related to the previous pre and posttest questions. The standardized questionnaires were developed by ILO staff and consultants directly working with KAB. Questionnaires shared some common questions related to attitudes, studies and recommendations but diverted when referring to interviewees' current employment and future plans. In each country, the questionnaires were slightly modified given the different contexts, translated and pilot tested<sup>7</sup>.

The questionnaires were broken down into 4 main areas

The qualitative data was obtained via focus group discussions and in-depth interviews with a select group of KAB participants who then went on to open their own businesses. All countries organized focus group discussions with teachers and parents. Most carried out separate focus groups with KAB participants who had become business owners and with KAB participants who had become employees. Some organized focus groups with employers and finally a few, attempted focus groups with friends of KAB participants who had moved on to open businesses.

## Challenges

### Overall limitations of tracer studies

While tracer studies are a good option when trying at a given moment in time to see what has happened with a certain group of individuals, it does have however severe limitations in the type of conclusions one can make. It is thus difficult through tracer studies to indicate why a given outcome has occurred and to what extent the project at hand has contributed to it or not. Once again, it comes back to the question of attribution. In the studies covered here, the attempt was to partly assess attribution, or to find credible signs that impact was due to KAB, by comparing traced former KAB participants with non-KAB participants who went to either the same schools or similar. In reality, identifying and constructing comparable groups was a daunting task and in some cases, led to comparison groups that were in some cases hard to use as such.

### Sampling

No systematic or scientific method was used to determine sample sizes in the tracer studies, except for Syria where the sample size was based on the number of students who had filled out pre and posttests and for which information was still available.

While in cases such as Indonesia, Kyrgyzstan, Peru and Sri Lanka, sample sizes were undoubtedly too small, in China, the international researcher in charge of analyzing data alluded to not so much the overall size, which was significantly bigger (1000) but to that fact that if prior information had been available on the survey population size for each

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<sup>7</sup> It is unclear whether this happened in China though there seems to be some evidence that it was.

university, then with little added effort, more statistically significant information could have been drawn from the data.

For all cases, there is an additional particularity of tracer studies when deciding the sample size. Even when the appropriate sample size is calculated, evidence tends to show that you will only successfully find half of those in your sample. Thus, if you wish to achieve your final sample to be the one you calculate, then you might have to first select a sample twice that size so that when you trace participants, you obtain the original sample size you wanted. This of course requires more time and resources be made available than to those previously planned.

### **Baseline**

As already pointed out, no baseline information was available for research teams to use or stored on either students starting KAB or not. Thus, no longitudinal analysis was attempted or possible. By tracking changes through time for both a treatment group and a control group, there is a better chance of isolating the effects of a treatment (in this case KAB) and thus helping to establish at least a credible association between a treatment and an observed outcome. The exception was Syria.

### **Recall**

Questionnaires for all 8 studies relied heavily on young women and men's recall of events and thoughts. Research tends to agree that such an exercise is difficult and therefore puts into question the quality of the data gathered. Given the absence of previous information however, there was little that could be done in these pilot assessments to overcome such a challenge.

## **FINDINGS**

### **Individual country findings**

Findings from the different reports have been regrouped into three sections. The first combines Peru and Sri Lanka as both centered their questions around attitudes and changing mindsets. The second regroups the five countries where the standard questionnaire developed by ILO was used. This is done in order to make some cross-comparisons between the countries based on what the research teams reported. Finally, the Syrian impact assessment requires a section of itself given its particularities and design.

#### **Peru and Sri Lanka:** *insights into KAB's impact on attitudes and entrepreneurial mindsets*

Peru and Sri Lanka were the first two impact assessments to be carried out. The decision at the time was for the research teams to not only carry out the surveys and the analysis but to actively take part in the design of the survey tool. Thus, though consulted with ILO staff at Headquarters, the questionnaires had both very different structure and composition to the ones that followed. In the Sri Lanka report, the explanation for centering impact around changes in attitudes was that although not the only KAB objective, it was considered the most important given the country's context and overall negative opinion of entrepreneurship. In Peru, the focus could be explained by the fact that the KAB based entrepreneurship education was introduced in secondary schools, thus young women and men who are by age not yet allowed to legally start businesses for a few years.

## Sri Lanka

A note of caution must be made before presenting Sri Lanka's findings. First of all, the sample size was extremely small. Despite considerable efforts by researchers to trace down students, in the end only a total of 77 young men and women participated. Of these 40 were graduates who had taken KAB; 37 had not. Additionally, it is worth pointing out that within the comparison group, there were both former graduates and current students who were non-KAB participants. Though they came from similar backgrounds and schools, the two groups are difficult to compare and thus to infer significant differences and impact.

In terms of overall implementation of KAB, the report found that vocational institutions were implementing between 60 and 100 hours of the 120 hours of material the KAB package contains. It was also found that although the Monitoring and Evaluation forms were distributed to teachers, and teachers were trained on their use, none of them did because they found the form too long. Based on focus group discussions and interviews with students and trainers, the materials were found to be adequate and enjoyable but while students requested more practical exercises, trainers asked that more in-depth topics be included such as labour regulations, legal knowledge on how to start a business and management. Finally, through a series of technical questions asked to trainers during the focus groups, as well as based on students feedback, it was found that not all trainers seemed to be as up to date with KAB materials.

Some evidence was found that KAB had promoted more positive attitudes in students towards the idea of opening and running a business. While both groups still considered being successful in business as a matter of luck, there was a clearer and more positive attitude by former KAB students to starting a business. The group of former KAB students also thought in a higher percentage that they knew how to start a business, but appeared to think that managing a business was more difficult than those not having gone through KAB. An explanation put forward by the study for this somewhat contradictory finding was that maybe KAB shows and confronts students with challenges of starting a business, making them therefore more aware of difficulties.

When asked why they had not started a business, former KAB students mentioned first a lack of funding, followed much later by reasons such as still studying, not having enough experience or land or wishing to go abroad. When asked about the future plans, 8 of the 77 stated they planned on opening their business, 5 of them from the former

### Box 1 Kingsley, Makola, Sri Lanka

*Kingsley, a 19 year old young man from Makola, was trained in construction building at the Korea SL Technical and Vocational Training Institute in Sri Lanka. Kingsley grew up helping out in the family business from time to time but did not seriously consider starting a business until he did the KAB training at his institute.*

*Kingsley started a small construction business after graduation with a friend providing goods like window frames and different services. He did not require much starting capital, as he managed and continues to manage everything from his home and goes from assignment to assignment. He sometimes hires extra people when a job requires it, but otherwise it remains just him and his friend.*

*The main lesson learnt from the KAB training Kingsley likes to highlight is that it emphasized the idea that everyone can start a business. It is a matter of having the right attitude. His father for example never learnt how to run a business yet he still worked hard to build his company. "When I was growing up, I did not have the ambition to have a business like my father, but now I see the good things businesses bring to society and to oneself as well, even if at times I have to work very hard."*

KAB group. Worth noticing also is that almost half of them stated planning to move abroad for work.

### Peru

In Peru's case, 5 secondary schools having introduced KAB on a voluntary basis took part in identifying former graduates who had both taken and not take KAB. Young men and women who had graduated 3 years before were traced down. The sample was finally composed of 201 young women and men between the ages of 19 and 22. It is worth pointing out that in the case of Peru, all students took an entrepreneurship related course called "Educación para el Trabajo" which was a mandatory class for all secondary school students. However, teachers having gone through the KAB training, used KAB materials to impart classes (especially modules 1 to 6, and some 7 and 8) while the other teachers did not. Differences therefore are not between students with entrepreneurship education versus those with none.

Based on what was reported in the final study, evidence was found that under the area of showing entrepreneurial attitudes and abilities in graduates' career and personal plans, a small though significant difference was found in students evaluating their capacities and resources when identifying goals they wanted to achieve in life. Right after graduation, KAB participants seemed more inclined to carrying out that type of internal analysis than Non-KAB participants. However, three years later, the same high percentage of graduates was found in both groups.

Though findings were not significant, it is maybe worth noticing that there were considerable differences in questions related to what factors helped them (or not) achieve their goals. For KAB participants, enabling factors included their own "persistence" while a major limiting factor was found to be economic limitations. For Non-KAB, persistence was much less mentioned and the most important limiting factor was their own insecurities. This would therefore seem to imply that KAB helped students be confident in their own capacities and to be self-resilient.

When asked about the role of their studies in helping them work better or start their own business, differences were not found to be statistically significant but nevertheless worth mentioning as for this sample, KAB graduates stated between 10 and 15% more often that their studies had helped. Given both groups studied in the same schools and in the same years, it is therefore possible to state that KAB

#### Box 2 Milagros Soto Salas. Lima, Peru.

*After her parents separated and decided to move to Lima from her hometown Pucallpa, Milagros Soto knew that if she wanted to succeed in life, she had to rely on herself. Thus, when she came across the ILO's Know About Business programme during her manufacturing studies at Simon Bolivar Technical School, she found the space and encouragement to develop her simple yet effective business plan: open a natural juice store near where her parents had a car wash business and where she knew demand was high and competition limited.*

*Today, her clients include laborers from nearby businesses and local residents. In the near future, she plans to relocate her business to a larger commercial area that will allow her to generate more income and profits to reinvest in her business. In the meantime, she uses her profits to pay back her loan, continue her studies and contribute to household expenses and rent for a house she shares with her sister. Milagros credits KAB with introducing her to business principles previously unknown to her: marketing, inventory, bookkeeping, product sales, pricing and profitability. She also acknowledges the programme's materials and teaching methods for helping her develop the confidence she needed to open her business.*

seems to have positively influenced students' opinion of their education.

Questions were also asked around the entrepreneurial capabilities of students within a business context. No clear evidence was found that KAB participants had started businesses more than Non-KAB participants. Some evidence does seem to suggest however that KAB had a positive impact on students' willingness or plans of opening a micro-business in the future. 3 out of 4 of KAB participants agreed with this, compared to one in every two for the Non-KAB group. Also, evidence seems to show that once they started businesses, KAB participants obtained gains sooner and more substantially.

Based on focus group discussions, the study found that KAB teachers were very happy with the material, especially because "Educación para el Trabajo" was a mandatory course but for which no materials or syllabus had been provided by the Education Authorities. They also seemed happy with the use of interactive and participatory activities. They felt students had become more communicative, self-confident and creative after having to go through real-life exercises. Employers, parents and friends were overall unaware of KAB though they all recognized that having a course with KAB's objectives could be beneficial for young women and men in their school to work transition as well as future career.

## **China, Indonesia, Kenya, Kyrgyzstan and Laos PDR**

### *China*

The KAB China Impact assessment in 2009-2010 covered 10 different universities and vocational and technical colleges in 10 different locations. The ten colleges were: China Youth University (CYU), Dalian Polytechnique University (DLPU), Heilongjiang University (HLU), Liuzhou Vocational & Technical College (LZHVTC), Shanghai Vocational College of Science and Technology (SH-VCST), Tianjin Polytechnic University (TJ-PU), Tsinghua University (QHU), Zhejiang University of Science and Technology, (ZJ-UST), Zhongnan University of Economic and Law (ZhNUEL), and Wenzhou university (WzHU) The objective was to gain a first overview of KAB in China based on graduates from 2008 and 2009. A total of 1129 KAB questionnaires were processed of which 877 (509 KAB, 345 Non-KAB, 23 not declared) were employees and 252 (166 KAB, 62 Non-KAB, 24 not declared) were business owners. The business owner survey had 95 female and 154 male respondents. The employee survey had 430 female and 428 male respondents.

Though random sampling was attempted, colleges and universities eventually used convenient sampling in order to reach the desired numbers. Also, the number of respondents was calculated on rough estimates of students having gone through KAB in China and other countries. For future exercises, a more rigorous power calculation should be attempted for each school as to ensure that samples are probabilistic. All this led to research data that was not comparable between schools or that could be aggregated. Thus, the final study presents findings from four different samples or in other words four different schools: CYUPS, DLPU, ZJ-UST and QHU. These four were chosen also because data from these four colleges were the most complete.

It is worth pointing out also that the China impact assessment was carried out differently to the rest of the countries. It had a two phase approach. In the first phase, data collection and gathering, it was the All China Youth Federation (ACYF) who administered the questionnaires and gathered the responses. ACYF is an important agent for reaching youth throughout the country and is the KAB main implementer. The second phase, the analysis

and synthesis of results, was carried out by an international researcher with considerable experience both in China and with entrepreneurship.

#### Key Findings:

- More than half of the business owners in the samples, both female and male, essentially start business without any prior work experience. This points to the high potential and usefulness of KAB in China.
- This is corroborated by the fact that four-fifths of the business owners (both female and male) in the samples are in business within the first year after graduation. In one sample, almost the same holds for the period of only half a year following graduation.
- In the samples drawn, partnerships, followed by sole proprietorships, appear to be the preferred model of organization for business owners.
- More than nine-tenths of the business owners in the samples who participated in KAB rate KAB as either very useful or useful for starting business.
- Business owners in the samples who have participated in KAB seem to unanimously recommend KAB participation. 80-90% of sampled employees who participated would recommend KAB to other students.
- Four-fifths of business owners in the samples are driven by opportunity. The female business owners in the samples were slightly more opportunity driven than male business owners.
- Roughly 30-40% of the business owners in the samples were self-employed. The remaining 60-70% of business owners in the samples created additional jobs for employees in micro and small enterprises.
- KAB participants in the samples have a higher propensity to register their business than members of the control groups. This would seem to suggest that KAB has a positive impact on formalization of start up businesses even in an environment as in China where basic formalization is not difficult to achieve.
- Business owners in the samples who have participated in KAB regard their business as more successful than those who have not participated. And with the exception of one outlier, sampled employees who participated in KAB rate their success on the job more highly than non-participants.
- When it comes to the role in the community, business owners who participated in KAB in the samples (DLPU, ZJ-UST) first of all mention that KAB inspired them to see business opportunities, but other inspirations like being a role model also are important.
- While some 20% of the employees in the samples from Dalian and Hangzhou have tried starting a business, only some 5% of the employees in the samples from Beijing have. Among those that tried, KAB participants seem to take a larger share. Responses for why those who tried were not in business anymore are mixed. The sample with the largest

numbers of responses (ZJ-UST) seems to reveal that females in Hangzhou feel that business is stressful and prefer taking a (secure) job.

- At ZJ-UST, KAB participants seem to find it less difficult to obtain working capital and business premises than non-KAB participants.
- KAB participants at ZJ-UST seem to have a stronger drive to seek higher market shares than non-KAB participants.
- With the exception of CYUPS, KAB participants from the samples seem to have less objection to being employed in small businesses than non-KAB participants. This may indicate a change of attitude vis-a-vis small business induced by participating in KAB training. A job in a micro or small enterprise is as good as a job in a larger organization, and the range of job opportunities available to the individual (in terms of what the individual is willing to consider) expands as psychological or mindset barriers are being removed. This is important in the Chinese context where "top", "high", and "large" always appear to be superior to or at least precede "bottom", "low", and "small".
- There is no clear pattern that emerges when it comes to how KAB inspired current employees' roles in their communities. The most prominent response in all four samples was that it inspired them to see business opportunities. While each sample has a unique structure of responses, the wider impact in the communities beyond the business perspective still seems to remain somewhat limited. At least the number of responses for the other response choices was significantly lower in most cases.
- If there is an assumption that KAB should inspire participants to broaden their scope with regard to their role in their community to a higher degree than other education inspires non participants, then the four samples would seem to prove this assumption wrong. Again each sample has a unique structure of responses, and this may be related to subject studies as much as to local mentality. For example, it is not surprising that graduates from CYUPS who are studying subjects such as social work, youth work, etc. would see a broader scope for their role in the community than an average KAB participant. What would come as a surprise, however, is that the control group, with the exception of QHU (which possibly may be an outlier), does not obtain any less inspiration to look for business opportunities than the KAB group. This could either indicate that KAB has no stronger effect on the identification of business opportunities than other education subjects, or it could indicate measurement errors resulting from the wording of the question (e.g. by assuming that KAB participants and non-participants have the same understanding of what are business opportunities and respond in a similar way).

Generally, the responses by all focus groups (KAB graduates employed, KAB graduates who have started a business, KAB teachers, parents of KAB graduates, current KAB students) across the 10 schools that participated are highly favorable regarding the KAB contents, teaching methods and impact. Worth highlighting are:

Current KAB students, KAB graduates employed, and KAB graduates who have started a business all emphasize the importance of the business game/ simulations and the importance of developing both entrepreneurial as well as team (work) spirit (which KAB delivers). They feel however that not enough time is provided for practical exercises and

other extracurricular activities such as visiting enterprises and entrepreneurs. KAB graduates who have started a business also emphasize the importance of the group discussions in class as well as the preparation business plan (which are not emphasized by current KAB students and KAB graduates employed).

Parents of KAB graduates highlight that although not knowing much about KAB and their children taking part in it, they would be willing to help finance their children's business ideas. Nevertheless, they admit they would still prefer stable jobs for their children to the vagaries of entrepreneurial life. While they recognize that self-employment increasingly is a way of life, it would not be their first choice.

Most of the teachers favor KAB courses in terms of content arrangement, logical structure and various teaching methods. They feel content is detailed and easy to understand and that the methods of interactive teaching can arouse the students' initiative and participation. In relation to suggestions for improvements, teachers highlight the need to standardize teaching, strengthen the monitoring of teaching quality and integrate more entrepreneurship simulation practices. They also suggest more cases be offered, and content deepened, especially given students are of university level. They acknowledge however that it should be the Universities themselves that adapt the materials. Finally to the overall programme, teachers believe it is very important to improve the mechanism and platform of faculty exchange and learning from each other.

#### *Indonesia*

The Indonesian impact assessment set out to achieve an overview of the programme's impact by covering a selection of cities and schools. It thus sought to survey graduates from 3 vocational schools in three different cities. The three schools were SMK PGRI 3 in Malang, SMK Negeri 2 in Denpasar, and SMK Negeri 1 in Lumajang. The selection of cities and vocational schools was based on the list of schools which in 2005/2006 pilot tested KAB and which maintained contact and working relations with the ILO office in Jakarta. Lumajang was selected at a second phase when tracing students in the other two cities was found to be more challenging than first expected.

The research team was commissioned to survey a total of 200 graduates who had finished school in 2006-2007. Of these, 100 were to have gone through the KAB based course in 2005-2006. The remaining 100 were to serve as a comparison group coming from the same institutions but not having participated in the course as it was an elective.

In the end, 135 people were surveyed: 80 having undergone the KAB course, 45 having not taken a KAB course. Tracing students was made extremely difficult given lack of valid and detailed information on graduates. While random sampling was initially planned, convenience and snowball sampling were eventually used due to restrictions in time and resources.

The research team found it particularly challenging to identify and trace students especially businesses owners within the comparison group. Thus, out of the 135 surveyed, only 17 business owners were found all from the KAB group. A reason for having been able to find KAB business owners but not Non-KAB put forward by the team was that in the case of KAB, the team was able to benefit from personal ties between KAB teachers and their student. The comparison group had no such focal or reference points. Thus, no comparison was attempted to see whether KAB had had an effect in the type of businesses, the level of satisfaction, the level of registration etc. Researchers however sought to find differences between women and men business owners.

Despite the small sample and the lack of a comparison group within business owners, two types of analysis were carried out with the data obtained from the survey administered to employees: a descriptive and a correlation analysis.

Based on the descriptive, it was found that majority of KAB graduates believed the programme had helped them prepare for their current job (94.3%).

As many as 94% of KAB graduates compared to 84% of non-KAB graduates stated they would develop a business plan prior to starting their own business.

Based on the correlation analysis, small associations were found for some of the questions. For example, a small negative association was found between respondents' participation in KAB and whether they had tried to start a business. This could be because KAB students are more cautious, having seen what a business entails and they wish to gain further experience before starting their own business. There was however a small positive association between respondents' participation in KAB and their success in business. It would therefore seem that although KAB graduate employees may be less likely to have tried to start a business, when they have, they state having been more successful than non-KAB.

Another small negative association between respondents' participation and their perception of knowledge and skills sufficiency was found. This could help corroborate why KAB employees seemed more hesitant to start a business. Lastly, there seemed to be a small positive association between KAB participation and respondents' intentions to develop a business plan if

**Box 3**  
**Niken Suyanti. East Java, Indonesia.**

*In the SMKN 1 vocational school in Lumajang, East Java, Niken Suyanti received entrepreneurship education training during her last two years of school. The course was based on the ILO's Know About Business (KAB) entrepreneurship education package.*

*Once Niken graduated, she secured a job at one of the private radio stations but after gaining some experience, she decided to take what she had learned from her KAB course and at the radio station, and open her own business – an internet café. Unable to acquire capital at first, she began with a small informal business and worked through word of mouth to build up a customer base. She then moved on to open a formal business where she buys, sells and services computers, laptops, printers and other electronic accessories. Currently, the enterprise employs 6 people. Niken reflects that the "key to (her) success" was the concepts of 'focus' and 'commitment' she learned in the KAB course.*

*Limited financial resources, was her greatest challenge especially in IT when customers want to see the product before payment. However, she developed a thorough marketing strategy where her services became known by writing computer related articles in [www.lumajang.go.id](http://www.lumajang.go.id) and advertising on the site [www.olx.com](http://www.olx.com). Her future plan is to develop her business further and expand, possibly by opening a second shop so that one specializes in services and the other on sales.*

they were ever to start a business. According to this, it would seem that KAB graduates are more inclined to develop a business plan than a non-KAB graduate.

Based on the descriptive and correlation analysis, it could therefore be concluded that the KAB program influenced to some extent graduates who became employees by providing certain knowledge and skills. However, the program did not prepare the graduates sufficiently and additional skills are needed if they want to start their own business.

As stated previously, no business owners were found within the control group. Therefore, no comparison was possible. However, analysis was done by disaggregating data by gender in several of the questions. Many of the findings would require further research in order to be able to fully explain the obtained results. Nevertheless it was found that:

Majority of female graduates took considerably longer to start a business after graduating compared to male graduates. Thus 80% of females began between a year and two after graduation. By that time, 50% of males had already started their business.

Most graduates (both male and female) started businesses in trade. Males also started in services, repairs and agro-business. Females on the other hand only services.

Majority of business owners (65%) ran unregistered business.

Majority of business owners ran micro enterprises (between 1 and 9 workers) although 8% of male business owners stated running small enterprises (between 10 and 49 workers). While more males stated having always wanted to be an entrepreneur, 40% of women declared they were only convinced by self-employment when they were unable to secure a job.

Both male and female respondents said the KAB programme contributed to preparing them for self-employment/opening their business. They also stated they would recommend KAB to other students.

While all male respondents stated they became business owners out of opportunity, 20% of females declared having been "pushed" into it.

Males rated the performance of their businesses more positively. While 91% of males rated their performance as highly successful or successful, only 60% of females rated it as successful. Moreover, while none of the males stated their businesses as not successful, 20% of females said their businesses were not successful.

More males than females were able to provide jobs for others.

Both males and females agreed that the main challenges to starting their business were accessing working capital, finding appropriate business premises and unfavorable business regulations.

From the more in-depth, qualitative research carried out through focus group discussions, it was found that KAB graduates were overall satisfied with the programme. It taught them to be creative, consistent and innovative. They said that they preferred the practical activities because they gained more experience and knowledge about being an entrepreneur.

Graduates also mentioned however that they would have gained from networking further with former peers, successful business owners, businesses etc. Overall, they felt that the programme had helped graduates to gain better leadership skills in terms of achieving the targets that they had set.

Based on discussions with teachers, the KAB curriculum was well assessed overall although teachers thought it would be beneficial if the KAB curriculum were integrated with the national curriculum which for some topics has more elaborate explanations and theoretical content. Since the KAB curriculum had not been fully integrated, discussions revealed that in several cases, KAB was being used to complement the national curricula by serving as an additional guidebook.

Overall, it was felt that the KAB teaching methodology really helped students in problem solving and decision making through simulation, and finding more productive solutions.

Current students of KAB stated that as a whole, the programme was entertaining and beneficial. They estimated that 25% of their time was spent on practical activities, while the other 75% was based on a more theoretical approach. The students agreed that the best part was when they applied what they learnt by doing business in their neighbourhood or within the school. They appreciated the practical nature of this exercise because it confronted them with new experiences and equipped them with necessary skills to start a business. Some of the most useful aspects of the practical activities listed by students were learning firsthand about marketing strategies, leadership, innovation, networking and management.

Content-wise, the students thought topics were clear and easy for them to understand but that the major difficulty was to apply what was learnt because of time limitations. They believed the programme could be improved if more practical activities were carried out and more time allocated.

Finally, parents who participated in the FDG felt the skills and knowledge their children had acquired from KAB were important tools to help them start their business in the future. They felt the programme had given them the education and general direction necessary to become an entrepreneur. Most parents, themselves business owners, felt however that the actual decision to run a business by graduates had come prior to taking KAB.

### *Kenya*

The impact assessment in Kenya was like in the other countries in this subsection based on a survey questionnaire mainly developed by ILO and administered to 400 participants: 200 KAB graduates and 200 graduates who were to serve as comparison group that were graduates from similar institutions but who had not taken a KAB based course between 2004 and 2005. While Kenya is considered the birthplace of KAB in the mid 1990's, it was not fully taken on board until the early 2000s. For that reason, the tracer study attempted to find students who had entered in the labour force 3 to 4 years before. Several points must be raised concerning this study:

- 1- The research was carried out by a KAB Key Facilitator who is also a university professor. It was thus not a research center specialized in evaluations and impact assessments. This also partly explains why only simple differences were done without tests of significance or cross-tabulations. This must also be taken into account when analyzing the results that were put forward in the study

- 2- In Kenya, all students must take an entrepreneurship course or similar. Thus, the comparison group, though had not taken KAB, had taken some course with elements of entrepreneurship and enterprise development
- 3- Random sampling should have been carried out from the onset. Based on the TIVET institutions that had introduced KAB's list of graduates, a first attempt at random sampling was made. However, the difficulty in tracing down students, required that convenience and snowball sampling be used in the end and also that the population be enlarged by including those who had graduated not only between 2004 and 2005 but also all those up to 2008. Also, having to find out if students were employees or business owners before including them or not in the list from which to select participants, may have further introduced elements biasing results.

Out of the 400 questionnaires that were administered, 291 respondents fully completed the questionnaire: 150 KAB graduates and 141 Non-KAB graduates (comparison group). From these, two other groups were differentiated: those graduates who had moved on to open businesses and those who had begun their careers as employees working for other people.

Overall it was found that respondents were aged between 20 and 53, with an average age of 28.5 and most lived in urban areas. Women respondents were 35.7% of the total sample but which followed the overall proportion of women in the study population.

Based on comparisons made between questionnaire results of KAB graduates and Non-KAB graduates who had opened businesses, the research team found that:

KAB business owners seemed more likely to register businesses than the comparison group (74% versus 62%). Also within each group, women seemed more likely to register businesses than men.

A smaller, though still large majority of KAB business owners, owned micro enterprises (that is employing between 1 and 9 employees) compared to the Non-KAB group. Findings showed that 6.5% of KAB business owners ran enterprises between 50 and 99 employees compared to 1.4% of Non-KAB business owners. The reported results would thus seem to suggest that KAB graduates are more successful in attaining mid-level sized enterprises. This point requires however further research since the manner in which questions were formulated it is difficult to determine whether graduates created businesses from scratch or

**Box 4**  
**Peter Gakii and Family, Nairobi, Kenya.**

*The Gakiis have always been very united. Over the years, a favourite pastime of theirs became to gather around at night and share their daily activities. In 2006, during these evening family conversations, Peter, the eldest son of the family, began talking about a course he was taking within his Construction Engineering Diploma at the Kenya Polytechnic. The course was called "Know About Business" (KAB) and Peter enjoyed it so much, he recurrently came back to it and even made his family repeat some of the games he had played during his class in order to make sure he fully understood all the concepts.*

*The excitement was such that before finishing their studies, Peter and John his younger brother (who was still in high school at the time) decided to go ahead and start a micro business in construction. However, given their lack of time and finances, it remained a small enterprise until, after finishing their studies, the rest of the family decided to chip in their time, skills and resources.*

*Today, Gakii Construction continues to focus on construction projects but also casts and sells. It employs 15 artisans and several more on a more casual basis depending on project demands. While the family's short term objective is to continue expanding their selection of products and services, their long term goal is to become the best manufacturers of building materials within the Nairobi region.*

whether they had taken on already mid-level sized enterprises.

KAB business owners seemed to score their rate of success higher than the comparison group. Thus, while 85.5% declared being very successful or successful, 67.6% of the Non-KAB group said the same. This difference was more acute when comparing KAB women entrepreneurs and Non-KAB women entrepreneurs.

Similar proportions were found between both groups when asked about when they had decided to start a business or become self-employed. Roughly a third said they had always wanted to be a business owner, a third said during their studies and finally a third said after their studies when either they saw an opportunity, or when they were unable to find employment.

When KAB business owners were asked on what KAB had provided them more specifically, 91% of men said it helped them calculate risks, while women were more evenly distributed between calculating risks (41%) and helping them see opportunities (41%).

Majority of both business owner groups said to have done a business plan before starting their business. However, the percentage was 30% higher for those having followed the KAB course.

Both groups stated as facilitating factors having had access to successful business owners and having the support of their families. Both also highlighted as main challenges, finding and accessing start-up capital.

When asked whether they were pushed into self-employment or whether they had decided to take this option after seeing an opportunity, both groups said they had seen opportunities. Nevertheless, it would seem that the KAB group in a larger proportion entered because they identified an opportunity compared to the comparison group. It would also seem like women KAB graduates stated more often than women in the comparison group that they had not been pushed into self-employment but that it had been because they had identified an opportunity.

As for employees, the following differences were found:

A higher percentage was found among KAB employees to be in mid-level (21.9% versus 10%) or upper positions within companies (6.8% versus 1.4%). This was nevertheless a small minority and it is unclear whether this was due to the impact of KAB or on how these employees were identified and convinced to take part in the study.

It would seem that KAB employees work in larger firms than the comparison group. However, comparison group respondents seemed more satisfied than the KAB group in their work achievements.

In regards to a question on attempts at opening businesses, findings seemed to suggest that the comparison group had tried at a higher (though by a very small margin) to start a business and had declared their attempt as successful than the KAB group. The main reason highlighted by all for not having continued with the business was job security.

However, data collected seemed to indicate that a higher percentage from the KAB employees planned to become self-employed or business owners in the future (94%) compared to the Non-KAB employees (67.6%).

Finally, between KAB graduates who went on to open businesses and those who became employees, the research found an interesting finding in the focus group discussions. It was found that while KAB business owners looked at business operations as solving micro issues while employees looked at businesses as handling macro challenges. This would partly explain why the type of activities and materials used in the KAB course seemed to have better suited KAB business owner needs than employees.

Based on Focus Group discussions, the study found KAB graduates were overall satisfied with the content and methodologies, teachers appreciated the materials though expressed concern for the limited materials available, and employers believed more courses on entrepreneurship and enterprise development were needed.

### *Kyrgyzstan*

KAB was first introduced in Kyrgyzstan in 2002-2003. The research study aimed at reaching a better understanding of the impact of KAB throughout the country on young women and men. It thus sought to survey students from technical lycees in all 7 oblasts and the capital Bishkek including graduates having gone through the KAB course and those who having gone to similar or the same lycees hadn't. The design of the study consisted in comparing 100 graduates having taken KAB between 2003 and 2006, with 100 graduates who had not. By comparing the KAB group with a comparison group, the objective was to have a closer idea of the programme's net impact on young women and men's attitudes towards self-employment and business creation, as well as their labour outcomes.

The Kyrgyz study varied from those carried out in China, Indonesia, Kenya and Lao PDR in that its sampling methodology was different in two ways. First, the research team carried out a mapping of lycees in the different oblasts where KAB had been introduced. Based on this, it carried out a random sampling of schools from where students' data was retrieved. It was decided at this point that given two oblasts would not be covered due to lack of sufficient schools to be included in the study. Secondly, rather than aiming for a specific number of business owners and employees, there was only a target of students to be surveyed within the KAB group and the comparison group. Once the 100 KAB graduates and the 100 Non-KAB graduates were selected randomly, respondents were asked to specify if they were employees or business owners. Thus, while there were 82 KAB employees and 88 Non-KAB employees, there were only 18 KAB graduates who took the survey for Business owners, and 12 from the comparison group. It is worth pointing out that of the 30 business owners identified, only 1 was a woman and she was part of the KAB group.

The advantage of this method was that it gave a possible indication of young women and men's ability and desire to open businesses and more specifically, an indication of whether this percentage was different between KAB graduates and comparison group graduates. Findings seemed to show that while the start-up rates of young women and men remained low, they seemed lower among graduates not having taken KAB.

The survey used was developed by ILO and pilot-tested before with a limited number of students. Based on the results from both the business owner and the employee questionnaires, the following results are worth highlighting:

The rate of opening businesses among men (17%) was significantly higher than among women (3%). Focus group discussions with parents seem to shed some light on reasons for this as most parents, when asked who they would give start-up capital to, responded to their sons because “boys are the heirs, boys are more active and the land should be passed on to him. Daughters on the other hand if given land, could take the business to another family once they marry”.

Within employees, no significant differences were found in the type of contract or labour stability KAB and non-KAB graduates had. They both complained equally of having to take on unpaid work or “traineeships” which in some cases did not lead to more stable and paid employment. No differences were found either in the sectors where they worked. A small difference was found in the size of companies, There seemed to be a higher percentage of KAB graduates working in small business than non-KAB who worked in a higher percentage in micro businesses. Further research would be needed to determine what this could mean.

In terms of facing problems in their work, KAB graduates seemed to report less problems or less intensely than members of the comparison group.

Related to work satisfaction, no statistically significant difference was found between the KAB and the Non-KAB respondents.

Twice the number of KAB graduates (35%) compared to Non-KAB graduates (17%) who are currently employees, said to have tried to start a business. Lack of financial resources is the main reason they mentioned for not being still in business.

In terms of KAB’s overall relevance, both KAB employees and business owners listed the KAB subject as being the most important or the one that affected their intention (or future intention) of opening a business. This was followed in both cases by subjects related to their technical area of expertise such as car structure, techniques working with scissors etc.

In relation to developing additional skills of employees, a difference was found between the KAB group and the comparison. While the latter mostly centered around improving their technical skills and gaining work experience, the former also included the need for skills more related or useful for being entrepreneurial. They mentioned the need for further communication and management skills. Some also spoke of pursuing higher education. In order to acquire these skills, 70% of KAB employees and 58% of the comparison group declared planning on pursuing

**Box 5**  
**Ruslan. Belovodskoye, Kyrgyzstan.**

*Ruslan, a 23 year old male, from the village of Belovodskoye in Kyrgyzstan had always loved cars but given his limited resources he was unable to get his own a driver's license. He thus decided to study at the vocational lycee, where he was sure he to get a license for free. Little did he know, he would also receive entrepreneurship education from the ILO's Know About Business package that would open his eyes to more possibilities than he thought.*

*Several years after graduating and after working as a mechanic for a while, Ruslan's grandfather fell ill and he thus decided to take care of him. It was during this time that Ruslan's interest in entrepreneurship was renewed as his grandfather who had bred pigs all his life and him spoke about the future. Through self-education, and the support of his grandfather, Ruslan thus became an expert in pigs and breeding. With what he remembered from his entrepreneurship education courses, he began to estimate costs, project profits, and develop a clear business plan. Ruslan even contacted and received support from his old KAB teacher who helped him with his business plan. His micro business has now been running since 2006. His business is profitable though remains unstable. He nevertheless plans to increase the number of pigs in the future and possibly expand into breeding bulls.*

further studies. This last figure could be considered as a proxy for seeking social mobility and indicate that KAB graduates are more willing to learn more, which in turn can help them move up in the social space.

When results from KAB business owners were compared to those from business owners in the comparison group, the study found that KAB graduates were almost two times more likely to open their business within the first year of graduation (45% versus 25%). No differences were found in terms of sectors so the largest sector was agriculture and processing followed by services.

KAB business owners however were more likely to open private enterprises (61%), while the comparison group seemed more inclined to be running family businesses (50%). This finding was later complemented by findings on who had been the most influential people in the business owners opening their business. While 60% of the comparison group listed their family as the most important, 37% of KAB graduates did the same.

While in terms of hours dedicated to their business, no differences were recorded between both groups, it was found that in terms of registration, one in every two KAB business owners registered their company compared to one in every three within the comparison group.

Both groups recorded very similar challenges to opening and maintaining their businesses, notably the lack of funding, this was followed by a lack of space and inadequate equipment.

In terms of business success, KAB business owners rated their success higher than the comparison group. While 83% of KAB assessed their business as successful, 53% of the comparison group felt the same way. More importantly, 42% of the comparison group felt their businesses were unsustainable, compared to 11% of the KAB group.

No statistically significant findings were found in terms of number of employees hired, whether on a part-time or a full-time basis.

The questionnaire also asked business owners whether their studies, and entrepreneurship education in particular for the KAB group, to opening a business and their overall career. While all KAB business owners thought that their vocational education provided them with the basic skills and knowledge needed to start their own business, 17% of the comparison group thought otherwise. Whether this is due exclusively to the KAB group having taken KAB, remains to be further researched.

From the focus group discussions with teachers, former and current KAB students and parents of KAB business owners, the report highlights that:

Teachers spoke fondly of the programme and liked teaching it. They considered its main strengths to be its modular structure, and combination of different teaching methods including standard and interactive/participatory activities. The main downturns were its limited distribution in Kyrgyz, the widespread use of the Russian version where due to the students' language levels made it sometimes complicated. When asked about the impact of the course on students, teachers believed that the impact of the course was not business start-ups but that it helped "students become more successful in the labor market, and most

importantly resistant to failures. They seek more actively a way out from the difficult situations”.

Some teachers mentioned their continued contact with graduates and how some of the methods and assignments used in the KAB course, they had transferred and adapted to other courses they were teaching. Finally, a few mentioned their efforts to promote the use of interactive methods like the ones used in KAB at a wider level by speaking with school board members.

Parents recognized not knowing enough about their children’s classes or plans. They however did notice further determination to become self-employed or business owners at some point in their careers.

Finally, KAB former and current students both agreed that KAB was useful in helping them further develop their confidence and creativity. They felt that the innovative and participatory methodologies were at the heart of KAB’s success though they acknowledged that a lot depended on the commitment of the teacher. They highlighted as possible improvements that KAB be introduced so all lycee students take it, they also mentioned more opportunities to meet with entrepreneurs as well as representatives from tax authorities, the banking sector etc, etc.

#### *Laos PDR*

Know About Business was first introduced in vocational and technical schools in Lao PDR (from now on Laos) in the 2005/2006 school year. This coincided with the Government’s decree on the Promotion and Development of Small and Medium Sized Enterprises, and its emphasis to develop the Lao education system for 2006–2020.

Later in 2008, Laos was chosen as one of the eight countries to participate in an impact assessment research project for the KAB programme. In the specific case of Laos, the assessment would also aim to help support the Ministry of Education to determine whether to rollout the programme further or not.

Like the other research studies in this section, the assessment in Laos consisted of both a quantitative and a qualitative analysis of impact. The quantitative was a tracer study whereby a group of KAB students having gone through the programme in 2005/2006 were traced, alongside a group of comparable young women and men having gone to similar schools but which did not take KAB. When tracing these young women and men became difficult, researchers began to trace students having taken KAB any time between 2005 and 2008.

The qualitative analysis was carried out through focus group discussions with current and past KAB students (both who went on to become employees or business owners), teachers and parents

The overall study sample for the quantitative analysis consisted of 500 graduates from vocational and technical schools located mostly in the Vientiane Capital. 250 of these were students who had gone through the KAB programme during their studies while the rest were students who had not taken part in KAB. All had graduated sometime between 2005 and 2008. Finally, within each sub sample, 100 were business owners and 150 were employees.

Most data was collected from the Pakpasak Technical College in the Vientiane capital but in order to reach the needed sample sizes, additional data was taken from the Skills Development Center in Vientiane Capital, as well as four provincial institutions: Champasak Technical Vocational School (Champasak province), Savannakhet Technical School (Savannakhet province), and Khammouane Technical School (Khammouane province). Random sampling was attempted but given that contact information for many of the students was out-dated, word-of-mouth and convenience sampling was eventually used, especially in order to identify business owners. In total, over 1500 persons were contacted to take part in the survey, and 500 accepted. Questionnaires were administered face-to-face with the research team going to interviewees' workplaces or schools.

Despite the support and cooperation received from the vocational and technical schools as well as LIEDC, the research team faced great difficulties contacting graduates. Part of this was because schools did not have proper databases in place. These often contained cell phone numbers but no emergency contact information or contact details of relatives.

Given the problems tracing down students, the research team was thus called on to enlarge its area of research. Fortunately, the research team had networks in the provinces that helped in the process.

The quantitative study provided the following results:

On a purely descriptive note on all respondents, the overall gender composition between the KAB group and the control group was similar although the percentage of females was higher among the group of business owners (KAB and Non KAB combined) while it was the opposite in the group of employees.

From the survey with business owners it was found that: About half of the KAB and Non-KAB business owner were employees before starting their own businesses. The KAB business owners started a business sooner than the non-KAB but they also came from a family business environment more often than Non-KAB business owners. KAB business owners were more likely than Non-KAB to have prepared business plans for their respective businesses (46% vs 26%).

There were differences found in the type of enterprises run between

**Box 6**  
**Phoutsakhone. Vientiane Capital, Laos PDR**

*Phoutsakhone, a 23 year old from Vientiane Capital in Laos, currently owns a snack stand in the heart of the capital. She studied Food and Hotel services at Pakpasak College where alongside other courses, she took a course based on the "Know About Business" package (KAB) developed by the ILO with a goal of helping students to be more entrepreneurial in their professional and personal life.*

*After graduation, Phoutsakhone was offered a job at a hotel in Northern Laos but after 3 months, she thought she would try her luck and open her own business- a snack stand. Here, she combined knowledge from her Food & Snack Ingredient class, recipes she was taught by her sister, and knowledge she gained in her KAB course. She recalls, from her KAB course for example, that in order to run a successful business she has to accept customers' opinions. "I listen to what customers say about my snacks and service, and I learn how to improve the quality, provide delivery service and get people wanting more." In addition, KAB taught her how to keep track of her production costs and make sure, for example, that she counters the rise in sugar costs by increasing the price of her products. Phoutsakhone's business has been running for 3 years now, and she has hired her sister and mother for two other locations around the capital.*

young women and men, especially within the KAB programme. Whether this is linked to the programme itself, it is unclear. However, results from the survey showed that while 41.5% of KAB women business owners had family businesses, 25% of Non-KAB women said the same, followed by 22.9% of KAB men entrepreneurs and 20.5% of Non-KAB men entrepreneurs.

Interesting to highlight are the results on whether business owners registered their businesses. Findings here showed that KAB business owners reported lower levels of registration compared to the comparison group (27% vs 42%). In both cases however the registration rate is rather low which could be explained by most of the business ventures being small, family owned businesses which in Laos have less of an obligation to officially register. 95% of businesses owned by both KAB and Non-KAB respondents are micro-enterprises with between 1 and 9 employees. A rough estimate on the number of employees employed by KAB and Non-KAB business owners showed that while KAB business owners reported a rough total of 241 employees (averaging 2.41 employees per business), the comparison group reported 101 employees (averaging 1.01 employees per business). Though the sample is not statistically representative, it does seem to give an indication if not of the number of employees, of at least an area where more research would be good.

In terms of when business owners decided self-employment was a good option for them, a higher percentage of KAB business owners compared to the Non-KAB group said “during their studies” (46% vs 25%). This finding was later corroborated during the focus group discussion with KAB business owners where KAB participants said it was during the KAB course and their studies that they began looking into business opportunities. Worth noticing as well, is the slightly higher percentage of Non-KAB business owners who stated having chosen self-employment when they couldn’t secure a job (21%) compared to the KAB business owners (13%).

When asked about factors which influenced them to start a business, several interesting differences can be found. First, KAB business owners overall seem to come from a family of entrepreneurs more often than the comparison group. However, within each group, women entrepreneurs declared more often than men that they came from an entrepreneurial family. Also, more often than men, they declared that their families had encouraged them to start a business.

Meanwhile, men declared having been influenced by successful business owners more often than women. However both women and men KAB entrepreneurs reported this as an important influence compared to the comparison group. This could be thanks to KAB’s practical exercises whereby students are requested to identify and interview entrepreneurs in their community. However further research would be needed in order to validate such assumption.

On average, a lower percentage of KAB business owners (64%) compared to the Non-KAB group (76%) worked full time in their business. Data also suggests they spent fewer hours per week than Non-KAB in both full-time and part-time work in their business.

Finally, KAB business owners assessed their business success at a higher rate than Non-KAB (80% said they were successful or highly successful compared to 60% of the Non-KAB) and a considerably lower percentage believe to be at break-even (19% compared to 37%) Gender wise, more men business owners than women rated their business performance as

highly successful, although when successful and highly successful categories were combined the gender difference became insignificant.

No differences were reported between both groups when asked about the main challenges they faced in starting and maintaining their business. For both the main problems were accessing starting and working capital, as well as facing competition. No differences were found either in plans for expansion in the future or on how business owners planned to expand.

Based on the survey to graduates now working as employees, the following findings can be highlighted:

With regards to work mobility, though most employees have remained with their first post-graduation employer, and no significant difference seems to exist between KAB and the comparison group. However, when further analysis was done by looking at cohorts, a pattern seemed to emerge showing that the closer the year of graduation, the larger the difference between the percentage of KAB employees in their first job, and the percentage of Non-KAB employees in their first job. Whether recently graduated KAB employees' mobility is directly linked to their passing through the programme is still unclear but there does seem to be an indication that KAB could help employees less averse to mobility.

No statistical differences were found either in the size of enterprises employees worked in or in the level of responsibility. No major differences were found either around job satisfaction and satisfaction with their professional career.

A higher percentage of KAB employees compared to the comparison group said to have tried running their own business. However, their success rate was lower. 29% of KAB employees compared to 22% of Non-KAB employees said they had tried to start a business. However 67% of those from KAB compared to 82% of Non-KAB said to have been successful. Both groups stated similar reasons for not continuing with their business including a personal choice to become employee, not having enough time and being offered a stable job. If they were to start a business again (or for the first time) both groups of employees overwhelmingly said they would develop a business plan. No differences between KAB and Non-KAB were found.

Finally, based on questions on the course and its usefulness, as well as focus group discussions, the report found that:

Almost all KAB business owners assessed the course as having been "very useful" or "useful". The course gave them "confidence", and helped them understand "how to calculate risks and see business opportunities". This was further corroborated in the focus group discussions where all KAB business owners agreed that the topics/activities included in the KAB programme were extremely helpful for their current job as business owners. They especially highlighted the skills related to calculating profit and loss they practiced in class which helped them deal with day-to-day business activities in a systematic manner. They also mentioned the marketing techniques they gained which became a very useful tool for attracting customers.

KAB employees on the other hand said in the survey that KAB had inspired them to seek business opportunities for the future (43%) and to be better employees (24%). They also

believed the course was very helpful or helpful in their current job and that they would recommend the course to others.

In terms of opinion and impact of KAB in the eyes of current students, parents of KAB graduates and teachers, focus group discussions revealed that current students thought the course stimulated their thinking and curiosity about business, that parents of KAB business owners felt it had helped their son or daughter become more mature, acquire necessary knowledge and skills and develop a more acute desire and confidence to start a business, and finally that teachers not only thought it helped their students become self-employed and/or better employees, but also helped them acquire new teaching methods for other courses and increase their confidence as teachers.

The final recommendations for KAB included updating the materials, including more practical exercises and upgrading teacher skills and quality.

### Syria

Like the other tracer studies, the Syrian study combined quantitative and qualitative research methods. The quantitative impact analysis involved a quasi-experimental design that compared key outcomes for KAB and non-KAB graduates from intermediate institutes in the five governorates where KAB had been integrated into the curriculum from 2006.

Thus, a survey of 138 questions was administered through face-to-face interviews to a sample of 1,009 students for whom phone numbers were available and who had completed pre-test and post-test questionnaires at the time of the programme (2007-2008). The qualitative analysis relied primarily on focus group interviews conducted separately with former KAB students who started a business, those who found employment, and those who are not yet working. Syria was the only country where unemployed young women and men were also asked to complete surveys. Focus group interviews were also conducted with current KAB students, KAB trainers, and parents of KAB students.

Of the 1,009 interviewed students, only 871 were used in the analysis, covering four governorates: 641 KAB and 230 non-KAB former students (the sample from one governorate, Der El Zour, was dropped because the comparison group sample size was too small, even after substantial efforts were made to reach people). The analysis included 591

**Box 7**  
**Lamis, Lama, Majdolen, Nisreen, Maha and Fatin. Homs, Syria.**

*Lamis Halak, Lama Mekaël, Majdolen Abbas, Nisreen Rajb Al Yousif, Maha Abdullah and Fatin Al Hassan are six 21 year old, young women from Homs, Syria who and graduated from the Art Institute. During their studies they attended the Know About Business (KAB) entrepreneurship education course developed by the International Labour.*

*While following the KAB course, this group of girls began nurturing the idea of selling locally produced vegetables from in their hometown. Most of the girls' parents owned land and lived off of what they grew so they had some knowledge in agriculture. With the budding idea in mind, the encouragement and support of their KAB instructor, and an unattended piece of land owned by the Institute, the girls began to plan and prepare. After securing the land, the young women began building their customer base and support system among teachers and classmates and as the number of satisfied clients grew, so did their confidence. Also, by working as a team, they were able to raise the capital they needed more easily and keep morale high as they had one another for support. In their opinion, the KAB course showed them the basic steps to establish a business, and guided them through the process of developing and implementing a business plan. But KAB not only helped them make their business idea come true, it also helped them further develop their confidence and motivation.*

female and 280 male interviewees; 531 were not working, 265 were working in paid jobs, 52 were business owners, and 24 were volunteers. The research team used weights to compensate for disproportionate shares of respondents by governorates and gender.

This report presents the findings of a medium-term impact assessment of KAB, focusing on the programme's three main objectives: (1) provide people with knowledge for a better understanding of the functions and operations of sustainable enterprises, (2) help develop positive attitudes and attributes towards self-employment and sustainable enterprise creation (self confidence, risk taking, creativity, etc.), and (3) encourage people to be more aware of self employment as a future career option. The following are some of the key quantitative findings of the study:

- The quantitative analysis finds higher knowledge scores about the functions and operations of sustainable enterprises among KAB participants than their non-KAB counterparts. Also, the KAB participants were more aware that they still need to develop more knowledge and skills, suggesting an evolved understanding of business that appreciates the diverse skill set required.
- The quantitative analysis found little evidence of impact on attitudes and attributes towards self-employment and sustainable enterprise creation in a general sense.
- The quantitative analysis found evidence that the programme encourages young people to be more aware of self employment as a future career option. In assessing the programme impact in this regard, the analysis took a progressive look at the effects of the programme on the various stages prior to actually starting a business: from showing preference towards self-employment and starting a business, to expecting to start a business, to thinking about starting a business, taking concrete steps towards starting a business and, actually owning a business.
  - When given a choice between working in the public sector, the private sector, or becoming self employed or owning a business, KAB participants were significantly less likely to prefer working in public sector jobs than the comparison group and more likely to prefer private sector work as a whole (paid work, business ownership or self-employment).
  - KAB participants were more likely than members of the comparison group to expect to start a new business within the following three years (61 per cent vs. 50 per cent). The results were significant for both young men and women, but programme impact was stronger among young women (57 per cent vs. 44 per cent), noting that overall expectations for starting a new business were higher among young men (70 per cent for the KAB group vs. 60 per cent for the non-KAB group).
  - KAB participants, 18 months after completing the programme, were more likely than the non-KAB group to be considering establishing their own business (46 per cent vs. 37 per cent). However, the results were only statistically significant among young women. This could simply be a reflection of the fact that young women in Syria have thought less about their career options than young men. Participation in KAB may have helped young women open their eyes to more options and, thus, helped reduce (but not eliminate) the gender gap.
  - KAB participants were not any more likely than the non-KAB group to have actually started a business or taken steps towards starting a business 18 months after the programme. It is not clear whether more time is required to observe

an impact on business start-up or if such an outcome requires that KAB be combined with other programmes aimed at boosting entrepreneurial activity

- The quantitative analysis arrived at additional findings that helped inform about the results of the impact assessment's key outcomes:
  - KAB participants who were business owners at the time of the survey were more likely than non-KAB business owners to have established their business in response to perceiving a good opportunity rather than because they found no other options for making a living.
  - KAB business owners were more likely to have a plan to expand their business compared to non-KAB counterparts (60 per cent vs. 38 per cent). Furthermore, the main difference between the two groups was plans of the KAB group to "develop new products/services" (33 per cent vs. 11 per cent).
  - KAB participants who were employed at the time of the survey were more likely than non-KAB employees to be planning to start their own business (31 per cent vs. 23 per cent) or become self-employed (15 per cent vs. 11 per cent). This result was driven by the young women in the sample.
  - Most survey respondents (both KAB and non-KAB) who wished to establish their own business indicated that the main constraint to *starting-up a business* was the "lack of funding". Most respondents indicated that the major limitation to *finding a job* was the lack of equal opportunities and the lack of knowledge about available job opportunities.

Finally, the survey instrument used in the quantitative analysis asked KAB participants about their experiences and impressions about the programme. The results should not be considered part of the programme impact, as they do not benchmark against a valid counterfactual (i.e. comparison group.)

- Most KAB participants found the programme to be useful or very useful in preparing them for starting their own business (89 per cent), becoming employees (82 per cent), or helping them be prepared to enter the labour market (80 per cent).
- KAB participants who were business owners at the time of the survey indicated that the programme helped in increasing their self-confidence (48 per cent) and equipping them with required skills (30 per cent). Only 11 per cent did not find the programme helpful.

Qualitative research methods were used to give participants a chance to discuss what is important to them, thereby adding substance to the quantitative analysis. The qualitative analysis relied on focus group interviews conducted with former KAB students from the four governorates covered by the quantitative analysis above (including those who started a business, those who found employment, and those who were not working), current KAB students, KAB teachers/trainers, and parents of KAB students. Altogether 12 focus groups were carried out with an average of eight participants per group.

The qualitative analysis found that the KAB programme helped former students increase their ambitions and gave them a better idea about future career options. Most young women entrepreneurs became private lessons teachers or tailors in their houses. Most young male business owners indicated that they were more confident to become independent and establish their own business. Participants who did not yet have the chance to establish a business agreed that the programme gave them the chance to think about establishing a business instead of waiting for a public or private sector job. They were certain about their ability to plan and study business ideas that occurred to them. Some employed participants were dissatisfied that they could not overcome certain difficulties, such as finding financial support to start their projects. Some participants mentioned that they had not taken steps to establish a business because they feared they would not be able to pay back their loans. Among participants who were unemployed at the time of the interview, most did not believe that KAB was useful in helping them to find a job. However, they agreed that the programme changed their way of thinking and promoted teamwork skills and respect for other people's opinions.

Most of the students liked the interactive way the programme was taught, especially the games. They also appreciated being part of a team and sometimes being team leaders, learning how to start a business, meeting entrepreneurs who offered real stories, and learning about marketing, customer care and other activities that helped them further build their self-confidence. Most focus group participants liked their KAB teachers because they opened a space for discussion.

The focus group interviews led to a number of suggestions for improving the programme:

- Students suggested increasing visits to private enterprises or hosting entrepreneurs in their classes more frequently than before.
- Students suggested increasing the number of games in the programme (or creating new games).
- All students recommended not scheduling the time of the KAB sessions at the end of the day.
- Students recommended customizing the KAB curriculum to suit the different types of vocational training provided, especially those in the commercial branch.
- Students recommended that the KAB programme coordinators in Syria keep in touch with KAB graduates and update them on new financial and technical opportunities available.

**Box 8**  
**Najib Tayyara. Homs, Syria.**

*In 2008, Najib Tayyara a young man from Homs, Syria, participated in the Know About Business programme of the International Labour Organization while studying at the Computer Technical Institute. This programme, first introduced in Syria in 2006, is an education programme seeking to provide youth with the knowledge, skills and attitudes to be entrepreneurial not only professionally but in their personal lives as well. Najib was thus, one of the thousands of young Syrians who participated in the KAB learning about the decision making process, what makes an entrepreneur, and how to manage time, identify opportunities and secure funding for starting a business. Najib also benefited from the good guidance and advice from his KAB teachers.*

*These skills, alongside his technical computer knowledge and a well researched market study, finally convinced Najib to open with a friend their own business: the "Tayyara Internetworks Systems" - a business aimed at providing the growing number of companies in Homs with network and communication services. A year since opening his first business, Najib has moved on to new ventures! He is now registered for an online bachelor's degree in Information Technology and has opened his second business— a printing and supply shop serving the needs of a large company that recently settled in his neighbourhood.*

- Finally, it was suggested that KAB coordinators do more to promote the programme among society.

## Overall findings

### In terms of knowledge about business

Given the structure of the survey, as well as the information available in the different countries, Syria was the only case where the level of knowledge on basic concepts around business and business creation was evaluated. This was made possible by including 9 previously asked questions in pretests and posttests to KAB participants and Non-KAB participants. Scores from survey respondents showed that even eighteen months after KAB, KAB graduates continued to score higher than Non-KAB graduates on knowledge.

	Female	Male	Total
<b>Non-KAB</b>	0.39	0.51	0.43
<b>KAB</b>	0.49	0.65	0.54

Also, within the Syrian context it was found that KAB graduates self-assessed their level of knowledge, skills, and experience regarding the world of business and their preparation for the world of business and work more positively than Non-KAB graduates. Indication of this second part was also found in countries like Laos, Kenya and Kyrgyzstan. In Laos, although in both KAB and Non-KAB groups, few declared having enough skills, a considerably higher percentage (17% vs 10%) in the KAB group said they did. In the case of Kenya, 75% KAB graduates who had gone on to become employees stated they had enough knowledge and skills to start a business compared to 60% in the comparison group. Finally, in Kyrgyzstan, based on the question about the usefulness of their studies in opening businesses, 17% of the comparison group did not think their studies were useful in providing them with the necessary skills and knowledge. The entire KAB group said they thought they had the necessary knowledge and skills.

On the other hand, in Indonesia a small negative association was found between the fact of taking KAB and having enough skills. As a possible explanation, the Indonesian report puts forward the idea that KAB graduates have a better idea of the level of knowledge and skills needed to start a business and thus respond in a more conservative way.

### In terms of entrepreneurial attitudes and attributes

Three out of the eight countries that were part of the impact assessment research included questions in the survey that directly or indirectly sought to grasp the level of entrepreneurial attitudes and attributes and see whether differences existed between those having gone through the KAB programme and those who hadn't. The three countries were Peru, Sri Lanka and Syria. In two of these countries, evidence was found that going through KAB helped develop more positive attitudes towards entrepreneurship and business creation.

In a country like Sri Lanka, where entrepreneurship has a negative connotation, this finding seems of special significance and importance. In Peru, a small though statistically significant

positive difference was found between KAB graduates and Non-KAB graduates in the area of young people's intentions of opening businesses in the future. KAB graduates were also found to be more prone to evaluating their capacities and resources at the time of goal-setting. This can be considered as a proxy for risk calculation, an attribute that KAB tries to develop in youth who wish to be entrepreneurial. Last but not least, in Syria, no direct evidence was found on changes in attitudes and attributes though there were signs that KAB graduates were more open to the idea of opening businesses in the future than members of the comparison group.

In the remaining five countries where a standardized questionnaire was used, questions were not included in the survey as to address the issue of entrepreneurial attitudes and attributes. However, this issue was discussed during focus group discussions with both former and present students as well as teachers and parents. Though focus group discussions cannot provide a direct link between KAB and a change in attitudes, it is worth noticing that in all countries teachers stated that KAB had helped students be more creative, more communicative and self-confident. In the case of Kyrgyzstan for example, teachers spoke of KAB helping students be more pro-active on the labor market, and more resilient.

#### **In terms of intent of opening a business**

According to findings in various countries, there does seem to be evidence that KAB does have an effect on young women and men's future intention of opening a business in the future. Though sampling methods used do not allow for there to be a generalization of findings, this finding was found in China, Kenya, Kyrgyzstan, Syria of the countries analyzed under this report. There seems therefore to be consistency in the findings throughout various countries which would support such an assertion

Based on the Syrian case, there were no significant differences among the KAB group and the comparison group in terms of employment, unemployment, business ownership, or other basic labour market outcomes. There were however signs that a higher percentage of KAB participants expected to start a business within the next three years than compared to the comparison group. This was statistically significant for both young men and women, but stronger for the latter. This would seem to suggest that although KAB participants may not have taken concrete steps towards starting a business 18 months after completing the programme, participation in KAB is associated with higher preference for owning a business or choosing self-employment as a career choice.

An interesting finding also from the Syrian case on whether young men and women were thinking of starting their business was that a higher percentage of males compared to females were thinking of opening a business. However the difference between female KAB participants and Non-KAB participants was larger and more significant, alluding to a possible positive effect of KAB on women opening their eyes to the possibility of starting a business.

#### **In terms of actually opening a business (and how)**

In terms of business creation, no hard evidence was found showing that KAB leads to enterprise creation or to higher levels of responsibility for employees. This is partly due to the design of the research methodology (a tracer study), the design of the research tools (questionnaires) and the information available in the countries (i.e. baseline information) There was anecdotal evidence however from different countries pointing towards a relation between KAB and business creation. Countries such as Kyrgyzstan and Kenya did show

greater enterprise creation but given their non-probabilistic sampling the finding cannot be generalized.

Also some evidence across various countries suggests that those having gone through KAB opened businesses sooner after graduating and developed more often business plans than those not having gone through KAB. Also, more KAB employees said to have previously attempted to open businesses than Non-KAB employees. This is the case in China, Kyrgyzstan and Laos PDR. In Syria, more KAB employees stated planning on opening businesses compared to their Non-KAB peers.

Within young women and men who have started businesses, there seems to be evidence that business owners who took KAB, opened business before those who had not. This was found in China, Indonesia, Kenya, Kyrgyzstan, and Lao PDR.

There does seem to be evidence that KAB graduates are more likely to have developed business plans prior to starting a business than graduates who did not take the KAB course. (Indonesia, Kenya, Kyrgyzstan)

This in a way is not surprising for a series of reasons. First, it is not the main objective of the package. Two, it may still be too soon for this outcome to be observed since youth may want to gain experience before starting off on their own. Three, in some countries, the modules more specifically oriented to actually starting to plan a business were not taught (or not available at the time). This relates especially to module 9 on how to write a business plan.

#### **In terms of being better employees**

Overall, there seems to be little evidence that employees who took a KAB (or KAB based) performed better or occupied higher positions than Non-KAB. This is partly because of limitations in the questionnaires and question formulation. Some data seems to show however that KAB graduated employees were more optimistic and more confident of their work performance. Whether this is a direct effect of KAB on their work performance or on their confidence and self-perception is still unclear and would need further research.

#### **In terms of rating success and satisfaction**

KAB graduates would seem overall more satisfied and rate their performance in businesses or as employees higher than non-KAB graduates. This is what seems to emerge from findings reported in China, Kenya, Kyrgyzstan<sup>8</sup> and Lao PDR <sup>9</sup>. Whether the performance is actually higher, would require further research and more in-depth discussions with employers and clients.

#### **Findings from focus group discussions with teachers**

Based on reporting from focus group discussions across the 8 countries, it seems that teachers using KAB methodologies and content were overall very satisfied with the experience. They recognized KAB's distinct approach and methodologies, and thought it contributed to helping young women and men develop their speaking abilities in public, their team-work abilities as well as helped them build their self confidence. Several teachers even mentioned having incorporated some of the methodologies learned in KAB to other courses.

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<sup>8</sup> Though the positive difference was only found statistically significant for business owners and not employees

<sup>9</sup> Only for business owners

## Quotes for illustration

From China: *“Most of the students like the interactive teaching method, merry and light-hearted class atmosphere. They think the interactive teaching method can promote their initiative. Through group discussions, the business game and business plan activities they can improve their team spirit and experience pleasure as well as hardships. A lot of students suggest that we change KAB to compulsory courses, and that we have more input from extracurricular activities”*

From Kyrgyzstan: *“I teach the subject with pleasure. Besides KAB I teach other subjects too and compared to others, I really enjoy teaching this subject because it is much more interesting and accessible than other subjects that use more traditional methods”*

*“KAB is quite different from any other subject. It seems to me that such subjects are the subjects of the future. First, it was a little difficult to adjust to and I had to guide and correct myself as to avoid slipping back to old techniques. The method is developed in such a way that it encourages each teacher to be creative”*

From Peru: *“We have incorporated a dynamic methodology in our classrooms that incentivizes student participation” “KAB’s methodology has allowed students to develop social skill: they are more communicative, more sure of themselves and creative as a result of having to go find information alongside real businesses on how to price goods, how to sell them, how to use sales etc”.*

On the recommendations and downsides of the programme, teachers mentioned the lack of available materials. Some also complained that materials were either not translated into their language or not suitably adapted to their context. Majority regretted the absence of more in-depth information on topics such as local policies and legal frameworks for the start of SMEs, on marketing and communication, on accountability etc.

In several countries there were also those who spoke of lack of incentives for teaching the course, and having to work in an environment where other teachers and school management did not understand the methods used, the content provided and the evaluation system. As recommendations in countries such as Kyrgyzstan, Peru and Indonesia where parallel or similar courses existed, teachers recommended integrating the different materials as to make one unique version and have all students follow the same content and methodologies.

### **Findings from focus group discussions with family members, friends and employers**

Overall, it was found that few parents and employers were aware of KAB. Though many acknowledged the need and favored entrepreneurship and business type training, and some even observed positive changes in their children during their studies, they admitted not knowing what KAB was or that their children had taken such a course. There were a few exceptions however:

In Kenya, however one case was identified where a student shared his KAB course materials with his family and decided in a second stage to jointly as a family to start a small construction company. In Syria, one of the young entrepreneurs used her knowledge from KAB to help her family start a catering company. Finally, in Lao PDR a young woman put her knowledge in practice and opened an additional business to her family’s.

Focus group discussions with friends were first of all difficult to organize and provided limited information given their limited knowledge of friend's businesses and/or experience with KAB. In future impact assessments, focus groups with such groups should be reconsidered.

Focus group discussions with employers were also less insightful than expected due to the limited knowledge employers had on the programme or on the fact that their employees had participated in such a programme during their studies. For future assessments of this kind, it would be beneficial to brief employers beforehand on the project and on what kind of attitudes and skills the programme tries to instill in young women and men.

## **LESSONS LEARNED AND RECOMMENDATIONS**

### **Lessons learned from the results of impact assessments**

Youth are a mobile group, especially in their school to work transition period. If tracing students after a certain number of years is envisaged, then more detailed contact information is needed from the onset. Suggestions from the studies included asking for contact details of extended family members and close friends.

Youth remain to face specific barriers because of their age. In the case of young women, they face double barriers of age and gender. Thus, all studies found that the main obstacle for youth entrepreneurship is the access to finance. This is especially the case for young women and men who live in rural areas or come from families who are less economically well-off.

As suggested by cases like Syria and Kyrgyzstan, young women seem to be positively affected by the KAB programme in terms of having them think about opening businesses. However, this does not seem to translate later on to higher number of young women opening businesses. This could be a sign that more entrenched gender stereotypes are present in countries. While entrepreneurship education can open the eyes of young women and men to the possibility of creating their own jobs, if this is not done within a more holistic, comprehensive and gender sensitive approach to youth entrepreneurship promotion, then actual business creation and entrepreneurial activity will remain hard to find. This also holds for the above point on access to credit.

Parents are the closest and first safety nets of young women and men. It is crucial that they be involved from early on in their children's education, especially in the phases prior to their child's school to work transition.

Young women and men with parents who they, themselves are entrepreneurs seem to be more likely to start their own businesses, irrespective of whether or not they took KAB. This seems to hint at the important role parents and role models play. Even if parents are not entrepreneurs, they can play a key role in helping foster in their children an entrepreneurial mindset and attitudes.

As for teachers, despite the lack of institutional recognition and incentives KAB teachers seem to show great respect for the materials and methodologies used. Through the focus group discussions, there are clear signs of teachers using the participatory and student-empowering activities KAB is based on in other courses.

Teachers however seem to rely on materials which were provided and do not incorporate new things or reach out to entrepreneurs or others for extra-curricular learning. Within the KAB training of trainers more emphasis could or should be made on teachers needing to be “entrepreneurial” in their teaching methods and to find additional materials they believe useful beyond the one provided. Given KAB’s limited resources, would have to call on teachers’ personal sense of duty and commitment since it does not have the possibility of putting other types of incentives in place

Employers seem unaware of KAB. Though not surprising, this should be looked at as involving employers into KAB and classrooms could help students have access not only to role-models and businesspeople but also possibly link them more easily to the overall world of work.

### **Lessons learned from the pilot testing of tracer studies**

In order to fully capture the impact of KAB on all young women and men, future tracer studies should also look at unemployed KAB graduates. By focusing only on those who became employees or business owners, an important part of youth is left out. Moreover, as shown in the Kyrgyzstan report, by doing so, you may be heavily overlooking young women.

Don’t underestimate the time and resources needed to carry out tracer studies. Given young women and men’s mobility at the time of their school-to-work transition, tracing graduates in developing countries requires time, resources and “detective” like skills.

Testing of survey questions should be done in company of people who technically know the KAB programme and not only research teams in charge of administering the survey. This is key in order to ensure that terms are well understood but also maintain an ILO angle. Another alternative or complementary activity would be to adequately train research teams on the KAB programme’s objectives, vocabulary etc. so they can properly interpret and explain the questions to respondents.

Work with research institutions and not individuals whenever possible. Also, find research teams with strong and observable experience in carrying out the surveys and the analysis required. Experts on the KAB package may not be the best suited to evaluate its impact though could be instrumental in helping trace students and schools down. There is a high risk of bias if people directly working on KAB, evaluate its impact.

If impact assessments are to be again led and coordinated from Headquarters, field offices play an essential role by helping to supervise and provide support to research teams. Based on the Chinese, Kyrgyzstani and Syrian cases, field (or regional) support is key in serving as an intermediary and helping check quality and relevance.

Combining methodologies, quantitative and qualitative, are essential especially in cases such as tracer studies where obtaining reliable quantitative information can sometimes be difficult. Qualitative data provides insightful information that not only helps to better understand the assimilation process of entrepreneurship education by young women and men within their specific contexts. Extracting patterns and other types of relations between a programme and beneficiaries, requires great analytical work by research teams and clear guidelines and objectives for each focus group discussion.

## Recommendations

KAB would need to review and strengthen its current monitoring system in order to carry out any type of impact assessment, whether tracer study or other. While the main objective is to find sustainability to the programme by incorporating it into the national curricula, it should establish some reporting requirements back to the ILO. If not, it will be difficult to track down the impact of KAB on the final, though not direct, beneficiaries of KAB. It is especially critical the construction of a baseline via pretests or other means. At the end of the course, students should also be requested to fill out a post-test and finally that teachers stock or pass on the results of both pretest and posttest to their schools, KAB national key facilitators, ministry officials in charge of supervising KAB or other (like for example uploading them to online databases which is currently unavailable).

A suggestion would be to frame the need for monitoring in schools and national education systems within the broader objective of alumni association building which in turn can support schools.

Survey questionnaires should be developed after a set of hypotheses has been established on the type of impact the programme is expected to have. These hypotheses should in turn be based on clear and reasonable objectives for the programme.

Questions should be formulated in a way that is unambiguously understood by young women and men. This means that their language be adapted to young people's level of comprehension and understanding. Technical terms and language only lead to confusion. Also certain terms may mean different things in different countries. For example, the term "registered". A revised version of the questionnaires used for this study are available in the appendix. These try to correct some of the problems with vocabulary as well as country differences.

Before carrying out focus group discussions with employers and parents, these should be briefed on what the objectives are for the discussions, what is the programme and easy explanations of the basic terms and names used within the programme (e.g. entrepreneurship, entrepreneur, entrepreneurial etc.)

More attention should be given by those in charge of coordinating, supervising and ensuring the quality of the KAB package and programme to what is the essence of KAB and what truly makes KAB have impact. KAB has been adapted to local needs and conditions. However, based on the results from the assessments, a question emerges on how much can and should the KAB be adapted without losing its identity. Do the 32 hours of KAB in Laos PDR and China for example cover the key elements of KAB material? What are these key elements?

It is key for the designated field Enterprise specialists in the country where an impact assessment is to take place to be thoroughly briefed on the study to be carried out and the KAB programme. The specialist should also be called in from the onset in the selection of research teams, methodology and implementation; this in order to ensure his or her full commitment to the project as well as to the results that will come out of it.

On-the-spot presence at specific moments developing impact assessments of KAB programme coordinators with the technical teams, could help clear objectives, processes and methodologies. For example, training prior to research of counterparts in sampling methods and procedures could help alleviate problems of obtaining accurate statistics.

There is a need to budget in from the onset of a project aiming to introduce KAB, a monitoring and evaluation mechanism and system. Given trainers and teachers' inability or unwillingness to do so, it could be decided that an outside institution takes care of collecting the information. An alternative is to tie reporting to maintaining KAB certification.

Future impact assessments and/or tracer studies should try to also evaluate the impact of an entrepreneurship education course (like KAB) or entrepreneurship training (like SIYB) with and without financial support to young budding entrepreneurs. Given young women and men interviewed and surveyed in this research project all mentioned problems with accessing capital, the impact of an entrepreneurship education course may be limited to changes in attitudes and perceptions, but never truly materialize into changes in behavior and eventually opening up of new businesses.

## APPENDIX 1: RECAP table

	China	Indonesia	Kenya	Kyrgyzstan	Lao PDR	Peru	Sri Lanka	Syria
Type of education institutions	Universities	Vocational Schools (SMK) – usually students enter at age 14	Vocational Technical Institutions - usually students enter at age 18	Professional Colleges Secondary Vocational Educational Institutions – usually enter at age 18	Technical Schools and College – enter school at 14, enter college at 17/18	Secondary schools- enter at 12 but follow KAB between 14 and 16	Vocational Training Institutions – enter at 17 after two years of senior secondary education	Intermediate institutes (two year vocational institutes) enter at age 16 (?)
Year KAB started	2006	2005	1997	2002	2005	2001	2005	2006
Type of integration	Elective course	Elective course	Elective	Obligatory	Elective	Obligatory	Elective	Elective
Graduation	2008-2009	2005/2006	2004- 2008	2003-2006. Some in 2007	2005-2007 for KAB 2004-2007 Non KAB	2004-2005	2006	2007-2008
Sample size ACTUAL (PLANNED)	Out of 1129, 516 were eventually analyzed (2000)	135 (200)	291 (400)	200 (200)	500 (600)	201 (200)	77 (N/A)	1009: 771 KAB 238 No KAB (1850)
Survey characteristics	Used ILO developed questionnaire. Not adapted	Used ILO developed questionnaire. Minor adaptation	Used ILO developed questionnaire. Minor adaptation	Used ILO developed questionnaire. Minor adaptation	Used ILO developed questionnaire. Minor adaptation	Developed by consultants. Mostly focused on attitude change and closed questions	Developed by consultants.	Combined ILO developed questionnaire with post-test used after course as well as additional questions

	China	Indonesia	Kenya	Kyrgyzstan	Lao PDR	Peru	Sri Lanka	Syria
Focus groups and case studies	<p><b>Focus groups: 5 (?)</b>            1 KAB B.O            1 KAB employees            1 KAB students            1 parents            1 teachers and facilitators  <b>Case studies:5</b>            5 Business Owners</p>	<p><b>Focus groups: 5</b>            1 KAB B.O            1 KAB employees            1 KAB students            1 parents            1 teachers  <b>Case studies:5</b>            5 Business Owners</p>	<p><b>Focus groups: 10</b>            1 KAB B.O            1 KAB employees            1 employers            2 parents            4 teachers and facilitators            1 friends of KAB B.O  <b>Case studies:5</b>            5 Business Owners</p>	<p><b>Focus groups: 9</b>            2 business owners            2 employees            1 parents            2KAB teachers            2 KAB students  <b>Case studies:5</b>            5 Business Owners (all male)</p>	<p><b>Focus groups: 5</b>            1 KAB B.O            1 KAB employees            1 KAB students            1 parents            1 teachers  <b>Case studies:5</b>            5 Business Owners</p>	<p><b>Focus groups: 4</b>            1 parents            1 friends            1 employers            1 teachers  <b>Case studies:5</b>            5 Business Owners</p>	<p><b>Focus groups: 3</b>            1 KAB students            1 parents of KAB students            1 teachers</p>	<p><b>Focus groups: 12</b>            2 KAB BO            2 KAB employees            2 KAB unemployed            2 KAB students            2 Parents            2 Teachers</p>
Additional observations	<p>Local implementer was in charge of gathering data (administering surveys, organizing FGD) while an external international consultant was hired to carry out the analysis. Surveys should have been administered and filled out online but this was dropped.</p>		<p>Researchers sought to have same number of employees and business owners. Researcher was a KAB regional facilitator. Researcher had some of his research material stolen in a car hijack incident.</p>	<p>Researchers sought to have same number of KAB and Non-KAB respondents.             Research team also surveyed school officials to find out how KAB was being implemented since little information was available.</p>	<p>Researchers sought to have same number of employees and business owners</p>	<p>KAB was introduced here in Secondary schools, thus we find that at least one third of those interviewed continue to study.</p>	<p>No different questionnaires for business owners and employees. Very small sample</p>	<p>Looked at unemployed young women and men as well Had pretest and posttest Focus groups were also organized only with women</p>

**APPENDIX 2: REVISED QUESTIONNAIRES AND FOCUS GROUP GUIDELINES**  
**KAB IMPACT ASSESSMENT**

**BUSINESS OWNER QUESTIONNAIRE**

**NOTE TO RESEARCH TEAMS:** Before using the questionnaire below, make sure to take out all comments intended for the research team. Also, adapt the questionnaire to the country's context (for example the names of the modules or steps for registration).

At the beginning of the interview the interviewer needs establish if the respondent is currently self-employed/has started a business and continues to run it. If this is the case, this **"Business Owner Questionnaire"** must be used.

If the respondent is currently working as an employee the **"Employee Questionnaire"** must be used. Reassure the respondent that all information will be kept confidential and inform that this survey is for the ILO to learn about the impact of entrepreneurship education and its Know About Business programme.

**Theme 1: Background information**

**Sex of respondent**

Female

**Date of birth:** Month\_\_\_ Year\_\_\_

Male

**Geographical area where respondent lives:**

Rural area

Semi-urban area

Urban area

**1. What was the name of the educational institution you attended and what was your specialized area of study?**

A. Institution attended: \_\_\_\_\_

B. Major area of specialization: \_\_\_\_\_

C. Month and year of graduation: Month\_\_\_ Year\_\_\_

**2. What certificate/diploma did you obtain after graduation?**

\_\_\_\_\_

**3. Did you have a job before you started your own business?**

No

Yes

**4. How long after graduation did you start your business (please tick only one)?**

- Less than 3 months after
- Less than 6 months after
- Less than a year after
- Between 1 and 2 years after
- More than 2 years after

**5. Your business is in (please tick only one):**

- Manufacturing
- Construction
- Repairs/maintenance (other than construction)
- Trade (retail/wholesale)
- Services (other than repairs/maintenance)
- Agriculture

**6. What is the organizational structure of your business? (please tick only one)**

**NOTE TO RESEARCH TEAMS: This question needs to be adapted to the legal context of the country and present the various types of structures businesses can take on. The list here is only a reference.**

- Sole proprietor
- Partnership
- Corporation
- Other (please explain): \_\_\_\_\_

**7. Is your business a family-run business?**

- Yes
- No

**8. Have you been able to register your business? (please tick only one)**

**NOTE TO RESEARCH TEAMS: This question needs to be adapted to the legal context in the country. Find out what are the different steps to reach full registration and list accordingly before you administer the questionnaire. Below is a list which is only to serve as a reference.**

- Yes, it is registered with the tax authorities
- Yes, it is registered with the local authorities and has obtained a business licence
- Yes, it is registered with both the tax and the local authorities
- No, it is an informal business

**9. How many persons does your business employ?**

- 1-9 employees
- 10-49 employees
- 50-99 employees
- 100+ employees

**10. At what point in time did you feel self-employment or starting a business would be a good career option for you? Please tick only one.**

- I have always wanted to become an entrepreneur
- During my studies
- During my studies, when I participated in an entrepreneurship course (Check only if you took an entrepreneurship education course)
- After my studies when I saw a business opportunity
- After my studies when I could not secure a job
- Other, please explain \_\_\_\_\_

**Theme 2: Education experience and transfer**

**11. a) Did you participate in an entrepreneurship education course (KAB) during your studies?**

**NOTE TO RESEARCH TEAMS: Make sure that those who did not take KAB move on directly to question 18.**

- Yes
- No (if you respond "No" to this question please move on to question 18)

**b) If yes, how useful was the entrepreneurship education course (KAB) in preparing you to become self employed/start your own business?**

- It was very useful
- It was useful
- Not really sure about the usefulness
- Not useful
- Not useful at all in preparing me for self-employment or starting a business

**12. Why did you choose to participate in the entrepreneurship education course (KAB)? (Tick up to three options)**

- I did not choose, this was a compulsory subject
- I found the course description exciting
- I wanted to learn more about entrepreneurship
- I was interested in learning how to start a business
- A fellow student recommended the course to me
- A teacher encouraged me to sign up
- I was told it was an easy course
- Other, please explain \_\_\_\_\_  
\_\_\_\_\_

**13. In what specific ways did your learning experience in the entrepreneurship education course (KAB) help you *decide* to start a business? (Tick up to three options)**

- It gave me the confidence that I could do it
- It enabled me to see business opportunities
- It enabled me to calculate risks
- It helped me develop certain skills (communication, leadership, problem solving etc)
- It did not help me at all to take my decision
- Other, please explain \_\_\_\_\_  
\_\_\_\_\_

**14. Since you started your business, in what specific ways has your learning experience in the entrepreneurship education course (KAB) helped you manage your business? (Tick up to three options)**

- It has not helped me
- It has helped me evaluate problems and identify possible solutions
- It has helped me better serve my clients
- It has helped me estimate my costs and benefits
- It helped me find ways to better manage my time
- Other, please explain \_\_\_\_\_  
\_\_\_\_\_

**15. In order of importance, please identify the four modules that have helped you the most in starting your business. (Put numbers one to four next to the options you choose. 1 being most important)**

**NOTE TO RESEARCHERS:** Before distributing the form, please find out up to what module students studied by asking KAB teachers and/or KAB ILO officials in charge of following KAB implementation in the country. Find out also the exact names of the modules since these may have changed with the different versions of the KAB package. Here below, as a reference, would be the module names according to the 2008 international version of the KAB package. In parenthesis include the main topics related to each module as to help respondents.

\_\_ **Module 1: What is enterprising?** (identifying enterprises in your community)

\_\_ **Module 2: Why entrepreneurship** (defining entrepreneurship, setting goals, calculating risks)

\_\_ **Module 3: Who are entrepreneurs?** (characteristics of an entrepreneur, personal strengths and weaknesses, negotiation skills, listening skills)

\_\_ **Module 4: How do I become an entrepreneur?** ( what is self-employment, factors that can help become an entrepreneur)

\_\_ **Module 5: How do I find a good business idea?** (creativity, innovation, sources for business ideas, identifying and assessing business ideas)

\_\_ **Module 6: How do I organize an enterprise?** (market, location, legal form/structure of businesses, start-up capital)

\_\_ **Module 7: How do I operate an enterprise** (hiring, time management, money and cost management)

\_\_ **Module 8: What are the next steps to becoming an entrepreneur?** (preparing a business plan, factors to consider)

\_\_ **Module 9: How to elaborate own's own business plan** (filling in a template of a business plan)

**16. Would you recommend the entrepreneurship course to other students?**

Yes

No

Please explain your response: \_\_\_\_\_

\_\_\_\_\_

**17. In total, how many hours of instruction did you receive in the entrepreneurship education course (KAB)?**

Estimated number of hours \_\_\_\_\_

Throughout \_\_\_\_\_ months

**18. After you graduated from school, did you take entrepreneurship or business management training in order to improve your skills before starting your business?**

No

Yes, please list which \_\_\_\_\_

**19. What factors influenced you to start your business? (Tick up to three options)**

- I come from a family of entrepreneurs
- My family encouraged me to start my own business
- A friend inspired me
- I saw other successful businesses and thought that I could do this as well
- Other, please explain \_\_\_\_\_

**20. Would you say you became self-employed/ a business owner by your own choice or do you feel you were "pushed" into self-employment?**

- I saw a business opportunity
- I did not see any other options to make a living

**21. Did you develop a business plan before starting your business?**

**NOTE TO RESEARCH TEAM: You may want to provide a simple definition of what a business plan is since not all participants may know the exact term. For example: "A business plan is a written document where you present to an outsider who you are, what your business idea is, what your plan is to make your business a reality, and how you intend to get there".**

- Yes
- No

**Theme 3: The performance of the business and future plans**

**22. How would you rate the performance of your business?**

- Very profitable
- Profitable
- Breaking even
- Not very profitable
- Very unprofitable

**23. In addition to yourself, have you been able to provide jobs for others?**

- No
- Yes

**a. If yes, how many people do you currently employ? \_\_\_\_\_**

**24. What were the main challenges you encountered when you started your business? (Tick up to three options)**

- Getting access to start-up capital
- Getting access to working capital
- Finding appropriate business premises
- Finding qualified staff to work in my business
- Unclear business regulations for registering my business
- Competition in my chosen field of business
- Other, please explain \_\_\_\_\_  
\_\_\_\_\_

**25. Do you plan to expand your business?**

- No
- Yes,

**If Yes, please explain how** (*tick up to three options*)

- Hire additional workers
- Move to bigger business premises
- Increase sales by attracting more clients
- Develop new products/services
- Open an additional store or outlet
- Other: \_\_\_\_\_

**Theme 4: Your recommendations**

**26. What suggestions could you make to your school officials that would better prepare graduates to start their own businesses? (Tick the three options you believe best apply)**

- Entrepreneurship classes should be compulsory for all students
- More time should be allocated for entrepreneurship education
- More practical exercises and less lecturing should be part of the school curricula
- Students should experiment running a school business
- Increase contact between students and established firms
- Study tours should be undertaken to successful businesses

- Alumni associations<sup>10</sup> should be established for students to be able to continue networking
- Other \_\_\_\_\_

**27. In what specific ways has the entrepreneurship education course (KAB) inspired you to have a more pro-active role in your community? (Tick the three options you believe best apply)**

**NOTE TO RESEARCH TEAMS: This question is to be asked and responded only by those respondents who took the entrepreneurship education course (KAB)**

- It has not inspired me in any way
- It has inspired me to see business opportunities
- It has inspired me to be a role model for others
- It has inspired me to take more calculated risks in life
- It has inspired me to be more pro-active in my professional (work) life
- It has inspired me to be more pro-active in my personal (family) life

**28. In what specific ways has your overall education inspired you to have a more pro-active role in your community? (Tick the three options you believe best apply)**

**NOTE TO RESEARCH TEAMS: This question is to be answered by ALL respondents**

- It has not inspired me in any way
- It has inspired me to see business opportunities
- It has inspired me to be a role model for others
- It has inspired me to take more calculated risks in life
- It has inspired me to be more pro-active in my professional (work) life
- It has inspired me to be more pro-active in my personal (family) life

**29. Is there anything you would like to add regarding the usefulness of your education in relation to what you are doing now, comments on entrepreneurship education, anything?**

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***Thank you for your time!***

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<sup>10</sup> NOTE TO RESEARCH TEAMS : You may be required to explain what an alumni association is. A general definition is any group of former students that remain in contact or gathers periodically over a common interest.

# KAB IMPACT ASSESSMENT

## EMPLOYEE QUESTIONNAIRE

**NOTE TO RESEARCH TEAMS:** Before using the questionnaire below, make sure to take out all comments intended for the research team. Also, adapt the questionnaire to the country's context (for example the names of the modules or steps for registration).

At the beginning of the interview it needs to be established if the respondent is currently working as an employee. If this is the case, this **"Employee Questionnaire"** must be used. If the respondent is currently self-employed or running his/her own business then the **"Business Owner Questionnaire"** must be used. Reassure the respondent that all information will be kept confidential and inform that this survey is for the ILO to learn about the impact of entrepreneurship education and its Know About Business programme.

### Theme 1: Background Information

**Sex of respondent**

Female

**Date of birth:**

Month\_\_\_ Year\_\_\_

Male

**Geographical area where respondent lives:**

Rural area

Semi-urban area

Urban area

**1. What was the name of the educational institution you attended and what was your specialized area of study?**

A. Institution attended: \_\_\_\_\_

B. Major area of specialization: \_\_\_\_\_

C. Month and year of graduation: Month\_\_\_ Year\_\_\_

**2. What certificate/diploma did you obtain after graduation?**

\_\_\_\_\_

**3. After graduation, how long were you unemployed for?**

Less than 3 months

Between 3 and 6 months

Between 6 months and a year

Between 1 and 2 years

For more than 2 years

**3. Is this your first job after you graduated?**

Yes

No, this is my \_\_\_\_\_ (number) job

**4. What is your position in the company you work for?**

Junior employee with little nor no responsibilities

Employee with certain responsibilities

Mid-level management position

Senior management position

**5. The company you work for is in what sector?**

Manufacturing

Construction

Repairs/maintenance (other than construction)

Trade (retail/wholesale)

Services (other than repairs/maintenance)

Agriculture

**6. Including yourself, how many employees are working in the company?**

1-9 workers

10-49 workers

50-99

100+

**Theme 2: Education experience and transfer**

**7. a) Did you participate in an entrepreneurship education course (KAB) during your educational studies?**

**NOTE TO RESEARCH TEAMS: Make sure that those who did not take KAB move on directly to question 13**

Yes

No (*If you responded "No" to this question go directly to question No. 13*)

**b) If yes, how useful was the entrepreneurship education course (KAB) in preparing you for your current job as an employee?**

- It was very useful
- It was useful
- Not really sure about the usefulness
- Not useful
- Not useful at all

**8. Why did you choose to participate in the entrepreneurship (KAB) training? (Tick up to three options)**

- I did not choose, this was a compulsory subject
- I found the course description exciting
- I wanted to learn more about entrepreneurship
- I was interested in learning how to start a business
- A fellow student recommended the course to me
- A teacher encouraged me to sign up
- I was told it was an easy course
- Other, please explain \_\_\_\_\_

**9. In order of importance, please identify the four modules that have helped you the most in your current job as an employee. (Put numbers one to four next to the options you choose. 1 being most important)**

**NOTE TO RESEARCHERS: Before distributing the form, please find out up to what module students studied by asking KAB teachers and/or KAB ILO officials in charge of following KAB implementation in the country. Find out also the exact names of the modules since these may have changed with the different versions of the KAB package. Here below, as a reference, would be the module names according to the 2008 international version of the KAB package. In parenthesis include the main topics related to each module as to help respondents.**

\_\_ **Module 1: What is enterprising?** (identifying enterprises in your community)

\_\_ **Module 2: Why entrepreneurship** (defining entrepreneurship, setting goals, calculating risks)

\_\_ **Module 3: Who are entrepreneurs?** (characteristics of an entrepreneur, personal strengths and weaknesses, negotiation skills, listening skills)

\_\_ **Module 4: How do I become an entrepreneur?** ( what is self-employment, factors that can help become an entrepreneur)

\_\_ **Module 5: How do I find a good business idea?** (creativity, innovation, sources for business ideas, identifying and assessing business ideas)

\_\_ **Module 6: How do I organize an enterprise?** (market, location, legal form/structure of businesses, start-up capital)

\_\_ **Module 7: How do I operate an enterprise** (hiring, time management, money and cost management)

\_\_ **Module 8: What are the next steps to becoming an entrepreneur?** (preparing a business plan, factors to consider)

\_\_ **Module 9: How to elaborate own's own business plan** (filling in a template of a business plan)

**10. Would you recommend the entrepreneurship education course (KAB) to other students?**

Yes

No

Please explain your response: \_\_\_\_\_

\_\_\_\_\_

**11. In total, how many hours of instruction did you receive in the entrepreneurship education course (KAB)?**

Estimated number of hours \_\_\_\_\_

Throughout \_\_\_\_\_ months

**12. To what extent has the learning experience in the entrepreneurship education course (KAB) been useful for you to perform as an employee?**

It was very useful

It was useful

Not really sure about the usefulness

Not useful

Not useful at all in preparing me to perform as an employee

**13. In general, how useful were courses during your studies in providing you with the proper skills and knowledge to perform as an employee?**

**NOTE TO RESEARCH TEAMS: ALL RESPONDENTS MUST NOW RESPOND. Make sure that even those who did not take the entrepreneurship education (KAB) course, answer**

It was very useful

It was useful

Not really sure about the usefulness

Not useful

- Not useful at all in preparing me to perform as an employee

### Theme 3: Professional performance and future career plans

- 14. How would you rate your performance as an employee compared to your work-peers?**
- I perform much better than my peers
  - I perform slightly better than my peers
  - I perform like my peers
  - I perform slightly worse than my peers
  - I clearly underperform compared to my peers
- 15. a) Did you ever try starting your own business?**
- Yes
  - No (if "No" then move on to part c))
- b) If yes, why are you not in business today (tick any that apply)?**
- I wanted a secure job as an employee
  - Being in business was too stressful
  - After some time the business was no longer sustainable
  - I decided I wanted to gain more work experience before starting and managing my own business
  - Other, please explain \_\_\_\_\_
- c) If no, why have you never tried to start a business?**
- It's too early, I want to gain work experience before
  - I think it's too much work
  - I think it's too risky
  - I wouldn't know how to start
  - Other, please explain \_\_\_\_\_
- 16. In the future, do you think that self-employment/starting your own business is a career option for you?**
- Yes, I wish to start my own business and employ other people
  - Yes, I wish to become self-employed
  - No, I wish to continue working as an employee (if "NO", then move to question 19)
  - At this point in time, I am not really sure what path I will choose
- 17. a) If you responded "yes" to question 16, do you feel your courses in school gave you sufficient knowledge and skills to become self-employed or start your own business?**
- Yes
  - No

**b) If you responded "yes" to question 16 and followed an entrepreneurship education course (KAB) during school, do you feel your learning experience in this entrepreneurship education course (KAB) gave you more knowledge and skills compared to other courses to become self-employed or start your own business?**

**NOTE TO RESEARCH TEAMS: this part b) should ONLY be responded by those having taken entrepreneurship education course (KAB)**

Yes

No

**c) If you responded "No" to either 17 a) or 17 b) what additional skills do you think you would need to become self-employed or start your own business?**

Marketing skills

Financial planning skills

Record keeping skills

Human resource management skills

Organizational skills

More technical skills in my area of specialization

Other, please explain:

**18. If you were to start a business in the future (either as self-employed or employing more people) would you develop a business plan before?**

**NOTE TO RESEARCH TEAMS: This question is to be responded by all. You may want to provide a simple definition of what a business plan is since not all participants may know the exact term. For example: "A business plan is a written document where you present to an outsider who you are, what your business idea is, what your plan is to make your business a reality, and how you intend to get there".**

Yes

No

#### **Theme 4: Your recommendations**

**19. What suggestions could you make to your school officials that would better prepare graduates to start their own businesses? (Tick the three options that you think best apply)**

Entrepreneurship classes should be compulsory for all students

More time should be allocated for entrepreneurship education

More practical exercises and less lecturing should be part of the school curricula

Students should experiment running a school business

Increase contact between students and established firms

Study tours should be undertaken to successful businesses

- Alumni associations<sup>11</sup> should be established for students to be able to continue networking
- Other \_\_\_\_\_

**20. In what specific ways has the entrepreneurship education course (KAB) inspired you to have a more pro-active role in your community? (Tick the three options you believe best apply)**

**NOTE TO RESEARCH TEAMS: This question is to be asked and responded only by those who took the entrepreneurship education course (KAB)**

- It has not inspired me in any way
- It has inspired me to perform as best as I can as an employee
- It has inspired me to be a role model for others
- It has inspired me to take more calculated risks in life
- It has inspired me to be more pro-active in my professional (work) life
- It has inspired me to be more pro-active in my personal (family) life

**21. In what specific ways has your overall education inspired you to have a more pro-active role in your community? (Tick the three options you believe best apply)**

**NOTE TO RESEARCH TEAMS: This question is to be answered by ALL respondents**

- It has not inspired me in any way
- It has inspired me to see perform as best as I can as an employee
- It has inspired me to be a role model for others
- It has inspired me to take more calculated risks in life
- It has inspired me to be more pro-active in my professional (work) life
- It has inspired me to be more pro-active in my personal (family) life

**22. Is there anything you would like to add regarding the usefulness of your education in relation to what you are doing now, comments on entrepreneurship education, anything?**

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***Thank you for your time!***

<sup>11</sup> NOTE TO RESEARCH TEAMS : You may be required to explain what an alumni association is. A general definition is any group of former students that remain in contact or gathers periodically over a common interest.