



UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

Project Document

Project title: Entrepreneurial competency-based framework for industrial development (160122)

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Project site: Global

Government
Co-coordinating
agency: N/A

Counterpart: N/A

Executing agency: United Nations Industrial Development Organization

	Project number	Donor	Project inputs	Support cost	Grand Total
Project Budget:	160122	Finland	€ 221,239	€ 28,761	€ 250,000

Brief description:

The project will develop a framework to identify, develop, teach and evaluate entrepreneurship competencies for inclusive and sustainable industrial development. Particular attention will be given to the transformative roles of entrepreneurial knowledge, skills and attitudes in rural areas where mind-set shaped by agriculture subsistence persist and few learning opportunities on entrepreneurial and industrial thinking exist. In this context, developing entrepreneurial notions that enable the identification of opportunities based on accessible resources, the application of concepts such as save, invest and grow, and the building up of credit-worthiness to access larger external resources, addresses structural problem affecting rural areas by building a new generation of entrepreneurs. Based on a process of analysis of UNIDO experiences, literature review and expert exchange, the project will prepare Entrepreneurship Curriculum Programme guidelines for inclusive and sustainable industrial development with a set of entrepreneurship competencies, proven and innovative practices of entrepreneurship teaching, assessment methods of application of entrepreneurship competencies (knowledge, attitudes and skills) and their impact on the students and their communities, and steps and stakeholder profiles of the ECP curriculum development process.

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ABBREVIATIONS AND ACRONYMS

ASTEE	Assessment tools and indicators for entrepreneurship education
EC	European Commission
ECP	Entrepreneurship Curriculum Programme
ICSB	International Council for Small Business
IFTE	Institute for Teaching Entrepreneurship
JRC	Joint Research Centre of the European Commission
LEED	Local Economic and Employment Development Programme
LUT	Lappeenranta University of Technology
M&E	Monitoring & Evaluation
OECD	Organization for Economic Cooperation and Development
SME	Small and Medium Enterprises
UNIDO	United Nations Industrial Development Organization
VET	Vocational Education and Training

A. Context

A.1. Project purpose

The project will develop a framework to identify, develop, teach and evaluate entrepreneurship competencies for inclusive and sustainable industrial development.

The project builds on past and ongoing UNIDO projects on entrepreneurship curriculum programme (ECP) in general and technical secondary education and in vocational training.

UNIDO experiences will be codified and lessons learned extracted to promote knowledge sharing among member states, establish academia-industry linkages and develop continuously improving entrepreneurship programmes at country level.

Based on a process of analysis of UNIDO experiences, literature review and expert exchange, the project will prepare Entrepreneurship Curriculum Programme guidelines for inclusive and sustainable industrial development with a set of

- entrepreneurship competencies,
- proven and innovative practices of entrepreneurship teaching,
- assessment methods of application of entrepreneurship competencies (knowledge, attitudes and skills) and their impact on the students and their communities, and
- steps and stakeholder profiles of the ECP curriculum development process.

A.2. Baseline Scenario

UNIDO has been providing technical assistance to a number of countries to develop and introduce an entrepreneurship curriculum into their education systems since 2000. As of date, countries like Angola, Cabo Verde, Mozambique, Namibia, Rwanda and Uganda, are already implementing different forms of entrepreneurship curriculum in their education systems on their own, after UNIDO's assistance.

In these countries, the ECP is part of the reform efforts to make education more relevant for the needs of the private sector and prepare youth with practical skills for their future careers in life. The ECP promotes the understanding of the local economy and the entrepreneur, the creative discovery of business opportunities through market research, assessing risks, planning and implementing their initiatives, and managing their resources efficiently and effectively. They learn concepts such as *“save, invest and grow.”*

Depending on each country's priorities, the ECP was introduced in general secondary, technical or vocational schools, reaching to hundreds of thousands of young people. Universities and colleges serve as a centre of excellence to support the national efforts to promote the entrepreneurship and technology absorbing capacities.

The countries developed with UNIDO assistance the strategy for introducing entrepreneurship in their education systems and ECP materials such as syllabi, teachers' guides, student textbooks and M&E tools, piloted the ECP in the selected secondary schools and grades, and analysed the pilot experiences for a nation-wide roll out.

Other countries are starting to develop it such as Afghanistan, Democratic Republic of Congo, Madagascar, Nigeria, Peru, São Tomé e Príncipe, while others have been requesting assistance, including regional organizations.

The programme has reached a maturity to take stock of the experiences, analyze lessons, enrich programme experiences and materials with research and expert advice, and make them available for scaling up and knowledge sharing with interested countries.

A.3. Main target groups

The main target groups are the national institutions of member countries in charge of education and training.

Secondary target groups are private sector and academia (teacher training & research) .

Ultimate beneficiaries will be young people benefitting from effective entrepreneurship education and training.

A.4. Stakeholders

1. Lead ministries of those countries that are implementing currently ECPs: Angola, Cabo Verde, Mozambique, Namibia, Rwanda and Uganda
2. Lead ministries of those countries interested in introducing ECPs
3. Universities in charge of teacher training and ECP related research.
4. Private sector and institutional partners of ECP (e.g. banks, companies, Ministries of Industry, SME support institutions, rural development & technology centres)
5. Donors of ECP projects (e.g. Austria, Finland, Japan, Norway, Portugal, Republic of Korea, One UN, and Chevron)

A.5. Synergies

The project will develop synergies based on already existing cooperation with a number of institutions, besides above mentioned stakeholders, and develop new ones, such as:

1. The Centre for Entrepreneurship of the OECD-Local Economic and Employment Development (LEED) Programme considers entrepreneurship to be a key driver of economic growth and job creation. Since 2014, a close exchange and collaboration has developed with the Centre regarding entrepreneurship teaching in primary, secondary and VET schools and knowledge networking. This project will allow to strengthen the exchange for the framework development and to explore a joint project development (see also below on JRC/EC).

2. The Directorate-General Joint Research Centre (JRC) of the European Commission is an in-house science service with the mission to support EU policies through evidence-based scientific and technical advice, to stimulate innovation through developing new methods, tools and standards, and to share its know-how with the Member States, the scientific community and international partners. The JRC published in 2016 the first comprehensive set of entrepreneurship competencies. UNIDO and JRC have been collaborating in 2016 to apply an adapted version on a pilot basis at a country level. This project will allow to involve JRC in the analysis for further improvements and adaptation to developing countries' context.
3. Austria's Initiative for Teaching Entrepreneurship (IFTE) aims at promoting a culture of entrepreneurial spirit and self-efficacy in the Austrian education system. The IFTE has done pioneering work on developing a framework of references for entrepreneurship competencies for the Austrian education system, and continuously develops and improves entrepreneurial teaching. This project will allow to seek IFTE expert inputs for the ECP programme, in particular for innovative teaching practices.
4. Finland has mainstreamed entrepreneurship as a subject in its secondary education, and has also several research and teaching initiatives in higher education. The Lappeenranta University of Technology (LUT) has for example developed measurement tools for entrepreneurship education the University of Turku has for a long time developed entrepreneurship education and research, including on gendered economy and entrepreneurial eco-systems. Collaboration potential has been explored with regard to assessment. This project will allow to build up the knowledge network with the Finnish relevant institutions.

B. UNIDO approach

B.1. Rationale

Many young people in developing countries grow up without opportunities to learn entrepreneurial and industrial attitudes and skills. They live often in an agrarian, mostly subsistent economy with persistent unemployment and underemployment. Frequently, the education systems do not prepare youth sufficiently for a dynamically changing context for economic opportunities. This in turn affects their prospects to move out of poverty and address hunger and food insecurity.

The existence of widely spread competitive entrepreneurship is a necessary condition for poverty reduction. Entrepreneurs trigger and drive a nation-wide process that enables the bottom billion to climb up the wealth ladder, which transforms economies and enhances industrial development. It is a result of the entrepreneurs' assessment of business opportunities and calculated risk taking. Policy makers in developed as well as developing countries are increasingly recognizing that entrepreneurship education is a fundamental component of national efforts to attune young people's knowledge, skills and attitudes to the demands of economic development.

Entrepreneurs create businesses; businesses create jobs and income. They trigger and drive a nation-wide process that enables the bottom billion to climb up the wealth ladder, transforms economies and enhances industrial development. This process is a result of the entrepreneurs' assessment of business opportunities and calculated courage.

As a contribution to promote inclusive growth, UNIDO has been supporting the development of entrepreneurial culture and skills, technical and learning capability through the Entrepreneurship Curriculum Programme (ECP) and the creation of an environment where entrepreneurial actions are rewarded through improving the performance of public services for businesses.

The ECP has typically following objectives, with adaptations to each country's context:

- promote a positive attitude towards entrepreneurship;
- develop entrepreneurial competencies among the youth;
- support the students in their learning process by offering them the opportunity to apply the theory learned in class in practice;
- contribute to the reform of the educational system in line with the Government's strategy to create conditions and new ways for fostering a sense of creativity and innovation and prepare youth better for their future careers in response to economy's requirements.

UNIDO provides technical assistance to member countries in conceptualizing, developing and implementing their ECP with a view to introduce entrepreneurship as a subject in general secondary schools or technical and vocational schools on a nationwide basis. Thus, a massive number of young people can be reached, both girls and boys, rural and urban areas. Universities and colleges serve as a centre of excellence to support the national efforts to promote entrepreneurship, train teachers and develop technology absorbing capacities.

The entrepreneurial attitudes, attributes and skills the youth acquire at academic and technical schools enable them to appreciate different types of economic opportunities, such as industry, services, trade, agriculture, etc. They also obtain personal qualities, such as willingness and ability to take initiatives, innovation and creativity, readiness to take calculated risks, self-confidence, ability to collaborate, etc. By learning concepts, such as "save, innovate, invest and grow", they gain self-help principles. The ECP accelerates the formation of an entrepreneurial population at the grassroots level, and contributes to the inclusive bottom-up development of a competitive private sector.

The ECP can furthermore trigger cultural changes in communities through the families of the students, including the perceptions on the role of girls and women. By increasing opportunities for both girls and boys to make life choices that go beyond gender-limiting cultural norms, the entrepreneurship curriculum helps to create an environment in which female entrepreneurs can thrive, therefore also promoting gender equality.

The programme is mainstreamed in national institutions to create sustainable outcomes. Secondary and vocational schools are turning into a nation-wide network of youth entrepreneurship development hubs in urban and rural communities.

The curriculum is action-oriented: More than half of the class time consists of practical activity in identifying business opportunities with growth potential in their community, assessing resources for setting up and steering a business, and learning from successful entrepreneurs in their companies and in the classroom.

Key donors that have been supporting the ECP are Japan, Norway, Portugal, Republic of Korea, Chevron and the One UN. Donors and ECP countries have also called for UNIDO to promote the sharing of the various experiences, learning of lessons and upscaling.

To this end, an international conference took place in November 2014 to raise awareness and share experiences within and outside Africa on entrepreneurship in general, technical and vocational education and draw lessons for enhancing the strategic, pedagogical and managerial aspects of entrepreneurship curriculum development with an aim to boost youth employability and entrepreneurship, with the funding support by the Government of Japan. More than 120 participants from 60 countries participated.

In addition, the ECP experiences have been presented and discussed at various international fora such as the World Conference on Entrepreneurship by the International Council for Small Business Development, the Annual meeting of the OECD LEED or the Entrepreneurship Summit of Austria.

Recent new development in the ECP that will require attention and analysis by this project for future development potential relate to:

- e-learning or b-learning¹ to reduce costs and increase outreach;
- development of technical competencies that prepare youth for industrial production with basic concepts of quality and technical thinking;
- need to conduct impact studies, during and post-project to assess first level , second level and third level impact;
- Need to analyse potential and needs to address gender issues through ECP.

B.2. Comparative advantage

As of 2016, the ECP was implemented or introduced in 12 countries that have been or are being assisted by UNIDO since 2002.² More than one million young people studied entrepreneurship in the countries assisted, more than 7,000 entrepreneurship teachers were trained, country-specific entrepreneurship curriculum was developed for general secondary schools, technical education and vocational training, and teacher training. Programmes have been also established in universities and colleges.

As an outcome of the capacities built and the methodologies developed, the ECP is being implemented as a national programme by those countries, with their budget allocations and as part of the mainstream education curriculum. Surveys indicate that about between 30 and 40 per cent of students establish their small business while at school, and about 12 per cent of surveyed graduates were still continuing with their business as a career. They also indicate an increase in understanding of business opportunities in their communities, the development of entrepreneurship competencies and an increase in the capacity to save.

¹ Electronic learning and Blended learning as a mix of modalities.

² In alphabetical order : Angola, Cabo Verde, Côte d'Ivoire, Liberia, Madagascar, Mozambique, Namibia, Nigeria, Rwanda, Sierra Leone, Timor Leste, Uganda. Key supporters have been Austria, Japan, Norway, Portugal, Republic of Korea, One UN and Chevron.

The Entrepreneurship Curriculum Programme (ECP) has reached a considerable level of maturity and outreach. There is a growing body of country experiences and methodological material. Various programme, project and thematic evaluations have been highlighting the relevance of the ECP for the respective country conditions and flagged the high potential for impact and sustainability. They have also recommended sharing experiences and drawing lessons for new project. Several countries are currently in the process of starting or preparing an Entrepreneurship Curriculum Programme with the assistance of UNIDO that can benefit from the lessons learned.

Several independent evaluations have been conducted on these projects, overall with high and very high ratings on relevance, ownership, efficiency, effectiveness & potential impact. Evaluators recommended that UNIDO should “initiate an experience sharing across countries of the results of teaching entrepreneurship in secondary education and make the knowledge generated available for a wider audience”³

Also, UNIDO Executive Board has recommended that a standardized toolkit be developed to disseminate the experiences and to create synergies, e.g. sharing good practices among all countries.

B.3. Inception phase

N/A

B.5. Gender mainstreaming strategy

Despite the efforts and relevant advancements in entrepreneurship over the past two decades in the labor market, women remain underrepresented as entrepreneurs; men are 50% more likely to become entrepreneurs⁴. Compared to men, the lack of access to finance, education and training is still a barrier for women to become entrepreneurs. In addition, women are disadvantaged from having fewer role models (which might affect their willingness to engage in entrepreneurial activity)⁵. Gender disparities in education are a persistent problem at world level, especially for girls from rural areas and lower socioeconomic backgrounds.⁶

In this context, the ECP programme aims to promote gender equality and women economic empowerment. Young women are encouraged to take entrepreneurial initiative, which would challenge the stereotypes of the society and develop a positive attitude towards entrepreneurship, business and self-employment. ECPs reach out to large numbers of young women who get the opportunity to acquire entrepreneurship competencies, with close to 50% of beneficiaries being female.

A broader trend documented in numerous studies have shown mixed results for young women’s entrepreneurial competencies, e.g. they would show lower expression of

³ NORAD Collected Reviews 6/2014. Espen Villanger. With contributions from Merima Ali and Alberto X.M. da Barca: End Review of the “Entrepreneurship Development of the Youth”.

⁴ Kelley, D., Singer, S. and Herrington, M. 2016. Global Entrepreneurship Monitor 2015/2016 Global Report.

⁵ GEM – Global Entrepreneurship Monitor 2016

⁶ UNESCO (2016) Institute for Statistics (UIS). The UIS is the official source of education data used to monitor SDG 4-Education 2030.

entrepreneurial attitudes, behaviors and intentions than young men while at school, but higher levels after graduating.⁷

According to GEM research and Goldman Sachs's 10,000 Women's Initiative data⁸, training and business education for women entrepreneurs is a main contribution to closing the gender gap in employment. In addition, entrepreneurship education training can help women to build confidence in their business skills and ability to identify entrepreneurial opportunities (OECD, 2004).⁹ Some studies' findings however raise that current entrepreneurship education programs may not be effectively reaching females and may need to be redesigned.¹⁰

With this perspective, this project will make concrete recommendations on how to better mainstream gender in Entrepreneurship Curriculum Programmes, in order to effectively address young women's as well as young men's concerns and experiences as an integral dimension of the needs assessment, design, implementation, monitoring and evaluation of an ECP. The aim is to increase to ensure that their respective interests, needs and priorities are better taken into consideration, recognizing and appreciating the diversity and to increase opportunities for both girls and boys to make life choices that go beyond gender-limiting cultural norms by empowering them with entrepreneurial attitudes, skills and knowledge.

The following actions will be pursued to achieve this objective:

- To identify lessons learned from project outcomes/outputs or activities that promote gender equality and/or women's empowerment through entrepreneurship development;
- To develop guidelines in using gender responsive methodologies in design of curricula, textbooks, training;
- To ensure that women and men (e.g. teachers, students, experts, focal points) are represented with a gender-perspective¹¹ in all project activities;
- To identify case studies based on successful women entrepreneurs;
- To identify case studies for gender-inclusive practices for entrepreneurship education.

7 Impact of the Implementation of an Entrepreneurship Education Programme on behaviours, intention and attitudes of Mozambique Youth Rodrigues, Ricardo Gouveia; Dinis, Anabela; do Paço, Arminda; Ferreira, João; Raposo, Mário. ICSB World Conference Proceedings; Washington: 1-3. Washington: International Council for Small Business (ICSB). (2014)

8 Investing in the Power of Women; Progress Report on the Goldman Sachs 10,000 Women Initiative, Babson College, Wellesley, MA, 2014.

9 OECD. 2004. Women entrepreneurship: Issues and policies. Istanbul, Turkey conference.

10 Self-efficacy, entrepreneurial intentions, and gender: Assessing the impact of entrepreneurship education longitudinally, Rachel S. Shinnar. 2005: <http://www.sciencedirect.com/science/article/pii/S1472811714000512>

¹¹ The term 'gender perspective' is a way of seeing or analyzing which looks at the impact of gender on people's opportunities, social roles and interactions. This way of seeing is what enables one to carry out gender analysis and subsequently to mainstream a gender perspective into any proposed program, policy or organization. Sources: UN Women, OSAGI Gender Mainstreaming - Concepts and definitions <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=>

C. The Project

C.1. Project objective

To design, implement and monitor continuously improving Entrepreneurship Curriculum Programmes (ECPs) at country level, as a contribution to inclusive and sustainable industrial development.

C.2. Project outcome

Member states will use the codified UNIDO experiences and lessons learned when introducing an Entrepreneurship Curriculum Programme (ECP) for their education system.

C.3 Expected outputs and activities

Output 1:

Entrepreneurship Curriculum Programme guidelines for inclusive and sustainable industrial development with a set of:

- a) entrepreneurship competencies (knowledge, attitudes and skills),
- b) proven and innovative practices of entrepreneurship teaching,
- c) assessment methods of application of entrepreneurship competencies and their impact on the students and communities, and
- d) steps and stakeholder profiles of ECP development.

The project will build on past and ongoing UNIDO projects on entrepreneurship curriculum programme (ECP) in general and technical secondary education and vocational training. UNIDO experiences will be codified and lessons learned extracted, current literature reviewed, knowledge sharing among member states will be promoted, and linkages with academia and industry established.

The result will be a framework to identify, develop, teach and evaluate entrepreneurship competencies for inclusive and sustainable industrial development.

Activities:

Activity 1.1	Analyze existing examples and experiences of ECP syllabi and formulate on that basis a set of standard competency based entrepreneurship syllabi for different grades and education systems.
Activity 1.2.	Develop additional competencies related to enhance technical thinking, environmental sustainability and food security.
Activity 1.3	Analyze existing experiences of ECP teaching materials and others, and compile effective and innovative teaching practices, including b- or e-learning.
Activity 1.4	Analyze existing ECP assessment guidelines, ECP impact studies and current

	literature on impact of entrepreneurship education, develop scenarios of theory of change for different development contexts, and guide impact assessment exercises in 1 or 2 countries, based on the above analysis and scenarios
Activity 1.5	Analyze and extract success factors of effectively mainstreaming ECP in national education systems, leading to policy recommendations.
Activity 1.6	Analyze existing experiences of ECP curriculum development process, stakeholders and lessons learned, and prepare on that basis ECP step-by step guide.
Activity 1.7	Establish an expert exchange/ community of practice, and manage structured discussion groups over six months on the topics above and related; analyze the contributions.
Activity 1.8	Conduct an Expert Group Meeting in Vienna.
Activity 1.9	Finalize ECP guidelines.
Activity 1.10	Design and implement a communication strategy to disseminate the guidelines and promote the use.

D. Inputs

D.1. Counterpart inputs

- ✓ Assignment of focal points to participate in the six months ECP community of practice, with their time to participate and make relevant contributions;
- ✓ Data and documents on their ECP implementation experiences and materials.

D.2. Project inputs

- ✓ International experts: Entrepreneurship competencies, pedagogy, assessment, curriculum development, knowledge networks, industrial engineering, gender
- ✓ National experts: ECP development & implementation; M& E
- ✓ Project and Headquarters travel
- ✓ Subcontracts: Impact assessment, editing, translation, knowledge platform
- ✓ Expert Group Meeting in Vienna.
- ✓ Printing, communication materials

E. Risks

The main risk of such project is that the output would not be used by Member states and UNIDO, and the guidelines will accumulate dust in our and our counterpart's drawers.

This requires , first, an awareness raising within UNIDO and with external partners, not only during the project period, but also post-project. A communication strategy will be implemented during the project, which should create sufficient visibility tools for a post-project period.

Secondly, a post-project monitoring with partner countries should be undertaken at the organizational level, whenever feasible. For example, at the occasion of international conferences, or through informal and formal contact with counterpart institutions.

F. Budget

		Total		2017		2018	
Budget Line	Description	w/m	Euro	w/m	Euro	w/m	Euro
11-00	International Experts	8	80,000	5	50,000	3	30,000
15-00	Travel	0	20,000		10,000		10,000
16-00	HQs travel	0	20,000		10,000		10,000
17-00	National experts	6	20,000	3	10,000	3	10,000
21-00	Subcontracts	0	40,000		20,000		20,000
30-00	Training	0	30,000				30,000
45-00	Equipment	0	0		0		0
51-00	Operations	0	11,239		5,500		5,739
99-99	Project Total	14	221,239	8	105,500	6	115,739
	UNIDO support cost (13%)		28,761				
	Grand Total		250,000				

G. Logframe

	Intervention logic	Objectively verifiable indicators	Sources of verification	Assumptions
Development objective / Impact	Young men and women acquire entrepreneurship competencies and apply entrepreneurial concepts and skills in their day-to-day life or business activities, with equal opportunities.	Number of entrepreneurship graduates who demonstrate entrepreneurship competencies and who apply them in practical activities (50% female).	M&E systems of national education authorities Other publicly available statistics on business start ups, disaggregated by sex and age.	N/A
Immediate objectives/ outcomes	Member states will use the codified UNIDO experiences and lessons learned when introducing an Entrepreneurship Curriculum Programme (ECP) for their education system.	Number of countries developing and implementing successfully an ECP, based on the framework established.	UNIDO website	Countries are aware of and have contributed to the development of the guidelines.
Outputs	Entrepreneurship Curriculum Programme guidelines for inclusive and sustainable industrial development with a set of: a) entrepreneurship competencies (knowledge, attitudes and skills), b) proven and innovative practices of entrepreneurship teaching, c) assessment methods of application of entrepreneurship competencies and their impact on the students and communities, and d) steps and stakeholder profiles of ECP development	Peer reviewed guidelines approved and available, including concrete recommendations on how to better mainstream gender.	UNIDO website	Countries are committed to share post-project information about their programme development and implementation

H. Monitoring, reporting and evaluation

An Annual progress report will be prepared by UNIDO at the end of 2017, and a Final report at end of 2018, and submitted to the donor, together with documentary annexes.

The project will collect data disaggregated by sex and age, as well as qualitative information to track gender equality results and assess gender impacts.

I. Prior obligations and prerequisites

N /A

J. Legal context

It is expected that each set of activities to be implemented in the target countries will be governed by the provisions of the Standard Basic Cooperation Agreement concluded between the Government of the recipient country concerned and UNIDO or – in the absence of such an agreement – by one of the following: (i) the Standard Basic Assistance Agreement concluded between the recipient country and UNDP, (ii) the Technical Assistance Agreements concluded between the recipient country and the United Nations and specialized agencies, or (iii) the Basic Terms and Conditions Governing UNIDO Projects.

K. Annexes

Annex I : ECP Evaluation findings – extracts

UNIDO Independent Mozambique Country Evaluation (2011):

“The project is very relevant to Mozambique’s national priorities, both in terms of education ...and economic development ...Perspectives of sustainability are high because the ECP has become a policy of the national government.”

UNIDO Independent Thematic Evaluation: UNIDO’s Contribution to Millennium Development Goals (2012):

“As the ECP is rolled out in schools across Mozambique, the Programme has the potential to reach a large share of the youth population.... The project follows the path of supporting national institutions and structures, thereby reaching the target population and – via some intermediate states – contributes to improving their living conditions.

UNIDO Independent Rwanda Country Evaluation (2012):

“Also relevant to Rwanda’s governance priorities is UNIDO’s capacity-building support to the Ministry of Education in developing the national curriculum for entrepreneurship education for secondary schools. While this initiative is most relevant to the private sector development needs of Rwanda, it also provides an important capacity-building support to the National Curriculum Development Centre in developing, disseminating and monitoring a new field of study into the secondary education system. However, it should be pointed out that the lack of funds led to a much higher degree of ‘learning by doing’ rather than a standard piloting approach before full roll-out of the new ‘entrepreneurship’ subject in the national schools. On the other hand, this project benefitted from an outstanding level of national ownership and was predominantly funded by the government.”

UNIDO Independent Project Evaluation Angola (2013):

“The efforts to instill an entrepreneurial spirit among the youth and provide them with skills and opportunities to structure and develop their business propositions, are highly relevant to national development challenges and fully aligned with the national poverty reduction strategy and the medium-term national development plan. The latter consider economic diversification and employment generation through private sector development as key pillars for poverty reduction....The Programme is clearly owned by the national counterpart, as evidenced by the leadership assumed... in implementation and by the increasing allocation of national resources to the pilot phase and to the forthcoming national rollout.... The key messages of the new curriculum are being effectively conveyed and seem to be positively influencing students’ attitudes towards business and professional development in general. By the same token, practical skills are being developed to rationalize, develop and manage business initiatives... Based on these emerging outcomes, the Programme may have a positive impact on the national economy over the medium to long term, by building up entrepreneurial foundations and contributing to economic diversification and employment generation.”

Donor End-Review Mozambique (2014) :

“The team’s review of the entrepreneurship development literature reveals that short term entrepreneurship courses (that usually last for one week) have little or no impact on actual learning of students. The UNIDO project, on the other hand, has contributed to a substantial entrepreneurship learning trajectory with four years of duration, initially six and four hours in the first and second cycle. The assessment of the curriculum also showed that it is broad and covers many relevant aspects of entrepreneurship. Interviews with school directors, teachers and students further confirmed the importance of ECP for the future of the students.... Summing up, the UNIDO project has added substantial value to the implementation of the ECP. Most of the requirements for success are in place for a well-functioning subject. Nevertheless, (...) the final efforts to get the course to work as intended and implement a permanent institutionally sound solution (...) remain outstanding issues.... “the fact that the UNIDO project has managed to get the entrepreneurship course approved as a subject in secondary education and the well-developed teaching and student’s materials that are available electronically provided the foundation for the sustainability of the ECP course in secondary education. Moreover, the course is very popular among teachers, students and parents. Ownership of the programme in the school in general also seems to be strong and the school directors are supportive. .. UNIDO should.. initiate an experience sharing across countries of the results of teaching entrepreneurship in secondary education and make the knowledge generated available for a wider audience...”

UNIDO Independent Thematic Evaluation: UNIDO interventions in the area of enterprise development for job creation, including for women and youth (2015)

“An impact evaluation conducted on the project to provide technical assistance for Angola's Entrepreneurship Curricula in Secondary Schools in Angola .. utilized the methods developed under the ASTEE¹² project focusing on four main indicators, i.e. entrepreneurial knowledge; entrepreneurial skills, including self-efficacy; entrepreneurial attitudes; and entrepreneurial intention. The evaluation was quite positive on all four indicators. However, the impact on job creation was not measured. ...The theory is that entrepreneurship education is to act upon ideas and opportunities and transform them into value for others. It relates to content, methods and activities supporting the creation and development of knowledge, competences and experiences that make it desirable and feasible for students to initiate and participate in entrepreneurial value creating processes. By using theories of change and impact evaluations an organization may also not be able to exactly measure its contribution to more jobs/employment, but it can make a credible estimate of how many jobs/employment it has contributed to.”

¹² ASTEE (Assessment tools and indicators for entrepreneurship education) project was co-funded by the European Community through its Competitiveness and Innovation Framework Programme (CIP).