

INSTITUTIONS AND ORGANISATIONS CONTRIBUTING TO ENTREPRENEURSHIP EDUCATION AND SKILL DEVELOPMENT IN BOTSWANA

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ABSTRACT

Entrepreneurship has been considered a significant factor for sustainable socioeconomic growth and development as it develops sustainable human capital, creates job opportunities, offers a variety of consumer goods and services, and increases national as well as social prosperity. There has been a tremendous rise in entrepreneurship education in the developing countries (including Botswana) through the institutional and organisational development which leads to the overall sustainable development of a country. This study was to contribute to the general knowledge on the development of institutions and organizations contributing to entrepreneurship education and training in Botswana focusing on the development of institutions and programs at post secondary levels, including other partners outside the school system that contribute to the development of entrepreneurship education and training. The information was collected from secondary as well as primary sources which included the review of the relevant documentation, well-focused questions through telephonic and personal interviews, visits to institutions, ministries responsible for education and training, labour and employment, as well as para-statal and Non governmental organisations. The roles of major institutions in the development of entrepreneurial education and skills in Botswana; namely Brigades centres, Botswana Training Authority, Citizen Entrepreneurship Development Agency and, Local Enterprise Authority and University of Botswana have been discussed. The study concluded that the majority of post primary education and training institutions existing in Botswana play important role in sustainable development of entrepreneurship education and skill by offering a variety of programs but there is still a need to revise the goals and contents of the programs and institutions which can enhance the employability and the capacity for further entrepreneurship education and training in Botswana.

Keywords: Entrepreneurship Education, Skills Development, Sustainable Development, Vocational Education and Training Institutions, Education and Training, Botswana

INTRODUCTION

Many academic disciplines have contributed their perspectives on the concept of entrepreneurship, including psychology (Shaver & Scott, 1991), sociology (Thornton, 1999), economics (Schumpeter, 1934 and 1949) and management (Stevenson, 1985). An economist views entrepreneurship in the context of the combination of resources, labour, materials, and other assets such that their value is greater together than individually. From a management perspective, entrepreneurship would entail the introduction of a change, an innovation, or a new order. To a psychologist, an entrepreneur would be analyzed as a person typically driven by the need to obtain or attain a specific goal, to experiment, to accomplish, or perhaps to escape the authority of others. There is very little consensus on the definition of the term entrepreneur both within and across disciplines, most definitions nonetheless highlight qualities such as competitiveness, creativity, and the ability to grow a business. Early this century, the concept of innovation was added to the definition of entrepreneurship. Innovation could be process innovation, market innovation, product innovation, factor innovation, and even organizational innovation. Both innovators and entrepreneurs can be engines of growth in a society. They invest in risky ventures, they bring new products to the market, and they adopt new production processes or improve existing processes. Later definitions described entrepreneurship as involving the creation of new enterprises with the entrepreneur as the founder. Sherpherd and Douglas (1997) as cited by Solomon, G. 2007, propose this definition: the essence of entrepreneurship is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and the external environment in the context of the extraordinary uncertainty and ambiguity which faces a new business venture. This manifests itself in creative strategies, innovative tactics, uncanny perception of trends and market move changes, courageous leadership when the way forward is not obvious and so on. What we teach in our entrepreneurship classes should serve to instil and enhance these abilities. In the present study, “Entrepreneurship Education” is described as “the teaching of knowledge and skills that enables the students to plan, start and run their own business successfully.”

Entrepreneurship is the actual actions implying the establishment of a new business, and an “Entrepreneur” is someone who starts a new business. However, entrepreneurial actions are based on both personal characteristics and relevant knowledge and skills, and will be affected by external factors and conditions. In the absence of creativeness and willingness to act, as well as the relevant knowledge and skills, the entrepreneurial action will not take place and therefore, Entrepreneurship Education is crucial for the societal and economic development. Entrepreneurship has been mentioned as an important component for the economic development (Baumol, 1986 and Volkmann, 2006). Entrepreneurship has been a powerful engine of economic growth and wealth creation, and is crucial for improving the quality, number and variety of employment opportunities for the poor. It has several multiplier effects on the economy, spurs innovation, and fosters investment in people, which is a better source of competitive advantage than other natural resources, which can be depleted. Entrepreneurs create new enterprises, new commercial activities, and new economic sectors. They generate jobs for others; they produce goods and services for society; they introduce new technologies and improve or lower cost outputs; and they earn foreign exchange through export expansion or the substitution of imports.

Education for Sustainable Development (ESD) can be thought of as a process of learning how to make decisions that consider the long-term future of the economy, ecology and equity of all communities. Building the capacity for such future-oriented action is a key task of education (UNESCO, 2003). The United Nations' Decade of Education for a Sustainable Development was established in December 2002 by the United Nations General Assembly, through the Resolution no. 57/254. This resolution recommends UNESCO to elaborate a Plan, emphasizing the role of education in the promotion of sustainability. In May 2003, during the Conference of Environment Ministers, which took place in Kiev (Ukraine), they have committed themselves to promote in their countries an international plan for implementing the Decade (2005-2014). The Decade is a call for a collaborative process to re-orient educational policies, programs and practices so that education can better play its part in building the capacities of all members of society to work together to build a sustainable future (UNESCO, 2003). According to UNESCO (2003) "This vision of education emphasizes a holistic, interdisciplinary approach to developing the knowledge and skills needed for a sustainable future as well as changes in values, behaviour, and lifestyles." Education for a sustainable development is a set of knowledge related to the environment, economy and society enabling sustainability. Therefore, Education for a sustainable development should take care of how to learn new attitudes, perspectives and values that guide and impel people to live their lives in a more sustainable way. Unfortunately, a large number of young school leavers on the southern Africa, especially Botswana fail to find formal employment in an environment where jobs are competitive and scarce. For many of them post primary education, for various reasons, is not an option. Their only alternative is to make a living in the informal sector without relevant qualifications and skills, self-employment creation is hardly generated. In the present situation of increasing unemployment across the globe, there is a growing awareness that a traditional academic education is inadequate to equip young people with the knowledge and skills they will need to improve their chances to have a decent life. The entrepreneurial education can equip such individuals with the long life skills and attitude needed for employability and sustainable livelihood. The entrepreneurship has been regarded as one of the necessities in development of countries (Zoltan, 2006 and Farstad, H. (2001) and the governments must pay special attention for entrepreneurial education in order to expand the student's capabilities for the entrepreneurship. In order to meet these challenges, therefore many of countries including Botswana have introduced Entrepreneurship Education (EE) which emphasizes to train the students on the relevant knowledge and skills to establish and run an enterprise. The aim of Entrepreneur Education is therefore to stimulate creativity in students, enable them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities, especially economic activities. In addition to personal motivation and creativity, relevant knowledge and skills are prerequisites in every successful entrepreneurial venture. The entrepreneurial education contributes to the development of sustainable and efficient human capital which helps in the development of socioeconomic status of the citizens. The critical importance of designing appropriate education systems to promote entrepreneurship and to prepare school leavers for self-employment has been stressed in several African studies (McGrath & King 1995; Kent & Mushi 1995). The relation between human resources and economic and social development is recognised and given high priority in major policy documents, such as the Vision 2016: "An educated and informed society, a prosperous, productive and innovative society with a diversified economy and full employment" (GOB 2000). Therefore, Education and training is a high priority to the Government of Botswana which is reflected by the fact that 28.2% of public spending is in education and training sector. A number of government and other organisations have been established to provide and support entrepreneurial education in Botswana.

This study focused on the development of institutions and programs at post secondary levels, including other partners outside the school system that contribute to the development of entrepreneurship education and training in Botswana.

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

Development is viewed in this paper as the systematic process of training and growth and through it, the individual gains and apply knowledge, skills, insights and attitudes, with which an individual manages profit seeking and other work organisations effectively. Development is gradual advancement through progressive stages of growth within an existing system (Hornby, 1974). From this point of view development implies changes and this is very important in any consideration of entrepreneurship education and development. From a broader perspective, the development approach to entrepreneurship considers the nurturing of the actual or potential entrepreneurs to become more skilful and effective in running their own organisations and this should be done at various stages and in various training and development institutions in an economy (Singh, 1996). The development theory has its foundation in massive education, training and development of the entrepreneurs from childhood, on the need for achievement the motive (Singh, 1986). He noted further that entrepreneurial performance of any individual is influenced by three factors. First factor is the attitude of the individual towards the occupation. Second, the role expectations held by the employers of sanctioning groups. Third factor is the operational requirement of the job. He noted that society's values are most important determinants of the first two factors, education, training and development is crucial for the third factor affecting the entrepreneurial performance which ultimately affects the sustainable growth and development of the society and the country.

Ekpo-Ufot (1988) produced a list of seven determinants that affect entrepreneurship development. These are (1) society's value and need (2) family (3) schools (4) work organization (5) urbanization and industrial estates (6) availability of financial resources and (7) government. He states that there are several ways in which determinants can be structured to accelerate entrepreneurship development and one of which is the provision of the entrepreneurship education through effective implementation of educational programs. The program reported by him was on the development of planning skills in the entrepreneurs by involving the entrepreneurs in producing the feasibility studies of their projects. He argued for a restructuring of our educational system for educating and developing entrepreneurs for economic development in the 21st century. (Okaka, 1990) observes that entrepreneurial success depends on development and therefore, a successful entrepreneurs need to possess certain qualities in addition to skills and knowledge concerned with the technical aspect of owning a business, such skills are acquired through organized education, training and development programs organised by the institutions and organisations. The entrepreneurial skills include development of: (1) Entrepreneurial spirit, characteristics and personality (2) Technical, technological and professional competencies needed for productive work employment (3) Enterprise-building and small business development, capabilities to initiate and start one's own business or self employment and (4) Managerial capability to run the business and other self employment activity successfully (Rao, et. al.,1990). All these entrepreneurial skills can only be developed through the provision of properly planned and effectively implementation of entrepreneurial educational development programs through various institutions and organisations.

In many countries, including Botswana, schools and institutions offer entrepreneurship education for life-long trade, and many of them offer courses that enable students to meet their general academic requirement while learning a trade. However, because of these recent challenges in world economy, many institutions have shifted emphasis to training in computers, information technology, construction, business and related fields. Public and private sector work closely with willing institutions and organizations to establish curriculum and programmes to meet their skill demand enabling citizens to contribute to sustainable development. Entrepreneurship has been recognized as an important aspect of an organization and economies for sustainable growth and development (Dickson et al 2008). It contributes in an immeasurable ways toward creating new jobs, wealth creation, poverty reduction and income generating for both government and individuals and, thus creates a pathway for overall sustainable development. Schumpeter in 1984 argued that entrepreneurship plays a very significant role in the growth and development of economies. Having understood the role of entrepreneurship in economic development and sustainability, it becomes apparent that careful attention is needed to invest and promote entrepreneurship and therefore role of the entrepreneurship education and the institutions and organisations involved in providing entrepreneurial education is crucial. Therefore, this study was focused on the development of institutions and programs at post secondary levels, including other partners outside the educational system that contribute to the development of entrepreneurship education and training in Botswana.

METHODOLOGY

This aim of the study was to highlight the development of institutions and programs at post secondary levels, including other partners outside the school system that contribute to the development of entrepreneurship education and training in Botswana. The information was collected from secondary as well as primary sources which included the review of the relevant documentation, well-focused questions through telephonic and personal interviews, visits to institutions, ministries responsible for education and training, labour and employment, as well as para-statal and Non governmental organisations. The review of the relevant documentation and interviews of key personnel were the main source of information collected in this study. Apart from internet search, telephonic and personal interviews were performed with the institutions involved,

RESULTS AND DISCUSSION

Overview of the Education and Training System in Botswana

Botswana has taken steps to relate education to the type of change required in the society by outlining an education policy suitable to national development and therefore the First National Policy on Education was published in 1977 and revised in 1994. The system of education seeks to relate education to productive work. Vocational and Technical education is emphasised at the primary, secondary and tertiary levels of education in the country. It is thus implied that technical knowledge would be utilized in the acquisition of practical and applied skills to solve the technical problems in life. Vocational subjects such as Business Studies, Combined Science, Agriculture, Design and Technology and Home Economics were given prominence in the National Policy on Education. Botswana has a 7-3-2 education system (Primary school, Junior Secondary Schools and Senior Secondary Schools). The Government offers 10 years of universal and free education. 7 year primary school education can lead to 3 year education at Junior Secondary School (JSS) or

education at Brigades. 3 year education at JSS can lead to 2 years Senior Secondary School (SSS) or 3 years BTEP or 4 years of Apprenticeship Industrial Training. Only SSS education can lead to university/college education in Botswana. The 34 Government Senior Secondary Schools in the country provide for around 50% of the JC leavers, whereas some 12% of the total school cohort finds a place in a TVET institution (Atchoarena & Delluc 2001).

In Botswana, skill training is provided through two the paths: (i) Apprenticeship scheme/Industrial training administered by the Ministry of Labour and Home Affairs (MLHA)/Directorate of Apprenticeship and Industrial Training (DAIT); and (ii) TVET courses at different levels, administered by the Ministry of Education (MOE)/ Department of Vocational Education and Training (DVET). The apprenticeship training is a 4 years scheme, formalised by apprenticeship contracts with an enterprise. Each year, 3 months is spent at a technical college (TC) or another approved TVET institution. After completion of training, the apprentices can sit for the National Craft Certificate (NCC) examination. Recruitment of new training enterprises, follow-up of the in-service training and final NCC testing, is conducted by Mad irelo Training and Testing Centre (MTTC). TVET is provided at the 6 Technical Colleges (TCs) across the country. The new Botswana Technical Education Programme (BTEP) is currently being successively introduced at the TCs at foundation and certificate levels. They will later offer training even at advanced certificate and diploma levels. Foundation courses are accessible to Junior Certificate (JC) holders, whereas the certificate level is open to SSS level entrants or equivalent (MOE/DVET 1997). A total of 41 community-owned and run Brigades Centres provide artisan training under the concept “production for the local community”. Minimum intake requirement in Brigades is completed Grade 7 for artisan training. The students obtain Level C Skills Certificate after 2 years, and Level B Certificate after 1 additional year. After 3 years, the students are qualified at the level of Semi-skilled worker. Some of the Brigades Centres are formally approved for NCC training. Level B Certificate holders can sit for the NCC test after two additional years. Practical training at these Brigades Centres are now authorised as an alternative to apprenticeship in enterprises. Many of the NCC students at the Brigades Centres are former Level B students returning after a period of wage employment. Third level training is offered by (a) the University of Botswana through the Faculty of Engineering and Technology (FET), (b) the Botswana Institute of Administration and Commerce (BIAC), and (c) the Botswana Accountancy College (BAC). The newly established College of Education and Training delivers 1-year training programme in pedagogic for TVET teachers. Currently, neither of these institutions offers Entrepreneurship Education. Some 120 private establishments offer certificates and diplomas of varying level and degree of recognition (Atchoarena & Delluc 2001).

Entrepreneurship Education in Post-Primary Education and Training in Botswana

The inclusion of Entrepreneurship Education (EE) in Post-Primary Education and Technical Education and Training is guided by the Revised National Policy on Education (RNPE) 1994 derived from the recommendations of the Report of the National Commission on Education (1993). The RNPE stressed the commitment of government to provide universal access to secondary education; it also emphasized the need to enhance the employability of secondary leavers. The National Policy on Vocational Education and Training states that “...there is need to establish a curriculum development process that is consistent with training...for useful and productive lives.” Vision 2016, which encapsulates a long-term vision for the year 2016 when Botswana will have been independent for fifty years, states that “Batswana will need to be educated to understand better the importance of entrepreneurial skills”. In order to achieve this objective, “entrepreneurship and business skills will be an integral part of schooling.” The provision of Entrepreneurship Education

in Post-Primary Education and Training is provided through two paths: in general junior and senior secondary education under the Department of Secondary Education (DSE), and in technical and vocational education under Department of Vocational Education and Training (DVET). Government has made an effort in the preparation of learning and teaching materials to infuse and integrate issues raised by the Revised National Policy on Education, such as Environmental Education, Population Family Life Education, and HIV/AIDS and Entrepreneurship Education. At both Junior Certificate (JC) and Senior Certificate (SC) levels Entrepreneur Education is delivered both as separate optional subjects and by infusion and integration in the content of the other core subjects such as home economics, agriculture, fashion and fabrics and design and technology. For example, one of the aims of teaching agriculture is to ‘acquire basic managerial and entrepreneurial skills in the farming business.’

At Junior Secondary Education (JSE) level, business studies subjects is offered initially as a single subject in Form 1 followed by two options in Forms 2 & 3: commerce and office procedures, or commerce and bookkeeping/accounting. Entrepreneurship Education is considered as part of their content and deals with various topics such as business ideas, market research, simple costing, business plans, budgeting, record keeping, production and selling. At JC level, agriculture is a compulsory subject while it is an optional subject at senior secondary level (MOE / DCDE (1995)). The aim of these subjects is not only providing students with fundamental skills such as problem solving, communication, teamwork, self-assessment, critical evaluation and logical thinking but also help to develop good working habits, positive attitudes to work and a sense of leadership. An interesting aspect of the subjects is the inclusion of a practical module called ‘Mini-Enterprise’ undertaken by all students; it takes the form of the creation of small businesses within the school. Infusion suggests that the content of EE is incorporated into the curriculum to permeate and alter it in a way that affects all learners. EE content is therefore spread across as many subjects as possible to provide learners with frequent EE skills. Infusion does not require a strong affinity between subjects, as in the case of integration, and the content of the main subject does not alter. In infusion, the objectives of EE are thrown into the contents of different subjects, together with instructional materials as and when necessary. In integration, the content of EE is incorporated into the carrier subjects through common or strongly related topics. In design and technology, for example, the development of business ideas can be linked to process of designing.

At Senior Secondary Education (SSE) level, EE is offered as part of the optional subjects such as commerce, accounting, agriculture and business studies. The aims of these subjects are similar to those at JS except that the content is of a higher level. They have a more organized EE content, starting from the features of the entrepreneur, through business idea development, to market research and business plan implementation. Statistics of the 2011 Botswana General Certificate of Secondary Examinations shows that nearly 70% of the students opted for commerce as one of the subjects at this level. Apart from the subjects mentioned earlier, there are some other entrepreneurial subjects which include home management, food and nutrition, art and design and design and technology. The content of these subject syllabuses incorporates topics such as production process, costing, banking, budgeting, record keeping, marketing, business plans and organization equipping students with the entrepreneurial skills.

Entrepreneurship Education (EE) in Technical and Vocational Education and Training (TVET)

The general importance of technical and vocational education is deemed as critical in preparing Africa's youth generation for the world of work (Honny 1998; Kerre 1998). Entrepreneurship Education in Technical and Vocational Education and Training (TVET) is delivered through the Botswana Technical Education Programme (BTEP). There was extensive consultation in the development of BTEP, with industry playing a major role in the conceptualization of the content of training programs. The target population for these programs is young school leavers who have completed either junior secondary or senior secondary education. It is a modularized, outcomes-based vocational qualification that creates access, opportunity and pathways through a flexible mode of delivery. BTEP is offered at four levels: Foundation, Certificate, Advanced Certificate and diploma levels, which is currently available in six technical colleges across the country. A well-defined training program was put in place before its introduction; this still continues in in-service mode. College lecturers are involved in the development of teaching and learning materials for BTEP key skills. Another important component of TVET is the involvement of Youth Brigades Centres which provide artisan training under the concept of "Training with Production". These were initiated by local communities but have recently been taken over by the Ministry of Education and converting into technical colleges.

In 1997, the Ministry of Education published a Qualifications Blueprint for the Botswana Technical Education Programme (BTEP) to "ensure access for all Batswana to high quality lifelong education and training, with a view to producing self-reliant, knowledgeable and skilled individuals who will engage in achieving Botswana's development goals, in particular the creation of employment, the reduction of inequity and eradication of poverty". The Botswana Technical Education Programme (BTEP) Curriculum is in line with National Development Plan 8 of Botswana which state that: "The future Economic growth of Botswana will depend upon the extent to which its labour force has skills and technical ability to make it competitive in the global market Place. To this end, education and training can contribute significantly." BTEP was introduced at the six government technical colleges between 2001 and 2003. One of its more important objectives was to "reverse the bias against self-employment". It contains a variety of courses, including hospitality and tourism, hairdressing and beauty therapy, clothing design and textiles, construction, mechanical engineering, electrical engineering, automotive engineering and business. EE is an integral part of the compulsory Key Skills education in every BTEP course. The main purpose of the BTEP Qualifications is to create access, opportunity and pathways through a flexible mode of delivery of the curriculum; to develop transferable Key Skills; to equip graduates with knowledge and skills in their vocational area of study. Key Skills are essential for employability, personal development and higher education and training in the future. Key Skills provide qualities, skills and knowledge transferable to many applications and contexts, including lifelong learning and study skills. All students, irrespective of their vocational programs of their interest, undertake units and assessments in the Key Skills namely, Communication Skills, Numeracy, Information and Communications Technology, Personal and Interpersonal Skills, Entrepreneurship and Problem Solving.

Entrepreneurship Skills at each BTEP level can be offered within a full-time, college-based vocational program or on a part-time basis during the evening, as open learning. BTEP curricula allocate about 30% of the total time to key skills. The entrepreneurship units are presented for delivery in the two main modes: firstly, as a progression from levels 1 to 3, certifying Key Skills in line with set goals; secondly, as units to be offered singly or in combination (i.e. level 1 and 2

together, or level 3 alone). The progression in skills and demand through levels 1 to 3 is clearly stated. The progression of skills development, and the development of entrepreneurship through practical activities, is clearly represented in the tasks contained in the respective units. This curriculum provides a holistic approach in which candidates are required to investigate a business idea, prepare a business plan and evaluate an operating business. These three units offer a thorough grounding in Entrepreneurship Key Skills and thus achieving the goals for entrepreneurship development in the country.

Other Organisations and Programs Supporting Entrepreneurship Education Junior Achievement Botswana (JAB)

Junior Achievement Botswana (JAB) is a non-profit organization that deals with business, economics and EE programs. It was initially funded in April 1994 with financial aid from USAID under an agreement with the Botswana Government. Its mission is to empower young Batswana to succeed in the world of work through a dynamic business, economic and EE program, and thereby cultivate and energize the spirit of free enterprise and self-reliance. It offers the services in training, monitoring and evaluation, mentorship and business research. Since its inception in 1994, JAB has been delivering its program to students in secondary schools all over the country and over 72 000 young people have reached through this program.

Know About Business (KAB)

The KAB Programme was launched in Botswana in 2006, when the Ministry of Education and Skills Development decided to introduce entrepreneurship education into the senior secondary school curriculum. The interest in entrepreneurship education became apparent in 2005 when the Ministry submitted an official request to the ILO to deliver KAB in education and training institutions, and the local provider of business development services (BDS) Enterprise Botswana, stated its willingness to promote the programme. Subsequently, in 2006, the first workshops for training KAB Facilitators, Trainers and Promoters were conducted in Gaborone, gathering officers from the Ministry of Education, staff from secondary schools, and members of Enterprise Botswana. In addition, these institutions sent several members to be trained in the 2006 KAB workshop held at the International Training Centre International Labour Organisation (ITC-ILO), Italy.

This was followed by an intensive KAB training programme for teachers of secondary schools, technical colleges and vocational institutions, initiated by the Ministry in 2007 with technical support from the ILO and Enterprise Botswana, and are still ongoing. Furthermore, other Batswana professionals from the Ministry of Education, Enterprise Botswana and University of Botswana were trained at the ITC-ILO in 2007 and 2008. At the start of 2009, the KAB programme began to be delivered in all the senior secondary schools in the country. The plan is to offer it to all students in these schools, regardless of their subject/course combinations, over a two year period. So far, there are around 1,008 KAB Facilitators, Trainers and Promoters, including 26 National Key Facilitators trained and 1 regional key facilitator. At present, there are several plans regarding KAB implementation, like (a) rolling out the programme to technical colleges and other vocational institutions; (b) supporting the incorporation of KAB into the teacher training curriculum at universities and teacher training colleges; (c) adapting the package to the local environment; and (d) establishing a monitoring and evaluation committee to train officers in KAB monitoring.

Enterprise Botswana (EB)

Enterprise Botswana was set up in 1997 by UNDP, the Government of Botswana and the private sector as an entrepreneurship and business development project. In 2006 the Ministry of Education commissioned EB to provide an entrepreneurship training program for education officers, and heads of department and principals of senior secondary schools and technical colleges. This training is based on the Know About Business (KAB) program developed by the International Training Centre of the International Labour Organization, whose primary aim is to encourage young people to choose entrepreneurship as a career option. The general objective of the EB program is to assist in the promotion of an entrepreneurial culture in the education and training systems. More specifically, it is intended to provide the participants with the knowledge and skills for promoting, designing, supporting and monitoring strategies and programs for the integration of EE in national education systems; enable teachers and trainers to become KAB facilitators and to teach KAB to trainees and students in their institutions and prepare the participants for becoming the key facilitators in order to train teachers and instructors. More than a hundred SSE headmasters and deputy headmasters, senior lecturers of technical colleges and in-service training officers have received training using KAB materials.

The Brigades Centres

There are 41 Brigades Centers initiated by communities in various villages of Botswana, which provide artisan training under the concept of “Training with Production”. As the name implies, the centers have two divisions: Training and Production. The training division focuses on theoretical courses and the latter on their practical application. In the production units, goods and services are produced for sale to the community. Money accrued from sales is ploughed back into either training units or production as well as to share the cost of running the brigade (FAS International Consulting Ltd (2001). The courses offered include construction, carpentry, auto mechanics, welding, textiles, horticulture, agriculture, bricklaying and draughtsmanship. The minimum admission requirement used to be standard 7, but with the recent achievement of ten years of basic education, the trainees are mainly JC and SC leavers whose grades were too low to allow them admission into tertiary education institutions. At present, the Brigades enroll over six thousand students. The Ministry of Education has recently taken over the management of the brigades and there are plans to gradually introduce BTEP in a selected few. But for the time being they will continue to offer Level C Skills Certificate after two years, and Level B Certificate after an additional year of study.

The Botswana Training Authority

The National Policy on Vocational Education and Training was passed by Parliament in 1997; the National Training Act was passed in 1998 after which the Botswana Training Authority (BOTA) was established in year 2000. The BOTA is responsible for the accreditation, registration and monitoring of both public and private training institutions to ensure adherence to the required standards and quality of training. BOTA also coordinates vocational training activities in order to achieve better integration and harmonization of the vocational training system being developed in the country. The BOTA has made a deliberate effort to involve industry and institutions in the establishment of unit standards and qualifications through the Standards Setting Task Forces, which are made up of experts in the sector. Members of the task force include employers and employees; representatives of training institutions and associations (including the technical colleges); interested parties and/or members of NGOs. The membership of the task force does not exceed twelve, and a Business and Entrepreneurship Standards Setting Task Force has recently been established.

The Local Enterprise Authority

The Local Enterprise Authority (LEA) was established by the Small Business Act, No. 7 of 2004 as a statutory authority of the Government of Botswana. The Authority is guided by a board of directors drawn from both the private sector and the public sector, and headed by a chief executive officer. LEA is a co-ordinated and focused one-stop authority that provides development and support services to the local industry needs of small medium and medium enterprises (SMMEs), encompassing training, mentoring, business plan finalisation, market access facilitation, and facilitation of technology adaptation and adoption. In pursuit of economic diversification the LEA's Mission is to promote and facilitate entrepreneurship and enterprise development in Botswana through targeted interventions. The authority's vision is therefore to be the centre of excellence for entrepreneurship and sustainable SMME sector development in the Botswana.

The authority's key sectors are manufacturing, tourism, agriculture, and any services that support the three business sectors. In particular, LEA targets women, youth, and the unemployed population. Part of the strategy is to encourage businesses to use locally available natural resources and raw materials, within the identified sectors above. Also the authority endeavours to build competencies in quality and efficiency, and to encourage import substitution and export oriented products and services. In order to encourage the spirit of entrepreneurship and enterprise in Botswana, LEA offers highly specialized development and support services which include but are not limited to the facilitation of business planning; providing training, mentoring and advisory services; identifying business opportunities for existing and future SMMEs; promoting domestic and international linkages; facilitating access to markets; facilitating exploitation of government and large firms' procurement opportunities by SMMEs; facilitating access to finance; facilitating technology adoption and diffusion and promoting general entrepreneurship and SMME awareness.

LEA does not provide finance to entrepreneurs. However, the Authority facilitates access to finance as well as provide support services to SMMEs, before and after funding. Efforts continue to be made by the Authority to engage various stakeholders in the Financial Services industry, including commercial banks, to work together in the development and support of the SMME sector in the country. The Authority has country-wide office presence with thirteen (13) branches in Botswana. The thirteen branches are located in Gaborone, Francistown, Selebi-Phikwe, Serowe, Molepolole, Mochudi, Maun, Masunga, Kasane, Ghanzi, Tsabong, Ramotswa, and Kanye.

The Citizen Entrepreneurship Development Agency

The Botswana Government has established the Citizen Entrepreneurial Development Agency (CEDA) in response to the recommendations from both the National Conference on Citizen Economic Empowerment (NACCEE), held in July 1999 in Gaborone and the 4th Evaluation of Financial Assistance Program (FAP), which was completed in 2000. Both reports have called for support for business development to promote development of citizen entrepreneurship, which has been found lacking among a large majority of citizens. The NACCEE also recommended that the citizen empowerment schemes be consolidated and the financial assistance be provided as loans and not grants. It is against this background that government established CEDA to redirect efforts to deal with the real constraints affecting the development of citizen businesses and citizen participation in the economy. The guiding principle for CEDA policy calls for objectives that include the fostering citizen entrepreneurship and empowerment through encouragement of local entrepreneurial

culture, and increasing the level of entrepreneurial skills; the creation of sustainable employment opportunities through the development of citizen enterprises, Achieve economic diversification, Encourage the development of competitive and sustainable citizen enterprises, Promote the development of vertical integration and horizontal linkages between citizen enterprises and primary industries in agriculture, mining and tourism.

The CEDA focuses specifically on the development of viable, sustainable, citizen-owned business enterprises, through the development of and access to entrepreneurial and management skills training, monitoring and mentoring, the provision of finance and the sharing of risks. This financial assistance is in the form of loans at subsidized interest rates, as opposed to outright grants. This is meant to be a soft window for citizens wishing to start or expand business operations and to buy into existing businesses. The Young Farmers Fund (YFP) is a newly introduced program with the aim to assist the young qualified and interested citizens in the farming sector. Specific training, consistent with the nature of the project, is provided prior to the disbursement of the loan. A poultry beneficiary, for example, will be trained in basic poultry management, poultry production quality control and marketing. The CEDA Young Farmers Fund believes that EE is vital for the success of any business, irrespective of the sector. All the beneficiaries of the scheme have to undergo through a two weeks of intensive workshops on “Entrepreneurship Skills Development” which are administered by Enterprise Botswana.

The University of Botswana

The University of Botswana is the highest institution of education which provides entrepreneurial education through Faculty of education has various departments including accounting and finance, management, marketing, tourism and hospitality provides degree and post graduates programs equipping the candidates with skills for entrepreneurship. The faculty of Business initiated a Business clinic which focuses on providing entrepreneurial skills to youths. The University of Botswana Business Clinic organises short courses, workshops, seminars and/or conferences which are intended to provide up-to-date, practical information and teach basic entrepreneurial and business management skills. The Botswana College of Agriculture (BCA) also provides entrepreneurial education in the field of agricultural sciences. The Botswana College of Agriculture (BCA) was established on 31st May 1991 through Act no. 9 of the Parliament of Botswana. The Act abolished the then Botswana Agricultural College (BAC) which had existed since 1967. The College is a parastatal under the Ministry of Agriculture and an associate Institution of the University of Botswana. As an associate institution the college offers UB higher diploma and degree programmes in agricultural sciences, while its responsible on its own for short courses offered by its Centre for In-service and Continuing Education (CICE). The Centre for In-Service and Continuing Education (CICE) is a Netherlands-supported project enabled the College to diversify its staff training in response to changing demand patterns. Its mission includes the strengthening of linkages between agricultural research and extension services and training, and the upgrading of all staff from the Ministry headquarters down to the village level. College lecturing staff is required to allocate 20% of their contact time to teaching in CICE on a range of in-service training courses. As well as extension staff, college lecturers and schools' agriculture teachers also receive training in teaching methods. Other departments and agencies including business people and farmers also make use of the Centre's facilities. The Botswana College of Agriculture has been conducting a number of short duration courses aiming at improving the entrepreneurial skill and training in the field of agricultural sector businesses which includes training programmes on animal production and management, agric business and crop production and horticulture.

CONCLUSION

This study focused on the development of institutions and their role in entrepreneurial education in Botswana. The provision of Entrepreneurial Education (EE) in post primary education and training in Botswana is provided by two paths; through the general junior and senior secondary education under the Department of Secondary Education (DSE) and; through the technical and vocational education under the Department of Vocational Education and Training (DVET). At both levels Junior Certificate (JC) and Senior Certificate (SC), EE is delivered at separate optional subjects such as home economics, agriculture, fashion and fabrics and design and technology. These subjects incorporate the acquisition of both academic and practical skills that help the students to fit into working environment. For example, one of the aims of teaching agriculture is to acquire basic managerial and entrepreneurial skills in the farming business. Most of the teachers at both levels are oriented with the entrepreneurial education during their graduation training at different institutions such as Colleges of Education, University of Botswana and institutions outside the country. The role of some other programmes and organisations supporting EE such as JAB, EB and KAB was found commendable. Junior Achievement Botswana (JAB) is a non profit organisation started in 1994 which empower young Batswana to succeed in the world of work through a dynamic business, economic and entrepreneur education program and thereby cultivate and energise the spirit of free enterprise and self reliance. The general objective of the Enterprise Botswana (EB) program commissioned in 2006 is to promote an entrepreneurial culture in the education and training system in the country by provide entrepreneurship Training program for education officers, heads of departments, principals of secondary schools and technical colleges. The KAB Programme was launched in Botswana in 2006, when the Ministry of Education and Skills Development decided to introduce entrepreneurship education into the senior secondary school curriculum.

The EE in the Department of Vocational Education and Training (TVET) is delivered through the Botswana Technical Education Program (BTEP). The aim of the BTEP is to improve access to and quality of vocational education and training and, to produce graduates who are trainable, employable or who have ability and initiative to start their own business. The target group of this program is young school leavers who have completed either JC or SS education. The BTEP curriculum contains a variety of courses including Hospitality, tourism, hair dressing, beauty therapy, cloth designing and textile, construction, mechanical engineering, electrical engineering, auto engineering and business. The BTEP is offered at four levels: foundation, certificate, diploma and advance certificate at all the technical colleges across the country. The Brigades across Botswana has been playing pivotal role to train the JC and SC leavers whose grades were too low to allow them admission into tertiary education institutions. However the process of taking over the brigades by the Technical colleges is in progress and all the brigades will be administered by the technical colleges.

The other institutions namely Botswana Training Authority (BOTA), Local Enterprise Authority (LEA) and Citizen Entrepreneurship Development Agency (CEDA) are playing a crucial role in the entrepreneurial development in the country. The Botswana Training Authority (BOTA) is responsible for the accreditation, registration and monitoring of both public and private training institutions to ensure adherence to the required standards and quality of training. The BOTA also coordinates vocational training activities in order to achieve better integration and harmonization of the vocational training system being developed. The LEA is a co-ordinated and focused one-stop shop Authority having 15 branches across the country that provides development and support services to the local industry needs of SMMEs,

encompassing training, mentoring, business plan finalisation, market access facilitation, and facilitation of technology adaptation and adoption and thus encourage the spirit of entrepreneurship and enterprise in Botswana. The Government established Citizen Entrepreneurship Development Agency (CEDA) to foster citizen entrepreneurship and empowerment through encouragement of local entrepreneurial culture, and increasing the level of entrepreneurial skills.

The involvement and development of the institutions and organisations contributing to the entrepreneurial skill development and thus preparing sustainable and skilled human capital in Botswana has been observed. However, education especially higher level education, have not led significantly in providing entrepreneurial education and therefore, there is a need for more participation and role to be played by the tertiary and higher institutions. However, simply educating citizens to higher levels has not been sufficient to attain sustainable societies.” In 2005, UNESCO launched the “Decade for Education for Sustainable Development,” which aims to accelerate the implementation of a new vision in education. Therefore, there is a need to review the current need of the country’s requirement of entrepreneurial education which can equip the young generation with the skills required for employment generation and therefore development of the current decade. In order to enhance the employability and the capacity for further training of junior secondary leavers, the goals and content of the current programs should be revised to emphasize the pre-vocational preparation through the vocational orientation of academic subjects; increasing the number of practical subjects offered; emphasizing foundation skills applicable to work situations of the country; relating the curriculum to the world of work by offering both curricular and co-curricular activities that espouse the process and organization of production and the demands of working life and; career guidance and counselling.

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