

SEED WORKING PAPER No. 59

Series on Youth and Entrepreneurship

Facilitating Youth Entrepreneurship Part II

**A directory of awareness and promotion programmes
in formal and non-formal education**

by

Klaus Haftendorn
Carmela Salzano

InFocus Programme on Boosting Employment
through Small Enterprise Development
Job Creation and Enterprise Department



International Labour Office · Geneva

Copyright © International Labour Organization 2004
First published 2004

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to the Publications Bureau (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP [Fax: (+44) (0)20 7631 5500; e-mail: cla@cla.co.uk], in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923 [Fax: (+1) (978) 750 4470; e-mail: info@copyright.com] or in other countries with associated Reproduction Rights Organizations, may make photocopies in accordance with the licences issued to them for this purpose.

ILO
Facilitating Youth Entrepreneurship, Part II: A directory of awareness and promotion programmes in formal and non-formal education
Geneva, International Labour Office, 2004

ISBN 92-2-115559-5

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org

Visit our website: www.ilo.org/publns

Printed in Switzerland

Foreword

Five hundred million young people will enter the workforce within the next decade. Today, 66 million young people are unemployed and an even higher number are underemployed. Overall, the unemployment rate for young people is two to three times higher than for adults.

A generation without the hope of a stable job is a burden for the whole of society. Poor employment in the early stages of a young person's career can harm job prospects for life. The economic investment of governments in education and training will be wasted if young people do not move into productive jobs that enable them to pay taxes and support public services.

Having reduced youth unemployment to half by 2015 is one of the goals that Heads of State of all member countries of the United Nations adopted in the Millennium Declaration. The ILO is exploring ways to increase youth employment which will help end the vicious cycle of poverty and social exclusion. ILO member states, employers' and workers' organizations are being made aware of youth employment issues, which helps them formulate effective policies and programmes. The ILO also documents innovative ways to keep young people from dropping out of education so they can enter the world of work with better training and higher-paid skills. The ILO's Know About Business (KAB) training package is offered at vocational and technical training institutions. It is a comprehensive set of materials on entrepreneurship education. KAB encourages young people to consider self-employment as a career. By using the package, schools can help trainees who aspire to entrepreneurship to learn to face some of the challenges of managing a small business.

The ILO is acting as the Secretariat of the Youth Employment Network (YEN) set up by the Secretary-General of the UN. A panel of 12 civil society and industrial leaders is responsible for the formulation of recommendations on ways to reduce youth unemployment. These focus on four key areas: Employment creation, Entrepreneurship, Employability and Equal opportunities – the four "E"s. As a contribution to the work of the panel, IFP/SEED established a research series entitled "Youth and Entrepreneurship", led by Klaus Haftendorn of IFP/SEED.

The present Working Paper, Part II (Directory), together with Part I (Analysis) – the first in the series – address education for entrepreneurship. They take up one of the recommendations of the panel's working group on Entrepreneurship, stipulating that "the education system must recognize the need for developing the skills and attitudes that make up an entrepreneurial mindset such as lateral thinking, questioning, independence and self-reliance. This education should continue through vocational training, business incubation and the start-up phase for young entrepreneurs."

The review presented in Part I analyses awareness and promotion programmes in formal and non-formal education from around the world. Part II, contains an extensive directory with short descriptions of 166 current and recently completed programmes for entrepreneurship education. Together, they constitute a rich source of information for use by planners and decision makers on youth employment and education policies. In addition, the wealth of details and references on the implementation of such policies may inspire and guide the many practitioners of youth training and job creation programmes.

Particular thanks is given to the co-author of this study, Ms. Carmela Salzano who carried out the main part of the research work of identifying and analysing the programmes. Finally, the publication of this paper would not have been possible without the consistent and meticulous logistical and editorial support of Christine Vuilleumier and Annie Guyon.

Kees van der Ree
Director (a.i.)
InFocus Programme on Boosting Employment
through Small Enterprise Development

Table of contents

Foreword	iii
Introduction	vii
Executive summary	ix
I. Secondary school programmes	1
i) Developed countries	1
ii) Developing countries	10
iii) Transition countries	12
II. Technical and vocational education	13
i) Developed countries	13
ii) Developing countries	15
iii) Transition countries	28
III. Universities	31
i) Developed countries	31
ii) Developing countries	39
iii) Transition countries	41
IV. Programmes outside formal education	43
i) Programmes financed/implemented by inter-governmental organizations	43
ii) Programmes sponsored by the private sector	49
iii) Programmes implemented by international NGOs	56
iv) Country level programmes	59
a) Developed countries	59
b) Developing countries	69
c) Transition countries	82
V. International networks	85
VI. Training packages	95
i) Secondary level	95
ii) Vocational level	98
iii) University level	104
iv) General programmes for youth	104
v) Distance learning	105

Introduction

“More than 1 billion people today are between 15 and 25 years of age and nearly 40 per cent of the world’s population is below the age of 20. Eighty-five per cent of these young people live in developing countries where many are especially vulnerable to extreme poverty. The ILO estimates that around 74 million young women and men are unemployed throughout the world, accounting for 41 per cent of all 180 million unemployed¹ persons globally. These figures do not take into consideration worldwide underemployed (estimated at 310 million). Many more young people are working long hours for low pay, struggling to eke out a living in the informal economy. An estimated 59 million young people between 15 and 17 years old are engaged in hazardous forms of work. Young people actively seeking to participate in the world of work are two to three times more likely than older generations to find themselves unemployed.”²

The Fight against Youth Unemployment is part of the Millennium Goals set by the Heads of State and Governments who met at the Millennium Summit. A Youth Employment Network (YEN) was initiated by the Secretary-General of the United Nations in association with the World Bank and the International Labour Organization. The ILO acts as the Secretariat for YEN.

Questions related to youth employment are treated in a number of ILO Conventions and Recommendations. Following up on the Millennium Summit, the ILO has strengthened its activities on policy recommendation programmes and tools for its member countries that are targeting the reduction of youth unemployment.

Self-employment and micro and small enterprise creation are routes that young people can actively explore to forge their futures. Enterprises are the places where the jobs are. Promoting a positive enterprise culture is also a way to facilitate youth employment.

Part I of the paper is the first part of an empirical research project on the effects of awareness-raising programmes and their impact on promoting self-employment and entrepreneurship as career options for young people entering the labour market.

The project objective is the development of recommendations for a comprehensive framework and proven programmes for awareness-raising and entrepreneurship promotion with impact on the reduction of youth unemployment through self-employment and enterprise creation.

The research started with a mapping exercise to identify programmes implemented by governments, employers’ organizations, craft guilds, workers’ organizations, international donors, NGOs and other civil society associations to facilitate the transition from school and higher education into self-employment and entrepreneurship, through a variety of modalities including:

- formal education, university, technical high schools, commercial schools, vocational training
- promotion of unemployed diploma-holders for self-employment and enterprise creation

¹ According to the ILO definition, an “unemployed person is without work but makes him/herself available for employment and has worked less than one hour in a reference week”.

² ILO Governing Body document GB.286/ESP/5 Context of Youth Employment.

- achievement motivation programmes for identification of potential entrepreneurs
- entrepreneurship training programmes for youth
- coaching programmes through senior managers and entrepreneurs
- training companies
- business activities run by young people and linked to schools, vocational training centres and universities
- start-up funding programmes and micro-finance schemes
- youth chamber of entrepreneurs, awards for youth entrepreneurs
- programmes targeting youth entrepreneurship in the informal economy.

Facilitating Youth Entrepreneurship, Part I, presents the results of the mapping exercise with an analysis of the programmes and first conclusions for replication.

All programmes identified throughout the mapping exercise are documented in this Directory forming Part II. This Directory will also be available online on the IFP/SEED web page (<http://www.ilo.org/seed>) and frequently updated.

Executive Summary

The world's different nations view entrepreneurial activities differently, in accordance with their prevailing culture towards entrepreneurship. Promoting a positive attitude to entrepreneurship is increasingly becoming the policy of governments whose objective is to generate more employment through enterprise creation. In this context, youth entrepreneurship programmes are promoted in schools and communities across the world and on the Internet. Many examples of enterprise and entrepreneurship education programmes can be found within national education systems at secondary, vocational, tertiary and university levels. Programmes have also evolved within the informal economy targeting potential young entrepreneurs, unemployed, out-of-school or at-risk youth.

Interventions have been designed and implemented by a range of providers, including public agencies, inter-governmental and bilateral technical assistance partners, the private sector and non-governmental organizations in a variety of settings. In developed countries, emphasis is on activities that will nurture the skills and creativity of youth with the potential to set up their own businesses and, at the same time, make them more employable in formal labour markets. In developing and transition countries, there is also a growing recognition of the enormous importance and potential of the informal economy to provide employment and income-generation opportunities. Training is being reformed to facilitate the insertion of youth into local economic activities through small enterprises in the informal economy.

Secondary level

At secondary level, many interventions are designed to impart a spirit of entrepreneurship and teach business concepts through team-based, experiential learning. Entrepreneurship and enterprise can be integrated throughout the curriculum, as an optional subject or as an after-school activity. Activities in the classroom are based on managing a project and are often presented through the simulation of how an entrepreneur operates when setting up and running a small business, as distinct from operating in a large company where individual roles and responsibilities are clearly designated. Tools and resources used depend on country context, but generally include group and one-to-one mentoring with volunteers from the business and not-for-profit community, work placements, business simulation games, entrepreneurship competitions, etc. In addition, students can participate in national and international networks of simulation or practice-firms that have been created in other schools and thus acquire global economic knowledge. In some cases, students use technology as applied in business, including the use of the Internet for global transactions and communications.

In industrialized countries such as Australia, Canada and the United States, there are numerous examples of enterprise education at secondary level. Curriculum guidelines, materials and resources for enterprise programmes and interventions are at a fairly advanced level, relying on specially designed supplementary course materials, multimedia and Internet. These are either designed or supplied by national education systems (often the case in Europe) or are purchased from not-for-profits specializing in enterprise education (as is often the case in the United States). The research identified fewer examples in developing and transition countries, where education systems are overwhelmed by problems of implementing proposed reforms, scant resources, lack of materials and overcrowding.

Technical and vocational education

Many countries are reforming their technical and vocational education and training systems (TVET) as part of efforts to reorient national training systems towards new areas of growth in national economies. TVET is becoming more targeted towards the needs of the business community with a less rigid emphasis on training for waged employment.

In the area of enterprise education, students obtain direct experience in applying their technical knowledge in a commercial environment, or participate in creating and developing a real company that markets its own products.

Reforms in developing and transition countries are taking place with the assistance of inter-governmental and bilateral technical assistance partners. Private sector firms also occasionally supply curriculum guidelines and materials, or subsidize courses as part of a particular sponsorship programme. In some countries, there are even examples of training offered by large companies to non-employees.

University level

Universities around the world supply highly skilled manpower to the public sector, commerce and industry. Within the faculty of business, or independently, several universities in North America and Europe, as well as further afield, now offer entrepreneurship courses at undergraduate and graduate levels. Many have established Centres for Entrepreneurship to engage in training, research and development, consultancy and information dissemination and provide follow-up services for students.

In recent years, universities have developed closer linkages with government and industry to new growth areas and to promote technology and innovation. Entrepreneurship education is a natural extension of this trend and universities are engaging in the job of not only training potential and existing entrepreneurs, but raising awareness about the importance of entrepreneurship throughout the university community at national and international levels. For example, the Scottish Institute for Enterprise works with Scottish universities to enhance, encourage and develop entrepreneurship education and to promote an enterprise culture that is supportive of technology entrepreneurship, leading to a greater number of business start-ups emerging from Scottish universities into the commercial marketplace.

Non-formal education

Programmes targeting the informal economy recognize that many children – for social, economic or cultural reasons – do not make it through the school system or else come out of it lacking the skills required in the formal labour market. In developing countries in particular, where state welfare systems are non-existent, many children enter straight into low-wage exploitative work or start their own subsistence-level activities in the informal sector. Worse, they become prey to drugs, disease, sex work, etc.

Non-formal programmes by definition are implemented outside of any established or structured formal system of learning. A diverse range of support is available to young people either to train as artisans and/or become self-employed in the informal sector. Interventions range from the provision of credit and mentoring, counselling support, outreach, awards and competitions, trainers of trainers, etc. through a variety of partners and modalities. Most methods try to integrate the natural learning processes and assets of youth living in difficult circumstances and help them to develop small businesses, avoid drugs and crime, sharpen

their academic skills and form positive attitudes about themselves and their communities, as well as bolstering the self-confidence and leadership skills required in the workplace.

Some of the programmes have evolved a sectoral focus (e.g. new technologies, e-commerce) or are offered as part of a livelihoods or life skills package (e.g. HIV/AIDS prevention, drug rehabilitation or adolescent reproductive health), particularly in the developing world. Some programmes also specifically target different population groups, such as minority or indigenous groups, young girls and women, or else have a geographic focus, i.e. rural areas or urban slum dwellings.

In developed countries, programmes are implemented at centre facilities, public schools, after-school programmes at community-based organizations and intensive summer business camps. They often rely on support of local business and community development through sponsorship of programmes and active involvement of voluntary mentors.

In developing and transition countries, the design and implementation of interventions take place within a community development or poverty reduction framework and as a collaborative effort between United Nations agencies, bilateral technical assistance, partners with external funding (whether from NGOs, bilateral or multilateral agencies), working directly or indirectly (either through funding local NGOs or through direct funding) to encourage the development of small-scale industries.

Common features

In spite of the broad differences in economic, social and cultural contexts for entrepreneurship and enterprise education across regions and countries, there are nevertheless some similarities in the way that these programmes at different levels of education have been conceived and are delivered. All the projects and programmes suggest, to varying degrees, that the key to promoting entrepreneurial initiative is in engaging the imagination of students, that is, in assisting them to think of developing their own business ideas, by showing them, at least in part, what it could be like to establish and run their own businesses.

Most programmes tend to combine classroom-based instruction with mentoring, guidance and counselling, practical experience and a menu of support that is adapted to the socio-economic circumstances of the participants and is flexible enough to evolve as their needs and priorities change. In North America, not-for-profits specializing in enterprise and entrepreneurship education are now servicing programmes in both the formal and non-formal sectors. In the developing world, tool kits and methodologies such as KAB and SIYB from ILO, CEFE from GTZ, the Commonwealth Youth Credit Initiative and Street Kids International, to name a few, have been developed and replicated widely.

A common theme running through entrepreneurship and enterprise education programmes, irrespective of socio-economic context, is that they are often delivered within the framework of partnership arrangements³ and coalitions at both national and international levels. The rise in popularity of public/private sector partnership arrangements within the formal sector is often primarily to facilitate learning and promote sustainability within the framework of a coherent plan for local economic development. In Western countries, they often take the form of strengthened cooperation between education and training authorities

³ Here, partnership means arrangements where governments, the international community, businesses and schools commit through mutual beneficial activities to give students greater insights into questions related to the world of work and business and to prepare them for self-employment.

and business associations and enterprise boards. The Golden Vale Young Entrepreneurs Scheme Awards (YES) in Ireland, for example, is carried out in association with City and County Enterprise Boards throughout the country.

In developing countries, strategic partnerships are formed to enable the Centre for Education and Enterprise Development (South Africa) to deliver a holistic and integrated programme to its target group. The private sector, for example Shell LiveWire in Singapore, runs an outreach campaign to ensure that potential entrepreneurs outside the student population are able to participate in workshops, an awards scheme and a mentoring programme.

Impact

Ultimately the outcomes of these programmes are intended not only to stimulate economic growth opportunities in line with new market realities, but also to deal with the increasing problems facing under-employed and unemployed youth in lagging regions of developed countries and developing and transition countries in general. Such programmes are seen as a fundamental component of national strategies to reduce the risks and vulnerabilities that young people face. Preventive measures are needed that promote and facilitate the social and economic integration of at-risk youth into society in urban and rural communities.

However, it is difficult to get a clear measure of the impact of programmes towards entrepreneurship and self-employment. At secondary level, most programmes only last for a one-year period, while at vocational, university and non-formal levels, the general programme cycle is 2-3 years. But the effects are only generally felt after a period of 5-10 years, as most young people who wish to go into business usually begin with a period of waged employment. Unfortunately, there are few tracer studies available for both formal and informal sectors, i.e. tracing graduates of enterprise education and self-employment programmes to see whether they have become business owners or gone into self-employment. Added to this, the measurement of entrepreneurial skills is inherently difficult. Perhaps more importantly, it is extremely difficult to isolate the impact of a particular intervention without considering the interaction among the different social, cultural and economic influences on entrepreneurial behaviour in any given regional or country context.

We can measure impact in terms of numbers of young people trained or loans disbursed, and even numbers of new businesses created within the immediate follow-up period. However, again, there are few tracer studies to see how many of these businesses survive after the critical three-year period. Beyond quantifiable indicators, however, the success of youth entrepreneurship interventions can also be measured in terms of impact on government policy and the community. In India, for example, the encouraging results of the (BYST) programme led to a decision by the national government to permit all banks to give loans worth Rs. 0.5 million to start-up businesses without collateral and security. Some programmes, such as the Barefoot College in India, combine targeted assistance to poverty issues with economic empowerment for self-reliance, so as to have an all-round development of the community.

Measuring the success of entrepreneurship and enterprise education programmes, as well as programmes towards self-employment, is nevertheless a major challenge. It is clear that different programmes are likely to succeed where the government, at local and national levels, is already providing broad-based support to the creation of SMEs within the framework of national enterprise policy, local stakeholders are engaged in policy dialogue, market-based business support institutions and legal frameworks are evolved and youth as a

population group are receiving targeted assistance through national policy frameworks. In Italy, for example, the Marco Polo project implemented in secondary schools in Padova, benefits from the tri-sector partnership that already sustains small business clusters in Emilia Romagna. Here, young people with entrepreneurial initiative are more likely to make a seamless transition from business simulation into the real economy. Without an enabling environment, interventions can only have a short-term effect and there is little chance of young entrepreneurs growing and surviving outside of the programme framework.

Best practices and model programmes of youth development are being shared through conferences, audio-visual materials, publications, television programming, press articles, newsletters, Internet web sites and the creation of project-specific databases. This document is a first step towards identifying the ways in which countries are beginning to overcome the problems facing youth in the economic and social spheres and developing guidelines for youth entrepreneurship programmes.

I. SECONDARY SCHOOL PROGRAMMES

i) Developed countries

<p>AUSTRALIA</p> <p>National Education Policy</p> <p>Major project work in the area of Enterprise education began in 1996. The Curriculum Corporation (1996) report on an Enterprise Education Workshop held in Australia listed a variety of strategies for developing enterprising attributes in students. An Enterprise Education Week was run in 1999 to support ongoing enterprising community partnerships between local schools, businesses and community agencies.</p> <p>In 2002 the Corporation published three enterprise education professional development resource books and a CD-ROM for primary and secondary teachers and school leaders. The books are also available through the enterprise education website.</p> <p>The resources aim to support primary and secondary school principals and teachers in the development of enterprise education programmes in their schools.</p> <p><i>The Enterprising School</i> is for school leaders who wish to conduct in-service training or to communicate the benefits of enterprise education to students, parents and other stakeholders. It includes notes to support the Microsoft® PowerPoint® presentation that is also included on the CD-ROM and the website.</p> <p><i>Enterprise Education in Primary Schools</i> provides a range of strategies and activities to support the development of 18 enterprising attributes.</p> <p><i>Enterprise Education in Secondary Schools</i> includes case studies, strategies and activities that have been developed and tested by practising teachers. Many of them can be used across the curriculum, but there are also activities specific to each of the eight learning areas.</p> <p><i>Enterprise Education in Schools Professional Development CD-ROM</i> contains interviews with small-business people discussing enterprising attributes, information on school–community links, professional development materials and all the activities and strategies in the three books.</p> <p>http://www.curriculum.edu.au/enterprise</p>

AUSTRALIA

Young Achievement Australia, YAA

This is a cross-curricular programme bringing together groups of students from a school or variety of schools in a local area. Over 24 two-hour evening sessions, students learn to:

- sell shares to raise capital;
- establish a company;
- develop a business plan;
- research, design and produce goods or services to fill a profitable market niche;
- plan and implement management systems in finance, manufacturing, human resources and marketing;
- liquidate and pay dividends to shareholders at the end of the company's life.

Students sell up to AUD 500 \$2 shares in their companies to provide working capital and to cover manuals, materials, charter and insurance costs. The Business Skills Programme runs after hours or in-school.

The programme provides enterprise education for all students irrespective of their curriculum choices and it is accredited for a Certificate 11 in Small Business Management. Through being involved in the process the students experience typical options confronting commercial operations, and develop enterprise skills such as decision-making, negotiations, risk-taking, creativity, communication and teamwork.

There are management skills seminars, trade fairs and an end-of-year event where companies and students can strive for and win performance awards. The costs for the programme are usually met by sponsoring companies which also provide mentors and advisers for the student group and work with teachers where programmes are run in-school. In-school programmes require some supervision by teachers so some teacher resources are required.

<http://www.yaa.org.au>

AUSTRALIA

New Horizons

New Horizons is a three-week unit of work for year 9 students who are old enough to grasp the concept of enterprise but still young enough to be open-minded about their post-school options. Each week has different components. In year 10, students spend a 'Work Observation Week' in Adelaide, visiting various workplaces and observing enterprise in action.

For example, the programme has been delivered at Lameroo Regional Community School, an R-12 school with an enrolment of over 250 students, located 209 km east of Adelaide. In the early 1990s, the school conducted a series of community awareness activities designed to focus attention on enterprise education and its benefits for the local community. The school has a focus on enterprise education and the key competencies.

<http://www.sofweb.vic.edu.au/rdsip/index.htm>

AUSTRIA

Schumpeter classes

Since September 2000, the school experiment “Schumpeter classes – Entrepreneurship education” in Austria has been providing highly motivated pupils with the opportunity of taking a comprehensive approach to entrepreneurial thinking and operating. The aim is systematically to encourage creativity, problem solving and decision making, together with independence and responsibility and to give an insight into the importance of entrepreneurial activity for economic development and the social equilibrium of society.

The following methods are employed: case studies, business simulations, idea workshops, project-based study with practical experience, etc. CABS (Computer Aided Business Simulation) and CBT (Computer Based Training) enable realistic simulations, which allow the students to learn from their mistakes.

There is increased cooperation with teachers through team teaching and joint teaching of pupil groups. Meanwhile, pupils can access information from the Infothek or the Internet during or outside class time. There is also a Self Access Centre so that pupils can determine their own speed and scope of learning.

http://Europe.eu.int/comm/enterprise/enterprise_policy/charter.directory/en/education/austria.htm

AUSTRIA

JUNIOR - Pupils create businesses

The “JUNIOR – Pupils create businesses” project forms part of the school curriculum. Young people aged between 15 and 19 develop a business idea and create a JUNIOR enterprise at their school for the duration of the academic year. They produce goods or offer services against payment to the (local) market. The pupils themselves take all the important decisions relating to creating and running the business.

An essential feature of the JUNIOR project is the pupils’ hands-on experience of business. Nevertheless, JUNIOR remains a school project with its own rules. For example, a JUNIOR enterprise may exist only for the duration of the school year, the equity capital of the JUNIOR enterprise is limited and participating pupils may not accept any outside capital to finance their JUNIOR enterprise. In particular, special rates apply to taxes, which must be paid exclusively to the project executor.

In the school year 1999-2000, 750 pupils participated in 57 JUNIOR enterprises throughout Austria.

<http://www.junior.cc>

	<p>DENMARK</p> <p>National government policy</p> <p>The Danish Government has launched an initiative involving 43 schools in the upper secondary level and one third of the students attending a course in business economics. Pupils are not encouraged to leave the school and enter directly into the business world, but rather to move on to further education. The idea is to involve students in business games.</p> <p>About 900 pupils every year complete a project based on a fictitious business idea. An external jury finally evaluates the best business ideas, with the best 10 participating in national finals.</p> <p>In 2000, the Ministry of Economic and Business Affairs in Denmark launched a project to increase awareness of entrepreneurship nationwide through an annual campaign, awarding a number of national and regional prizes for the best entrepreneurs. A road show for students in upper secondary educational programmes is under consideration. Several hundred different courses and conferences have taken place already in Denmark and a large number of schools have received financial support for experimental work in the area of entrepreneurship.</p> <p>http://www.uvm.dk</p>
	<p>FINLAND</p> <p>National Government Policy</p> <p>In Finland, entrepreneurship education is taken into consideration throughout the education system, from primary level to university. The framework curriculum offers comprehensive schools an opportunity to develop entrepreneurial education further.</p> <p>Entrepreneurial education is included in school- and municipality-specific curricula, and aims to develop an attitude of “intrapreneurship”, involving flexibility, initiative, creativeness, risk-taking capabilities, knowledge of business and of the preconditions for entrepreneurship from the point of view of postgraduate studies.</p> <p>In upper secondary schools, the theme of entrepreneurship may be approached by means of either a school-specific theme – “entrepreneurial education” – or by integrating courses in entrepreneurship into applied studies either in connection with different subjects or as separate school-specific courses.</p> <p>http://www.minedu.fi</p>

FRANCE**“Entreprendre au Lycée”**

The programme is an initiative of the Ministry of Education and the Rectorat Aix-Marseille (France). Since 1991, it has expanded to reach about 130 secondary schools and thousands of students in the south of France (Région Provence-Alpes-Côte d’Azur).

The idea is to offer students the possibility of starting a “mini-enterprise”, with the intention of creating a concrete product (of goods or services) for real customers by the end of the school year. This is not a simulation but a real business practice. Students are required to find a business idea themselves and to develop it. They then have to work at their projects outside normal class hours. The new enterprise is operational for just one school year, from November until May.

The role of the teachers is to ensure a methodological framework for classroom activities. The main objective of this initiative is to develop the entrepreneurial abilities of the students, rather than to create new businesses. Enterprises in the region are associated with the project, and act as mentors to the mini-enterprises created.

This experience has been successful for almost ten years and the French Ministry of Education has now decided to launch a reform of the education system based on similar principles. This concerns multidisciplinary projects with vocational characteristics.

<http://www.irce-paca.com>

GERMANY**JUNIOR**

Junior Germany is a non-profit organization which offers practical economics and business education programmes for young people. Junior Germany became a Junior Achievement International Member Nation in 1999. The organization currently reaches over 3000 high school students annually with its Company Programme.

Junior projects introduce pupils in the ninth grade and above to the concept of self-employment by encouraging them to set up “mini-enterprises” and learn how the economy works in practice.

Personal Economics is a programme designed to help students assess their personal skills and interests, explore career options, learn job-hunting skills and discover the value of an education. Students also learn about budgets, personal and family financial management and the use and abuse of credit.

In September 2003, the third JUNIOR Business Camp was held in Berlin. The concept of the camp was designed in 2001 to reinforce young people’s desire to develop a career in business and, at the same time, raise public awareness of the need to teach economics in schools.

<http://www.iw-junior.de>

	<p>IRELAND</p> <p>National Enterprise Programme for Young Entrepreneurs in Ireland</p> <p>The Young Entrepreneurs Scheme (YES) is a major initiative to stimulate enterprise and innovative business activity amongst secondary students (aged 12-18) throughout Ireland. YES was launched in 1991 by Forbairt (now Enterprise Ireland).</p> <p>Young Entrepreneurs Schemes are established within schools for students working individually or in groups of five. These businesses sell products or services to students, or to consumers outside the school for two or three months of the school year. An annual competition selects the “best business” within a school.</p> <p>As part of the YES programme, the student businesses participate in inter-school enterprise competitions sponsored by City & County Enterprise Boards throughout the country. School winners advance to county-level. County winners progress to the YES National Final and Exhibition, a two-day event held in May. Over 25 City and County Enterprise Boards organize county-level competitions in collaboration with parents and teachers from local schools.</p> <p>Most participating schools secure external sponsorship, ranging from €50 (about US\$50) to €500 (about US\$500), as prizes for their in-school competitions. The business community, both local and national, have acted as judges and sponsors. Universally, the feedback on YES has been extremely positive and supportive. Over 12 years the programme has evoked extremely positive responses from school principals, teachers, parents and students. To date, about sixty thousand students have participated in YES.</p> <p>http://www.yes.ie</p>
	<p>ITALY</p> <p>Marco Polo Project</p> <p>The project was created by the Chamber of Commerce in Padova, in conjunction with the national, regional and local authorities and the business community.</p> <p>It uses a range of instruments in order to promote enterprise awareness among secondary schools students in the city. Courses are intended to promote an enterprise culture through business games and work placements.</p> <p>In 1999, the Marco Polo project involved over half the schools in the city of Padova, reaching some 2,200 students who were about to enter the labour market. The second phase of the Marco Polo project targeted 26 secondary schools, around 100 teachers, 2,200 students and 478 enterprises. The project has also engaged the active support of many of the region’s enterprises, making them more aware of the advantages of encouraging effective training of this sort. It also includes the diffusion of enterprise culture amongst schoolteachers through training and placement in companies.</p> <p>From the Forum “Training for Entrepreneurship”, Sophie Antipolis 19/20 October 2000.</p> <p>http://europa.eu.int/comm/enterprise/entrepreneurship/support_measures/training_education/nice_00/entrepreneurship_nice_2000en.pdt</p>

NORWAY

Dynamic Local Schools Project

The Dynamic Local Schools is a nation-wide project that is designed to promote the school as a learning environment for the local economy and enterprise development and to strengthen the links between participating schools and the local community. The project has shown how the implementation of initiatives across sectors in schools and education can constructively contribute to the building of entrepreneurship among youth. The main office for Dynamic Local School is located at the College of Stavanger where the following series are published: *Dynamic Local School NEWS*. This includes reports about developments and activities in the national initiative. It is sent to all municipalities and to a number of institutions across the country. *Dynamic Local School INFO* is a series with general and specific information, reports, and so on. *A professional series about Dynamic Local School* includes professional material and teaching aids for promoting entrepreneurship and conducting student enterprise.

<http://www.1.his.no/prosjekt/ds/norden/eng.htm>

SWEDEN

NUTEK

This Swedish Business Development Agency finalized a national project called "Entrepreneurship in School" with an action programme that was presented to the Ministry of Industry, Employment and Communications in June 2000. The project aims to put entrepreneurship and enterprise education on the agenda as well as educating all pupils in entrepreneurship skills. This includes learning by doing, multi-disciplinary projects and real experience of running companies created by the students themselves. Several local projects, operated on a pilot basis, were given financial support, and publicized through conferences and fairs. In September 2001, the Government initiated a new national programme to stimulate entrepreneurship.

NUTEK also initiated the "NESK project". NESK is an acronym for the Network for Entrepreneurship in School, which involved 14 national organizations with an interest in promoting enterprise education in schools. Besides representatives from schools, NESK also involved representatives from trade and industry. NESK contributed to the action programme and launched seven regional conferences on entrepreneurship education. A major output from NESK was the creation of the "DESK" website, which gathered together all the news and experiences from the project. It also acts as a virtual meeting place for people with an interest in making their local communities and environments more entrepreneurial, but who may not have access to the tools needed to do so. DESK is a joint initiative between NUTEK and Skolverket, the National Agency for Education.

Another project that seeks to promote innovation in schools is "Flashes of Genius" ("Snilleblixarna"). The aim of this project is to stimulate creativity, initiative and self-confidence among 6-11 year-olds by encouraging them to solve problems (such as those that occur in their daily life) independently. They later present their inventions at fairs and other exhibitions. "Snilleblixarna" is organised through the school by teachers, parents and small businesses.

<http://nutek.se>

	<p>UNITED KINGDOM (SCOTLAND)</p> <p>Scottish Enterprise (UK)</p> <p>Scottish Enterprise is an example of a comprehensive enterprise education strategy. In recent years, an infrastructure has been put in place in Scotland in order to provide enterprise education and training from primary school to university. This has been possible thanks to both public and private funding. A series of programmes were presented, involving all the different stages in the education system. These schemes address school children from the age of 5-8 onwards, and have a wide coverage in the Scottish system. For instance, by means of two programmes addressing primary schools, about 3,000 teachers and 30,000 pupils have been reached, covering 60 per cent of the schools in Scotland. The Scottish case seems to be a very good example of an integrated and coherent policy, with widespread activities touching all the different levels of education.</p> <p>http://www.scottish-enterprise.com</p>
	<p>UNITED KINGDOM (WALES)</p> <p>In Wales, through Education Business Links and in pursuance of the Entrepreneurship Action Plan targets, the National Assembly is providing the opportunity for at least one week of work experience for all pupils in Key Stage 4. To help encourage self-employment and entrepreneurship, it was expected that at least 65 per cent of such placements during 2001-2002 would be with SMEs. Careers Wales, who organize and manage work experience, will be giving priority to developing placements with start-up and relatively new businesses. In addition, all secondary schools in Wales will be involved in at least one business awareness/enterprise activity. These include established UK-wide initiatives such as Young Enterprise programmes, Achievers International, Understanding Industry, etc., and locally-developed programmes like Mid Glamorgan Education Business Partnership's "Enterprise in Focus" programme aimed at pupils in years 10 and 11. The National Assembly is providing £34 million in support over four years starting in 2000-2001.</p> <p>http://www.elwa.ac.uk</p>

UNITED STATES

“STE 2000 project”

The “In-school” programme, open to all students in the 11th and 12th grades, was started at the Central Park East Secondary School (CPESS) within the framework of the STE 2000 project of the US Department of Education with support from the Ewing Marion Kaufmann Centre and the East Harlem Community Technology Centre. The initiative has been carried out in close association with programmes such as the Young Entrepreneurs Programme at the Columbia Business School, the Institute For Youth Entrepreneurship, Youth Venture, Girls Inc., Playing2Win, and HarlemLive.

Central Park East Secondary School (CPESS), a public high school located in East Harlem, has been putting entrepreneurship education at the centre of other major portfolios such as math, science, and internship. The school now offers entrepreneurship education as part of the STE 2000 project, focussing on crossing the ‘digital divide’ and helping students to enter the world of e-commerce. Each student is required to complete a graduation portfolio. The school collaborates with a community technology centre in Harlem to design student websites for their Senior Project portfolio. The entrepreneurship portfolio consists of the following documents: a resume; an “Entrepreneur in the News” story; an informational interview; a marketing survey; and a for- or not-for-profit business plan. This portfolio has been designed, in part, to meet many of the State and City performance standards.

The initiative enabled students to develop an entrepreneurship portfolio at the secondary school level within the New York Public School system. It links the various strands of school-to-work and entrepreneurship, stressing equity, inclusion, and support for diverse learning styles. The goal is to create a seamless web of entrepreneurial learning experiences for all students – one that ties together the best practices of both ‘in and after’ school programmes. (The STE 2000 grant ran from September 1998 through June 2000). Students are also encouraged to take placements with local not-for-profit community organizations as part of their after-school programme of activities.

<http://www.cpeess.org>

UNITED STATES

Communities in Schools (CIS) Youth Entrepreneurial Project

Communities in Schools, Inc. is a not-for-profit organization that sets out to keep youths in school through connecting schools and communities. Local CIS programmes are independent, non-profit, community, city, or countywide public/private-partnership organizations. Each project differs from community to community, and site to site, although core aspects are constant throughout the network. Each CIS operation surrounds young people with a community of tutors, mentors, health care providers, and career counsellors – caring adults who can help them help themselves. Communities in Schools achieves its objectives by supporting a nation-wide, independent network of more than 141 local and 17 state CIS offices.

Some 18 sites offer youth entrepreneurship or youth enterprise as part of their programming. Each one of the sites has been given start-up dollars from national CIS. Each entrepreneurial site operates differently. For example, in one site entrepreneurship is curriculum-based and is offered in schools. At another site, youth enterprises are developed as a group. A few sites offer start-up funds to individual youths for their business. In 1998, Communities in Schools programmes reached more than 500,000 young people and their families.

CIS operations currently serve 1,100 schools across the country. When affiliate programmes are added in, the network reaches 1,700 schools. CIS provides training and technical assistance, a national identity, national, regional, state and local partnerships, and rigorous standards for emerging CIS efforts.

<http://www.cisnet.org>

ii) Developing countries

<p>BOTSWANA</p> <p>Self-employment clubs¹</p> <p>In 1992, a guidance-based experiment was introduced in the junior secondary school system in Botswana.</p> <p>Self-employment clubs were established in these schools and cater for both current and past students. This provides a service to the latter as well as bringing their experiences to the attention of students still in school. As well as providing orientation and networking opportunities regarding job opportunities, these clubs can also serve as a location for the development of management and production skills.</p> <p>¹Education and training for the informal sector. Education research paper No.11, 1994. Overall Development Administration.</p> <p>http://www.dfid.gov.uk/education/Research/Library/contents/dep11e/</p>
<p>MALI</p> <p>Technologie appliquée à l'école</p> <p>In 2000, with funding from the Canadian College Partnership Programme, the Ministry of Education launched the educational applied technology project which attempts to bridge the gap between school and the labour force for Malian students and ensure that intermediate students (12 and 13 years of age) become autonomous by the end of junior high school. The project's aim is to train 10 trainers in technological education, who will be given the necessary skills to train other trainers in the Mali educational system and design modules that will be used as a model for all grade 7 classes in that country.</p> <p>The project provides 120 grade 7 students at the Missira experimental school, 70 of them girls, with technical and technological assistance to help them get off to a good start in applied sciences. At the sectoral level, the project promotes entrepreneurial autonomy. This pilot project will eventually extend to all the schools in Mali. Canadian project leaders are working with their Malian counterparts to develop a technological approach that will reassert the value of manual work and skills. Modules that need to be adapted to Malian life include carpentry, electricity, computer science, meteorology, photography, energy, mechanics, electronics and telecommunications, entrepreneurship and drawing.</p> <p>http://www.ppcc.accc.ca/english/projects/index.ctm</p>
<p>PERU</p> <p>"Two for One"</p> <p>This project is coordinated through the Peruvian Ministry of Education and UNICEF. The project selects children at the bottom of their class, typically from families in poor communities that have little or no education. These children often have no exposure to reading materials, so the project helps these first- and second-graders develop the basic skills needed to read and write by teaming at-risk children with high school teens who give them individualized attention and encouragement.</p> <p>The children gain skills and self-confidence, while the teenage mentors develop leadership skills – hence the "Two for One" name. Groups of eight children and three teen mentors meet weekly for two months to play educational games and research topics of common interest. The results include higher scores in standardized tests and lower dropout rates. Netaid support, provided by thousands of individual donors, gives critically needed supplies and training for the project, which hoped to reach 16,000 children by the end of December 2000.</p> <p>http://www.undp.org/dpa/frontpagearchive/october_00/13_oct00</p>

THAILAND

Think Smart, Act Smart Campaign

The campaign, a collaborative effort of the National Youth Bureau, the Ministry of Education and the Thailand Productivity Institute, has contributed to the strengthening of enterprising competencies among high school students. The objective is to make the productivity concept more directly meaningful to the students by helping them develop the skills, habits and practices found in highly productive individuals. These include creative and thinking skills, the ability to manage through using processes, measuring progress, and making adjustments, and team work. Under the slogan, 'start them young' the pilot project adopted an activity-based approach as against one which is classroom-oriented.

The campaign was piloted in 37 schools in Bangkok and five neighbouring provinces. Each participating school had to fulfil three main tasks. One was to set up a "Think Smart, Act Smart" club. Club activities had to be undertaken by the students themselves with the teachers playing an advisory role. The second task was to assign a core team of one teacher and two students to attend a productivity and quality training programme. The same team would later impart what they had learned to others in the school involved in the project. The third task was for each school to undertake a productivity improvement project. Part of the training content included introduction of the PDCA (Plan, Do, Check and Act) method with the attendant skills and tools such as brainstorming, team building, conflict management, survey methodology, among others.

Entrepreneurship education consists of two programmes/projects. The first was called Curriculum for Career Education at Lower Secondary Education Level under the Promotion of Entrepreneurship for Pupils Project implemented in 1988. The objectives were for the pupils to be able to: (a) know and understand the principles of career choice in order to improve their life, (b) acquire sufficient vocational skills, (c) have a good attitude and work ethic, and (d) learn management, marketing, and corporate procedures in business.

The second programme was called Curriculum for Career Education at Upper Secondary Level under the Promotion of Entrepreneurship for Student Project. The programme has been implemented since 1981 and there was a revision of the curriculum in 1990. The objectives were to enable students to: (a) know, understand and experience running a business, (b) acquire vocational skills, (c) have a good attitude and work ethic, and (d) apply knowledge and skills for working and develop the quality of work.

The school's projects were evaluated by a group of assessors at the end of one year based on the following criteria: a) support and commitment of school teachers, (b) integration of PDCA and quality tools in the improvement efforts, (c) project outcome and performance, (d) effective internal/external communication, and (e) teamwork.

<http://www.thaigov.go.th/index-eng.htm>

iii) Transition countries

	<p>SLOVAKIA</p> <p>Junior Achievement</p> <p>Junior Achievement Slovakia has been operating practical educational programmes in Slovakia since 1992. This independent organization gives students the opportunity to learn about business and free market economics through a dynamic partnership between businesses and schools. Students set up their own student stock company, write their business plan and are helped to make the company plans become reality during the school year. Volunteer business consultants, who visit the classrooms regularly, serve as mentors and bring practical experience allowing students to transform theoretical knowledge into real business situations. Forty-four thousand students have taken part in the Baťa education programme.</p> <p>http://www.jasr.sk</p>
	<p>SLOVENIA</p> <p>The Centre for Vocational Education and Training (CPI) and the GEA College organize the “Young entrepreneur” competition every year. Young people from secondary schools present their business plans, prepared with the assistance of their teachers and professionals from companies.</p> <p>The annual Festival of Education was organized this year in Celje under the motto “Creativity, innovativeness – new quality”. A total of 125 students from 22 secondary schools exhibited their entrepreneurial ideas, from business plans up to final products.</p> <p>http://www.cpi.si http://www.gea-college.si</p>

II. TECHNICAL AND VOCATIONAL EDUCATION

i) Developed countries

	<p>FINLAND</p> <p>National Government Policy</p> <p>According to the Vocational Education Act in Finland, one of the objectives of vocational education is to make students acquainted with entrepreneurial spirit and entrepreneurship.</p> <p>As of August 2001, all vocational qualifications involve skills in entrepreneurship. Further qualifications of “Entrepreneur” and “Specialist Entrepreneur” have been established separately, the latter intended for persons who have been entrepreneurs for at least five years. In 1999, an Act on Apprenticeship Training for Entrepreneurs entered into force.</p> <p>http://www.ktm.fi</p>
	<p>GERMANY</p> <p>Berufliche Schule der Hansestadt Rostock</p> <p>The college gives students the chance to apply their technical knowledge in a commercial environment, offering a range of courses established on the basis of the German dual system.</p> <p>Since 1998, students have had the opportunity to participate in creating and developing a real company that has marketed its own products, including a hardware dictionary on CD-ROM. Students get direct experience of applying their technical knowledge in a commercial environment. The basic idea of such a module is to let interested trainees identify, screen, plan and implement a ‘mini-project’ under real market conditions.</p> <p>http://www.bs-metall-hro.de</p>

SINGAPORE

Institute of Technical Education (ITE)

ITE or the Institute of Technical Education, Singapore was established as a post-secondary institution on 1 April 1992, under the Ministry of Education, Singapore.

The mission is to:

- promote and provide pre-employment technical education and training to post-secondary students;
- upgrade the technical and academic skills of the workforce through continuing education and training;
- promote industry-based training and education in technical skills;
- promote and develop certification and standards for technical skills.

In July 2000, Shell Singapore provided a grant of £120,000 over 3 years from 2000 – 2002 to encourage and help young people set up a business by promoting enterprise awareness and facilitating the development of business and management skills. The programme runs an outreach campaign to ensure that potential entrepreneurs outside the student population are able to participate in workshops; there is also an awards scheme and a mentoring programme. Enterprise modules using LiveWIRE products are available to students studying at ITE.

In 2001, over 420 young people will benefit from attending “Going 4 Enterprise” workshops, 80 will attend “Become a Successful Owner Manager” courses and 240 will attend business skill-specific sessions. The programme is aiming to have three viable and sustainable businesses started by end of year 1. Shell Foundation funding is used to develop programmes and provide training. The total sum committed is £660,000; Shell Singapore and ITE have a five-year commitment to the programme.

<http://www.livewiresingapore.com>

ii) Developing countries

	<p>CHILE</p> <p>Centre for Educational Research and Development (CIDE)</p> <p>Since the 1970s, the Centre for Educational Research and Development (CIDE) has provided training for over 6000 socially disadvantaged youth and women in the shantytowns of Chile's main cities. CIDE draws on the widely shared Latin American experience of "popular education" and has a holistic view of training. Responsibility for promoting the programme, preparing training places, selecting participants, and identifying candidates for instructors' training among local craftworkers has devolved to local community leaders and NGOs.</p> <p>Training activities last for 300 hours with a quarter of this time being devoted to personal and social development. Technical training makes use of training with production methods. After training, CIDE provides some technical and financial support to develop local micro-enterprises, especially for women whose geographical mobility is constrained.</p> <p>http://www.cide.ch</p>
	<p>COLOMBIA</p> <p>Small Business Development (DESAP)</p> <p>This programme is carried out by the Carvajal Foundation in Cali. DESAP confines itself to working with existing small entrepreneurs and self-employed people in Cali, although other agencies have adapted the model for different urban centres in Colombia and elsewhere.</p> <p>The programme offers services in training and technical advice, continuous training, administration, accounting, sales, taxation, total quality, special consulting, training for employment, loan applications, loan management, training of manufacturing groups, the culture of the environment and the promotion of values. Applicants wishing to undertake DESAP courses must have good levels of self-employment experience and technical skills. Courses of evening classes last for seven weeks. Each week is a self-contained unit but builds on the previous weeks. Clients are free to spread their participation over whatever period is convenient for them.</p> <p>Each participant also receives a total of 16 hours of individual business advice from a specialist tutor. There is further business management advice from economics students who have received basic training from DESAP in entrepreneurship advice. DESAP also assists trainees in obtaining credit. After this has been acquired, there follows a two-year period in which DESAP continues to provide follow-up services. This includes assistance in the establishment of procurement and marketing cooperatives.</p> <p>Regarding its entrepreneur development strategy, DESAP's selection mechanisms should guarantee that the majority of graduates are successful. In order to ensure that only the serious will attend, course fees are kept relatively high, but are payable in instalments, allowing trainees to decide how much training they need. The programme has received very favourable evaluation and has been adapted for use in a large number of other projects. Significantly, over half the participants are women and they are reported to perform better than the men.</p> <p>The success of the programme appears to be based on a number of key principles. Firstly, that there is a market of self-employed people willing and able to pay for such training. Secondly, that specialist business advisors must have theoretical knowledge, but that this must be backed up by a thorough knowledge of the specific conditions of the local informal sector. Thirdly, that for a target group with a limited formal educational background, classroom learning must be interactive and grounded in the experience of the participants.</p> <p>http://www.fundacioncarvajal.org.co</p>

<p>INDIA</p> <p>Training of Rural Youth for Self Employment (TRYSEM)</p> <p>TRYSEM is a supporting component of the Integrated Rural Development Programme (IRDP) set up by the Government of Pondicherry. The TRYSEM scheme was launched with the aim of providing basic technical and entrepreneurial skills to rural youth from the families living below the poverty line to enable them to take up self employment and wage employment in agriculture and allied sectors namely industries, services and business activities.</p> <p>The target groups are rural youths between the age of 18-35 years. At least 30 per cent of beneficiaries are from scheduled castes and tribes, and 33 per cent are women. Ex-bonded labourers and the handicapped are also targeted. TRYSEM provides basic technical and entrepreneurial skills in 30 different trades. All technical training interventions take place in both official government training institutions and private establishments.</p> <p>http://www.pondicherry.uic.in/citizen/rural</p>
--

KENYA

Entrepreneurship Education Training Programme

This project began in 1990. It is supported by the ILO and the University of Illinois, but is being implemented by the Ministry of Research, Technical Training and Technology. The objective of the project is to introduce entrepreneurship skills to all students enrolled in the Ministry's technical training institutes.

The Entrepreneurship Education Programme (EEP) has many activities. These include developing curricula and teaching materials, training the trainers in entrepreneurship education institutions, conducting awareness forums for policy makers, carrying out research in entrepreneurship education, conducting post-graduate entrepreneurship education programmes, establishing small business centres in Technical Training Institutes, and backing the Ministry in implementing EEPs.

Through seminars, workshops and exposure forums, the EEP creates awareness for policy makers. It carries out research to establish priority needs in entrepreneurship education (EE). Masters students are engaged in research on key issues and in the evaluation or review of previous studies. There are also students undergoing postgraduate studies (MEd) in Entrepreneurship Education at Jomo Kenyatta University College. At present, 40 students have completed their Masters while eight are doing PhD degree courses.

Local universities are also being incorporated into the system in an attempt to institutionalize EE. The programme is also involved in providing small business centres with basic equipment. Efforts to back the Ministry in implementing EE policies take the form of establishing an Entrepreneurship Development Unit at the Ministry of Research, Technical Training and Technology, aimed at focusing on EE.

EEP is supported through government and donor funds provided in the form of personnel and operations. Donors contribute about US\$300,000 per year. The EEP attempts to solve its financial constraints through cost-sharing of training programmes, encouraging small business centres to look for alternative sources of funds and lobbying for increased government contributions.

EEP has reached 40,000 people since inception. In 1992, it reached 20,000. However, since the first graduation will be in 1993, none of the trainees is yet in business.

The Skills Development for Self-Reliance (SDSR) programme is a major ongoing attempt by the ILO, UNDP and SIDA to overcome the weaknesses of rural training in Africa. In Kenya, this has developed into the Kenya Youth Training and Employment Creation Project (KYTEC). KYTEC seeks not only to increase the (self) employment opportunities of the rural youth, but also aims at the reorientation of Youth Polytechnics towards this goal. The programme is implemented by the ILO and the University of Illinois, but is being executed by the Ministry of Research, Technical Training and Technology.

The SDSR methodology identifies the lack of capital as a major constraint on the creation of viable self-employment activities. Credit facilities have been arranged, therefore, with a commercial bank, guaranteed by money from the Arab Development Bank. Their local community-based credit committees present KYTEC trainees to the local branch of the bank. The final decision on whether they receive credit rests with the commercial bank.

The training is designed to be flexible enough to be successfully adapted to the particular circumstances of the project country. Whilst this is a donor-instigated project, it explicitly aims at becoming institutionalized within local structures. It is carried out by local staff and is located within the relevant ministry. The project is consistent with the stated policy of the government regarding rural development and makes use of existing structures and staff in carrying out needs surveys, training, etc. It makes use of existing organizations and staff wherever possible. This has the effect of minimizing fixed costs, whilst at the same time increasing the project's familiarity to key agents and institutions at local and national level.

<http://www.ilo.org>

	<p>KENYA</p> <p>Village Polytechnic Movement</p> <p>This training programme is delivered by the Redeemed Gospel Youth Polytechnic with support from World Vision. It targets some of the poorest school dropouts in the 16 to 20 age group. The original Village Polytechnic movement was launched by the National Council of Churches of Kenya (NCKK) in 1965 in direct response to the growing problem of unemployed primary school leavers. The institutions were designed to provide this target group with the necessary skills for self-employment in the rural areas. Subsequently, the name was changed to Youth Polytechnic (YP) and an enlarged funding and administrative role was taken by the Government. There are approximately 650 Youth Polytechnics in Kenya which have produced a large number of skilled artisans and have helped to make attitudes towards manual work more positive.</p> <p>Workshops provide training in tailoring, carpentry, welding, leatherwork, and secretarial studies. The programme employs teachers to teach school dropouts. It also runs its own workshops in which trainees can learn and practise their skills.</p> <p>Training is self-supporting. Funds are raised by charging trainees a fee of 500 Kenyan shillings (Kshs) per month. Initially, the project was supported by World Vision International, which contributed about Kshs.240,000 per year. World Vision phased out its contribution after eight years, according to its policy of supporting projects for only a limited period of time. However, support is provided to trainees from very poor families who cannot raise the 500 shillings a month.</p> <p>The Redeemed Gospel Church Inc., in an attempt to keep the project running, picks 20 of the poorest students each year and sponsors them. The project organizers also occasionally lobby for funds from donor agencies and sympathetic individuals or private organizations. They have raised funds by making furniture for schools, and by supplying school uniforms.</p> <p>http://www.wvi.org</p>
	<p>MALAWI</p> <p>Malawian Entrepreneurs Development Institute (MEDI)</p> <p>Until 1985, MEDI was a conventional Technical and Vocational Education Training Institute (TVET). At that time entrepreneurship accounted for approximately 30 per cent of course content. Subsequently, the entrepreneurial content of MEDI courses has increased as the Institute has shifted towards taking graduates from conventional TVET institutions and providing them with entrepreneurial skills plus some technical upgrading closely tied to commercial requirements. MEDI only accepts those who wish to be self-employed and appear to have entrepreneurial potential.</p> <p>http://www.undp.org.mw</p>

	<p>MOROCCO</p> <p>Programme de Formation et d'Assistance d'Entreprises (PROFACE)</p> <p>In Morocco, a programme for business creation (originally targeting graduates from vocational training high school) has been created in collaboration with UNCTAD. The first part of the programme is based on a modular approach integrating CEFE tools and the action-learning methodology. EMPRETEC from UNCTAD provides the main training model for the second part of the programme and plans to train Moroccan trainers who have developed their methodology in French-speaking Africa and other Arabic countries. The Programme also launched two <i>Cellules régionales de formation et d'assistance à la création d'entreprises</i> (CREFACE) located in Casablanca and Rabat. Three further CREFACE cells were created by a Canadian Organization (CIDA). The European Union is financing three or four further ones.</p> <p>Responsible bodies are: OFPPT (Office de la Formation Professionnelle et de la Promotion du travail) in collaboration with the <i>Banque Populaire (BP)</i>, <i>Institut Supérieur Industriel de Casablanca (ISIC)</i>, <i>Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT)</i>, Arcadis-Euroconsult-BMB Group.</p> <p>http://www.ofppt.org.ena</p>
	<p>NIGERIA</p> <p>National Open Apprenticeship Scheme (NOAS)</p> <p>The National Open Apprenticeship Scheme (NOAS) was introduced by the Federal Government of Nigeria in 1987. NOAS is an attempt to link education, training and the workplace. The project consists of three phases from 1992 to mid-2000 and a follow-up phase up to mid-2002. During the first two phases of the project, assistance was concentrated on two large industries, i.e. Niger Dock (ND) and Nigerian Railway Corporation (NRC) in order to provide exemplary facilities for NOAS trainees in the trades of electrician, fitter/machinist and auto mechanic. In the third phase mid-1997 – mid-2000, the project trained unemployed youths from existing master craftsmen from selected agglomerations of workshops (or mechanic villages), while the RTS provided the formal and informal training.</p> <p>Overseen and managed by the National Directorate of Employment (NDE) in the Ministry of Labour and Productivity, the NOAS provides vocational education and training to unemployed youth in over 100 occupations. It utilizes production facilities such as workshops and technical instructors in private industries, government institutions and, by way of a sub-contracting arrangement, informal sector operators. Unemployed youth and school-leavers are trained for a period of 6 months to 3 years under reputable Master Craftsmen. They are also taught management, business and administrative skills to reinforce their understanding of the trade in which they are involved and to complement the practical training received.</p> <p>Since its inception, over 600,000 unemployed youth have been trained in over 80 different trades. More than 400,000 of these have started their own micro-enterprises. Nearly 50,000 unemployed youth are currently undergoing training. An offshoot of NOAS is the School-On-Wheels (SOW) programme, which is essentially a mobile training scheme designed to provide vocational training to school-leavers and other unskilled persons in rural areas. The programme is of three-months duration, after which the graduates are absorbed into NOAS. Over 21,000 youth have benefited from the programme since its launch in 1990. Another related scheme is the Waste-To-Wealth (WTW) Scheme under which young people are trained in the techniques of converting waste material into useful objects. At least, 8,000 people have been trained under this scheme since its inception in 1990.</p> <p>In order to prevent NOAS graduates from falling back into unemployment, NDE launched a resettlement programme in 1991. Under the project, NOAS graduates are provided with equipment to start their own businesses. Close to 6,000 graduates of NOAS benefited from this scheme.</p> <p>http://www.gtz-de/wbf-westafrica</p>

	<p>PAPUA NEW GUINEA</p> <p>Employment-Oriented Skills Development Project</p> <p>The specific objective of the ADB-funded project is to increase the availability of quality competency based skills training (including entrepreneurship) and the possibilities for applying these skills to promote self-employment and wage-employment. The project comprises three broad components/outputs: (i) conducive legal and policy framework for skills development for informal sector employment; (ii) enhanced technical, managerial and entrepreneurial capacities and competencies of VTCs, churches, non-government and private training providers; and (iii) establishment of a sustainable financing mechanism to support the delivery of quality competency based skills training by VTCs, churches, NGOs and private training providers on a demand- and cost-sharing basis.</p> <p>http://www.adb.org/scripts/rwisapi</p>
	<p>PARAGUAY</p> <p>Educación y Capacitación de Jóvenes Campesinos – ECJC (Education and Training for Rural Youth)</p> <p>In Paraguay, most residents live in rural areas where access to schooling is severely limited. Peasant farmers often rely upon a single crop, exhausting the land and forcing family members to seek work elsewhere. In response, CETEC, a non-profit rural development and education institution, founded Educación y Capacitación de Jóvenes Campesinos [ECJC] (Education and Training for Rural Youth) in 1986. ECJC is a residential school that develops the capacities and employment prospects of rural youth in Itapua by combining technical and theoretical training at school with work on the family farms and in the community. Students 14 to 19 divide their time between family and home, designing needed projects and offering their emerging skills (e.g. veterinary services) to the community. Most of the graduates remain in the community, practicing exemplary farming methods such as crop rotation that may, in the long-run, help to keep their communities viable.</p> <p>Source: Education for Citizenship by Ms. Irby: The Forum for Youth Investment.</p> <p>http://www.forumforyouthinvestment.org/cyd/educitizenshipv15n4.htm</p>

	<p>PHILIPPINES</p> <p>Agro-Mechanical Training and Entrepreneurship for Rural Youth Project¹</p> <p>This project was launched in 1999 at the Don Bosco Training Centre to provide training for out-of-school boys between 17 and 22 who come from small farming families and communities. The project is being implemented with the framework of the Global Alliance for Youth Development. The Don Bosco Training Centre, which was opened in 1995, is one of several training institutions established by the Salesian Order throughout the country.</p> <p>The project replicates an ongoing mechanical skills training programme run by the Asian Development Bank. It focuses on the repair, maintenance and fabrication of small farm machinery, with out-of-school boys from small farming families as trainees. Trainee recruitment is facilitated by the Social Action Centre of the Philippines and the local government of Llanera, a beneficiary community.</p> <p>The development of the curriculum and machine prototypes for the Project was a joint effort between the Don Bosco Technical School, the International Rice Research Institute and PhilRice, a government company that links agricultural manufacturing companies with farmers' cooperatives. The Government's Technical Education and Skills Development Authority provided the initial laboratory equipment.</p> <p>The Centre has firmed up linkages with a number of companies where trainees are placed for employment after graduation. Local agro-machinery firms have committed to employ trainees, first as apprentices then as regular employees.</p> <p>¹ From the Newsbrief Global Partnership for Youth Development</p> <p>http://www.iyfnet.org</p>
	<p>SENEGAL</p> <p>Centre International de Formation Pratique (International Centre for Practical Training) – CIFOP</p> <p>Established in 1992, the Centre targets young girls and boys aged 16 to 25 years. Scouts learn the professional skills needed to become mechanics, tailors, seamstresses, engineers, and carpenters. During their last two years, Scouts receive basic education and vocational training which is complemented by access and guidance in health care and housing issues.</p> <p>Sixty-five per cent of CIFOP graduates are inserted into the job market after successful internships, while the rest join Economic Interest Groups (GIE) to help them develop their own businesses. Seventy per cent of participants are men and usually school dropouts.</p> <p>E-mail: ced@sentoo.sn</p>

SOUTH AFRICA

Centre for Education and Enterprise Development (CEED)

CEED is a not-for profit organization established in response to the problems faced by youth in the communities south of Durban. The primary mission is to develop disadvantaged youth and rural women by training and placing them in work and income-earning opportunities, thus enabling them to become socially and economically active.

Initially focusing on life skills and vocational guidance for youth, as the needs of youth in both the community and in the broader environment changed, CEED shifted its focus to the unemployment issues faced by young people. In an attempt to increase young people's access to training and the SMME sector, CEED has established branches in the Durban Metro Region, the Ugu Region and Uthungulu Region.

CEED works with governments and organizations to assist them in the development and support of entrepreneurs. CEED also performs reviews of best practices, evaluations of external programmes and baseline research. CEED also gives advice on policy formation and on issues affecting entrepreneurship.

Entrepreneurship programmes, training and certification (Professional Development): CEED offers multi-level training for educators, economic developers, policy makers, programme delivery personnel, business counsellors, students and entrepreneurs (aspiring and existing).

Curriculum development for all levels of education: CEED works with educators and communities to develop an entrepreneurship curriculum that is current and relevant to the needs of today's students.

Customized programme development: Based on a community or organization's needs, CEED develops entrepreneurship programmes that embrace experiential learning and individual development, while meeting the outcomes specified by the client.

Asset mapping: CEED works with communities to help them map their existing assets and make the best use of available resources.

Microfinance systems/structures: CEED has several years of experience delivering/administering loan programmes for entrepreneurs. Working within a community, CEED develops a training fund or mentorship component and business support systems that are attached to the loans. Advice is supplied to develop community-based boards, train lenders in character-based lending and in setting up community-based resource pools to aid the entrepreneurs.

CEED has developed a number of comprehensive resources for a variety of audiences. These resources have been developed by teams, intensely tested in the field and revised to incorporate lessons learned from experience and feedback. While the resources may have originally been developed for a particular audience, most of them can easily be adjusted for a variety of ages and situations.

<http://www.ceed.co.za>

SOUTH AFRICA

Joint Enrichment Project (JEP)

Founded in 1986 in response to the alienation of black youth from the disintegrating education system, the JEP is a national youth development organization based in Gauteng Province. Since its establishment, the JEP has initiated a range of pilot programmes investigating ways of providing young people with technical training, restoring self-confidence and self-esteem, teaching the ethic and discipline of work, coping with post-traumatic stress and the legacy of violence, developing positive peer culture and fundamentally rebuilding the skills and knowledge deficit left by apartheid.

The JEP has undertaken national research and consultations on youth policy and the development of key principles for youth development. The project has piloted and evolved a strategic developmental approach for youth work that takes into account all aspects of the young person's life.

Known as the "Integrated Approach to Youth Development" (IAYD), the approach has two components: (1) Ensuring that youth programmes and policies address the economic, educational, social and psychological needs of young people, and (2) Ensuring that youth development initiatives are fundamentally and firmly linked to the broader community and societal developmental issues.

All programmes are based on building partnerships with all the relevant stakeholders and empowering communities, their organizations and young people in particular. The JEP works with a range of government departments and institutions, local authorities and the private sector. The JEP has also developed a range of training programmes directed at other service providers, change agents and young workers. These programmes are designed to reach larger numbers of young people than the pilot projects, through the establishment of strategic partnerships with a range of institutions.

The prospective trainees of the Joint Enrichment Project in South Africa are expected to pay a registration fee which is substantial enough to discourage casual applications. The registration fee covers administration costs. The recurrent costs of training are wholly covered by fees which are included in the total sum for credit submitted to the bank.

<http://www.jep.org.za>

	<p>SOUTH AFRICA</p> <p>Palabora Foundation</p> <p>The Palabora Foundation was set up in 1987 by the Palabora Mining Company Ltd. (an RTZ subsidiary) to provide the self-reliance skills which many South Africans need. Programmes target returned exiles, the unemployed and villagers keen to bring electricity or better plumbing to their communities.</p> <p>The Foundation sponsored the creation of the Reef Training Centre in 1990. The Centre, 30 miles from Johannesburg, is on a former game farm which has become the Ndabushe Wildlife Sanctuary and is accessible to the Rand townships. Construction and building is being taught because of South Africa's housing problem, and the motor trade because it is an African success story. A backyard industry has sprung up to repair taxis, which compete with public transport. Training courses are broken down into modules which students can take at their own pace. Instruction is practical: plumbers install pipes – they don't just learn about them. The Centre's certificates are recognized by building employers.</p> <p>Apart from the unemployed, the Centre has trained exiles sponsored by the African National Congress, youngsters from Children's Shelters, and unskilled labourers who have lost their jobs in the recession and been offered retraining by their employers. Most travel to the Centre but some live there during their courses.</p> <p>Money for training the unemployed is a continuing battle. The Centre cost about £1.5 million to create and costs around £600,000 a year to run. The Foundation, since it was set up, has received £8 million from the Palabora copper-mining company. But it runs many projects: nursery schools for 800 children, training of librarians and maths and science teachers, adult education. Companies and municipalities which send employees to the Reef Centre pay a higher fee, which helps subsidize unemployed students. The ANC and welfare organizations offer bursaries.</p> <p>http://www.amverco.com</p>
	<p>SOUTH AFRICA</p> <p>Technopreneur Project</p> <p>Ntsika Enterprise Promotion Agency (established by the Department of Trade and Industry) started the Technopreneur Project to render an efficient and effective promotion and support service to small, medium and micro enterprises (SMME) in order to contribute towards equitable economic growth in South Africa.</p> <p>Now in approximately 20 per cent of township colleges, the project focuses initially on training graduates and offers market needs analysis, targeted technical training, entrepreneurial training, credit, hive facilities, subcontracting, mentoring and follow-up once the hive has been left. Ntsika plan to expand this project to all 64 township technical colleges by 2001.</p> <p>http://www.nepa.org.za</p>

SUDAN

Refugee and Sudanese Training Programme (RSTP) ¹

The RSTP is implemented by the Commission for Refugees and the Ministry for Youth and Sports with the financial and technical support of GTZ. The project aims to address the needs of both local and refugee communities in Eastern and Southern Sudan and aims at “sponsoring vocational training and women’s activities for refugees and Sudanese with the objective of providing skills which lead to employment and income generation or income saving”.

The training programme provides instruction in seven different skills, but the 14 satellite centres concentrate on just three: carpentry, tailoring and masonry. Instructors are selected from the local community on the basis of their technical skills and are then involved in curriculum development. Each training unit has a head who is also responsible for teaching basic mathematics. Thirty-five units are under a coordinator who maintains links with the central unit. The programme was very conscious from the outset that the majority of the target group were rural people with minimal formal education. This was a major factor in limiting the course to half-day sessions with a practical focus.

There are various projects under the main programme which are delivered by a variety of agencies. Training includes sewing, handicrafts, home economics, car mechanics, and hand pump maintenance. The programme seeks to make use of existing training facilities, which are under-utilized. Where appropriate the workshop facilities of the informal sector are used.

¹Education and training for the informal sector. Education research paper No.11. Overall Development Administration.

<http://www.dfid.gov.uk/education/Research/Library/contents/dep11e/begin.htm>

THAILAND

Business Management Programme, Department of Vocational Education (DOVE)

Under the entrepreneurship promotion policy, implemented by the Department of Vocational Education (DOVE), the objective of the Business Management Programme is to provide opportunities for students in industrial, commercial, home economics, agricultural, and arts subjects to build up direct experience, and study management methods, marketing services, government laws and regulations.

The programme was launched in 1987 and has been implemented through different levels of business management curricula with several course revisions over the years.

Business Management I aimed to enable students to: (a) have knowledge of the types, forms, and structure of general business, (b) have knowledge of starting a business, (c) know, select and conduct a project, and (d) know the principles of management.

Business Management II had the objective of empowering students to: (a) have knowledge of production management and be able to plan and control the product, (b) know and manage factors affecting production, (c) have knowledge of marketing, and (d) manage product strategy, price, advertising and sales promotion.

Business Management III aimed to let the students: (a) gain experience of administrative accounting and financial activities, and (b) understand the taxes and laws concerning business.

DOVE's Small Entrepreneur Development Project was implemented in Udon Thani and Khon Kaen in 1988 with financial assistance from the Carl Duisburg Foundation of Germany and technical assistance from King Mongkut's Institute of Technology North Bangkok (KMITNB).

The project had the objectives of: (a) enabling students to gain competence in running a small-scale enterprise, (b) increasing the number of entrepreneurs in the pilot provinces, (c) increasing vocational training centres in the Northeast, and (d) reducing the number of people moving to work in the big cities. Under the Industrial Business curriculum, the students were expected, at the end of the course, to be able to understand business procedures; industrial processes; starting a new business, theory of capital, sources of funds and the appropriate form of ownership; packaging, delivery and insurance; advertising and motivation of customers; and laws concerning taxes and employment. A variant of the Industrial Business curriculum sought to enable students to: (a) have a basic knowledge of voucher and business documents, marketing, accounting and taxation; (b) understand the principles of operating a small business in production and/or services; and (c) realize the importance of sound business methods, ethics in career and social responsibility.

The CEFE component developed into a joint KMITNB/GTZ project called "Promotion of Technopreneurs" aiming to train technicians and engineers to become "technological entrepreneurs". In addition, follow-up measures were planned to provide trainees with technical and business counselling services once they had set up their own businesses. The target group was similar to that of the former project but trainees were selected on motivation, interest and talent.

<http://www.cefe.net>

ZIMBABWE

Entrepreneurial Skills Promotion Partnership Project

The project began in October 1997 and was completed in September 2001. It was funded by the Canadian International Development Agency in partnership with Atteridgeville College for Vocational Education, Mupfure Self-Help College and Bow Valley College.

The goal of this project is to improve and expand entrepreneurial and workforce skills training, enabling disadvantaged and marginalized learners in Zimbabwe and South Africa to secure incomes and create sustainable employment in marketplaces characterized by high unemployment.

The specific aim of this project is to enable Mupfure Self-Help College and Atteridgeville College for Vocational Education to strengthen their vocational/production training models for entrepreneurial and workforce essential skills development and to facilitate cooperative design and exchange of curricula and methodologies between the two developing country partner colleges.

The services provided through the project are the following:

- Technical assistance and training in Zimbabwe and South Africa on entrepreneurial curriculum and training models, including the establishment of advisory committees.
- Training in Canada through three sessions of four weeks each (12 trainees total) on the following topics: instructional design, gender employment issues, entrepreneurial resources and entrepreneurial curriculum development frameworks, workforce literacy training and needs assessments, employability skills.
- Technical assistance in Zimbabwe and South Africa to assist in the following areas: evaluation training and train-the-trainer workshops; adaptation of models and approaches used at Alberta Vocational College for entrepreneurial competency-based curricula; workforce literacy and employability skills training.
- Procurement of computer equipment and materials for Mupfure and Atteridgeville colleges.
- Development education activities for college staff, faculty and students and student exchanges organized between Canada, Zimbabwe and South Africa.
- Overall project management and coordination by ACCC.

<http://www.bowvalley.ab.ca>

iii) Transition countries

<p>CROATIA</p> <p>Information Technology Skills Training Programme for Refugees</p> <p>Microsoft Croatia and the UN High Commissioner for Refugees (UNHCR) and local partners have teamed up to provide training. The programme was developed for refugees and displaced persons in the region. The programme's main aim is to provide participants with the basic IT skills that will enable them to find jobs in the new economy. The top candidates go on to receive advanced IT training through a Microsoft Certified Technical Education Centre (CTEC) partnering the initiative.</p> <p>http://unece.org/meetings/documents/micros/doc</p>
<p>CZECH REPUBLIC</p> <p>The Centre of Practice Firms (CEFIF)</p> <p>Entrepreneurship is being promoted amongst young people within the framework of the Practice Firms project, in which both vocational schools and economically oriented universities are engaged. Work in a Practice Firm should correspond as closely as possible to work in a real company. A necessary condition for the setting up of fictitious companies is the successful completion of the fictitious registration process (entry into the commercial register, issuing of the trade licence, registration for the payment of tax, social and health insurance, etc.) and its actual registration in a database of fictitious companies.</p> <p>CEFIF is part of the National Institute for Technical and Vocation Training.</p> <p>http://www.nouv.cz</p>
<p>KYRGYZSTAN</p> <p>ILO Programme "Know About Business"</p> <p>The strategic aims of the "Know About Business" (KAB) programme are youth employment promotion, choice of entrepreneurship as a career path, establishment of entrepreneurship culture. A project that aims at the introduction of KAB in Kyrgyzstan (and Tajikistan) is funded by the Netherlands Government.</p> <p>These stated aims are in full accordance with the Kyrgyz Government's Complex Programme of Cooperation, which runs up to 2010 and is a basis for the activities of all the state establishments and international organizations working in Kyrgyzstan.</p> <p>The first practical step in the framework of the Project "Youth and Adult Entrepreneurship Education in Central Asia" was a training-of-trainers' seminar for the ILO Programme "Know About Business", which started work in June 2002, in Bishkek, Kyrgyzstan.</p> <p>The main implementing partner is the Ministry of Labour and Social Protection of the Population and its divisions – the State Employment Department and the Central Directorate of Vocational Education.</p> <p>The basic aim of the seminar was to train local experts who meet the international educational requirements and standards and who in the future will work on the programme "Know About Business" in the vocational training system with the end users – pupils and students. The seminar also paid attention to testing and adapting the programme to the specific conditions in the CIS countries.</p> <p>http://www.ilo.ru</p>

	<p>LATVIA</p> <p>Student Business Plan Competition</p> <p>The American Chamber of Commerce in Latvia organizes a Student Business Plan Competition. The purpose of this competition is to encourage the development of business skills among future entrepreneurs and employees. It is open to students enrolled in all post-secondary institutions in Latvia. Sixty-five students participated in the 2000 competition and seven projects were rewarded. The first prize winner received \$1,000 and one free semester at the Riga Business School's evening MBA programme.</p> <p>http://www.amchamlatvia.lv/frames.htm</p>
	<p>LITHUANIA</p> <p>Association of Lithuanian Chambers of Commerce, Industry and Crafts</p> <p>The 1997 Law on Vocational Education and Training of the Republic of Lithuania assigned a key role to the five regional Chambers of Commerce, Industry and Crafts in the development of the vocational education system. The Kaunas and Panevezys Chambers fully comply with the functions prescribed by the law, which enables Chambers to make proposals to the National Education and Training Council for the definition of qualifications, corresponding curricula and examination requirements. The Chambers also organize the examination of qualifications; members participate in final examinations. With a view to continuously improving the system and making sure that the needs of employers are met by VET programmes, the Chambers organize meetings between VET institutions (training centres of labour force, professional training establishments, colleges, and vocational higher schools) and their members. The extension of this direct dialogue to other business representation organizations is encouraged.</p> <p>http://www.chambers.lt</p>
	<p>SLOVAKIA</p> <p>Know-how Fund Assistance to the National Enterprise Education Programme</p> <p>A flexibly designed educational assistance package provides a valuable and sustainable contribution to the development of an enterprise culture in Slovakia.</p> <p>The project supported an enterprise education programme to develop entrepreneurial skills through the Slovak education system. A group of recipient organizations was formed to design and pilot the programme, including the Slovak Ministry of Education and the Institute of Education. Three vocational secondary schools were selected for their technical specialisms and geographical location. A consortium of five UK-based organizations provided assistance between 1992 and 1995, at a cost of about £300,000.</p> <p>Two years after the end of the project, the Enterprise Education programme continues to be included in the curriculum and there is a waiting list of schools wishing to become involved.</p> <p>http://www.dfid.gov.uk/policyandpriorities/files/europ/ev/-s617.pdf</p>

SLOVENIA

Centre of the Republic of Slovenia for Vocational Education and Training (CPI)

The Centre has been carrying out programmes in the field of entrepreneurship since 1995 and has developed a good cooperation with the Foundation for SME development at Durham University (UK). It aims to introduce entrepreneurship in secondary school by training teachers, disseminating the acquired knowledge and preparing learning materials for teachers and students. In 2000/2001 eight workshops were organized, attended by 125 teachers.

<http://www.cpi.si>

III. UNIVERSITIES

i) Developed countries

	<p>AUSTRALIA</p> <p>Melbourne University Entrepreneurs' Challenge (MUEC)</p> <p>Now in its fourth year, MUEC is receiving significant interest from both the media and the wider business community. It is anticipated that this year's event will build on the success of the inaugural challenge and continue to attract the best participants from the University of Melbourne community. The teams have the opportunity to share in considerable cash prizes and in-kind support to assist in developing their ideas into award winning businesses. MUEC additionally provides a forum for developing the necessary entrepreneurial tools and skills that are highly valued by today's business environment. In 2003, MUEC has also introduced a not-for-profit category.</p> <p>http://www.muec.org/muec/challenge.htm</p>
	<p>AUSTRIA</p> <p>Institute for Business Creation and Business Development, University of Linz</p> <p>Promotes "entrepreneurial thinking" and an ongoing thematic approach to matters relating to business creation (e.g. control and business plan development, finance, personnel, legal form of businesses, etc.). The Institute communicates this through increased awareness-raising at university level. A Chair for Innovation Management and Business Creation was created at the University of Klagenfurt in 1999. This is the first Chair in Austria which focuses on managing business start-ups and entrepreneurship.</p> <p>http://www.uni-linz.ac.at</p>
	<p>AUSTRIA</p> <p>Department for Research in Entrepreneurship and Business Creation, Vienna Business School</p> <p>This department focuses on "practical experimentation with an academic base", alongside "entrepreneurial skills". The course content focuses on innovative business start-ups.</p> <p>http://www.wu-wien.ac.at</p>
	<p>EUROPE</p> <p>European Business Plan of the Year</p> <p>The European Business Plan of the Year Competition was jointly created by INSEAD and London Business School in 1993 to encourage the teaching of entrepreneurship and the creation of new ventures. Now it has become an independent Foundation jointly 'owned' by the participating schools.</p> <p>Each participating school selects for the competition one business plan for a new business, prepared by current undergraduate or MBA students. "Current" students include those enrolled during the 2002/2003 academic year either on a full or part-time basis. The size of a team is limited to a guideline maximum of 4/5 students.</p> <p>http://www.ebpyc.org</p>

	<p>GERMANY</p> <p>University chairs</p> <p>In Germany, a joint initiative between the Federal Ministry of Economic Affairs and the Deutsche Ausgleichsbank has led to the creation of 42 university Chairs for business creation. Twenty-four of these are already operational. The aim of this initiative is to create a comprehensive range of multidisciplinary studies in the field of business start-up and entrepreneurship. The recent “gruendungskontakte” initiative has also created a virtual market place for industry and universities/colleges, giving knowledge agents in tertiary education the chance to present their ideas, inventions and projects as the potential founders of new businesses. It also provides SMEs with a forum for presenting specific R&D requirements and finding out what higher education has to offer them.</p> <p>http://www.kfw-mittelstandsbank.de</p>
	<p>UNITED KINGDOM</p> <p>National Government Policy</p> <p>In the United Kingdom, the first concerted effort to introduce entrepreneurship education into the university curriculum was in Scotland. As part of its strategy to raise the business birth rate, Scottish Enterprise (the National Enterprise Board) funded five universities in the early 1990s to establish entrepreneurship centres for undergraduate teaching. The Scottish Institute for Enterprise works with Scottish universities to enhance, encourage and develop entrepreneurship education and to promote an enterprise culture that is supportive of technology entrepreneurship, leading to a greater number of business start-ups emerging from Scottish universities into the commercial marketplace.</p> <p>A total of £28.9 million was allocated in 1999-2000 for 12 entrepreneurship centres the United Kingdom, all based in universities. This included the establishment of the Scottish Institute for Enterprise, with £4 million. The common aim was to establish world-class centres for the commercialization of research, fostering scientific entrepreneurship and incorporating the teaching of enterprise into higher education science and engineering curricula. A second round was launched in April 2001, with an additional £15 million available to build on the success of the first round.</p> <p>Across the United Kingdom, the Department for Education and Skills, together with the Department for Trade and Industry and the Treasury, have also developed New Entrepreneur Scholarships to help potential entrepreneurs from deprived areas gain access to business management skills, to turn their business ideas into reality and enhance the chances of that business succeeding. A national pilot programme was launched in September 2001, run by the Learning and Skills Council, with 200 places in 2001-2002 and 400 places in 2002-2003. The scholarships are for anyone, employed or unemployed, who is over 18 and not in full-time education. Scholars must come from a recognized “deprived area”, and only new, independent businesses will be eligible.</p> <p>http://www.sie.ed.ac.uk/Links.htm</p>

	<p>UNITED KINGDOM (ENGLAND)</p> <p>The University of Cambridge Entrepreneurship Centre (CEC)</p> <p>The Centre began operations in October 1999 following the award of £2.9 million of seed funding from the Office of Science and Technology (OST) “Science Enterprise Challenge”. The formation of CEC represented a significant step in the ongoing development of the University of Cambridge’s strategy for commercial exploitation of science and technology.</p> <p>The background to the formation of the Centre rests on a number of initiatives in the Cambridge area and within the University of Cambridge. One of the most significant initiatives was the Cambridge Network’s Programme for Entrepreneurs, launched in 1998.</p> <p>The vision of CEC is to ensure that Cambridge is acknowledged as the leading centre for knowledge-based entrepreneurship in Europe. In order to realise this vision, CEC has a clearly articulated mission: (i) to build an entrepreneurial culture within the University of Cambridge; and (ii) to train, develop and support the people who will make new knowledge-based ventures successful.</p> <p>The Centre is now a key component of an evolving system within the University of Cambridge to support entrepreneurship in all disciplines and build understanding of how new knowledge-based ventures can best be supported from start-up through to maturity.</p> <p>In September 2003, the CEC was split into the centre for Enterprise Learning (CfEL) and the Cambridge Enterprise (CE).</p> <p>http://www.entrepreneurs.jims.cam.ac.uk</p>
	<p>UNITED KINGDOM (ENGLAND)</p> <p>Foundation for Small and Medium Enterprise Development, University of Durham</p> <p>The Durham University Business School (DUBS) is one of the leading proponents of enterprise education in the United Kingdom. The Enterprise and Education Team offers primary and secondary schools and further education colleges a variety of programmes of enterprise education and produces resource materials.</p> <p>http://www.dur.ac.uk/dubs</p>
	<p>UNITED KINGDOM (ENGLAND)</p> <p>Oxford University Business Plan Competition</p> <p>This is a yearly competition open to anyone with an imaginative idea for creating a new business. It is located in Oxford, England.</p> <p>http://www.science-enterprise.ox.ac.uk</p>

	<p>UNITED KINGDOM (ENGLAND)</p> <p>University of Southampton</p> <p>The university offers all undergraduate students an option in entrepreneurship education, while training courses have been designed for inclusion in post-graduate research programmes.</p> <p>The Centre for Enterprise and Innovation (CEI) works with academics to ensure the best possible chances of success and aims to be measured, not by the number of spinout companies and license deals completed, but by their likelihood of success.</p> <p>The technology transfer group also works with business, investors and all University members to help commercialize university intellectual property, develop commercial partnerships and spin out companies.</p> <p>There is also money to support entrepreneurship education for all members of staff, and in conjunction with the School of Management give access to MBA short courses in Creating, Finance and Strategy for the Entrepreneurial Venture. So-called “Fish On Toast” workshops are organized with local entrepreneurs who help students to “get the business swimming”, in other words to learn about enterprise and create their own business.</p> <p>http://www.cei.soton.ac.uk</p>
	<p>UNITED KINGDOM (SCOTLAND)</p> <p>Centre for Entrepreneurship, Stirling University</p> <p>The Centre at the University of Stirling was created in April 2001 to:</p> <ul style="list-style-type: none"> – Advance understanding of the role of entrepreneurship in the economy and society; – Apply that knowledge to further social and economic progress; – Promote entrepreneurship education to equip students to confidently face uncertain labour markets and the entrepreneurial opportunities and challenges of the modern economy; and – Create new values, both social and commercial, from academic activities. <p>The Centre for Entrepreneurship draws on the expertise of staff from a number of academic departments, and provides a focus for academic research and consultancy. For example, the Faculty of Management supports a variety of entrepreneurship-led activities which include research and consultancy, undergraduate degree courses, postgraduate degree programmes and entrepreneurship doctoral programmes.</p> <p>The Centre’s undergraduate entrepreneurship programme offers subjects such as introducing entrepreneurship, launching a new venture, growing your own business, and the entrepreneurship experience.</p> <p>http://www.stir.ac.uk/departments/management/ent</p>

	<p>UNITED KINGDOM (SCOTLAND)</p> <p>The University of Glasgow Entrepreneurs Society</p> <p>The Society was created in 2001 and already has a growing membership drawn from many different faculties in the University. The Society is run by a student executive committee, which has a panel to turn to for guidance and direction. The panel is made up of representatives from the Scottish Institute of Enterprises (SIE) and the University's Graduate Business School, and it is planned that they will be joined by entrepreneurs, business practitioners and members of the University's alumni community.</p> <p>http://www.sie.ac.uk/education/links/societies/hmt</p>
	<p>UNITED KINGDOM (SCOTLAND)</p> <p>Hunter Centre for Entrepreneurship @ Strathclyde</p> <p>Established in 1996 as the Strathclyde Entrepreneurship Initiative, the Centre has grown to become a world-class player in the teaching of entrepreneurship. Teaching methods use the latest case study techniques, using analysis of real life business situations, often in the presence of entrepreneurs and business people. Links have been developed with leading entrepreneurship centres around the world.</p> <p>In February 2000, Mr. Tom Hunter, entrepreneur and alumnus of the University, donated £5 million to Strathclyde University to accelerate entrepreneurship education. In recognition of this gift, the Strathclyde Entrepreneurship Initiative was renamed the Hunter Centre for Entrepreneurship @ Strathclyde in October that year, coinciding with major expansion and recruitment at the Unit.</p> <p>http://www.entrepreneur.strath.ac.uk</p>
	<p>UNITED STATES</p> <p>Arthur M. Blank Centre for Entrepreneurship, Babson College</p> <p>Created in 1998, the Centre proposes 15 distinct elective entrepreneurship courses, and integrated specialty programmes. Major collaborative research initiatives include the Babson/Kauffman Entrepreneurship Research Conference, and the Global Entrepreneurship Monitor. The Centre works with many industry partnerships and outreach programmes to transfer leading entrepreneurial thought into action by supporting and nurturing entrepreneurs through the venture creation process.</p> <p>http://www.babson.edu/entrep</p>
	<p>UNITED STATES</p> <p>Babson College</p> <p>This college holds several competitions. The Douglass Foundation Entrepreneurial Prizes offers graduate students a total of US\$10,000 in awards (US\$6000 to the winner, US\$3000 for the second place and US\$1000 for the third place). The John H. Muller Jr. Business Plan Prize Competition awards US\$5000 to an undergraduate.</p> <p>http://www.babson.edu/entrep/teaching/awards.htm</p>

	<p>UNITED STATES</p> <p>Duke Start-Up Challenge Social Enterprise Track</p> <p>The Duke Start-up Challenge is the Duke University student entrepreneurship competition, open to both graduate and undergraduate students. The inaugural Duke University Start-Up Challenge in 1999, operated in three phases, offered the winning team a US\$30,000 first prize. Teams must consist of at least one current Duke student, and mixers are held during the preliminary stages of the competition to facilitate team formation.</p> <p>http://www.fuqua.duke.edu</p>
	<p>UNITED STATES</p> <p>Berkeley Center for Entrepreneurial Studies, Stern University, New York</p> <p>The Centre offers undergraduate and graduate courses in entrepreneurship and research in entrepreneurship and entrepreneurship education.</p> <p>http://www.stern.nyu.edu/BCES</p>
	<p>UNITED STATES</p> <p>Centre for Entrepreneurial Studies, Stanford University</p> <p>The Centre develops, sponsors and promotes programmes such as the Entrepreneur Club, the Stanford Entrepreneur Task Force and the MIT/Stanford Venture Lab. The centre's website features an Entrepreneur Resource Database and abstracts of case studies in entrepreneurship, in addition to curricular offerings. Here, close working relationships with University Careers Advisory Services would be necessary to promote work experience.</p> <p>http://www-gsb.stanford.edu/ces</p>

	<p>UNITED STATES</p> <p>HBS Business Plan Contest, Harvard University</p> <p>The contest was launched in 1996 and is open to second-year business school students and teams including at least one second-year student. The contest aims to:</p> <ul style="list-style-type: none"> ▪ teach undergraduates how to develop entrepreneurial ideas; ▪ provide professional mentors who support students in pursuing a business initiative; ▪ offer financial support and services to Harvard Students in implementing creative business ideas; and ▪ foster ideas that involve social enterprise initiatives as well as a large variety of for-profit initiatives. <p>Awards include cash and in-kind services.</p> <p>Of the 41 teams competing in the business plan contest in 2002, 11 submitted non-profit and for-profit plans with social agendas. The Social Enterprise Track has created a venue for students interested in developing plans for social-purpose ventures. The new track enables teams to receive more focused feedback on areas like social return on investment and performance measurement. Panels composed of venture philanthropists, social entrepreneurs and venture capitalists who have been involved in social enterprise participated in the judging. Entries in the Social Enterprise Track competed for a separate first prize of US\$10,000 and in-kind services.</p> <p>http://www.entrepreneurship.hbs.edu</p>
	<p>UNITED STATES</p> <p>Howard University</p> <p>It holds a business-plan contest for students, and offers a cash prize during its annual Black is Business Week programme.</p> <p>http://www.provosl.howard.edu</p>
	<p>UNITED STATES</p> <p>Notre Dame (Namur University, at Belmont, California)</p> <p>This school offers an array of entrepreneurial courses at undergraduate and graduate levels, including such classes as “e-Entrepreneurship”, “Entrepreneurship in Developing Countries”, “Organizational Structure: Environmental Forces and the Entrepreneurial Firm”, and “New Ventures and the Law”.</p> <p>http://www.ndnu.edu/</p>

	<p>UNITED STATES</p> <p>Midwest Entrepreneurial Education Centre, Ball State University College of Business</p> <p>Ball State University in Indiana offers undergraduate and graduate programmes through the Institute for Entrepreneurship at its business school. The graduate programme offers an MBA in entrepreneurship, which involves clusters focusing on concepts such as tools, operations and strategies for entrepreneurship, and includes courses such as “Managerial Communication” and “Corporate Entrepreneurship”. While Ball State does not offer an undergraduate entrepreneurship major, it offers a concentration in entrepreneurship and small business management, featuring such courses as “New Venture Creation” and a small business practice.</p> <p>http://www.bsu.edu/entrepreneurship</p>
	<p>UNITED STATES</p> <p>MIT Entrepreneurship Centre (Massachusetts)</p> <p>From the Institute’s first “New Enterprises” course launched by entrepreneur Richard Morse in 1961 to the founding of the MIT Entrepreneurship Center in 1996, MIT has played a major role in shaping modern entrepreneurial concepts and best practices.</p> <p>Faculty members lead a range of courses in launching, managing, and growing technology-based businesses. They use a variety of teaching methods: case studies, internships, guest lectures, external review of student assignments by venture capitalists, and student projects. All courses involve teamwork and a focus on presentation skills. Working in conjunction with the MIT E-Center, professors and instructors offer learning opportunities for MIT Sloan and engineering students, as well as executive-level training for business and institutional leaders. In the Entrepreneurship Lab (E-Lab) and Global E-Lab courses, students put theory into practice during semester-long internships in high-tech start-ups.</p> <p>http://www.entrepreneurship.mit.edu</p>
	<p>UNITED STATES</p> <p>MIT \$50K Entrepreneurship Competition</p> <p>This competition targets students and researchers in the MIT community. All teams must have at least one full-time MIT student as a principal contestant.</p> <p>http://50k.mit.edu</p>
	<p>UNITED STATES</p> <p>The Moot Corp Competition</p> <p>This is one of the original competitions. MBAs from business schools around the globe come to the University of Texas at Austin each year to present their business plans to panels of investors.</p> <p>http://www.mootcorp.org</p>

	<p>UNITED STATES</p> <p>Y50K Yale Entrepreneurship Competition</p> <p>This is a university-wide business plan competition that provides start-up funding, as well as educational, networking and mentoring opportunities, to Yale entrepreneurs.</p> <p>http://www.yale.edu/yes http://www.y50k.com</p>
--	--

ii) Developing countries

	<p>INDIA</p> <p>Eureka</p> <p>This is a business plan competition organized by the Indian Institute of Technology, Bombay, India. Entry is open to all.</p> <p>http://www.iitb.ac.in</p>
	<p>INDIA</p> <p>The Entrepreneurship Cell, Indian Institute of Technology (Bombay)</p> <p>A student body which aims at catalysing the entrepreneurship scenario at the Indian Institute of Technology, Bombay. Entrepreneurship competitions- <i>Eureka</i>, the annual business plan competition, has been organized by the Entrepreneurship Cell for the past 6 years.</p> <p>http://www.iitb.ac.in/~ecell/</p>
	<p>KENYA</p> <p>Regional Centre for Enterprise Development (RCED), Jomo Kenyatta University</p> <p>This Centre is based at the Jomo Kenyatta University College of Agriculture and Technology. The Centre's activities are geared towards entrepreneurship, managerial and extension-oriented research, entrepreneurship studies and technological research; consultancy, rural enterprise development, small and medium enterprise, information dissemination and appropriate technology, and conduct of industry dialogues, conferences and appreciation seminars.</p> <p>RCED is a center of excellence and innovation in the field of small, medium and large enterprise training, promotion and development. The Centre has a Small Business Centre (or Unit) as part of its activities with the SBC functions being similar to those of SBCs at technical training institutions.</p> <p>http://www.jkuat.ac.ke</p>

	<p>PHILLIPINES</p> <p>Institute for Small-Scale Industries, University of the Philippines (UP ISSI)</p> <p>This institute is instrumental in promoting entrepreneurship and enterprise education, using and adapting various entrepreneurship and small business management models such as those of McClelland, Management Systems International (famous for its PECs), GTZ (CEFE model) and the ILO among others.</p> <p>http://www.upd.edu.ph/~issi/APEC-institute.htm</p>
	<p>SOUTH AFRICA</p> <p>Peninsula Technikon (PT)</p> <p>PT offers a national diploma in Small Business and Entrepreneurship. Like all other technikons in the country, PT supplies highly skilled manpower to the public sector, commerce and industry. It primarily aims to grant access to students who have been disadvantaged by the previous education system. The school offers national diplomas, higher diplomas and master programmes in various trades and fields.</p> <p>http://pentech.ac.za</p>
	<p>SOUTH AFRICA</p> <p>Rhodes University, Grahamstown</p> <p>The University invites practising entrepreneurs to talk to the students, to share their experiences and provide hands-on advice. Under the the Alpha Project, the University provides loans to students (not exceeding US\$1200) for the businesses which they set up and manage over six months as part of their course. The loan is repaid at an interest rate of 9 per cent by the end of the course.</p> <p>http://www.ru.ac.za</p>

iii) Transition countries

<p>SLOVENIA</p> <p>University of Maribor, Faculty of Business Economics</p> <p>A joint European project (Tempus) has been established under the title “Undergraduate Education Centre for Managing Small and Medium-Sized Companies”. One of the most successful study programmes for managers of small and medium-sized companies in Europe, practised at the University of Gothenburg and the University of Boras in Sweden, will be transferred into Slovenian higher education through this project. Realization of the project is based on cooperation between the following institutions of higher education: University College of Boras (Sweden), School of Economics and Commercial Law, University of Gothenburg (Sweden), De Vlerick School of Management, University of Gent (Belgium), Faculty of Economics and Banking, University of Udine (Italy), and Faculty of Business and Economics, University of Maribor (Slovenia).</p> <p>http://www.uni-mb.sl</p>
--

IV. PROGRAMMES OUTSIDE FORMAL EDUCATION

i) Programmes financed/implemented by inter-governmental organizations

	<p>COMMONWEALTH ORGANIZATION</p> <p>Commonwealth Youth Credit Initiative</p> <p>The Commonwealth Youth Programme has established the Commonwealth Youth Credit Initiative (CYCI) to address the constraints and remove the obstacles which inhibit young men and women from developing micro enterprises.</p> <p>CYCI targets 18 to 30 year olds with special attention to the 18 to 24 age group. All young people are included regardless of religion, race, political affiliation, socio-economic status, HIV status or disability.</p> <p>CYCI provides small-scale lending, training and enterprise development. using: low interest rates; low training costs; partnerships with non-governmental organizations; peer networking to encourage saving and the paying back of loans; and ongoing training and monitoring of enterprises.</p> <p>By relaxing the credit constraint which is perceived to inhibit youth enterprise development, youth unemployment in Commonwealth developing countries can be reduced. It is expected that CYCI will enable young men and women to grow, develop and enhance their standard of living through access to opportunities and resources which were once beyond their reach.</p> <p>While undergoing training, participants are required to save regularly as individuals and on a group basis. This instils the discipline required for capital accumulation and for the repayment of loans. Participants are placed in groups of five and they are all responsible for ensuring that each member of the group repays their loan on time. The maximum loan for the establishment of each enterprise is US\$1,000 although the initial loan is likely to be between US\$50-100. The loans must be large enough to be of effective use to the borrower, but small enough for repayments to be made within the intended time schedule. They are repaid at the prime bank rate of 17 per cent per annum.</p> <p>The experience of CYCI has contributed to greater interest in micro-credit and sustainable livelihoods for young people. The Guyana CYCI pilot was featured as a model of best practice in a 1999 BBC Television programme, "Hands On." Agencies such as UNICEF, CIDA/IDRC and others have adopted CYCI's approach. CYP is attempting to build on the Youth Credit Initiative with Micro-Credit Management System, a project to help governments ensure the success of NGO-based enterprise schemes.</p> <p>http://www.tve.org</p>
	<p>EUROPEAN UNION</p> <p>BEST "Action Plan to Promote Competitiveness and Entrepreneurship" within the framework of the Programme for Enterprise and Entrepreneurship (2001-2005)</p> <p>Within the framework of the Multiannual Programme for Enterprise and Entrepreneurship (2001-2005) - the Directorate General Enterprise has launched a "Best Procedure" project on education and training for entrepreneurship.</p> <p>This project tries to identify and compare initiatives from across Europe that aim to promote the teaching of entrepreneurship in the national education systems, from primary school to university. For this purpose, a group of experts was established in June 2001 with members appointed by the national governments (the EU 15 + Norway), and with the Commission taking a coordinating role.</p> <p>http://www.europa.eu.int/comm/enterprise/enterprise-policy/best</p>

INTERNATIONAL LABOUR ORGANIZATION

FIT Programme of IFP/SEED

This programme taps into the emergent commercial radio industry in Africa to support the set up of unique radio programmes that provide advocacy, stimulate debate and deliver critical business information to informal, micro and small enterprises in Africa. The ILO FIT Programme is collaborating with an African Media training company and has developed training courses and manuals for radio stations to develop and launch these MSE programmes.

FIT has supported the launch of four programmes in East and West Africa and is assisting in the development of networks of MSE radio programmes in Ghana, Nigeria and Uganda, involving over 14 radio companies.

The first pilot programme was developed with the Central Broadcasting Service (CBS) of Uganda, a commercial radio company, and was launched in November 1999. The programme, 'Nekolera Gyange' ('I run my own business' in the local language Luganda), taps into the enormous audience potential of over one million micro and small enterprises (SMEs) in Uganda. It has achieved both popularity with listeners and commercial success.

The programme was sold to the SME audience by creating a lively mix of small business news, live debate, interviews with exposés on issues on corruption, illegal practices, grassroots politics and unfavourable government policies. The programme also provided important opportunities for SMEs to raise and discuss issues directly related to job quality including fire safety in business areas, sanitation in markets and harassment of women in catering businesses.

Policy makers stated that the programme was having a direct influence on policy decisions at senior government, ministerial and local government levels. For example, the Uganda Revenue Authority was forced to review its tax collection procedures and undertake public awareness to try and stop illegal tax collection by bogus officials.

The success of 'Nekolera Gyange' resulted in similar programmes being established on two radio stations that broadcast to rural Uganda, and listener fan clubs have been established throughout central Uganda. A network of four Ugandan radio stations is now being formed to collaborate on content and marketing the programme as well as developing additional programmes for the SME audience. This unique network ensures national coverage in five local languages.

<http://www.ilo.org/seed>

INTERNATIONAL LABOUR ORGANIZATION

Start and Improve Your Business

THE PROGRAMME

Start and Improve Your Business (SIYB) is a management-training programme with a focus on starting and improving small businesses as a strategy for creating more and better employment in developing economies and economies in transition.

THE GOALS

The long-term development goals of SIYB are to contribute to economic growth in general and the creation of more and better jobs in micro and small enterprises (MSEs) in particular.

The short-term development goals are to strengthen local business development service (BDS) providers to deliver business management training that will make it possible for micro and small-scale entrepreneurs to start and improve their businesses, thereby creating sustainable jobs for themselves and others.

THE HISTORY

Improve Your Business (IYB) started as a training programme – “Look After Your Firm” – developed by the Swedish Employers’ Federation in the early 1970’s. In 1977, the Swedish International Development Authority (SIDA) funded a project within the ILO that adapted the original Swedish initiative to the needs of small-scale entrepreneurs in developing economies.

Start Your Business (SYB) was developed in 1991. Since IYB focused on existing businesses, SYB was developed to address the needs of potential micro and small-scale entrepreneurs who wanted to start a business, but did not know how to do so.

Start and Improve Your Business is today a globally recognized ILO trademark and the programme has been introduced in more than 80 countries. SIDA continues to be the main donor.

IMPLEMENTATION STRATEGY

The programme follows an institution-building strategy by working with existing local and national organisations. SIYB project staff train trainers from Partner Organisations (POs) who in turn train the micro and small-scale entrepreneurs.

The cost of training trainers is covered by the SIYB project, but cost recovery of training entrepreneurs is the responsibility of the PO. Often this is a mix between participants’ fee and a small subsidy provided by the organisation.

To ensure sustainability, SIYB projects are seeking to create a market culture in which POs charge the full cost for providing the service (i.e. training) and a culture in which entrepreneurs are willing to make the initial investment and pay for the service provided. This strategy makes it possible for SIYB to reach large numbers of entrepreneurs. When donor funding stops and pilot projects are phased out, local and national institutions continue delivering training to entrepreneurs. National master trainers who have been educated during the course of the project assist the POs.

<http://www.ilo.org/seed>

INTERNATIONAL LABOUR ORGANIZATION

Know about Business (KAB)

Entrepreneurship Education in Vocational and Technical Training

The specific objectives of the KAB package are to:

- create awareness of enterprise and self-employment as a career option for beneficiaries in vocational and technical training institutions;
- develop positive attitudes towards enterprise and self-employment;
- provide knowledge and practice of the required attributes and challenges for starting and operating a successful enterprise, particularly a small business;
- prepare beneficiaries to work productively in small and medium-sized enterprises and more generally for an environment in which formal, full-time wage employment may be scarce or unavailable.

The Know About Business (KAB) package comprises a set of training materials for entrepreneurship education. The package seeks to develop entrepreneurial skills and in the process prepare participants not only to establish their own businesses at some point in the future but also to work productively in SMEs. In so doing, at a broader level, the overall objective of KAB is to contribute towards the creation of an enterprise culture.

KAB aims to enable young people to choose entrepreneurship or self-employment as a career option. It is not intended necessarily to have young people begin their careers as entrepreneurs or self-employed people. Rather, it is meant to give them an awareness and some practice of the opportunities, challenges, procedures, characteristics, attitudes and skills needed for successful entrepreneurship.

The KAB package was designed for use in vocational education and training institutions. It has been put together in such a way as to allow its introduction into a variety of classroom settings. To be effective, the entrepreneurship concepts presented must eventually be integrated into vocational and technical programmes at all levels. If specific characteristics are essential to success in business, then the training of potential entrepreneurs must not wait until the latter are adults, by which time they may have acquired many non-entrepreneurial habits.

The KAB package is addressed to trainers/teachers in vocational and technical training institutions. The materials can be adapted for use in both industrialized and developing countries as well as in further and higher education institutions other than vocational and technical. It is assumed that the trainers/teachers using the materials would typically possess a diploma or higher level education, have some technical skills but little or no previous business/enterprise experience.

<http://www.ilo.org/seed>

<http://www.itcilo.it>

	<p>UNITED NATIONS DEVELOPMENT PROGRAMME (UNDP)</p> <p>Enterprise Africa</p> <p>This is a regional initiative of the UNDP Africa Bureau designed to provide a regional framework for facilitating and coordinating private sector support activities in Africa and to increase indigenous African entrepreneurship.</p> <p>The programme became operational in January 1998 to assist 20 countries. The flagship programme model on which these interventions at the country level are based is the EMPRETEC programme.</p> <p>Enterprise Africa provides a focal point for coordinating country-led initiatives in Africa which seek to develop a new generation of dynamic and successful SMEs that can contribute significantly to enhancing productivity, competitiveness, job creation and sustainable livelihoods. Enterprise Africa operates both at the national level – by establishing new private sector programmes and strengthening existing ones – and at the regional level – by promoting cross-border linkages, trade and investment as well as technology transfer.</p> <p>Additional services are offered, including: productivity improvement, technology support, foreign linkage facilitation, industry-specific training, management and technical assistance, innovative financing, support to business associations, export development, and master trainer certification. Among others, the results over a five-year period in the 20 countries are expected to be:</p> <ul style="list-style-type: none"> ▪ 90 local trainers certified to implement the entrepreneurship training component of the Empretec programme model; ▪ 50 technical experts and management advisors placed in companies; ▪ 150 enterprise-level linkages established with foreign companies; ▪ 5,000 entrepreneurs trained and assisted; ▪ 200,000 new jobs created; ▪ 60,000 workers given skills training; ▪ 50 per cent average increase in profitability of beneficiary companies; and ▪ US\$ 1 billion generated in new investments. <p>http://www.empretec.net</p>
	<p>UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO)</p> <p>Youth Coordination Unit</p> <p>The Youth Coordination Unit is a small unit at UNESCO Headquarters (Paris, France) which is part of the Bureau for Strategic Planning (BSP). UNESCO mobilizes support from member countries and from other partners so that young men and women are present in UNESCO bodies (Secretariat, delegations, National Commissions), in workshops, meetings, conferences and in all events organized by UNESCO or its partners.</p> <p>Youth concerns and issues are included in countries' policies and programmes in education, science, culture and communication in order to create spaces and chances for the participation of young people and to recognize and demonstrate their contribution.</p> <p>http://www.unesco.org/youth</p>

	<p>UNESCO</p> <p>Education to Fight Exclusion</p> <p>Within the framework of the global United Nations campaign against poverty and marginalization, UNESCO has launched the “Education to fight Exclusion” Project (under the official denomination of Special Project “Enhancement of learning and training opportunities for youth”). Direct support is given to various projects carried out in some 25 countries.</p> <p>The main objective, along with basic education, is practical skills training – for example: food processing, recycling techniques, energy and housing technologies. It develops alternative education modes (through videos or radio), night schools, street schools, youth camps. All the initiatives carried out in the framework of the Project take young people’s knowledge and will for change as its starting point. Thanks to their creativity and initiative, they have launched income-generating activities in the framework of the popular economy, where solidarity and entrepreneurial skills are the key words. They have also acquired rudiments of literacy and understood that mastering reading, writing and numeracy contribute positively to their income-earning opportunities.</p> <p>http://www2.unesco.org/ece/uk_f_actions.htm</p>
	<p>UNITED NATIONS DEVELOPMENT FUND FOR WOMEN (UNIFEM)</p> <p>Global Advisory Committee</p> <p>UNIFEM has created a unique Global Advisory Committee comprised of African IT entrepreneurs living in the diaspora and in Africa, as well as representatives from the private sector and the UN system. Since March 2002, the Committee of 12 experts has been working with UNIFEM on a programme to help bridge the digital divide in Africa by providing women with access to information communication technologies (ICTs) to improve their livelihoods.</p> <p>Committee members have been working with UNIFEM to give women access to training, financing, jobs and mentoring. They are also working to enhance networks between entrepreneurs in the diaspora and in Africa and encourage private sector and foundations partnerships.</p> <p>The United Nations Development Fund for Women (UNIFEM) works to promote women’s empowerment, rights and gender equality worldwide.</p> <p>http://www.unifem.undp.org</p>

ii) Programmes sponsored by the private sector

<p>AUSTRALIA</p> <p>Body Shop: Enterprise Development Programme</p> <p>Since 1994, the Body Shop has worked in partnership with the Commonwealth Youth Bureau, the Aboriginal and Torres Strait Islanders Commission (ATSIC) and the Commonwealth Youth Programme (CYP) to hold a series of workshops that develop the business skills of young indigenous entrepreneurs from Australia and the South Pacific.</p> <p>The partners in the Enterprise Development Workshops Programme recognize that the spirit of enterprise is one of the key opportunities available for the development of sustainable employment in indigenous communities. By using the unique business skills of staff within the company, The Body Shop is able to add value to the resources currently available from partner organizations.</p> <p>Enterprise Development Workshops are held on an annual basis with young participants from Australia and all Commonwealth nations of the South Pacific. Topics covered in the workshops include:</p> <ul style="list-style-type: none">▪ business opportunity identification;▪ researching business viability;▪ business planning;▪ marketing and promotion;▪ cultural; and▪ customer care. <p>Workshops provide the incentive necessary for many young people to get a business up and running as well as assisting those already in business to reach for further opportunities. The workshops create an environment where budding entrepreneurs can discuss, debate and reflect on how to engage in business formation free from the pressures of community and in the company of experts who can advise and assist with practical ideas and options.</p> <p>Over 300 young people have benefited from attending Enterprise Development Workshops and many of these participants have established their own small businesses in their communities. The 2003 Enterprise Development Workshop is currently underway in Tambourine Mountain in Queensland.</p> <p>http://www.thebodyshop.com.au</p> <p>First Australians Business (FAB) is a national one to one mentoring programme for young indigenous business people. FAB assists young indigenous people between 18 and 35 to initiate, develop and maintain economically viable and culturally appropriate businesses through the provision of knowledge, expertise and support from corporate Australia. FAB is proudly sponsored by the Commonwealth Government through the Department of Family and Community Services (FaCS), the Department of Employment and Workplace Relations (DEWR) and the Aboriginal and Torres Islander Commission (ATSIC). In addition, FAB continues to receive ongoing support from the Body Shop. FAB is a not-for-profit organization.</p> <p>http://www.firstaustralians.org.au</p>
--

	<p>GHANA</p> <p>Unilever Foundation for Education and Development</p> <p>The Foundation, launched at the end of 1999, concentrates on areas identified as those in which Unilever can best support Ghana’s aim of becoming a middle-income economy by 2020 – education, health, technology, science, and the development of business enterprise.</p> <p>Since 2000, the Unilever Ghana Foundation has awarded 120 scholarships to children of employees to cover three years of education at secondary level. The Foundation is also contributing towards science education in schools and encouraging school children to take up science as a subject, through the introduction of the Annual Young Scientist Award for scholars between the age of 12 and 16. Two young scientists identified in 2002 will receive Unilever scholarships to complete their science courses in secondary school.</p> <p>At tertiary level, the Foundation has developed university chairs at the University of Ghana (Business studies); Kwame Nkrumah University of Science and Technology (Chemistry); and the University of Cape Coast (Teacher education) to enhance research and tuition in those fields at these institutions.</p> <p>http://www.unilever.com/environmentandsociety</p>
	<p>UNITED KINGDOM</p> <p>Business in the Community</p> <p>Business in the Community is a unique movement of companies across the United Kingdom committed to improving their positive impact on society, with a core membership of 650 companies, including 75 per cent of the FTSE 100. Members of Business in the Community are committed to developing Community Excellence by actively engaging in partnerships to tackle disadvantage and create enterprising communities.</p> <p>Business in the Community works with member companies to develop their education programmes in the following areas:</p> <ul style="list-style-type: none"> ▪ developing pupils’ skills in literacy and numeracy; ▪ helping young people prepare for employability; and ▪ supporting headteachers and teachers in developing their management and leadership skills <p>It also provides advice on suitable delivery partners to help get these programmes into schools. Business in the Community operates with 10 regional offices across the United Kingdom.</p> <p>http://www.bitc.org.uk</p>

	<p>UNITED KINGDOM</p> <p>DIAGEO (Skills for Life and INCLUDE programmes)</p> <p>The Foundation has a track record of initiating and supporting programmes that help people to help themselves. Some provide skills training for disadvantaged people to give them a better chance of gaining work; others offer mentoring, coaching and supporting opportunities to help people develop their entrepreneurial abilities; others offer young people a window on the world of work to help raise levels of achievement in schools.</p> <p>The Skills for Life programmes aim to provide people and communities with practical opportunities to gain skills that will help them to fulfil their potential and improve their life prospects. They centre on employability, entrepreneurship and education.</p> <p>INCLUDE (formerly Cities in Schools) is a national charity tackling young people's exclusion from education, training and work. The project aims to ensure full-time, mainstream education and training for all young people, including those in care and young offenders. INCLUDE has transformed over 3,000 youngsters' lives, helping them return to education and training and fulfil their potential. The charity has run over 1,000 projects (ranging from basic skills training to careers awareness and mentoring programmes), helped professionals working with youth improve their skills, and contributed to government policy on social exclusion.</p> <p>Also, in partnership with Bharatiya Yuva Shakti Trust (BYST) since 1996, Diageo India has helped disadvantaged youngsters from Pune, India, realize the dream of setting up their own business. The Foundation has so far contributed over £80,000 which has leveraged more than £160,000 external funding. Over 60 young people have set up their own businesses, providing jobs for over 200 people.</p> <p>http://www.diageo.com</p>
	<p>UNITED KINGDOM</p> <p>NatWest Face 2 Face With Finance</p> <p>The NatWest Face 2 Face With Finance financial literacy programme in the United Kingdom supports enterprise in schools by offering a business account, cheque book, start-up capital and advice from a business adviser.</p> <p>http://www.natwestf2f.com</p>

UNITED KINGDOM

Shell LiveWIRE

Shell LiveWIRE is an international programme which aims to convince young people that running their own business can be a viable career option and provides them with support and guidance for start-up. The programme is now running in 18 countries all over the world, with the latest launched in Hong Kong on 21 April 2002.

Shell LiveWIRE aims to encourage young people aged 16 to 30 to consider the option of starting a business. They do this by:

- providing quality information and advice to guide people through the initial stages of starting up;
- hosting a national competition for new business start-ups; and
- providing development programmes.

Shell LiveWIRE provides:

- a free Essential Business Kit ;
- detailed Business Opportunity Profiles;
- one to one advice; and
- an interactive web service and idea exchange.

Annual awards aim to promote the spirit of enterprise among young people and accord due recognition to young men and women who have the courage, foresight and business acumen to set up their own companies. Held annually in each country, the competition begins with regional heats and leads on to national finals. National award schemes are organized by Shell Companies in collaboration with local implementation partners. To qualify for the awards, applicants should normally be 35 years old or below, and have been in business for a period of between three to 36 months.

Since 1982, Shell LiveWire has helped over 200,000 young people start up in business. In the last five years, it has attracted over 500 new businesses with a combined turnover of almost £50 million. The long-term success of LiveWire and the support it has received from businesses, communities and government encouraged the development of a programme framework for use in countries around the world.

LiveWire advised over 30,000 young entrepreneurs in 2001 and is now operating in the following countries: Argentina, Australia, Brazil, Brunei, Chile, Hungary, Ireland, Mauritius, Netherlands, Oman, Singapore, South Africa, Sri Lanka, and United Kingdom.

<http://www.shell-livewire.com>

UNITED STATES

CISCO Networking Academy Program

Launched in 1997, the Cisco Networking Academy Program has evolved from a high school network support curriculum to a worldwide educational programme to advance the Internet Economy. The programme prepares tomorrow's IT workforce, helps bridge the digital divide, and allows students to experience true e-learning technology, while acquiring valuable IT skills. The Cisco Networking Academy Program is a public/private partnership between Cisco, Governments, Education Institutions, NGO's and industry created to teach students how to design, build and maintain computer networks.

The programme targets under-employed high school, college and adult students and is offered by Cisco Systems, Inc., in collaboration with World Bank Group through the Business Partners for Development (BPD) programme and the International Youth Foundation. The aim is to develop and expand career opportunities for under-served students around the world through a comprehensive e-learning environment designed to address the current worldwide shortage of information technology workers and to assist schools globally in the installation and maintenance of their own networks.

Cisco Systems now has Network Academies in 83 countries around the world. The programme is aimed at creating a talent pool and helping to solve the skills shortage that plagues the industry. The academies offer a four-semester course that trains students to design, build, and maintain networks through both formal instruction and hands-on, practical training. Students learn the skills needed to qualify as Cisco Certified Network Associates, positioning themselves for jobs or engineering studies at a college level.

<http://www.cisco.com/edu/emea/index.shtml>

UNITED STATES

CISCO Internet Networking Technology Training for African Women

Education and training are a major activity of the United Nations Economic Commission for Africa (ECA). The Commission, in partnership with infoDev of the World Bank and Cisco Systems Inc., has launched a Cisco Internet Networking Technology Training Course for African Women at its Information Technology Centre for Africa (ITCA) in Addis Ababa, Ethiopia.

The programme addresses major issues such as the digital divide. The aim is to equip some African women with the skills that are needed in the network society so that they may serve as role models for other African girls and women wishing to enter this new area. A second issue is the shortage of Africans skilled in the new technologies. This is addressed not only by the education of the students but also through a multiplier effect by training trainers for others. The programme also aims to counter the brain drain, maintaining continuous communication and follow-up on activities at the country level. Where possible the programme introduces women to potential employers and builds a strong network with national mechanisms working on Information Communication Technologies.

The training course follows the established curriculum of the Cisco Networking Academy Program and involves a fully sponsored six-month residential course. It provides young women with cutting-edge knowledge and skills, empowering them in an area that is quickly gaining importance. In this project, 20 to 25 African women are trained each year over a two-year period in innovative technology of Internet networking design, maintenance and use.

In the first training course, completed in 2002, 28 per cent of the women were under 25. The course encourages all age groups but with a special focus on young women, with varying levels of education. They benefit from this specialized training where there is current market demand in their specific countries. At the same time they undertake courses in gender and business management. The course gives them skills which they can develop in setting up businesses or working in a competitive environment.

The impact and relevance of the training is diverse. Young women are reported to get opportunities faster due to their flexibility. They are enthusiastic about getting jobs that directly relate to the course work so that they can practise what they have learnt. They all visualize great employment opportunities as well as increasing their knowledge in the field of ICT. In addition, information disseminated about these young women and their experience will lead other young women in Africa to enter high technology training and businesses.

<http://www.uneca.org/itca/cnra/index.htm>

	<p>UNITED STATES</p> <p>COMPAQ</p> <p>Compaq, in cooperation with the World Economic Forum, Forbes.Com and World Links, is developing a library of World Economic Forum sessions and speeches, along with interviews with key participants, to be made available over <i>Forbes.com</i> for reference and research materials to high schools, colleges and universities. Among the colleges and universities scheduled to receive the World Economic Forum electronic library are Oxford University, London School of Economics, UCLA, USC, Georgetown University, MIT, University of Florida, University of Miami, Florida State University, Yale, Princeton and Northwestern University.</p> <p>In addition, Compaq is working with World Links, a non-profit organization that helps youths in the developing world achieve the knowledge and skills they need to create, and take advantage of, income-generating opportunities. Together they will develop a broader education programme using content from the sessions. As part of the education work of the Global Digital Divide Initiative to develop community development programmes, World Links will reach out to seven target countries: Brazil, Chile, Ghana, India, Jordan, South Africa and Viet Nam.</p> <p>http://www.world-links.org/english/html/com.htm http://www.worldlinks.org</p>
	<p>UNITED STATES</p> <p>Goldman Sachs Foundation</p> <p>In order to bolster more collaboration between business and education, the Goldman Sachs Foundation has announced a US\$100,000 contribution to Students in Free Enterprise (SIFE), one of the world's fastest growing collegiate non-profit educational organizations. The donation concerns SIFE's efforts to improve the quality of life and the standard of living around the world by teaching the principles of market economics, entrepreneurship, business ethics and personal financial success. Founded in 1975, SIFE is active on more than 1000 college and university campuses in 23 countries.</p> <p>SIFE Team members prepare educational outreach projects that focus on helping communities better understand the values and benefits of the free enterprise system. SIFE conducts regional and national competitions, with national champions qualifying to compete at the SIFE World Cup.</p> <p>Founded in 1999 with a US\$200 million donation from the Goldman Sachs Group, Inc. (NYSE: GS), the Goldman Sachs Foundation partners with leading education and philanthropic organizations to create, nurture and expand breakthrough programmes that build the learning, creative and leadership skills of highly talented young people.</p> <p>http://www.SIFE.org.</p>

iii) Programmes implemented by international NGOs

	<p>CANADA</p> <p>Street Kids International</p> <p>Street Kids International is a non-profit organization founded in Canada in 1988 with the purpose of empowering street kids around the world. The organization does not fund the programmes of other agencies but provides a methodology, Business Toolkit, mentoring and resources for street children participating in projects.</p> <p>The Street Kids Business Start-Up programme provides local agencies with a model they can use to help street youth to launch their own small businesses. Such business-launch programmes are an important new complement to existing programmes that provide youth with vocational skills, or employ young people in agency-run enterprises.</p> <p>The training in the Street Business Toolkit enables trainees to identify and formulate viable small businesses. Most participants benefit immediately from increased economic literacy. However, the counselling, credit and business mentoring that many street youth need to actually launch their own business will require direct-support programmes of the type that Street Kids International has pioneered.</p> <p>An important element is training people who work with street kids to use videos - and other materials - to foster understanding and dialogue among vulnerable young people about crucial issues.</p> <p>http://www.streetkids.org</p>
	<p>UNITED KINGDOM</p> <p>The Prince's Trust</p> <p>The Prince's Trust was founded in 1976 by the Prince of Wales. Having completed his duty in the Royal Navy, His Royal Highness became dedicated to improving the lives of disadvantaged young people in the UK, and began the Trust to deliver on that commitment.</p> <p>The Trust has become the UK's leading youth charity, offering a range of opportunities including training, personal development, business start-up support, mentoring and advice.</p> <p>http://www.princes-trust.org.uk</p> <p>Youth Business International (YBI) is a unit of the Prince of Wales International Business Leaders Forum which helps disadvantaged young people realise their ambitions to become entrepreneurs.</p> <p>YBI brings together people in the corporate sector, civil society and government, who make their skills, expertise and facilities available on young people's behalf to provide access to finance, business mentoring and support to young entrepreneurs during the start-up and early development of their businesses.</p> <p>YBI is the co-ordinating body of a global network of organizations that deliver its programme of support to young people and who share common principles and working practices. The YBI programme delivers a huge range of benefits, from building the employability of young people to generating a culture of entrepreneurship and dynamism in the local economy. More than 50,000 young people have been set up in business by twenty YBI programmes around the world. Over 60 per cent of these young people are still successfully in business in their third year.</p> <p>http://www.youth-business.org</p>

	<p>UNITED STATES</p> <p>Education Development Centre (EDC)</p> <p>Operating for more than four decades, EDC is a pioneer in building bridges between research, policy, and practice. Programmes and products are developed in collaboration with partners around the globe. EDC now manages more than 350 projects in 40 countries. Its work strengthens nearly every facet of society, including early child development, secondary education, health promotion, workforce preparation, community development, learning technologies, basic and adult education, institutional reform, and social justice.</p> <p>EDC is a non-profit organization. Activities are supported through grants and contracts from a variety of sources, including US and foreign government agencies, private foundations, non-profit organizations, universities, and corporations.</p> <p>Projects at EDC address critical challenges around the world in education, health, technology and human rights. USAID has awarded funding to EDC to conduct a large-scale, five-year initiative called EQUIP 3/Youth Trust, one of three complementary cooperative agreements that focus on education and youth development. EDC and its partners will address the needs of out-of-school children and young adults. (The two other grantees will focus on classrooms and communities, and education systems and policies, respectively.)</p> <p>http://www.edc.org</p>
	<p>UNITED STATES</p> <p>Save the Children</p> <p>Save the Children's Economic Opportunities Programmes focus on gender equality and empowerment, and sustainability. They serve ultimately to help children and are designed to have an impact which is measurable and lasting. The philosophy is simple but effective: help women help themselves economically and there is a measurable, positive impact on children. The programmes empower women by increasing their ability to make money, which, in turn, improves their influence and position in the household and community.</p> <p>Group Guaranteed Lending and Savings (GGLS) is Save the Children's principal economic opportunities strategy. GGLS programmes provide access to credit and savings for women living on or below the poverty line. The methodology is specifically adapted to diverse cultural economic contexts. GGLS implements the best of village solidarity and traditional banking practices. Women form groups to guarantee each other's loans, which substitutes for formal collateral required by banks. The small initial loan size is self-targeting and opens a long-term line of credit, with loans gradually increasing in size as business activities expand.</p> <p>Save the Children also provides non-financial services such as marketing assistance and training. Its main business development services strategy has been sub-sector development - a systematic way to analyze a sub-sector that employs large numbers of poor self-employed women to help them remove constraints to business growth, development and increased profits.</p> <p>A business service programme targeted at youth is currently being piloted. The Economic Opportunities for Jordanian Youth Programme (INJAZ) works directly with youth to increase their knowledge and skills. It aims to create an enabling environment for youth entry and productive participation in the economy.</p> <p>http://www.savethechildren.org</p>

UNITED STATES

TechnoServe

TechnoServe was founded in 1968 by Connecticut businessman Edward P. Bullard IV, as a not-for-profit international development organization. It is headquartered in Norwalk, CT, with offices in Washington, DC and the United Kingdom, and employs some 300 business advisors and staff in 10 African and Latin American countries. More than 80 per cent of its annual budget of approximately US\$16 million is invested directly in programmes designed to create jobs and provide income for the rural poor. As a non-profit organization, TechnoServe receives 70 per cent of its funding from the US Agency for International Development and the US Department of Agriculture. The balance comes from 16,000 private individuals as well as corporations and foundations.

<http://www.technoserve.org>

iv) Country level programmes

a) Developed countries

	<p>AUSTRALIA/NEW ZEALAND</p> <p>Plan Your Own Enterprise Competition</p> <p>This competition is open to young people up to 20 years old. It is a State and national competition involving the preparation of a business plan for a fictitious business in the form of a feasibility study. Students are required to:</p> <ul style="list-style-type: none">▪ describe the product and the idea;▪ describe how the enterprise would be managed and staffed;▪ demonstrate how they have analysed the market; and▪ outline the financial aspects of the business venture, including the cash flow. <p>The key competencies are used to assess the plans. The activities are best integrated into the year 10 to 11 curriculum i.e. class time needs to be given to the different tasks.</p> <p>Entrants must be full-time students in an Australian or New Zealand school and under 20 years of age at 1 January. There are three divisions in the competition: individual entries; small group entries (maximum of four per group); group entries (minimum of five and maximum of 25 per group).</p> <p>http://www.vcta.asn.au</p>
	<p>AUSTRALIA</p> <p>Youth Outreach Programme (YOP)</p> <p>YOP is a not-for-profit programme that uses an innovative and holistic mentoring model to provide at-risk young people in Western Australia with links, opportunities and supports in education, employment and training, while addressing personal needs such as accommodation, financial security, family mediation and counselling. In collaboration with its young clients, their families and their local community, it tries to address the issues young people face. The programme is supported by the Australian Youth Foundation, the Western Australia Family and Children's Services department 32 per cent of its funding from local or national donors. Out-of-school and at-risk youth in remote rural areas of Western Australia.</p> <p>Local mentors are trained to work intensively on a one-on-one basis with young people to help them identify their own potential, build personal and career goals and develop links to support services. Young people learn job search skills, find employment and training opportunities and gain work experience, benefiting from the mentor's knowledge, resources and community connections. Special consultants work with young people on particular individual problems when needed, providing drug and alcohol counselling. YOP attracts young people because it approaches them in a flexible, non-controlling and non-threatening way.</p> <p>http://www.jobs-sw.com.au</p>

CANADA

Canadian Youth Business Foundation (CYBF)

The Canadian Youth Business Foundation is the only national organization in Canada that enables young entrepreneurs to pursue their aspirations of building a successful enterprise by providing business assistance not otherwise accessible to them.

Founded in 1996 by the CIBC, the Royal Bank and the Canadian Youth Foundation, the CYBF was initially created in response to high youth unemployment and under-employment. It has evolved into a leading organization that encourages and supports Canada's high entrepreneurial activity and aspirations. Modelled after The Prince's Youth Business Trust, the CYBF has itself been enhanced significantly. CYBF currently offers two mentor programmes for young entrepreneurs.

Entre Nous is a face-to-face mentor programme, available only to CYBF loan clients. In fact, it is mandatory for loan clients to be matched with a mentor and to participate in *Entre Nous* throughout the start-up phase of the business. *Entre Nous* is offered in over 40 locations across Canada.

Odyssey is CYBF's newest mentor programme, designed for young entrepreneurs who do not require a business loan but would like a mentor. *Odyssey* is delivered online, which means that entrepreneurs may never meet their mentors face-to-face. In *Odyssey*, mentors and entrepreneurs use e-mail to ask questions, offer advice and work through business challenges.

<http://www.cybf.ca>

CANADA

The Centre for Entrepreneurship Education and Development (CEED)

The Centre for Entrepreneurship Education and Development (CEED) in Canada is an innovation centre which assists governments, organizations and communities in helping people achieve their potential through entrepreneurship. Launched in December 1995, the Centre for Entrepreneurship Education and Development (CEED) has a broad mandate covering many areas of entrepreneurship. The mission is to nurture entrepreneurship in young people by undertaking, creating, coordinating and acting as a catalyst in the following areas:

- entrepreneurship education;
- research and programme design;
- professional development; and
- community entrepreneurship.

CEED's services address entrepreneurship development from "A to Z" and include:

- technical assistance;
- entrepreneurship consulting;
- entrepreneurship courses, training and certification for educators, economic developers, business counsellors and entrepreneurs (aspiring and existing);
- curriculum development for all levels of education;
- customized programme development;
- asset mapping;
- microfinance systems/structures;
- a variety of resource publications.

Entrepreneurship delivery has been developed for the general public and has been adapted for target groups such as: women entrepreneurs; aboriginal peoples; black business sector; and youth at risk.

<http://www.ceed.info/ceedsite>

	<p>CANADA</p> <p>SchoolNet</p> <p>SchoolNet is part of the National Youth Employment Strategy. It targets young people in the 15 to 30 age group with a special focus on unemployed and under-employed high school, college and university graduates. It helps young people gain proficiency in information and communication technology, thus helping them to secure employment or start their own business.</p> <p>http://www.schoolnet.ca/yei</p>
	<p>CANADA</p> <p>Summer Company programme</p> <p>The Summer Company programme is open to all full-time students aged 15-29 nationwide, and is coordinated and delivered at the community level through the government's Small Business Enterprise Centres and Business Self-Help Offices by way of community mentoring groups.</p> <p>The Ministry of Enterprise, Opportunity and Innovation and the Ministry of Agriculture and Food, in partnership with local municipalities, operate Small Business Enterprise Centres in communities across Ontario.</p> <p>Community mentoring groups providing hands-on business training and awards of up to US\$3,000 for enterprising young people to start up and run their own summer business. Community mentoring groups consist of four to five volunteer business advisors from the local community.</p> <p>To be eligible, a student must prepare a comprehensive business plan. If successful, a student receives: an award of up to US\$1,500 in May/June to help with business start-up costs, and a US\$1,500 award in September upon returning to school. In addition, students receive approximately 12 hours of business training and regular meetings with a local community mentoring group for support and advice on operating their summer business.</p> <p>http://www.ontariocanada.com</p>
	<p>CANADA</p> <p>Institute for Enterprise Education</p> <p>The Institute for Enterprise Education is a recognized international centre dedicated to the research, design and development of training in the fields of entrepreneurship development, entrepreneurial leadership and enterprise education.</p> <p>Programmes are offered for:</p> <ul style="list-style-type: none"> ▪ Enterprising educators: Bachelor of Education – Enterprise Education Programme; ▪ 18 to 30 year olds: Youth Entrepreneurship Programme. <p>The Youth Entrepreneurship Programme is one of the longest running programmes at the Institute for Enterprise Education. Highly interactive, this course runs on a full-time basis for 26 weeks. Young adults between the ages of 18 and 30 are invited to apply for this programme which empowers participants to make the most of their personal skills, to have the determination to succeed in their own venture with a defensible business plan, and to have a thorough understanding of their industry and marketplace.</p> <p>http://www.entreplicity.ca</p>

	<p>FINLAND</p> <p>Division for Employment and Economic Development Centres</p> <p>Business Departments at the 15 regional Employment and Economic Development Centres (T&E Centres) offer various programmes that are targeted at company management, key personnel and people who intend to become entrepreneurs.</p> <p>The programmes include training in establishing a company, task- and problem-related training, company analysis and development and management training. In co-operation with the regional T&E Centres, the Ministry of Trade and Industry has launched the ProStart programme designed to help trainees assess and develop a business idea and evaluate the viability of business ideas. This service has been developed further by extending the contents of the ProStart Programme to include, for example, drafting a business strategy for a newly-created enterprise.</p> <p>The regional T&E Centres offer a management training programme for women called the “Ladies’ Business School”. The programme is targeted at women who hold a management position in SMEs. Its aim is to develop the ability of participants to analyze, plan and develop their business activities and to adopt more up-to-date management systems and methods as well as to function as an effective leader.</p> <p>http://www.enterprisefinland.fi</p>
	<p>IRELAND</p> <p>The South West Graduate Enterprise Initiative</p> <p>The Initiative is a full-time one-year rapid incubation activity providing training, business facilities, mentoring and financing to university or college graduates who want to start a business. Since the programme started in 1998, 22 new businesses have been created, employing 120 people.</p> <p>Each entrepreneur is assigned a mentor and undergoes an intensive training course on entrepreneurship and business management and development. This programme has now been expanded to each of Ireland’s regions under the Enterprise Platform Programme. There is also a seed capital programme for campus-based businesses - the Campus Companies Venture Capital Fund - which provides seed capital to businesses promoted by the staff and graduates of Irish universities.</p> <p>http://www.entemp.ie/press00/201000.htm</p>
	<p>SWEDEN</p> <p>“Drivhus”</p> <p>In Sweden, the “Drivhus” (“Greenhouse”) project helps university-level students convert their ideas into businesses, and allows them to decide whether they are better suited to starting their own business or to becoming an entrepreneurially-minded employee. The project offers coaching to students and includes lectures on topics such as accounting, marketing, VAT, etc. It is currently in operation in nine universities and university colleges.</p> <p>http://www.nutek.se</p>

	<p>SWEDEN</p> <p>“Open for Business” web site (OFB)</p> <p>OFB is an initiative that was brought to Sweden from Canada early in 2000 as a result of benchmarking for best practice in a project of the Swedish Business Development Agency (NUTEK). It is a storefront office that works as a physical and mental platform for entrepreneurship. The object of the work is to focus on entrepreneurship for young people between the ages of 17 and 30.</p> <p>The people who work at an “Open for Business” site are specially trained to deliver workshops, instant one-on-one entrepreneurial advice and other activities to serve their customers. In Sweden, there are five “Open for Business” sites which have served nearly 30 000 customers since opening. The sites are linked to a global network based in Halifax in Canada. NUTEK acts as the national coordinator for Sweden.</p> <p>http://www.nutek.se</p>
	<p>SWEDEN</p> <p>Communicare</p> <p>Communicare is a not-for-profit organization whose aim is to create opportunities for young people in Värmland, Sweden, to be the most active youths in Europe. The background is that young people are leaving the region with their ideas and ambition and most of them do not return.</p> <p>In strictly organizational terms, Communicare operates as a project-driven, local-global organization. It creates needs-based projects financed with EU finds and with contributions from the private and public sectors, regional and local alike. Examples of projects include: Navigator; Sesame and the KIT School</p> <p>Communicare has developed a labour market project called “Young and One’s Own”, which began in 1993. The idea is to give young unemployed people in the 18 to 30 age group the chance to start, run and liquidate a company through a combination of theory, practical experience and entrepreneurial activities.</p> <p>http://www.Communicare.nu</p>

UNITED STATES

Entrepreneurial Development Institute (TEDI)

TEDI is a national non-profit established in 1991 to enable disadvantaged youth aged 7 to 21, to develop small businesses, avoid drugs and crime, sharpen their academic skills, and form positive attitudes about themselves and their communities. TEDI has established a consortium of youth serving agencies for replication of its model in 18 other US cities. It has also launched four additional direct-service branch offices in Atlanta, New Jersey, Los Angeles and Cleveland. Founded in Washington, DC, it has recently moved its headquarters to New York City.

The TEDI philosophy is based on four tenets: economic self-sufficiency is a viable tool to combat the negative behaviours currently plaguing communities; community participation is essential for community development; collaboration and community partnership are the only options to create long-term systemic change; empowered communities are the result of opportunities created by and for residents which foster responsibility, command respect, and encourage accountability.

TEDI runs a year-round programme with activities taking place at its own centres, at community or vocational training facilities. More than 3,300 participants have participated in the programme every year, creating over 600 jobs in businesses serving local community needs.

<http://www.depn.org/tedi>
<http://www.bedrock.com/tedi>

UNITED STATES

Ewing Marion Kauffman Foundation

Ewing Marion Kauffman is an operating and grant-making foundation working towards the vision of self-sufficient people in healthy communities. The Foundation's work is focused on promoting entrepreneurial success at all levels, from elementary school students to high-growth entrepreneurs. It develops and disseminates proven programmes that enhance entrepreneurial skills and abilities, and aims to improve the environment in which entrepreneurs start and grow businesses.

In the area of youth development, the organization works in partnership with local and national partners, including non-profit organizations, schools, other institutions and public policy makers to build quality programmes and provide services in the areas of early education, urban K-12 education, in- and out-of-school activities and neighbourhood development.

<http://www.emkf.org>

UNITED STATES

Fund for Social Entrepreneurs

The Fund for Social Entrepreneurs in the United States is a nationwide programme providing youths with start-up funds, professional management and leadership development, technical assistance and mentoring services. The programme was launched by Youth Service America (YSA).

Programme training and services combine the risk-taking spirit that American entrepreneurs used to build the country with the commitment, idealism, and spirit of today's emerging young leaders. From a national applicant pool, the fund chooses five to seven entrepreneurs to become members of a class of YSA social entrepreneurs for a three-year period. Each year, YSA conducts a national search for the most innovative new youth service organizations. The Fund for Social Entrepreneurs provides young entrepreneurs with tailored support to meet their needs together with strategic infusions of assistance at critical stages of organizational and professional development.

Following the application and selection process, classes of five to seven entrepreneurs receive start-up funds, professional management and leadership development, technical assistance, and mentoring for a three-year period to ensure the success of their youth service start-up, non-profit venture. Social entrepreneurs also receive two-year living and programme seed grants, computer assistance, and conference attendance reimbursement in the first two years. The fund took on its first class of social entrepreneurs in April 1995, its second class in May 1996, and a third class in June 1997.

The programme has served as an incubator for the Youth Volunteer Corps of America, and a mentor for the Urban Service Project in San Francisco. It also has a rich tradition of leadership training and programming through the New Generation Training Programme, Youth Action Council, and National Service Seminar. The Fund learned that successful entrepreneurial ventures depend on a combination of idealism and business savvy, as well as a support network in the development phase and beyond.

<http://www.servenet.org>

UNITED STATES

National Association for Small Business and Entrepreneurship (USASBE)

The International Council for Small Business (ICSB) was founded in 1957 in the United States as a comprehensive organization of outstanding researchers, scholars, teachers, administrators, and public policy makers interested in entrepreneurship and small business. As the organization grew, members decided to form national affiliates, and the U S Affiliate of the ICSB was established in 1981. In 1985, the name was changed to the United States Association for Small Business and Entrepreneurship (USASBE). USASBE is an eclectic group of government officials, directors of small business development centres, and academics in fields like finance, marketing, management, and economics united by their common interest in entrepreneurship and small business.

USASBE organises symposia, workshops and mini conferences on entrepreneurship dealing with the subject at all educational levels. It also implements the annual USASBE Teaching Awards for the National Model Programme, the Entrepreneurship Educator-of-the-Year award, and Innovations-of-the-Year award.

<http://www.usasbe.org>

UNITED STATES

National Foundation for Teaching Entrepreneurship (NFTE)

NFTE's mission is to teach entrepreneurship to low-income young people, aged 11 to 18, to help them become economically productive members of society by improving their academic, business, technology and life skills. Founded in 1987 by Steve Mariotti (a former business executive and entrepreneur) while he was a public high school teacher in New York City's South Bronx, NFTE began as a dropout prevention and academic performance improvement programme for students who were at risk of failing or quitting school. Combining his business background with his desire to teach at-risk students, Steve discovered that when low-income youth are given the opportunity to learn about entrepreneurship their innate "street smarts" can easily develop into "academic smarts" and "business smarts." Through entrepreneurship, youth discover that what they are learning in the classroom is relevant to the real world.

NFTE is widely viewed as a world leader in promoting entrepreneurial literacy among youth. When young people participate they begin to unlock their unique entrepreneurial creativity, have a greater understanding of the free enterprise system, improve the quality of their lives, and dare to dream of a bright future.

NFTE has developed a variety of specialized curriculum products which are designed for students, as well as educators and youth workers. The curriculum covers topics such as return on investment, supply and demand, opportunity recognition, competition, skills for success, cost/benefit analysis, sales and marketing, ethics, and taxes.

How to Start and Operate a Small Business is a practical curriculum offered in four adaptable versions that can be implemented as stand-alone courses, in school or after school or integrated into existing courses in maths, social studies, economics, business and technology.

High School Curriculum (Ninth Revised Edition)

This is a 50-chapter hardbound, colour textbook which covers essential business and entrepreneurial concepts and provides an in-depth explanation of how to successfully develop and run a small business enterprise. Comprised of two modules (Module 1: Basic and Intermediate, and Module 2: Advanced), it is ideal for high school students, grades 9-12, ages 14 to 18, and can be implemented over the course of 100-200 hours.

Middle School Curriculum (Fundamentals)

This 20-chapter textbook offers a practical introduction to basic entrepreneurial and business concepts. Fundamentals is appropriate for grades 6-8, students ages 11 to 14, and can be used in school-based courses or after-school programmes. This curriculum is typically implemented over the course of 50-80 classroom hours.

Internet-Based Curriculum (BizTech™)

This online curriculum is an interactive course that offers fun, easy-to-follow chapters and business plan lessons over the Internet. Timed quizzes, real-life profiles of well-known entrepreneurs, "cyber field trips," and an online BizPlan and BizGame make BizTech a great way to integrate technology into the classroom.

Post-Secondary Curriculum (Advanced Principles of Entrepreneurship)

An 18-chapter textbook, Advanced Principles of Entrepreneurship for young adults, aged 18 to 30, is an in-depth analysis of business and entrepreneurial topics such as marketing, technology, cash flow, financial statements, and competition. Typically implemented as a 70-hour course, this enhanced curriculum utilizes case studies and is ideal for post-secondary students who are serious about starting a business venture.

To date, NFTE has worked with over 65,000 low-income, underserved young people in programmes across the country and around the world. NFTE's programmes are offered in a variety of settings including public schools, after-school programmes at community-based organizations, and intensive summer business camps.

<http://www.nfte.com>

UNITED STATES

United States Hispanic Chamber of Commerce (USHCC) Foundation Youth Entrepreneurship Program

The Youth Entrepreneurship Program is committed giving Hispanic youth alternatives for life preparation by providing leadership training, entrepreneurial skills and business acumen to ensure that they reach their full potential and turn into future business leaders. The Youth Entrepreneurship Program is a partnership between the United States Hispanic Chamber of Commerce Foundation (the parent organization for the Youth Entrepreneurship Program) and KidsWay, Inc.,

USHCC Foundation, Inc.. Mentors Program: United States Hispanic Chamber of Commerce Business and Corporate Contacts will work with USHCC Foundation to offer students a continuous opportunity to “shadow” entrepreneurs.

Annual Young Entrepreneurs BizFest: During the two-day BizFest, participants have opportunities for one-on-one exchange with top business executives. Students learn from business experts how to turn hobbies into profitable ventures, to manage money, and to develop a business plan.

Biz-Kidz Summer Camp: Students gain hands-on experience and develop sophisticated business lessons that yield real-world business skills. Students also learn the how to’s of designing business cards, reading The Wall Street Journal, opening a savings account, investing real money in wholesale products, marketing goods at a business fair, and using the Internet to re-invest their profits.

Casa Cyber Technology Centres: This project demonstrates the importance of technology access and computer literacy to at-risk youth and young adults who are pursuing education and seeking employment. Students learn computer basics, including Internet use and e-commerce. Participants also learn interpersonal skills, workplace standards and expectations, team building and conflict resolution.

Lights, Camera, Action Project: English-as-a-Second-Language (ESL) parents receive training through instructional software, the Internet, and video technologies to help them obtain living-wage employment.

<http://www.usfcc.com>

	<p>UNITED STATES</p> <p>Youth Entrepreneurial Institute (YEI)</p> <p>The YEI is an initiative of the Reginald F. Lewis Youth Entrepreneurial Institute which has been a component of the NAACP Community Development Resource Centres since 1994. It prepares young people aged 14 to 18 for economic success by teaching them business fundamentals and the basic skills of starting a business venture and becoming a successful business owner.</p> <p>The programme focuses on empowering youths through an entrepreneurial curriculum that fosters pride, self-esteem, a sense of achievement, and leadership. Participants learn real-world business skills, team building, financial management, verbal communication skills and business etiquette. The programme also prepares them for traditional career opportunities in other areas. YEI participants develop initiative, perseverance, creativity, and teamwork – traits that corporations are searching for.</p> <p>Programme components include the Saturday Business Institute which provides additional business development resources, leadership training, and professional and personal development. The Mentoring Programme pairs students with mentors in a one-on-one relationship over a prolonged period of time to provide consistent support and guidance, and help YEI students develop their entrepreneurial talents. The YEI Entrepreneurship and Leadership Development Spring Retreat provides an opportunity for YEI participants to establish an internal network of support and peer empowerment for entrepreneurial success. The Summer Business Internship Program allows students to gain additional exposure and professional experience in a business environment. The Alumni Association tracks the success of YEI participants and provides an opportunity for them to communicate through the quarterly newsletter that highlights their accomplishments in academics and entrepreneurship.</p> <p>http://www.naacp.org</p>
	<p>UNITED STATES</p> <p>Youth Venture</p> <p>Youth Venture is a national not-for-profit organization that targets young people (aged 12 to 20). The organization sets out to empower young people to create and launch their own enterprises, and through these enterprises, to take greater responsibility for their lives and communities. They are initiating a change in the role of youth in society, and are challenging traditional perceptions of young people as they take the initiative to improve their own lives and those of their communities by launching ventures of their own design.</p> <p>The ventures are as diverse as the needs – ranging from tutoring services to virtual radio stations, from bike stores to dance academies, from video festivals to youth diabetes support groups. What turns these diverse activities into Youth Ventures is that the young people themselves come up with the ideas and control the projects.</p> <p>“Dream it. Do it” is a collaborative effort between Juniorjobs.com and Youth Venture; this project aims to promote social entrepreneurship among youth aged 13 to 20. Together, these organizations are providing opportunities for job-seeking teenagers to become Youth Venturers and launch clubs, organizations or businesses that benefit their communities.</p> <p>The partnership offers young people the support they need to create, lead and launch their own enterprise including, materials, technical allies, media opportunities, national recognition, workshops, training, a Venturers-only web site and up to US\$1,000 in start-up seed money.</p> <p>http://www.youthventure.org</p>

b) Developing countries

	<p>CHINA</p> <p>Training Package for Women Entrepreneurs and Managers</p> <p>The training package was developed by the United Nations Industrial Development Organization (UNIDO) as part of efforts to improve women’s role in a traditionally male-dominated business environment – in particular, emerging private sector initiatives. It is intended to help Chinese training institutions and qualified trainers to identify the needs of women entrepreneurs and acquire new training tools and materials.</p> <p>The package is intended as a text book for use in training Chinese women entrepreneurs and managers in village and township enterprises. Sectors such as food-processing, textiles, toy-making, electrical products, traditional handicrafts and services are targeted. The training package has been produced in Chinese by the All-China Women’s Federation (ACWF) and UNIDO.</p> <p>http://www.unido.org/en/doc/view3992</p>
	<p>EGYPT</p> <p>Mokattam “Garbage village”</p> <p>This project was launched by UNESCO in 1997 in the “garbage village” of Mokattam, on the outskirts of Cairo. The village is home to approximately 20,000 people, mostly engaged in garbage recycling and collection. The programme is run by UNESCO in collaboration with a local NGO “The Association for the Protection of the Environment” (APE). The neighbourhood suffers from a variety of ills; disease, lack of basic services, pollution, overcrowding, etc. Often without schooling, because they worked with their parents from an early age, and often without hopes of a different future, the young people of Mokattam generally take on the employment of their parents which is the sorting, recycling and re-selling of waste products from the city of Cairo. A lucky few manage to set up their own workshop and create their own market. UNESCO took this as its entry point for partnership to develop literacy, numeracy, business and hygiene skills for young people.</p> <p>The project links basic education for marginalized youth immediately and directly to income-generation and the immediate environment – the recycling of goods, neighbourhood upgrading and the setting up of small businesses. Training is by nature informal: a mix of practice (how to repair a machine, how to design a workshop) and functional education (reading machine instructions, calculating profit and loss). Training is not pinned down to structured timetables, since most young people have to carry on working during their instruction period. Literacy is introduced and reinforced as a very natural means for deciphering instructions for the use of machines; numeracy is developed as a means for weighing quantities of recyclable material; hygiene is brought in as a prerequisite for obtaining clean finished products. Teamwork, mutual understanding, conflict resolution, and drafting common objectives are natural consequences of working together and are closely monitored.</p> <p>Once young people have achieved a satisfactory level of literacy and knowledge, they split into teams. These teams in turn train other youths and then become agents of change in their communities.</p> <p>http://www.unesco.org/webworld/netaid/env/egypt.html</p>

EL SALVADOR

BizCamp

TechnoServe and NFTE (National Foundation for Teaching Entrepreneurship) organized El Salvador's second annual BizCamp in August 2002. TechnoServe provided scholarships to the 10-day camp for 30 young Salvadorans, aged 17 to 23, selected for their potential to become entrepreneurs. The total programme is funded by a US Agency for International Development (USAID) grant and matching contributions from private donors.

BizCamp is a demanding, academic and hands-on experience designed to teach young people entrepreneurship concepts and enable them to formulate practical business plans. In addition to classes and lectures on topics like supply and demand and return on investment, the programme includes "buy" and "sell" trips to markets in San Salvador, the nation's capital. Through this exercise, the students acquire first-hand experience of negotiating prices, preparing marketing materials and presenting themselves to real clients. The ultimate goal of the programme is for participants to draw up viable business plans to be judged on competitive advantage, market research, understanding of costs and annual revenue.

<http://www.technoserve.org>

GHANA

Citi Savings and Loans Ltd.

Citi Savings and Loans Ltd. is implemented within the framework of the ESCAP Programme Action for the Mitigation of the Social Consequences of Structural Adjustment (PAMSCAD). The programme was launched in 1992 to respond to the lack of credit, and lack of access to credit was identified by the Government as one of the factors impeding success. Citi Savings and Loans Ltd. was incorporated in Ghana and licensed by the Bank of Ghana to operate as a non-bank financial institution with the objectives of mobilizing deposits, granting loans and providing financial services to informal sector micro and small businesses which hitherto had no access to the facilities of traditional banking institutions.

Citi began by setting up branches in peri-urban centers of the capital city and evolving an innovative approach of interfacing the non-formal market place with the formal, whereby canvassers at the grassroots market services among women's groups and individual sellers. They help in group formation, conduct credit education, and work closely with the "susu" operators. Two specific financial products were designed namely, "Adom Bosea" (mostly for foodstuff retailers and teenage girl porters in the local markets) and "Mmoa Bosea" (mostly for chopbar or food caterers, and dressmakers).

By 1997 Citi had a patronage of about 10,000, including 2000 men. Citi adopted "a group concept", where savings and loans were mobilized and delivered on the basis of group involvement in identifying needy customers, thus lowering the cost of lending, and enhancing repayment. As a result, many girls offering portage services at the local markets and living on the streets at the mercy of unscrupulous gang boys, have been able to move into better occupations such as hairdressing and are off the street.

The reasons for Citi's success have been:

- providing vocational training out of its profits for the poor illiterate youth;
- organizing them into small groups;
- targeting assistance in the form of credit and enterprise formation to groups demonstrating the potential for enterprise development; and
- providing basic management training.

In addition, Citi gives moral support to women under its Career Mentoring and Entrepreneurial Development Resources (CMEDR) programme.

<http://www.bellanet.org/partners/mfn/memberCITI.html>

INDIA

Asian Society for Entrepreneurship Education & Development (ASEED)

The Asian Society for Entrepreneurship Education and Development is a non-profit, non-government organization whose mission is to help the global society in its search for self-reliance and socio-economic upliftment. ASEED profits from a network of multi-tier services both at the micro and macro level and provides a comprehensive package of professional services in different fields such as training, marketing, consulting and continuing education both in India and abroad. The structural methodology attempts to address issues like poverty in its totality and thus covers related issues such as community health, micro-enterprise, micro-credit and institutional development through a series of capacity-building programmes.

ASEED started its activities with intermediary functions which included the training of NGO trainers and facilitators for community mobilization and income generation, evaluation, monitoring and inspection assessment studies, project planning and market information support, and research publication and documentation support. It also made its presence felt in the international arena through conferences, workshops and networking with other development organizations and intercultural studies.

<http://www.aseedinternational.com>

INDIA

Barefoot College

The Barefoot College targets at-risk youth aged 15 to 24 in disadvantaged communities in India. Young men and women are taught practical skills by village teachers, many of whom have no formal qualifications. The skills taught at the Barefoot College aim at providing the basic services villagers need: safe drinking water, sanitation, education, and health care.

Created in 1972, the Barefoot College is situated in the semi-arid state of Rajasthan, India. It is a leader in sustainable community development. Teaching and learning are based on the day-to-day needs of villagers. The main stakeholders and beneficiaries are rural communities that are socially and economically poor but culturally rich. More specifically, the College has been reviving and giving more respect and dignity to knowledge, skills and wisdom that have been devalued and discarded by modern-day planners and 'experts'. The idea is to apply traditional, indigenous knowledge and skills to solving these basic problems, and thus to reduce villagers' dependency on the expertise from outside which is often inappropriate and irrelevant. Trainees go on to provide valuable service to their communities as barefoot engineers, doctors, teachers and traditional communicators. The College has over 400 staff members working full-time in various activities related to basic services.

The College has trained barefoot teachers, doctors, solar engineers, hand pump mechanics, designers, chemists, communicators and accountants. It has created a non-formal education process for children and adults, which assists students to develop a sustainable community. Long-term economic sustainability is achieved through the Barefoot College as people depend on and compensate each other for exercising their skills and providing services, as sustainability depends on the principal that is 'nothing is free'. Environmental sustainability is served by using solar energy instead of fossil fuels, and by collecting rainwater instead of drawing on groundwater for drinking. Other types of sustainability are achieved by using traditional media, such as puppet and street theatre, to convey messages on social issues (minimum wage, gender equality, etc.).

The Barefoot College approach has been replicated in 13 states of India, and in Morocco. There are plans to perhaps try it out in Mali in 1999. The organizers of the Barefoot College are prepared to help replicate the approach anywhere in the world where there are problems of unemployed rural youth and where there is a high rate of illiteracy, which means that there is a rich and vibrant oral tradition and that indigenous knowledge remains to be identified and utilized.

<http://www.barefootcollege.org>

INDIA**Bharatiya Yuva Shakti Trust (BYST)**

Launched in 1991 in India, BYST is a public, non-profit organization, which targets economically and socially underprivileged young people with no formal education background in the 18 to 35 age group. One of the main conditions is that participants should be functionally literate. The programme has a strong emphasis on active mentorship and is implemented in partnership with the Government, the corporate sector, vocational training institutes, as well as entrepreneur-training institutions and small-scale industry associations in India.

The programme has a strong emphasis on active mentorship. Financial support up to Rs. 50,000 is available without collateral or guarantors for start-ups and business expansion. BYST entrepreneurs also benefit from support services including mentoring and experiential training programmes in various business-related fields (marketing, accounts-keeping, best practices, customer care, etc.). They take part in simulation exercises, role-plays and focus group discussions, where they share their experience and motivate aspiring underprivileged entrepreneurs to make use of BYST support. BYST considers only businesses that are environmentally sustainable and which are not harmful to society's well-being.

BYST helps entrepreneurs who have established their businesses successfully and need additional help to expand. These services include motivation in terms of the annual JRD award and additional loans from the banks. BYST entrepreneurs themselves have become role models in their communities and have technically evaluated other prospective entrepreneurs. They provide advice on problems during the start-up stage, mentoring and counselling support and have helped others to gain financial assistance by referring them to similar organizations. Entrepreneurs also have an opportunity to interact, share experiences and learn through various forums such as BYST get-togethers, entrepreneur-mentor. Over the last 10 years, BYST has catapulted over 550 job seekers into job creators providing employment to 3,500 young people. Businesses have generated an annual turnover of Rs.110 million. Ten per cent of the entrepreneurs have become millionaires; 15 per cent have provided employment to over 20 people. The loan recovery rate is 95 per cent with only 5 per cent failure rate. Businesses range from traditional industry (garments, food products, handicrafts, etc.) to hi-tech businesses (plastic moulding, computer education centres, software programming, automotive components manufacturers, etc.).

BYST has replicated its model in six regions of India. The first franchisee model was established in Mumbai with the Godrej Group. The mentoring model of BYST is being replicated by corporate sector (public sector undertakings), non-profits (NGOs) and educational institutions (fashion institutes, polytechnics, etc.). BYST provides orientation/training to Africa (Ghana, Kenya, Mauritius, Namibia, South Africa, and Uganda) and Asia (Bhutan, India, Nepal, and Sri Lanka. It is a founding member of the International Association of Youth Business Trusts.

<http://www.bystonline.org>

INDIA**Drishtee (Information Kiosks in Rural India)**

Drishtee is a platform for rural networking and marketing to enable e-governance, education and health services. It runs with software that facilitates communication and information exchange within a localized intranet between villages and a district centre. The information kiosk is supplemented with a number of services including applications, land records and online grievances. Local villagers facilitate the services provided through Drishtee and they become kiosk owners, financed by government schemes. Local rural youth receive training to assist these entrepreneurs without a stipend or salaries. It is hoped that 45,000 villagers will become kiosk owners by 2003.

<http://www.drishtee.com>

INDIA**Drug Abuse Prevention Programme in Asia for Marginalized Youth (DAPPA)**

DAPPA was created to help vulnerable young people at risk of drug misuse and HIV/AIDS, particularly in marginalized settings such as slum dwellings, street children and low-income communities. It is run by Mukti Sadan (a local NGO) in collaboration with UNESCO, with funding from the European Commission.

The Mukti Sadan project in the slums of Mumbai targets groups of unemployed young people and recovering drug users; the support package is designed to help the young people get back on their feet. It includes detoxification through counselling and basic education and training. Over an 18-month period, the trainees learn to operate machinery in a fabrication unit set up by the project to manufacture simple components needed by local industries. After completion of the first three months, they are paid a small salary based on their motivation for the next six-month period. They then progress to running the machine shop, taking orders and creating a profit-sharing scheme, using their newly acquired functional literacy skills. Some trainees are placed in local businesses; others start their own companies. They receive extra training in basic business management and participate in micro-credit savings schemes involving local youth and community groups.

<http://www.ucdap.org/articles.php>

INDIA**Entrepreneurship Development Institute of India (EDI)**

The Entrepreneurship Development Institute of India (EDI) is a wholly autonomous and not-for-profit institution, set up in 1983. It is sponsored by apex financial institutions, the Industrial Development Bank of India (IDBI), the Industrial Finance Corporation of India (IFCI), the Industrial Credit and Investment Corporation of India (ICICI) and the State Bank of India (SBI). The Government of Gujarat pledged twenty-three acres of land for the EDI campus.

The EDI has designed and successfully implemented several national and international training programmes and workshops for the academic community and for youth. The major programmes in this thrust area are

- the Faculty Development Programme (FDP) in Entrepreneurship for Teachers;
- the Summer Camp on Entrepreneurial Stimulation for Children;
- the Summer Camp on Entrepreneurial Adventure for Youth; and
- the Post-Graduate Diploma in Business Entrepreneurship and Management (PGDBEM).

<http://www.ediindia.org>

IRAN

Zahedan IT Centre

The Zahedan IT Centre was launched with the assistance of the International Youth Foundation in February 2002, taking information, communication technology to one of the most remote areas of Iran. Sistan and Baluchestan Province ranks last on almost every development indicator among Iran's 28 provinces.

The Centre provides ongoing training in information technology to the local population, but targets especially youth and women.

It offers specialized training modules for IT access, e-commerce and micro-enterprise. The Centre also delivers a Robotics programme targeting youth.

To address the needs of low-skilled workers, and especially female heads of households, an e-shop will be set up through the Zahedan IT Centre, where the local handicrafts of Blanch women will be made available on the Internet to an international market. Blanch needlework is one of the most beautiful crafts of Iran, but because of the time and labour involved, and the low compensation, it is also a dying craft. The Zahedan e-shop will transfer profits from the sale of these products directly to the producers. Through this project, women producers will eventually be trained to manage the e-shop and market their own products. The project will also implement an IT micro-enterprise programme for youth, which will provide small loans to young entrepreneurs seeking to start IT businesses. Those interested in competing for these loans will also be provided with intensive management training courses.

LEBANON

Economic Opportunities for Youth Programme

Save the Children has been focusing on youth development since 1996 in Lebanon. The organization's youth programming has essentially revolved around community development and non-formal education. Half of Lebanon's population is under 24 and in 1997, unemployment reached 29 per cent among youth aged 15 to 19 and 18 per cent among those aged 20 to 24.

In 2000, SC/LFO decided to start a new economic-oriented programme in order to complement its existing youth activities. The programme is designed to address the high level of unemployment among youth in Lebanon and to complement the traditional public education and training system.

'Making Cents' Inc. is an international educational organization specializing in the development and provision of enterprise training materials and training of trainer's courses. This company has built the capacity of SC/LFO on two enterprise training curricula: Business Ventures and Best Game. Courses are delivered through local NGO centres in both urban and semi-rural communities.

<http://www.savethechildren.org>

MICRONESIA

Creation of Entrepreneur Development Centres

The Federated States of Micronesia is a group of 607 islands spread across a million square miles in the Pacific. In 1986, the islands joined in a free association agreement with the United States, which expired in 2001. Foreseeing the possibility of a reduction in US contributions, the Governments of Chuuk, Kosrae, Pohnpei and Yap have given the creation of small- and medium-scale enterprises high priority. Currently, the income of 75 per cent of households depends on government jobs. The private sector employs only 9,000 of the potential 56,000 strong work force.

The Micronesian Entrepreneur Development Centres were created within the State Departments of Commerce and Industry. Their role is to organize business training courses for the island entrepreneurs and advise them on how to start and/or improve their businesses. For that purpose, the staff from the Centres received specialized training. In addition, policy proposals conducive to SME development were formulated and submitted to the legislatures of Chuuk, Kosrae and Yap. UN Development Programme (UNDP) and the Federated States of Micronesia from 1996 (ongoing).

- 159 new enterprises were created generating 826 jobs;
- 163 existing businesses have expanded and generated 497 new jobs;
- 154 businesses obtained bank loans for the first time after receiving advice on how to formulate business plans; and
- 45 per cent of the beneficiaries are women entrepreneurs.

The UNIDO project is credited with assisting some 23 per cent of new and existing enterprises in the country and generating some 20 per cent of existing private sector jobs. The biggest private sector employer in the country is a woman entrepreneur in Pohnpei who started her business about three years ago with three employees and who now employs 92 people.

<http://www.unido.org>

NIGERIA

FATE Foundation

FATE was created to fill a gap in Nigeria, by offering a truly innovative approach to wealth creation among Nigerian youth. It is a private sector led initiative, created and funded by Nigerians who are concerned about the poor state of the country. It relies on the volunteer services of professionals and entrepreneurs from the private sector and provides a “one-stop shop” for aspiring and emerging entrepreneurs. FATE’s philosophy is that by equipping Nigeria’s enterprising youth with skills, tools, networks and financing, these youth can create successful businesses that will in turn offer gainful employment to others.

FATE is committed to accomplishing its mission by providing four core services:

The FATE Programme for Aspiring Entrepreneurs:

This is composed of the FATE School of Entrepreneurship, the FATE Mentoring Programme, the Loan Support Scheme and a range of ancillary services. It is designed to equip aspiring entrepreneurs with the skills, tools, networks and financing required to establish successful businesses.

The FATE Programme for Emerging Entrepreneurs:

This programme provides a full year of monthly workshops covering a wide range of relevant topics, facilitation and referrals for bank loans, networking sessions and a range of ancillary services. It aims at providing emerging entrepreneurs with the skills and networks required to ensure the sustainable growth of their businesses.

The FATE Enterprise Promotion Services:

These services include FATE’s monthly seminars and workshops, and a career-counseling programme. It also includes FATE’s NGO Capacity Building Service, which offers a range of publications and training materials on business development in Nigeria. FATE also offers 3 to 5 day training workshops for the staff and beneficiaries of microfinance and enterprise development organizations.

Alumni Services:

FATE is committed to assisting its graduates to succeed not only in business, but also in life. As a result, it offers free consulting services to its alumni for up to two years upon graduation from its programmes.

The FATE Foundation in Nigeria introduced a rigorous admissions process for its university graduate entrepreneurship programme, admitting between 10 and 30 per cent of total applicants. Even then, a high proportion could not complete the course.

<http://www.fatefoundation.org>

PAPUA NEW GUINEA

Employment Oriented Skills Development Project

The Employment-Oriented Skills Development Project will improve income-earning opportunities for the unemployed and underemployed in rural and urban areas by increasing short-term technical and entrepreneurial programmes. At least 75 per cent of the beneficiaries are expected to increase their income after training.

Since the programme was launched in 1990, it has achieved the following results:

- 40,000 women and young people trained in various employment oriented skills;
- 300 managers of skills training institutions trained in entrepreneurship and management;
- 1,200 instructors at skills training institutions trained in the management of community based short courses;
- 1,200 instructors at skills training institutions provided with technical skills enhancement training;
- 40 provincial and district education advisors trained in management and entrepreneurship;
- core group of trainers trained to train managers and instructors for skills training institutions;
- a skills training resource unit established and providing support to the skills training institutions;
- policies affecting non-formal education and the informal sector reviewed and the policy framework enhanced.

As of end of May 2002, the following results can be reported:

- A core group of 25 trainers had been trained to train managers for skills training institutions in entrepreneurship and management;
- A core group of 15 trainers trained to train instructors and trainers of skills training institutions on managing community based, employment oriented and demand based short courses;
- A manual for trainers in enterprise management (EntMan Trainers Manual) prepared;
- A manual for trainers in community-based, employment-oriented, and demand-based short courses (ManCom Trainers Manual) prepared;
- 105 managers of skills training institutions trained in entrepreneurship and management; and
- 166 instructors of skills training providers trained in managing community-based, employment-oriented, and demand-based short courses.

The Project is funded by the ADB through a US\$20 million concessional loan.

<http://www.adb.org>

	<p>SENEGAL</p> <p>Daara de Malika (DDM)</p> <p>The Association Daara collaborates with the International Youth Foundation to target street children and at-risk youth. The organization was established in 1980 in response to the perceived need for an alternative to Koranic schools for the many child beggars (Talibes) who live on the streets. Muslim parents send their children to Koranic schools where they memorize the Koran and are placed in situations of humility to teach endurance.</p> <p>DDM provides students with a sound religious education and nurtures abilities without forced begging and long-term servitude. The school accepts low-income Muslim children, aged 7 to 17, as day students and boarders. Teaching is provided throughout the school year at the centre facility and 71 per cent of participants are male. All participants receive instruction in work/employment skills/enterprise development through mentoring, teaching, and peer support. Ultimately, the project aims to increase cultural tolerance, self-esteem, vocational, academic and cognitive skills. Three sites have opened in other Senegalese cities (Diourbel, Kaolack and Coki).</p> <p>Unlike traditional schools, DDM emphasizes apprenticeship and skills such as reading and translation. Students train in select vocations, and graduate with an accredited certificate. They are actively involved in DDM's operation, and after age 18, can assist in its management. Teachers and community members report that graduates possess an aptitude for problem solving, they show tolerance of others, and have acquired vital vocational skills. A 1992 UNESCO evaluation suggested that DDM be replicated to help other children.</p>
	<p>SENEGAL</p> <p>“Ecopole”: Enda Tiers Monde</p> <p>In 1997, in the deprived suburbs of Dakar, UNESCO and Enda Tiers Monde launched a number of non-formal basic education programmes: education for citizenship, basic skills training for marginalized youth, teacher training workshops, and production of instructional materials. A training centre, a health centre and a day-care centre are under construction and young social educators are being trained to provide basic education to young marginalized girls. In 1999, supplementary instructional materials were produced and disseminated and three workshops on practical skills training were organized. In the slums, infrastructures such as electricity and water were upgraded.</p> <p>Enda (Environmental Development Action in the Third World) works in neighbourhoods characterized by a serious lack of services, sanitation problems, overcrowding, pollution and youth disenchantment. Introducing formal education into such a setting would be inappropriate and might alienate many young people who are used to street life, selling and bartering in the popular economy and learning through practical hands-on methods.</p> <p>Ecopole provides a forum for popular arts and skills and a multi-purpose centre for sustainable development. Renovating and recycling can evolve into an art: stoves made of clay, recycled shoes and clothes, toys and sculptures. Ecopole hosts workshops where craft workers using recycled materials train neighbourhood children.</p> <p>http://www.enda.sn</p>

	<p>SRI LANKA</p> <p>The Small Enterprise Promotion Programme of the Sri Lankan Women's Bureau</p> <p>The project is supported by the Sri Lankan Women's Bureau which was established in 1978, and now advises both Government and NGOs on all matters relating to women's development. The target group specifically aims at poor women in the 15 to 35 age group. The partners include: the Ministry of Women's Affairs and an indigenous NGO, bilateral donors, Finland, Australia and the Netherlands, as well as UN agencies, ILO, FAO and the Asia Foundation.</p> <p>The aims of the programme are to:</p> <ul style="list-style-type: none"> - motivate, support and assist women in selecting appropriate self-employment; - impart the basic skills women need to manage a small business; - provide opportunities for housewives to supplement low family incomes; and - improve the living standards of the poorest of the poor. <p>Of the 13,395 participants aided in an eleven year period, 73 per cent were between the ages of 15 and 30.</p> <p>http://www.swan.ac.uk/cds/devres/pubs/pid22.htm</p>
	<p>TRINIDAD AND TOBAGO</p> <p>Adolescent Development Programme (SERVOL)</p> <p>SERVOL offers a four-stage programme which includes a 12-week orientation course to develop individual awareness of the values of self and community. All income from trainee work placements within the project framework is paid to Servol which then disburses two-third of it every two weeks on trainee attendance at the centre with their employer evaluations. A SERVOL training officer who visits the place of work periodically also monitors progress. At the end of this period, the trainees return to the centre to sit national trade tests. On completion of these tests the trainees receive the balance of their wages. This can be in the form of cash, a bank account established for them, or as tools. SERVOL also receives 36 per cent of funding from private or international donors.</p> <p>The SERVOL approach has been replicated in a number of countries throughout the region, and internationally in Ireland and South Africa. In partnership with the national government, SERVOL has assisted in building more than 40 "Adolescent Life Centres" which train young people in areas such as welding, plumbing, woodwork, catering, geriatric nursing, and child care. SERVOL was responsible for equipping the centres, which were community built.</p> <p>In Trinidad, each year more than 5,000 young people join the SERVOL scheme and 85 per cent complete the programme and enter the workforce. Since 1981, SERVOL has trained more than 450 early childhood educators, 33 field officers, and 125 adolescent instructors throughout Trinidad and Tobago.</p> <p>http://www.unesco.cl/decada/documentos/trinidad_tobago.doc http://www.bg-group.com/socenv/community_affaires_trin.htm</p>

<p>ZAMBIA</p> <p>DAPP Children’s Town</p> <p>This intervention in Zambia is an outcome of the USAID Rural Youth Initiative. Children’s Town was created in collaboration with the International Youth Foundation in Chalambanyama, Zambia, in 1990 to provide a home, school and training centre for vulnerable children in the marginalized, rural Chibombo District. More specifically, the target group includes AIDS orphans, former street children and local at-risk children.</p> <p>Training is structured around a family model, in which the children are nurtured and encouraged to acquire the academic, vocational and life skills needed to lead independent, productive lives. Activities are designed to improve decision-making skills and self-esteem, interpersonal skills, a sense of personal responsibility, enhanced family relations and employability and knowledge of rights.</p> <p>The children participate fully in the operation of the Children’s Town, learning how to produce food, raise farm animals, maintain the buildings and surroundings, and run a general store. At the same time, they learn how to take responsibility for themselves, solve problems, defend their rights and the rights of others, take care of their general and reproductive health, and avoid crime, drugs and alcohol. Children who have received training at the DAPP Children’s Town in Zambia are assisted in attending high school or establishing their own homes.</p> <p>The DAPP Children’s Town secured funding from local businesses, government ministries, international NGOs, private donors and in-kind support. Over the years, DAPP Children’s Town has grown to become a focal point for community development activities in the region, and its consistent success has made it a model of best practice that many other such programmes in Zambia have sought to emulate.</p>
--

ZAMBIA

The Agribusiness Association of Zambia (PAAZ)

In 1998, a group of final-year students in the School of Agriculture at the University of Zambia launched a new organization to help future farmers – and particularly women – adjust to the changing political and economic climate in their country. The mission of the Potential Agribusiness Association of Zambia (PAAZ) is to promote agriculture as a business, rather than just a way of life among small-scale or traditional farmers. The organization provides training in entrepreneurship and use of the Internet to women and youth whose livelihoods depend entirely on farming.

At the university, the founders of PAAZ had studied the decline of agricultural productivity since the liberalization of the Zambian economy in 1992, which meant that the Government no longer set prices for farmers and withdrew completely from agricultural marketing. It also meant that the Government withdrew subsidies and credit for the production of the major traditional crop – maize. As a result, 90 per cent of the farmers, who were solely dependent on maize production, had to learn how to source their own inputs, price their produce, and identify markets, if they were to stay in business. Since then, poverty levels in rural households and rural urban drift have been on the increase.

Against this background, PAAZ was formed with the following objectives:

- establish a nerve center for marketing and production information on alternative agricultural enterprises, suitable for small-scale farming;
- train resource-poor farmers in enterprise management and entrepreneurship skills; and
- link the farmers to micro-financing institutions, out-grower schemes, and agribusiness companies.

These are PAAZ's achievements so far:

In 1998-99, PAAZ successfully carried out a feasibility study on potential agricultural alternatives to maize production. These enterprises were promoted among farmers through field demonstrations and seminars in four districts.

Information centers were created in two districts, equipped with Internet access, telephones, and faxes, where farmers come to find out prevailing market prices and/or any marketing opportunities.

Ten youth and women cooperative shops were formed in the Lusaka and Chibombo districts.

The quarterly farmers' newsletter was published in a variety of local languages.

PAAZ's membership continues to build, and includes 2,000 youth and women farmers.

<http://www.2.edc.org/Mosaic/Mosaic7/training.asp>

<http://www.unza.zm>

c) Transition countries

	<p>AZERBAIJAN</p> <p>Centre for Youth Starting Business</p> <p>This Centre was established in February 2001. The main goal is to bring young people together and assist them in acquiring a basic knowledge of business before actually launching into their own venture. To date, four seminars on business management have been held on issues such as the role of marketing in setting up a business, the transition of centrally planned to free market economies, basic principles of business management and methods of preparing business plans; the seminars helped to increase membership by 20 per cent. The Centre has also arranged volunteering opportunities for members to have placements with the Independent Consumers Union where they gain experience in different business spheres. In the future, the Centre plans to launch an NGO called “Union of Youth: Starting Business” and lobby for the creation of regional offices and employment agencies for young adults interested in business.</p> <p>http://www.unece.org/operact/meetings/documents/cuoa.y8.pdf</p>
	<p>HUNGARY</p> <p>Életpálya Foundation</p> <p>Életpálya Foundation was established in July 1993 with the financial support of Shell Hungary and the Millennium Foundation. The purpose of Életpálya is to develop and manage quality programmes, which improve opportunities for young people to realize their potential through the creation of business enterprises. Activities target young entrepreneurs aged 18 to 32. The Foundation was created with significant financial support received from the main sponsor Shell Hungary Rt. and additional assistance from the Westel Mobile Communication Co., Philips Hungary Ltd., Club Aliga and Henkel Hungary Ltd.</p> <p>Életpálya at present operates not only in Budapest but in the country as well. Around 50 business people in Budapest assist young to-be entrepreneurs to make decisions about their enterprise and to prepare business plans. People in the country working at small enterprise development organizations or agencies act as coordinators for Életpálya, organizing Életpálya activities in their area and providing business advice for young clients, and competitions for young entrepreneurs and start-ups. Since late 2001, Életpálya has been delivering a new programme supported by Youth Business</p> <p>Életpálya is able to provide its services free of charge to young people interested in starting their own business. Through Életpálya youngsters have been able to explore their own potential and receive training and business.</p> <p>Since the programme started, over 4700 young people have registered with the Életpálya office and about 30 per cent have received preliminary business advice of some kind. Every year the search is on for the “Most Promising Young Entrepreneur of the Year”, a business start-up competition organized for young people who produce their business plans. Since 1993, some 850 business plans were submitted for the competition. Over £35,000 was awarded to the best businesses and additionally some £18,000 in-kind support was offered by sponsors. Shell LiveWire runs an outreach campaign in each country where it is operational to ensure that potential entrepreneurs outside the student population are able to participate in workshops, an awards scheme and a mentoring programme.</p> <p>http://www.eletpalya.hu</p>

	<p>HUNGARY</p> <p>Women's entrepreneurship project</p> <p>This three-year train-the-trainers project designed by Mount Saint Vincent University in partnership with the Hungarian Ministry of Education seeks to assist Hungary's transition towards a market economy. The initiative enables trainers from a variety of Hungarian training and education institutions to deliver an entrepreneurship programme for women. The project consists of curriculum development, and three three-week training sessions in Canada.</p> <p>http://www.ocdi-cida.gc.ca/CIDAWEB</p>
--	---

V. INTERNATIONAL NETWORKS

<p>United Nations, World Bank, ILO</p> <p>The Youth Employment Network (YEN)</p> <p>More than 1 billion people today are between 15 and 25 years of age and nearly 40 per cent of the world's population is below the age of 20. Eighty-five per cent of these young people live in developing countries where many are especially vulnerable to extreme poverty. Young people actively seeking to participate in the world of work are two to three times more likely than older generations to find themselves unemployed.</p> <p>In September 2000, the largest gathering of Heads of State and government ever met at the United Nations in New York for the Millenium Summit. Youth employment is both an integral part of the Millenium Declaration, an important target in its own right in the Millenium Development Goals and a key contribution to meeting other Millenium Goals. In his report entitled "We the Peoples: the Role of the United Nations in the 21st Century", the Secretary-General first proposed his Youth Employment Network:</p> <p><i>"Together with the heads of the World Bank and the International Labour Organization, I am convening a High-level Policy Network on youth employment drawing on the most creative leaders in private industry, civil society and economic policy network to propose a set of recommendations that I can convey to world leaders within a year."</i></p> <p>The Secretary-General envisioned the combining of the political, technical and economic expertise of these multilateral institutions to create a unique and powerful partnership to address the global challenge of youth employment.</p> <p>Following the Millenium Summit, the heads of these three core partners invited twelve leaders and policy experts in the field of youth employment from throughout the world to form a High-Level Panel for the YEN.</p> <p>These policy recommendations were transmitted by the Secretary-General to the General Assembly in September 2001. They focussed on four global priority policy areas or the four "E's": Employability, Equal opportunities, Entrepreneurship, and Employment creation.</p> <p>The YEN Joint Secretariat consists of the YEN coordinating Secretariat based at the International Labour Office in Geneva and the focal points for the three core partners, the UN, the World Bank and the ILO.</p> <p>http://www.ilo.org/yen</p>
--

	<p>Business Education Network in Europe (BENE)</p> <p>The Business Education Network in Europe (BENE) is an EU-project whose aim is to support small and medium sized enterprises in the field of education and training as well as to facilitate the exchange of information and good practices between training institutions. The contracting authority is the European Commission – Enterprise Directorate-General (formerly DG XXIII “Enterprise Policy, Distributive Trades, Tourism and Social Economy”).</p> <p>BENE provides information on entrepreneurial business training, encompassing programmes and schemes for future and existing SME entrepreneurs operating in the knowledge economy of both the EU and the European Economic Area. There is an emphasis on educational/ training content and an interactive network of educational organizations.</p> <p>The BENE network will make it possible for institutions in different countries to exchange experience and best practice and will benefit SMEs and potential entrepreneurs, who can access a database with information on training courses on offer.</p> <p>http://www.bene-europe.org</p>
	<p>Entra 21</p> <p>Inter-American Development Bank and the International Youth Foundation (IYF)</p> <p>These two organizations have created a US\$20 million programme, <i>entra 21</i>, to co-finance youth employment projects in information technology in Latin America and the Caribbean. Funding for the programme comes from several sources. The Multilateral Investment Fund of the ADB (MIF) has pledged US\$10 million and the IYF will match the MIF contribution on a one-to-one basis by forming partnerships with multinational corporations, foundations, and governmental agencies in the Americas, Europe, and Japan.</p> <p>This four-year initiative aims to:</p> <ul style="list-style-type: none"> - provide training in job and employability skills for 12,000 youth, ages 16 to 29 - make grants ranging from US\$300,000 to US\$700,000, to up to 40 nonprofits by the end of 2003 - increase knowledge throughout the region and the world of best practices in training youth, placing them in productive jobs, and sustaining these efforts over time. <p>Eligible grantees include organizations that work with youth, educational institutions, training institutes, business associations, chambers of commerce, and other non-profit entities. To receive a grant, an organization must submit a proposal for a one- to three-year training and job placement project. Partnering with other organizations and the subcontracting of training firms is encouraged in order to deliver the best possible services. To enhance sustainability and local ownership of the project, non-profit organizations are required to contribute matching funds equivalent to 25 percent of the grant funds awarded. In addition to project funding, grantees receive technical assistance and opportunities to participate in project-strengthening conferences.</p> <p>http://www.iyfnet.org</p>

	<p>European Youth Forum (EYF)</p> <p>The European Youth Forum is an international organization established by national youth councils and international NGOs to represent the interests of young people from all over Europe. It sets out to empower youth organizations and independent youth councils to create efficient new ways to influence the young population of the member states.</p> <p>The EYF provides a platform for youth representation in international institutions, namely the European Union, the Council of Europe and the United Nations. It promotes youth policy through government policy and institutions and through the exchange of ideas and experience among the network of 91 members. Main areas of implementation include: advocacy; citizenship and lifelong learning; employment and social affairs; human rights and equality, global youth cooperation; youth work development; membership and training and communications.</p> <p>http://www.youthforum.org</p>
	<p>The Franco-British Club for Higher Education and Training in Entrepreneurship</p> <p>The scheme was launched in November 1999 in Lille and brings together over 60 higher education establishments in France and the United Kingdom. It is an outcome of the joint Ministerial Task Force on Entrepreneurship, created by Tony Blair and Lionel Jospin in March 1998. The Club is managed by a Steering Group of representatives of leading business schools and entrepreneurs from France and the United Kingdom, together with the two Governments.</p> <p>The Club seeks to support the following:</p> <ul style="list-style-type: none"> - collaboration between French and British higher education institutions; - mutual awareness of the different educational systems; - partnerships in the field of entrepreneurship; - innovative teaching; - dissemination of best practice in the teaching of entrepreneurship; and - collaborative business ventures and partnerships between both countries. <p>A number of cooperation projects have been established, dealing mostly with teaching material (Robert Gordon University and the Clermont Ferrand Business School (ESC)), research and case studies on the competitiveness of French and British SMEs with high, technology-based growth (Manchester Metropolitan and ESCP-EAP (European School of Management)), exchanges of teachers and research (Aberdeen and Grenoble ESC), and the launch of a European virtual incubator project (ENST, Durham, UTC, Turin Politecnico, Barcelona School of Industrial Engineering (ETSEIB) and ESCP-EAP).</p> <p>http://www.fb-entrenet.org</p>

	<p>Global Partnership for Youth Development (GYPD)</p> <p>GYPD was launched in early 1999 within the framework of the Business Partners for Development Programme to study, promote and invest in good examples of tri-sector partnerships in youth development around the world. The Global Partnership brings together influential leaders, multinational corporations and smaller companies, government officials, regional development banks, overseas development assistance agencies and local and international foundations.</p> <p>The International Youth Foundation (IYF) serves as the Secretariat for the partnership, coordinates communication strategies, develops and maintains a global information base, and provides progress and financial reports on the activities of GPYD. IYF also assists in the coordination and implementation of focus projects, provides specialized training and technical assistance, and provides additional management services.</p> <p>GPYD is co-convened by the Kellogg Company, the World Bank Group (WBG), and the International Youth Foundation (IYF).</p> <p>Business Partners for Development (BPD) spend three years working intensively with “focus projects” (i.e. pilots) in 20 countries within the “cluster”. The purpose of the Business Partners for Development “focus projects” is to share practical experience-building partnerships and to learn together how to achieve the greatest impact on businesses and communities.</p> <p>http://www.bpdweb.org/gpyd/gpyd-overview.htm http://www.bpdweb.org/contacts.htm</p>
	<p>Inter-American Working Group on Youth Development (IAWGYD)</p> <p>Formed in November 1995, this is a consortium of international donor agencies supporting new approaches to positive youth development and participation in Latin America and the Caribbean. The IAWGYD exchanges information on best practices, jointly mobilizes technical and financial resources, collaborates on specific projects and advocates for effective youth policies.</p> <p>The IAWGYD includes the Canadian International Development Agency, Global Meeting of Generations, Inter-American Development Bank, Inter-American Working Group on Youth Development (IAWGYD) Foundation, Inter-American Institute for Cooperation on Agriculture, International Youth Foundation, Organization of American States, Pan American Health Organization, Partners of the Americas, UNESCO, UNICEF, United Nations Youth Unit, United States Agency for International Development, United States Peace Corps, the World Bank and Youth Service America.</p> <p>“Partnership for promoting youth development and participation in Latin America and the Caribbean”. The project’s main objective is to promote low-income youth (ages 14 to 28, with particular emphasis on those under age 24) as active participants and volunteers in the development process and to strengthen programmes by and/or for young people that support their advancement as individuals, as well as that of their communities. The four main project components are: training workshops; seed-capital fund; youth and youth worker exchanges and field visits; and networking activities. These components have been conducted in each of the participating countries (Ecuador, Guatemala, Paraguay, and Trinidad and Tobago) and project activities are adapted to each country’s needs.</p> <p>http://www.iadb.org/mandates/youth</p>

	<p>International Youth Foundation (IYF)</p> <p>Youth Net</p> <p>Currently operating in nearly 50 countries and territories, the International Youth Foundation (IYF) is one of the world’s largest public foundations working to improve the conditions and prospects for young people where they live, learn, work, and play. Established in 1990 to bring worldwide resources to young people in need, IYF works with hundreds of companies, foundations, and civil society organizations to strengthen and “scale up” existing programmes that are making a positive and lasting difference in young lives. Over the last decade, IYF and its in-country partners have helped more than 26 million young people gain access to the life skills, education, job training and opportunities critical to their success.</p> <p>YouthNet International is IYF’s vehicle for the development and exchange of information on effective programmes and practices that support the development of young people and their long-term self-reliance.</p> <p>http://www.iyfnet.org</p>
--	---

Junior Achievement International (JAI)

JAI provides a basic understanding of economics and business and promotes an entrepreneurial spirit, as well as the self-confidence and leadership skills required in the workplace. JAI also fosters the development of democratic decision-making and entrepreneurial skills. This is not done through job training or counselling, but through youths' exposure to business and economic concepts, their interactions with mentors.

Elementary School Program

In the Elementary School Program, kindergarten through sixth-grade students learn concepts and skills at each level that build on those taught in preceding grades. Each grade level is taught by a volunteer from the community. The seven programme themes also teach students that people assume roles as individuals, consumers and workers in an expanding cultural environment that extends from the individual and family to global.

The Elementary School Program involves 6 one-hour slots from mentors for each year from kindergarten to grade 6. It consists of a series of seven themes that discuss the US economic system, covering the economic role of individuals, families, communities, cities, regions, the United States and the world. The precise content is designed to integrate with what is being taught in the ordinary curriculum at this stage.

Middle School Program

Each week, for eight to ten weeks, volunteer consultants from the local business community lead discussions and engage in activities developed by Junior Achievement. The consultants serve as role models and enrich the activities with their own life experience and knowledge of business. The middle-grade programme runs for 8 hours in total for each of grades 7 to 9. It teaches how businesses operate and explores career interests and opportunities. The programme covers personal financial management, the US economic system, international trade, the economic benefits of staying in school and the business aspects of sport and entertainment.

Junior Achievement High School Program

Since 1919, high-school age students have been learning about business and the US economic system through Junior Achievement programmes. Until the early 1980's, Junior Achievement's only high school programme was the JA Company that operated after school. In 1982, Junior Achievement introduced its full-semester applied economics programme for students in grades 10 through 12, which has become a popular economics course for students throughout the nation. The high school programme uses mentor involvement for a total of 10 hours for each year group, but is usually set in the context of an ongoing formal economics or business studies course, and uses a textbook with workbooks and study guide. It looks at the opportunities and responsibilities of running a company and basic concepts of micro/macro/international economics, international trade, and preparation for the workplace internships and career guidance.

GLOBE: Global Learning of the Business Enterprise. Through an international enterprise, students learn the basics of foreign trade, set up and operate a company, work with students from other nations and begin to appreciate the diversity of business cultures world wide.

MESE: Management and Economic Simulation Exercise. This is a programme in which the students break into teams, or companies and compete through a computer simulation programme in the global environment. Students are challenged to develop strategies for their local companies in several countries simultaneously and must grapple with issues of tariffs, currency exchange and transportation costs, as well as all the standard elements of a company's strategy.

HPGBC: Hewlett Packard Global Business Challenge. This is a competition based on MESE, where the students compete with over 1.000 teams from nations around the world. Students assume the role of corporate managers and are challenged to outperform the competition in profit and market share by making weekly decisions on price, production, marketing R&D and plant capacity.

<http://www.jainth.org>

	<p>Rotary International</p> <p>Rotaract is a Rotary-sponsored service club targeting men and women in the 18 to 30 age group. Rotaract clubs are usually community-based or university-based and are sponsored by a local Rotary club. Young adults not only augment their knowledge and skills, but they also address the physical and social needs of their communities.</p> <p><u>Vocational Awareness</u>: giving classification talks and conducting tours of members' businesses.</p> <p><u>Vocational Awards</u>: recognizing vocational excellence and high ethical standards.</p> <p><u>Career Development</u>: using members' professional experience to advance employment, developing and supporting apprenticeship programmes, organizing career-planning programmes in schools, and retraining adults for new vocations.</p> <p><u>Vocation at Work</u>: generating new jobs within the community; working with retirees; addressing drug, alcohol and literacy problems in the workplace; creating vocational opportunities for the disabled; developing and implementing HIV/AIDS education and policy; and promoting high ethical standards.</p> <p>http://www.rotary.org/programmes</p>
	<p>Strategic Partnerships for Women's Empowerment in Africa</p> <p>The Strategic Partnerships scheme was launched by the UNDP and the Business Women's Network (BWN) in 2002 to help expand women's entrepreneurship and HIV/AIDS education throughout Africa. This is the first initiative in Africa linking entrepreneurship and financial independence for women with HIV/AIDS education and prevention. BWN is a Washington, DC based organization and one of the most comprehensive sources of information and programme links to business markets for women around the world. The scheme will help African businesswomen through a programme combining entrepreneur development and business skills training with HIV/AIDS education.</p> <p>http://www.bwni.com</p>
	<p>World Young Women's Christian Association</p> <p>The World Young Women's Christian Association unites 25 million women and girls in over 100 countries through 94 affiliated, autonomous national YWCAs which are linked to local YWCAs. Local programmes meet community needs identified by women. The local YWCAs promote women's full and equal participation at all levels of society through leadership opportunities and training. They work for social and economic justice through development and advocacy programmes. The Association bases its work on Christian ecumenical principles and welcomes women of all faiths.</p> <p>http://www.worldywca.org</p>

	<p>World Alliance of Young Men’s Christian Association</p> <p>The YMCA is promoting the construction of an agenda of youth rights, with its own membership as well as with other youth organizations. Yet, young men and women in all countries are both a major resource for development and key agents for social change, economic development and technological innovation. Their imagination, ideals, and considerable energies are essential for the continuing development of the societies in which they live. Thus, there is a special need for new impetus to ways in which the challenges and potentials of young people are addressed by policy and programmes and how this will influence current social, political and economic conditions and the well-being and livelihood of future generations. The YMCA has therefore been very keen in embracing the challenges of the 21st century by designing programmes, policies and plans of actions, which give substance and meaning, while lending themselves to the achievement of the goals we set in perception of the youth.</p> <p>http://www.ymca.int</p>
	<p>Young Enterprise Europe (YEE)</p> <p>YEE is an independent, not-for-profit association of national organizations, united by the common purpose of enabling young people to learn about the world of work. They do this through the real experience of running their own company, supported by volunteers from the business community. Member countries, most of which are also members of Junior Achievement International (JAI), are drawn from across the continent of Europe. YEE involves the countries in a series of annual events and shared activities for both students and organizers and plays an important role in the promotion of entrepreneurship and business creation among young Europeans.</p> <p>Volunteers from business join forces with teachers to guide and support the Young Enterprise Companies. These student companies sell shares, conduct market research, produce and market products just as real enterprises do. YEE has created two programmes in particular.</p> <p>Students set up and run their own company. They work as a team, taking all decisions, electing a board, raising share capital, marketing and financing a product or service of their choice. At the end of their YE year, they present a report and accounts. They gain experience of the real world: taking responsibility and being accountable to their shareholders for the running of the business, supported by volunteer business advisers. They attend trade fairs at which they sell their product or service, discovering what it takes to run a successful business. There is also an optional YEE examination offering a recognized qualification, and an annual competition to identify the top companies in Europe.</p> <p>The Company Programme can be run in or out of school/college hours, by single establishments or by several in collaboration, and is suitable for students in the age range 15 to 19, at the secondary level. A number of YEE members also operate the programme at the higher education level (in the age range 15 to 26). The programme can contribute to meeting curriculum objectives.</p> <p>There is also a Young Enterprise Programme targeted at the age range 15 to 19+ years, specifically designed to give students with a wide range of special learning needs the opportunity to “learn by doing”. Team enterprise students (achievers) set up, run and then finally wind up their own company. Achievers take on all the management, production, sales, marketing and financial roles themselves, supported by their teachers and volunteer advisers from the local business community.</p> <p>http://www.ja-ye.org</p>

Youth Business International (YBI)

The Prince of Wales founded the Prince's Trust in the UK in 1983. Rioting in Toxteth, Liverpool provoked much debate about disenfranchised youth and their need for meaningful work. Business start-up was one solution to this problem. In its 17-year history, the Prince's Trust has helped over 45,000 18 to 30 year-olds to fulfil their ambitions, and has gained a world-wide reputation for creating sustainable youth business and giving young people greater self-respect, economic independence and improved employability.

In 1992, the Baharatiya Yuvi Shaki Trust took the Prince's Trust model and adapted it to meet the needs of young people in India. Lessons were learnt but the core principles remained relevant. Other countries soon followed this example, and a network began to grow around the world.

Youth Business International (YBI) is a unit of the Prince of Wales International Business Leaders Forum that helps disadvantaged young people realize their ambitions to become entrepreneurs. YBI brings together people in the corporate sector, civil society and government, who make their skills, expertise and facilities available on young people's behalf to provide access to finance, business mentoring and support to young entrepreneurs during the start-up and early development of their business.

To date, 20 countries have YBI programmes, all based on the methodology developed by the Prince's Trust. Each was developed independently by local partners and was modified to reflect local conditions and needs. The core principle of business mentoring has international relevance and applicability in different economies. Although the terminology is different e.g. the mentor is known as a "guru" in India and a "buddy" in New Zealand, the relationship can be replicated worldwide.

YBI works with this growing network to develop new ideas, exchange best practices and build partnerships between business, governments and civil society. YBI is the coordinating body of a global network of organizations which deliver its programme of support to young people and who share common principles and working practices.

The YBI programme delivers a huge range of benefits, from building the employability of young people to generating a culture of entrepreneurship and dynamism in the local economy. More than 50,000 young people have been set up in business by twenty YBI programmes around the world. Over 60 per cent of these young people are still successfully in business in their third year.

<http://www.youth-business.org>

VI. TRAINING PACKAGES

i) Secondary level

	<p>UNESCO</p> <p>International Bureau for Education</p> <p>The Regional Project on Curriculum Development on Entrepreneurial Skills for Small Business in Asia and the Pacific (Australia, China, India, Indonesia, Korea, Malaysia and Pakistan) was launched in 1994 within the framework of the International Project on Technical and Vocational Education (UNEVOC).</p> <p>The document provides model curricula for small business management, in six modules which were jointly developed by a selected group of experts from seven UNEVOC Centres in Asia and the Pacific.</p> <p>The modules relate to: entrepreneurial skills; planning to start a small business; establishing a small business; managing and operating a small business; evaluating a small business; and entrepreneurial small business projects. The document also provides information on a range of flexible options related to delivery.</p> <p>http://www.unevoc.unesco.org</p>
	<p>CANADA</p> <p>Center for Entrepreneurship Education and Development (CEED)</p> <p><i>An Introduction to Entrepreneurship</i></p> <p>This publication is a teacher's resource manual for a six-week economics module of a social studies programme geared for grade nine students. The manual outlines the aims of entrepreneurship education, and is comprised of charts, lesson plans, sample tests, activities, student worksheets, student self-assessment sections and a glossary.</p> <p><i>Venturing Through an Integrated Curriculum</i></p> <p>This is an activity-based programme that allows students to achieve high-school credits while engaging in entrepreneurial activities. In this programme, students not only earn academic credits through self-directed study, they also develop the personal qualities, characteristics, attitudes, and skills needed to be successful in the workplace. They also learn how to start and operate a business. The integrated curriculum works best when it is delivered in an environment outside the traditional classroom. This allows for the freedom of individualized learning and facilitates the links between the educational process and economic reality. This integrated curriculum offers an alternative approach to learning by giving students responsibility, expanding the range of the classroom, encouraging students to learn by engaging in activities that are of interest to them, and allowing them to make a connection between what they learn and what they need to succeed in the workplace of the new millennium.</p> <p><i>Entrepreneurship: A Way of Life</i></p> <p>This is the title of an outcome-based resource that focuses on active, experiential learning and develops the attitudes, skills, and knowledge required to be a successful entrepreneur. The material, geared for high school students, includes 110 hours of classroom activities and is comprised of three components: action, theory, and business planning. Students learn aspects of entrepreneurship experientially by beginning their business start-ups early in the programme and continuing them throughout the course.</p> <p>http://www.ceed.info/ceedsite</p>

	<p>UNITED KINGDOM (SCOTLAND)</p> <p>In the United Kingdom, the Department of Trade and Industry <i>Enterprise guide</i> site provides guidance for teachers in developing enterprise education and entrepreneurial skills among pupils in the 11 to 16 age range. Through information and case studies, it shows teachers how they can incorporate enterprise education into their schemes of work.</p> <p>In Scotland, a series of guides for secondary school teachers have been developed which encourage reflection on the relationship between the curricular aims of “Education for Work” and teaching and learning within the 5 to 14 curriculum and subjects post 14. In addition, the National Centre: Education for Work and Enterprise has been established at Strathclyde University. The role of the National Centre is to raise awareness among educators in Scotland of the vital role they play in providing young people with the skills and abilities they need.</p> <p>http://www.dti.gov.uk/enterpriseguide</p>
	<p>UNITED KINGDOM</p> <p>Young Foresight</p> <p>This is an initiative to help 13 to -14 year-olds design and develop a product of the future, with the support of a trained teacher and mentor from the business community. The initiative is run by an independent company which has close links with the Department of Trade and Industry’s Foresight Directorate and has received funding support from the DTI, DfES and the private sector for phase 1 of the project.</p> <p>Recently, enterprise education has come to the fore in the United Kingdom with the Government commissioning a review on all the work that is being undertaken in the field (Howard Davis Review, 2002). Davies et al. put forward the view that young people need the skills and confidence to turn positive attitudes into action during their future careers and that these skills and attitudes will most likely be developed through involvement in enterprise activities. In June 2001, the Government announced its intention to carry out a review into enterprise and the economy in education. The review set out to analyze the current situation, and the way in which understanding of business, the economy and enterprise are currently delivered in schools and further education.</p> <p>http://www.youngforesight.org</p>

	<p>UNITED STATES</p> <p>BIZWORLD</p> <p>Bizworld is the name of a simulation which teaches business concepts through team-based, experiential learning while engaging students in activities that reinforce maths, science, art, and language. The programme is free to schools and is taught by volunteers from the local community. Groups of students start their own business designing, manufacturing, marketing, and selling friendship bracelets.</p> <p>Other tools:</p> <ul style="list-style-type: none"> ▪ Three-hour videoconference workshops; ▪ quarterly entrepreneurship teacher training events broadcast in over 40 cities; ▪ Turn-Key Youth Entrepreneurship Programmes; ▪ ready-to-teach programmes with materials/supplies; ▪ KidsWay’s Entrepreneurship and Business Education Catalogue; ▪ Over 120 resources, including <i>Smart Start to Business</i>, <i>Jump Start to Business</i>, and <i>Growing a Business</i> curriculum guides. <p>http://www.kidsway.com</p>
	<p>UNITED STATES</p> <p>Ewing Marion Kauffman Foundation</p> <p>YESS!/Mini-Society</p> <p>Designed mainly for elementary school children,t The Mini-Society series creates a microcosm in the classroom, in which many of the tenets and ideas in the books are actually put into practice. For example, the students are asked to start and run their own business within the class, to keep their own books, and to analyze the ways in which they can make their business successful.</p> <p>http://www.emkf.org</p>
	<p>UNITED STATES</p> <p>National Foundation for Teaching Entrepreneurship</p> <p>How to Start and Operate a Small Business Series</p> <p>This series is designed to educate students about entrepreneurship and the business world, so that they have the tools and skills needed to run a business successfully. The three modules cover a wide range of economic and entrepreneurial issues such as supply and demand, the characteristics of a good entrepreneur, and the importance of investment and cost-benefit analysis. They also instruct students in the different types of business communication, different types of enterprise, and the various avenues of financing. The books educate students who wish to become entrepreneurs and they also teach life and social skills. Students learn about ethics, good business behaviour, and life skills, and are also motivated to become self-sufficient entrepreneurs.</p> <p>http://www.nfte.com</p>

	<p>UNITED STATES</p> <p>The New Youth Entrepreneur (NYE)</p> <p>This is a complete entrepreneurship curriculum that takes students from spotting business opportunities to creating their own business plan. NYE was developed by EDTEC in conjunction with the Ewing Marion Kauffman Foundation. The curriculum is designed for the transition years from middle school to high school and is available in English and Spanish. Over 12,000 sets have been sold in over 40 states and 10 countries.</p> <p>EDTEC, Inc. (an international not-for-profit) provides innovative programmes in entrepreneurship, management consulting, training, education, economic development and information technologies. EDTEC specializes in using technology and innovative development methods to help organizations reach full potential.</p> <p>Teacher training is provided through videoconferencing and the EDGE University “certified entrepreneurship instructor” training, an annual entrepreneurship educators conference, in-school and after-school youth programmes, Summer youth entrepreneurship programmes, youth entrepreneurship curriculum, a comprehensive business education resource catalogue, Only-in-America conferences, a bimonthly <i>Young Entrepreneur</i> magazine, and leadership skills training for teachers.</p> <p>http://www.edtecinc.com</p>
--	--

ii) Vocational level

	<p>AUSTRIA</p> <p>The college course for entrepreneurship was set up for teachers at academies and schools of commerce, and for teachers in other vocational colleges.</p> <p>The course enables teachers to become specially qualified in this activity and provides them with the knowledge required to teach the subject. The teachers are also made familiar with the fundamentals of business thinking and operation. In particular, they learn to recognize economic processes and the importance of entrepreneurial activity for the national economy.</p> <p>There are five modules (each of one week), between which assignments can be developed independently. The content of the five modules is as follows:</p> <ul style="list-style-type: none"> ▪ fundamentals and framework conditions for creating a business and taking over a business; ▪ start-up and business transfer management; ▪ business management 1 (management and marketing); ▪ business management 2 (control and quality management); and ▪ business management 3 (personnel management and strategic decision-making). <p>The course concludes with an examination. Participants who successfully pass this examination are awarded a “Qualified trainer in entrepreneurship” diploma.</p> <p>http://www.pib-wien.ac.at</p>
--	---

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH

Competency-based Economies through Formation of Enterprise (CEFE)

This training concept started as a new business creation programme and eventually became known as the CEFE concept. CEFE stands for Competency based Economies - Formation of Enterprise. The CEFE approach considers a changing environment to be a major precondition for new business opportunities.

Trainees therefore learn to assess the given situation, to base their plans and strategies on their individual value system and to integrate them into existing socio-cultural conditions. They also learn to adapt their ideas to constantly changing variables and to match them with their individual strengths and potentials in order to identify the most appropriate business idea or income-generating activity.

The CEFE concept has matured from a training package for potential entrepreneurs to a comprehensive set of training instruments for economic actors like (potential) entrepreneurs and (potential) employees on the one side, and personnel from enterprise support and regulatory institutions on the other. Today, CEFE training has been adapted to meet target group needs even outside the traditional small enterprise sector.

<http://cefe.gtz.de>

European Training Foundation

The Foundation supports the reform of vocational training in partner countries within the context of European Union (EU) external relations' programmes such as MEDA, CARDS, TACIS and PHARE Programmes. It also translates EU policy into training and labour market instruments.

The Foundation offers:

- insights into those political, social and economic dimensions which are relevant for the development of training systems;
- in-depth know-how and experience in labour market-related vocational training issues and the development of lifelong learning within the EU; and
- experience and competence in transferring expertise in the context of EU external relations programmes.

The Foundation works with over 40 countries covering four main groups across three continents: the Mediterranean partners, the countries of the Western Balkans, the New Independent States and Mongolia and the candidate countries, and promotes access to European expertise and practices in human resource development in general and European employment strategy in particular.

<http://www.etf.eu.int>

International Labour Organization

Start and Improve Your Business (SIYB)

The SIYB training interventions for entrepreneurs basically consist of four training packages:

1. Generate Your Business Idea (GYBI)

Generate Your Business Idea training targets potential micro-entrepreneurs that are eager to start their own business but lack a good business idea. The training is designed to support such potential entrepreneurs in generating a feasible business idea that matches their entrepreneurial skills as well as the needs in the local communities. The GYBI material consists of one Handbook including exercises and it focuses on: entrepreneurial characteristics; personal assessment; identification of a good business idea; swot analysis of a business idea.

2. Start Your Business (SYB)

Start Your Business training targets potential micro and small-scale entrepreneurs who want to start their own business and already have a realistic business idea. It also targets entrepreneurs who have been running a business for less than 12 months. The SYB programme consists of a Business Awareness and a Business Planning module.

The Business Awareness module consist of a handbook and a workbook, which through a number of steps and exercises aims at sensitizing entrepreneurs to the basics of what it requires to run a business. It focuses on: business idea; challenges in starting a business; swot analysis of business idea; develop business idea into business plan; estimate start-up capital; action plan for starting the business.

The Business Planning module consists of a handbook and a workbook and focuses on more specific management skills which are needed to run a business. The training assists entrepreneurs step-by-step in developing their own business plan by going through the following 10 steps: business idea; marketing; managing people; legal responsibilities; estimation of sales revenue; start-up capital; setting prices; cash flow planning; develop and analyze business plan; action plan for starting business.

3. Improve Your Business (IYB)

IYB is for business owners and managers who have been running a business for more than 12 months. It deals with business management concepts in a more detailed manner than SYB by applying a modular approach based on the training need of the business owner.

The IYB material kit consists of a set of six manuals each dealing with one particular element of a basic business management system: marketing; buying; stock control; costing; business planning; record keeping.

4. Expand Your Business (EYB)

EYB is for growth-oriented enterprises that have been well established for many years and now wish to expand business operations. The needs of growth-oriented firms are substantially different from those of the businesses participating in SYB and IYB training.

The EYB kit consists of one detailed handbook, which focusses on more advanced management training in the areas of: financial management; sales and marketing management; strategic management; human resource management; and export links.

<http://www.ilo.org/seed>

International Labour Organization

Know about Business

The KAB package comprises a trainer handbook and eight modules. Each module represents a key area of entrepreneurship and is divided into several topics. Furthermore, each module is intended as a stand-alone package, requiring no previous knowledge of the others. The titles of the modules are in the form of questions which the trainees should be able to answer at the completion of the module

Trainer Handbook

- What is the background and general aim of KAB?
- Why is entrepreneurship education important?
- Scope of enterprise
- Objectives of KAB
- Target group and beneficiaries of KAB
- Modules, contents, format and duration of KAB
- How and who to teach KAB?
- Training methodology for KAB
- Gender considerations.

Module 1: What is enterprise?

- Meaning and scope of enterprise
- Different forms of enterprises
- Roles people play in enterprises
- Small enterprises

Module 2: Why entrepreneurship?

- Entrepreneurship meaning
- Reasons for entrepreneurship in business
- Importance of entrepreneurship in society
- Self-employment

Module 3: Who are entrepreneurs?

- Assessing entrepreneurial characteristics
- Entrepreneurs as leaders
- Entrepreneurial decision-making
- Risk-taking

Module 4: How do I become an entrepreneur?

- Competencies for successful entrepreneurship
- Key success factors in setting up a small business
- The entrepreneurial decision

Module 5: How do I find a good business idea?

- Generating ideas
- Identifying and assessing business opportunities

Module 6: How do I organize an enterprise?

- Potential problems in starting an enterprise
- Selecting a suitable market
- Legal forms of business ownership
- Obtaining money to start an enterprise
- Buying or starting a business
- Selecting a business location
- Selecting suppliers

Module 7: How do I operate the enterprise?

- Hiring and managing people
- Managing money
- Use of financial statements
- Small business technology
- Managing sales

Module 8: What are the next steps to become an entrepreneur?

- Sources of further assistance
- Preparing a business plan
- Being involved in an enterprise
- Maintaining entrepreneurial outlook.

<http://www.ilo.org/seed>

<http://www.itcilo.it>

United Nations Conference on Trade and Development (UNCTAD)

The Entrepreneurship Training Workshop (ETW), EMPRETEC

By creating and strengthening national institutional capacities, EMPRETEC contributes to the development of a local entrepreneurial culture, the creation of new business ventures, and the growth and expansion of existing SMEs. This in turn leads to the diversification of the national economy and the creation of employment opportunities. EMPRETEC is an integrated capacity-building programme promoting the creation of sustainable small and medium enterprise (SME) support structures to help promising entrepreneurs build innovative and internationally competitive SMEs.

In principle, EMPRETEC offers a one-stop programme of integrated and comprehensive services for SMEs, including:

- **diagnostic studies** for companies to identify key problem areas;
- **business plan preparation** to turn entrepreneurs' drafts into bankable project proposals;
- **business counselling** and advisory services to tackle diagnosed problems and help implement business plans;
- **industrial consultancy**, both technical and management experts, who are attached to individual enterprises, often through organizations such as the British Executive Service Overseas (BESO)
- **accounting assistance**, through collaboration with selected accountants or accounting firms, to install a credible book-keeping or financial audit system
- **credit sourcing**, helping companies to identify and evaluate alternative sources of financing, prepare relevant documentation and negotiate suitable terms.

A 10-day workshop, the Entrepreneurship Training Workshop (ETW), was implemented and adapted with the United Nations for the EMPRETEC programme. Over 1000 workshops have been held to date in English, French, Russian, Spanish and Portuguese, and materials are being prepared in Arabic. It is an opportunity for participants to become more familiar with the behavioural competencies of successful entrepreneurs, strengthen and enhance those behaviours in themselves and, finally be able to apply the behaviours in their own businesses.

The programme starts by focusing on the entrepreneur as an individual. On the basis of written applications and focused interviews, a given number of participants enter the programme through an initial two-week achievement motivation workshop (25 participants per workshop, of which at least one third are women). The motivation workshop encourages the individuals to focus on their role as entrepreneurs and challenges them critically to examine their personal strengths and weaknesses.

The training method is highly interactive and experiential. Structured exercises, power groups, diagnostic tools, business events and other vehicles are designed to challenge the participants to focus on such issues as their ability and willingness to seek and attain improved quality, productivity, growth and profitability, and thus to become conscious of the need for continuous improvement as a competitive strategy in every aspect of their own business.

Direct feedback and written evaluations indicate that, as a result of the workshop, more than 85 per cent of the participants reported a marked change in personal and business attitudes. The workshop not only has an impact on the individual, but also creates trust and stimulates strong bonds among entrepreneurs, who as a result begin to organize themselves for mutual support, exchange of information and experience, and the collective formulation of SME concerns as a sector.

While the behavioural course is a common denominator in every country project and varies only slightly in its duration and timing, the provision of additional business services (other than training) differs from country to country. In general, where a well-developed business service environment already exists, the follow-up services are provided within the counterpart organization. Where SMEs support organizations are not readily available, the EMPRETEC project develops its own structure and capabilities. In both cases, the national EMPRETEC directors are generally free to develop their own follow-up strategy, according to the specific needs and demands of their clients. This explains the uniqueness of each country project, characterizing also the projects implemented in the same continent or in neighbouring countries.

<http://www.empretec.net>

iii) University level

<p>The Entrepreneurship Education Toolkit on Private Equity and Venture Capital</p> <p>Co-funded by the European Commission</p> <p>Although European universities provide some of the finest engineering and technology training in the world and their alumni are the world's best, only six of the world's top 100 technology companies are based in Europe.</p> <p>The European Private Equity and Venture Capital Association has developed a course which aims to fill the gap in educational provision – the Entrepreneurship Educational Toolkit – made up of contributions from university professors, senior venture capitalists and other professionals active in European venture capital/private equity markets. In the eight modules of the course, these key individuals offer their professional and personal perspectives on how the venture capital community works and the implications of these processes for entrepreneurs/scientists.</p> <p>The syllabus and related educational material is exclusively available to European universities and institutions of higher education to help them teach a one-semester class explaining the basics of private equity and venture capital. The objective is both to explain the underlying financial aspect of venture capital for students who have only a basic knowledge of traditional corporate finance and to stimulate young people with entrepreneurial ideas to finance their own business using venture capital.</p> <p>The programme will be progressively implemented during the years 2002-2004 in European institutions of higher education. The Entrepreneurship Education Toolkit on Private Equity and Venture Capital is co-funded by the Gate2Growth Initiative of the European Commission.</p> <p>http://www.cordis.lu/finance/STC/g2g-evca.htm</p>
--

iv) General programmes for youth

<p>Commonwealth Organization</p> <p>Commonwealth Youth Credit Initiative (CYCI)</p> <p>The Commonwealth Youth Credit Initiative has developed a Toolkit to assist governments, development agencies and NGOs in the implementation of micro-credit programmes. The CYCI is sufficiently flexible to meet the differing needs of a range of users, presenting a menu of options that users can adapt to specific national and local circumstances. The modules focus on an overview of the initiative, guidelines for implementation, management, monitoring and evaluation, and training resources. The estimated success rate of businesses in the scheme is 80 per cent, compared with 10 per cent for normal businesses in poorer Commonwealth countries.</p> <p>The Commonwealth Youth Programme has established a distance learning training programme as part of the CYCI. The programme is delivered to participants over a period of about six months. The participants meet weekly to help each other with their assignments and this allows them to bond and get to know each other in preparation for group cross-guarantee. The participants also spend one week on attachment with an established small business to gain some first-hand practical experience.</p> <p>On completion of the training programme, participants are expected to draw up a business plan demonstrating that their proposed business is sustainable. It is submitted to the partner organization, Globe Trust and Investment Company Ltd., for appraisal and, after review, access to funds may be granted.</p> <p>http://www.tve.org</p>

	<p>Street Kids International</p> <p>The Street Kids Business Start-Up package offers a Street Business Toolkit which enables street youth to identify and formulate viable small businesses. Most participating youth will benefit immediately from increased economic literacy. However, the counselling, credit and business mentoring that many street youth need to actually launch their own business will require direct-support programmes of the type that Street Kids International has pioneered.</p> <p>An important element is training people who work with street kids to use videos – and other materials – to foster understanding and dialogue among vulnerable young people about crucial issues.</p> <p>http://www.streetkids.org</p>
--	---

iv) Distance learning

	<p>FINLAND</p> <p>Entrepreneurship in Cyberspace</p> <p>In 1998, the Small Business Institute launched a distance education programme on entrepreneurship studies in the upper-secondary school level (DIEPES), as part of a larger distance education project. The students are enrolled in one of the available upper-secondary schools for adults. This programme provides a new, flexible way of learning for people who are working at the same time. The main objective is to increase entrepreneurship and entrepreneurial skills in society. The primary target groups are entrepreneurs and personnel within SMEs. Secondly, it is targeted at all persons interested in entrepreneurship. The reasons for setting up the programme were to provide new skills and knowledge in a way that would be available to everyone irrespective of time and place, namely via distance education. The programme is run on the Internet (information, readings, exams, literature reviews), but also on radio programmes that are available on cassette and are broadcast by regional educational radio.</p> <p>http://www.tukk.fi</p>
	<p>INDIA</p> <p>Entrepreneurship Development Institute – Open Learning Diploma in Business Entrepreneurship</p> <p>To address the need to develop new, committed entrepreneurs on a large scale, the Enterprise Development Institute in Ahmedabad, India, has conceptualized and launched an innovative entrepreneurship development programme through distance learning and personal counselling. It is known as the Open Learning Diploma in Business Entrepreneurship.</p> <p>The course is sponsored by the Friedrich-Naumann-Stiftung (FNSt), a foundation of international repute from Germany and supported by the National Science and Technology Entrepreneurship Development Board (NSTEDB), Department of Science and Technology, Government of India.</p> <p>The main objective of this programme is to promote new enterprise creation and management. To achieve this objective, the material focuses on various aspects of starting and managing an enterprise. The course develops motivation, reinforces entrepreneurial traits and the spirit of enterprise; facilitates decision making for setting up new enterprises; and facilitates the successful and profitable operation of the enterprise.</p> <p>The methodology includes self-instructional study material, assignments, personal counselling through experts and professional counsellors, and two contact sessions during the course. An additional feature is follow-up support for three months after completion of the course for students proposing to launch an enterprise.</p> <p>http://www.ediindia.org</p>

LAOS

Women's Literacy and Basic Skills Training Project

In the Lao Democratic People's Republic, conventional schooling has not been able to include all children and youth into its system, notably those from the many ethnic minorities of the country who often live in remote mountainous regions. These minorities are isolated from mainstream society in both economic and linguistic terms, often finding it difficult to gain access to services.

A distance education project, within the Women's Literacy and Basic Skills Training Project, was launched in 1997 by UNESCO with the aim of setting up a basic education distance project in three central provinces (Savannakhet, Khammouane and Bolikhamxay) mainly for women of ethnic minorities, using various media: radio programmes, printed material (among others a newspaper), audio-cassettes and itinerant facilitators.

The subjects are designed to quickly improve the living conditions of village women and girls and create themselves an impetus for learning through income generation. Learners receive instruction in sewing, weaving, market gardening, animal husbandry, using simple techniques that mix traditional know-how with modern skills so that products can be sold afterwards. The small income from these activities creates a new environment in the village where literacy (particularly in the country's main language Lao) and numeracy have a direct effect on income generation and the improvement of living conditions. The acquisition of knowledge therefore serves as an impetus for further knowledge. The isolation from mainstream society and lack of access to information is broken without the values and identity of the community being compromised.

<http://www.unesco.org>

SEED Working Papers

1. “Home Work in Selected Latin American Countries: A Comparative Overview” (*Series on Homeworkers in the Global Economy*), Manuela Tomei, 2000
2. “Homeworkers in Paraguay” (*Series on Homeworkers in the Global Economy*), María Victoria Heikel, 2000
3. “Homeworkers in Peru” (*Series on Homeworkers in the Global Economy*), Francisco Verdera, 2000
4. “Job Quality and Small Enterprise Development” (*Series on Job Quality in Micro and Small Enterprise Development*), 1999
5. “The Hidden MSE Service Sector: Research into Commercial BDS Provision to Micro and Small Enterprises in Viet Nam and Thailand” (*Series on Innovation and Sustainability in Business Support Services (FIT)*), Gavin Anderson, 2000
6. “Home Work in Argentina” (*Series on Homeworkers in the Global Economy*), Elizabeth Jelin, Matilde Mercado, Gabriela Wyczykier, 2000
7. “Home Work in Brazil: New Contractual Arrangements” (*Series on Homeworkers in the Global Economy*), Lena Lavinás, Bila Sorj, Leila Linhares, Angela Jorge, 2000
8. “Home Work in Chile: Past and Present Results of a National Survey” (*Series on Homeworkers in the Global Economy*), Helia Henríquez, Verónica Riquelme, Thelma Gálvez, Teresita Selamé, 2000
9. “Promoting Women’s Entrepreneurship Development based on Good Practice Programmes: Some Experiences from the North to the South” (*Series on Women’s Entrepreneurship Development and Gender in Enterprises — WEDGE*), Paula Kantor, 2000
10. “Case Study of Area Responses to Globalization: Foreign Direct Investment, Local Suppliers and Employment in Győr, Hungary” (*Series on Globalization, Area-based Enterprise Development and Employment*), Maarten Keune, András Toth, 2001
11. “Local Adjustment to Globalization: A Comparative Study of Foreign Investment in Two Regions of Brazil, Greater ABC and Greater Porto Alegre” (*Series on Globalization, Area-based Enterprise Development and Employment*), Glauco Arbix, Mauro Zilbovicius, 2001
12. “Local Response to Globalization: MESTA Region, Bulgaria” (*Series on Globalization, Area-based Enterprise Development and Employment*), Hanna Ruszczyk, Ingrid Schubert, Antonina Stoyanovska, 2001
13. “Ethnic Minorities — Emerging Entrepreneurs in Rural Viet Nam: A Study on the Impact of Business Training on Ethnic Minorities”, Jens Dyring Christensen, David Lamotte, 2001
14. “Jobs, Gender and Small Enterprises in Bangladesh: Factors Affecting Women Entrepreneurs in Small and Cottage Industries in Bangladesh” (*Series on Women’s Entrepreneurship Development and Gender in Enterprises — WEDGE*), Nilufer Ahmed Karim, 2001
15. “Jobs, Gender and Small Enterprises: Getting the Policy Environment Right” (*Series on Women’s Entrepreneurship Development and Gender in Enterprises — WEDGE*), Linda Mayoux, 2001
16. “Regions, Regional Institutions and Regional Development” (*Series on Globalization, Area-based Enterprise Development and Employment*), Maarten Keune, 2001
17. “ICTs and Enterprises in Developing Countries: Hype or Opportunity?” (*Series on Innovation and Sustainability in Business Support Services (FIT)*), Jim Tanburn and Alwyn Didar Singh, 2001
18. “Jobs, Gender and Small Enterprises in Africa and Asia: Lessons drawn from Bangladesh, the Philippines, Tunisia and Zimbabwe” (*Series on Women’s Entrepreneurship Development and Gender in Enterprises — WEDGE*), Pamela Nichols Marcucci, 2001

19. “Jobs, Gender and Small Enterprises in the Caribbean: Lessons from Barbados, Suriname and Trinidad and Tobago” (*Series on Women’s Entrepreneurship Development and Gender in Enterprises — WEDGE*), Carol Ferdinand (ed.), 2001
20. “Jobs, Gender and Small Enterprises in Bulgaria” (*Series on Women’s Entrepreneurship Development and Gender in Enterprises — WEDGE*), Antonina Stoyanovska, 2001
21. “Women Entrepreneurs in Albania” (*Series on Women’s Entrepreneurship Development and Gender in Enterprises — WEDGE*), Mimoza Bezhani, 2001
22. “Ajuste Local à Globalização: um estudo comparativo do investimento estrangeiro direto no ABC e na Grande Porto Alegre” (*Série sobre Globalização, Desenvolvimento de Empresas ao Nível Local e Emprego*), Glauco Arbix, Mauro Zilbovicius, 2002
23. “Small Enterprises, Big Challenges: A Literature Review on the Impact of the Policy Environment on the Creation and Improvement of Jobs within Small Enterprises”, (*Series on Conducive Policy Environment for Small Enterprise Employment*), Gerhard Reinecke, 2002
24. “Méthodes et Instruments d’Appui au Secteur Informel en Afrique Francophone”, Carlos Maldonado, Anne-Lise Miélot, Cheikh Badiane, 2003 (forthcoming)
25. “Artisanat et Emploi dans les Provinces de Settat et El Jadida”, Gérard Barthélemy, 2002
26. “Employment Creation and Employment Quality in African Manufacturing Firms”, Micheline Goedhuys, 2002
- 27E. “An Information Revolution for Small Enterprise in Africa: Experience in Interactive Radio Formats in Africa” (*Series on Innovation and Sustainability in Business Support Services (FIT)*), Mary McVay, 2002
- 27F. “Une révolution de l’information pour les petites entreprises en Afrique : L’expérience en matière de formats radio interactifs en Afrique” (*Série Innovation et viabilité des services d’appui aux entreprises*), Mary McVay, 2002
28. “Assessing Markets for Business Development Services: What have we learned so far?” (*Series on Innovation and Sustainability in Business Support Services (FIT)*), Alexandra Overy Miehlsbradt, 2002
29. “Creating a Conducive Policy Environment for Micro, Small and Medium-Sized Enterprises in Pakistan” (*Series on Conducive Policy Environment for Small Enterprise Employment*), Small and Medium Enterprise Development Authority of Pakistan (SMEDA), 2002
30. “Creating Market Opportunities for Small Enterprises: Experiences of the Fair Trade Movement”, Andy Redfern and Paul Snedker, 2002
31. “Creating a Conducive Policy Environment for Employment Creation in Small Enterprises in Viet Nam” (*Series on Conducive Policy Environment for Small Enterprise Employment*), Pham Thi Thu Hang, 2002
32. “Business Training Markets for Small Enterprises in Developing Countries: What do we know so far about the potential?” (*Series on Innovation and Sustainability in Business Support Services (FIT)*), Akiko Suzuki, 2002
33. “Organizing Workers in Small Enterprises: The Experience of the Southern African Clothing and Textile Workers’ Union” (*Series on Representation and Organization Building*), Mark Bennett, 2002
34. “Protecting Workers in Micro and Small Enterprises: Can Trade Unions Make a Difference? A Case Study of the Bakery and Confectionery Sub-sector in Kenya” (*Series on Representation and Organization Building*), Gregg J. Bekko and George M. Muchai, 2002
35. “Creating a Conducive Policy Environment for Employment Creation in SMMEs in South Africa” (*Series on Conducive Policy Environment for Small Enterprise Employment*), Jennifer Mollentz, 2002

36. "Organizing in the Informal Economy: A Case Study of Street Trading in South Africa" (*Series on Representation and Organization Building*) Shirin Motala, 2002
37. "Organizing in the Informal Economy: A Case Study of the Clothing Industry in South Africa" (*Series on Representation and Organization Building*), Mark Bennett, 2003
38. "Organizing in the Informal Economy: A Case Study of the Building Industry in South Africa" (*Series on Representation and Organization Building*), Tanya Goldman, 2003
39. "Organizing in the Informal Economy: A Case Study of the Minibus Taxi Industry in South Africa" (*Series on Representation and Organization Building*), Jane Barrett, 2003
40. "Rags or Riches? Phasing-Out the Multi-Fibre Arrangement", Auret van Heerden, Maria Prieto Berhouet, Cathrine Caspari, 2003
41. "Flexibilizing Employment: An Overview", Kim Van Eyck, 2003
42. "Role of the Informal Sector in Coping with Economic Crisis in Thailand and Zambia", Gerry Finnegan and Andrea Singh (eds.), 2004
43. "Opportunities for SMEs in Developing Countries to Upgrade in a Global Economy" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), John Humphrey, 2003
44. "Participation in Global Value Chains as a Vehicle for SME Upgrading: A Literature Review" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), Cathrine Caspari, 2003
45. "Local Implementation of Quality, Labour and Environmental Standards: Opportunities for Upgrading in the Footwear Industry" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), Lizbeth Navas-Alemán and Luiza Bazan, 2003
46. "Industrial Renewal and Inter-firm Relations in the Supply Chain of the Brazilian Automotive Industry" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), Anne Caroline Posthuma, 2003 (forthcoming)
47. "The Competitive Advantage of Buying Networks in Wood Products Value Chains" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), Jeff Readman, 2003 (forthcoming)
48. "High Road Upgrading in the 'Third Italy': Lessons for Integrated Small Enterprise Development and Good Labour Conditions in Developing Countries" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), Alberto Criscuolo, 2003 (forthcoming)
49. "Promoting the Culture Sector through Job Creation and Small Enterprise Development in SADC Countries: The Music Industry" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), Cecile Lambert, 2003
50. "Promoting the Culture Sector through Job Creation and Small Enterprise Development in SADC Countries: The Ethno-tourism Industry" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), Steven Bolnick, 2003
51. "Promoting the Culture Sector through Job Creation and Small Enterprise Development in SADC Countries: Crafts and Visual Arts" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), The Trinity Session, 2003
52. "Promoting the Culture Sector through Job Creation and Small Enterprise Development in SADC Countries: The Performing Arts and Dance" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), Annabell Lebethe, 2003
53. "Promoting the Culture Sector through Job Creation and Small Enterprise Development in SADC Countries: The Film and Television Industry" (*Series on Upgrading in Small Enterprise Clusters and Global Value Chains*), Avril Goffe and Natalie Jacklin, 2003

54. “Promouvoir un environnement de développement des micro et petites entreprises guinéennes favorable à la création d’emplois décents” (*Série Cadre stratégique favorable à l’emploi dans les petites entreprises*), Moussa Kourouma, 2003
55. “Creating a Conducive Policy Environment for Employment Creation in Micro and Small Enterprises in Tanzania” (*Series on Conducive Policy Environment for Small Enterprise Employment*) Paul Tibandebage, Samuel Wangwe, Moses Msuya, Darlene Mutalemwa, 2003
56. “Public Policy and Employment in Micro and Small Enterprises in Peru” (*Series on Conducive Policy Environment for Small Enterprise Employment*), Juan Chacaltana, 2003
57. “Business Centres for Small Enterprise Development: Experiences and Lessons from Eastern Europe”, Merten Sievers, Klaus Haftendorn, Astrid Bessler, 2003
58. “Promoting Female Entrepreneurship in Mauritius: Strategies in Training and Development”, (*Series on Women’s Entrepreneurship Development and Gender Equality — WEDGE*), Patricia Day-Hookoomsing and Vedna Essoo, 2003
59. “Facilitating Youth Entrepreneurship, Part I: An analysis of awareness and promotion programmes in formal and non-formal education”, Klaus Haftendorn and Carmela Salzano, 2003
59. “Facilitating Youth Entrepreneurship, Part II: A directory of awareness and promotion programmes in formal and non-formal education”, Klaus Haftendorn and Carmela Salzano, 2004
60. “Organizing in South Africa’s Informal Economy: An Overview of Four Sectoral Case Studies” (*Series on Representation and Organization Building*), Tanya Goldman, 2003
61. “Creating a Conducive Policy Environment for Employment Creation in MSEs in Chile” (*Series on Conducive Policy Environment for Small Enterprise Employment*), Carolina Flores, 2003
62. “Quels facteurs influencent la croissance et l’emploi décent dans les petites entreprises en Guinée?” (*Série Cadre stratégique favorable à l’emploi dans les petites entreprises*), Moussa Kourouma, 2004
63. “Impact of National Policy and Legal Environments on Employment Growth and Investment in Micro and Small Enterprises. A comparative study of 2,730 MSEs in Chile, Guinea, Pakistan, Peru, South Africa, Tanzania and Viet Nam” (*Series on Conducive Policy Environment for Small Enterprise Employment*), Jens Dyring Christensen and Micheline Goedhuys, 2004 (forthcoming)
64. “Synergies through Linkages: Who Benefits from Linking Finance and Business Development Services?”, Merten Sievers and Paul Vandenberg, 2004
65. “Social Marketing for Better Job Quality in Micro and Small Enterprises in Ghana”, Chris Seeley, 2004