

Youth's response to entrepreneurship education and training: A case study of out-of-school youth in Nairobi.

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Dedication

To dad

Hannington Oyoo Ojwang'

And mama

Judith Anyango Ojwang'

You are the best teachers I ever had

My pillars of wisdom

Abstract

Since independence, Kenya has been grappling with high levels of poverty and unemployment, with the youth being the most affected. Thus, it is against this background that governmental and non-governmental interventions to eradicate poverty and unemployment in the country largely target the youth through entrepreneurship education and training programs. Some scholars, however, contend that there has been little research on youth perspectives on the effectiveness of this approach to empower them with work and life skills. This study, therefore, examined how out-of-school youth in Nairobi responded to an NGO's entrepreneurship education and training program. Quantitative surveys and qualitative interviews with the youth participating in the NGO's program revealed that despite a few points of variance between the youth and NGO perspectives, the youth's response to the program generally conformed to the goals of the NGO itself.

Key words: out-of-school youth, entrepreneurship, entrepreneurship education and training, economic empowerment, Nairobi, Kenya

Table of Contents

Acknowledgements.....	i
Dedication.....	ii
Abstract.....	iii
Table of Contents.....	iv
List of Tables.....	vii
List of Figures.....	viii
Map of Kenya’s main urban centers.....	ix
Chapter 1: Introduction.....	1
Background.....	1
Definitions of ‘Entrepreneurship’, ‘Entrepreneurship Education and Training’ (EET), and ‘Entrepreneur’	3
Kenya: Country Context	5
Government’s Response to Youth Unemployment through EET	5
Vijana Na Ajira Foundation Youth Economic Empowerment Initiative	9
Statement of the Problem	11
Research Questions	12
Theoretical Framework	13
Methodology	18
Chapter 2: Literature Review.....	20
EET as an International Development Strategy for Enhancing Entrepreneurship 	20
Utilizing EET to Enhance Youth’s Entrepreneurial Capacity	23

Youth’s Perspectives on EET Programs in Developing Countries.....	24
Chapter 3: Methodology	28
Rationale for using a Case Study.....	28
Instrumentation.....	33
Reliability and validity of the survey and interview instruments	33
Ethical Considerations.....	36
Data Analysis	37
Limitations of the study	37
Chapter 4: Results.....	39
Quantitative Results.....	39
Qualitative Results	45
Youth’s perceived financial literacy	51
Youth’s perspectives on entrepreneurship.....	51
Youth’s perspectives on program's ability to equip them with life skills.....	52
Discussion.....	52
1) How do out-of-school youth in Nairobi perceive the ability of the NGO’s youth entrepreneurship education and training program to prepare them for the job market?	52
2) How do the youth view their sense of economic empowerment after going through the NGO’s entrepreneurship education and training program?	54
3) How do the youth’s perspectives on entrepreneurship compare and contrast with the NGO’s notions of entrepreneurship in its entrepreneurship education and training program?	58

Chapter 5: Summary	62
Conclusions	63
Bibliography	65
Appendix A.....	70
IRB Approval.....	70

List of Tables

Table 1: Sex of youth participants in the surveys.....31

Table 2: Age of youth participants in the surveys.....32

Table 3: Sex of youth participants in the interviews.....32

Table 4: Age of youth participants in the interviews.....33

Table 5: Youth’s perspectives on program's ability to equip them with work skills
.....40

Table 6: Youth’s perceived financial literacy.....41

Table 7: Youth’s perspectives on entrepreneurship.....42

Table 8: Youth’s perceived ability to tolerate risks.....43

Table 9: Youth’s perspectives on program’s ability to equip them with
life skills.....44

Table 10: Youth’s perspectives on VNAF program’s ability to equip them with
work skills.....46

Table 11: Youth’s perceived financial literacy/Youth’s perspectives on entrepreneurship
/Youth’s perspectives on program's ability to equip them with life skills.....48

List of Figures

Figure 1: Model of theory of entrepreneurial intention.....	15
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Map of Kenya's main urban centers



Chapter 1: Introduction

Background

There is growing interest in international development education on how to address the problems of poverty and unemployment in low income countries through entrepreneurship education and training (EET). The focus on EET as a way of tackling the problems of poverty and unemployment is apparently reinforced by scholars who believe that it would enhance people's entrepreneurial capacity, and hence spur entrepreneurship. They posit that EET programs equip the learners with skills in entrepreneurship which would enable them to recognize and maximize business opportunities, as well as have sound strategies of long-term business planning (Vesper & McMullan, 1988, cited in Rasheed, 2000). As Eze and Nwali (2012) aptly state, EET is "a deliberate attempt tailored towards the building of knowledge and skills about entrepreneurship" (p. 405).

It would, therefore, be critical to understand the role of EET in imparting entrepreneurial qualities and skills to learners as a way of curbing poverty and unemployment. Some scholars apparently contend that entrepreneurship has been the pillar of every country's economic development (Schumpeter, 1950; Bumol, 1968, 1990; Christensen et al., 2002, cited in Nafukho & Muiyia, 2010). According to Chigunta (2002), "In recent years, the promotion of entrepreneurship as a possible source of job creation, empowerment and economic dynamism in a rapidly globalizing world has attracted increasing policy and scholarly attention" (p. 1). Thus, over the years EET has become a vital component of many government, donor, and development agencies'

programs aimed at promoting entrepreneurship as a means to development (Naudé, 2010).

In Africa, similar to other parts of the world, EET has taken center-stage in many initiatives and strategies which seek to reduce or eliminate the dual problems of poverty and unemployment. The desired net effect of EET programs in these countries is apparently to ‘create’ a category of people referred to as ‘entrepreneurs’ who will in turn act as the ‘engine’ of economic growth in their respective communities. However, EET programs in Africa seem to largely target the youth (those aged between 15 and 24 years of age). That could be attributed to the fact that the percentage rate of youth unemployment in the continent is generally higher than the world’s average. According to the International Labor Organization (2012), the youth unemployment rate in Africa in 2011 was about 39.4%, compared to the world’s average of 12.6%. Thus, many international development and education initiatives in Africa increasingly turn to EET to curb poverty and unemployment as they endeavor to improve the youth’s employability capacity. The focus on EET is probably driven by the belief by most governmental and Non-Governmental Organizations (NGOs) in the inherent benefits of entrepreneurship such as job creation, poverty alleviation, and an improved standard of living (Eze & Nwali, 2012). The utilization of EET as a means of entrepreneurial capacity building would supposedly go a long way in tackling the problems of poverty and youth unemployment in Africa. As Brown (2003) asserts, EET “tends to draw the interest of students who want the opportunity to operate on their own, make money, and be successful” (p. 1). Consequently, self-employment has become the ‘buzz-word’ in most governmental and Non-Governmental Organizations’ (NGOs) youth EET programs.

This study will, therefore, focus on an NGO working in Kenya as an example of some of the NGOs in Africa that attempt to use EET to enhance the youth's entrepreneurial capacity as an intervention in addressing the dual problems of poverty and youth unemployment. However, for purposes of clarity, I would like to first and foremost establish the contexts in which the words 'entrepreneur', 'entrepreneurship education and training (EET)', and 'entrepreneurship' are used in this research. It will be equally important to understand Kenya's context, the development of EET in the country, and the NGO in Nairobi that will be the focus of this study.

Definitions of 'Entrepreneurship', 'Entrepreneurship Education and Training (EET), and 'Entrepreneur'

While it is beyond the scope of this study to exhaustively examine the numerous notions of entrepreneurship that exist in the literature, it is, nevertheless, critical to highlight a few. According to the 2011 Global Entrepreneurship Monitor (GEM) Report (cited in Beeka & Rimmington, 2011), entrepreneurship could be described as some kind of business, even if it only entails self-employment, and this may imply owning and managing one's own business. Thus, in lay terms, entrepreneurship is often equated to 'self-employment'. However, entrepreneurship is also defined in different ways by scholars. For instance, Mason (2011) argues that the word 'entrepreneurship' has its origin in the French word *entreprendre*, which in English means 'to undertake'. Based on Mason's argument, another scholar, Burch (1986) attempts to give entrepreneurship a more in-depth definition when he describes it as one's ability to "undertake to pursue opportunities, to fulfill the needs and wants through innovation and starting businesses" (p. 88). Timmons (1994) furthers this when he states that "entrepreneurship requires a

willingness to take calculated risks - both personal and financial – and then doing everything possible to influence the odds” (p. 8). However, for purposes of this study, I shall apply Shapero’s (1975) definition of entrepreneurship which he defines as one’s ability to:

- a) take an initiative,
- b) organize and reorganize social economic mechanisms to turn resources and situations into practical use, and
- c) accept risk of failure in whatever business venture they may set out to create.

Thus, deriving from Shapero’s (1975) definition of entrepreneurship, an entrepreneur is a person who possesses some or all of the traits outlined above. As Eze and Nwali (2012) also assert, an entrepreneur is an individual who is capable of recognizing opportunities where others may not be able to do so and is equally able to exploit the prevailing circumstances to transform his/her ideas into a feasible venture.

On the other hand, EET is defined by scholars as a deliberate attempt to equip people with entrepreneurial knowledge and skills to be able to take part in venture creation (Eze & Nwali, 2012; Akhuemonkhan, 2005). Alberti, Sciascia and Poli (2004) describe it as the formal conveyance of structured entrepreneurial competencies like concepts, skills and mental awareness required by individuals when starting and developing their own ventures. Thus, according to Ogundele, Akingbade, and Akinlabi (2012), the skills required for one to be an entrepreneur are technical skills, business management skills, and personal entrepreneurial skills. An EET program, in my view, should, encompass the teaching of any or all of the three skills, and any other related competencies. It is, therefore, in this context that I shall refer to EET in this study.

Kenya: Country Context

Kenya is an East African country bordering, Somalia, Southern Sudan, Ethiopia, Uganda, and Tanzania. According to the 2009 census, Kenya's population stood at 38,610,097. Out of this, the youth, defined as those aged 15 to 24 years, numbered 7,944,646 (Kenya National Bureau of Statistics, 2009). Every year, thousands of these youth drop out of school and other formal educational institutions in Kenya. Research shows that up to 40% of those who leave primary school fail to proceed to secondary schools, while only about 10% of their secondary school counterparts are able to continue up to university level (Onsumu et al., 2009, cited in Kiiru, Onsomu & Wamalwa, 2009). In addition, out of approximately 500,000 Kenyan youth who drop out of school annually, only a small fraction is able to acquire 150,000 job opportunities available in the country each year (USAID, 2013). According to the Kenya Household Integrated Budget Survey (KHIBS) of 2005/06, the rate of unemployment among the youth aged 15 to 24 years stood at 49.2% (KHIBS, 2005/06, cited in Kiiru, Onsomu & Wamalwa, 2009). While in other countries' youth might be expected to be in school rather than in gainful employment, the high rate of school dropout in Kenya forces many school-age youth to seek early employment, thus heavily exacerbating the problems of poverty and youth unemployment in the country.

Government's Response to Youth Unemployment through EET

Since gaining independence in 1963, Kenya had adopted the 7-4-2-3 system of education based on the British system. It entailed a seven-year primary school cycle, four years of lower secondary (ordinary level), two years of higher secondary education (advanced level), and three years at the university level. The system however gradually

came to be viewed by Kenyans as both academic and elitist as it produced graduates who would mainly want to occupy jobs left by the British. Most young Kenyans were unwilling to take up 'blue-collar' jobs as they were associated with the 'uneducated'. The result was a rapid rise in unemployment as the 'white-collar' jobs market became saturated. According to Rharade (1997), the Kenyan government had to begin to dissipate the growing disillusionment the public had in the country's education system which they saw as doing little to prepare graduates for the labor market, thus merely exacerbating the problem of unemployment.

Consequently, the period between 1964 and 1999 saw the government make major policy recommendations geared towards the provision of technical and vocational education. It enacted several educational reforms which principally aimed at introducing vocational training in the country's education system (Ondigi, Ayot, Mueni, & Nasibi, 2011). The adoption of this strategy by the Kenyan government was anchored in the firm belief that it would not only solve the country's social and economic problems, but also help in curbing the fast growing unemployment crisis. As Sifuna (1992) asserts, "Vocational programs are often based on the assumption that unemployment is the result of schools not preparing leavers for the available jobs (p. 15).

Before long, the entire 7-4-2-3 system of education in Kenya was overhauled by the government in 1984 and replaced with the 8-4-4 structure (eight years in primary school, four years of secondary schooling, and four years of university education), which put more emphasis on pre-vocational and technical education. The new system largely intended to equip primary and secondary school graduates with skills for self-reliance (Government of Kenya, 2008). Therefore, the introduction of the 8-4-4 system of

education can be seen as a bold attempt by the government to introduce EET in the schools' curriculum as a strategy to foster entrepreneurial skills in the youth, in line with the 1964 Ominde and 1971 Ndegwa reports on Kenya's education (Nafukho & Muyia, 2010).

Following the implementation of the new 8-4-4 educational system in Kenya in 1984, hopes were high in government circles that it would drastically restructure Kenya's labor market by tackling the problem of youth unemployment. The change was intended to boost the country's economic development as it would equip the graduates with vocational and technical skills for 'self-reliance' as a way to combat the increasing unemployment among them (Wendrock, n.d.). The introduction of a new system of education in essence integrated vocational education in Kenyan schools' curriculum, especially at the secondary school level. According to Lauglo and Maclean (2005), "Vocationalised secondary education refers to a curriculum which remains overwhelmingly general or 'academic' in nature, but which includes practical subjects as a minor portion of the students' timetable during the secondary school course" (p. 3). Sifuna (1992) argues that the new system of education also provided students with a wider choice of careers to pick from as compared to the more traditional curriculum which was more academically oriented. He further explains that diversification allows for incorporation of practical subjects into the curriculum meant to equip learners with skills that would enable them to compete in the labor market or create self-employment.

In 1988, another report on education commissioned by the Kenyan government, the Kamunge report of 1988, recommended that EET be introduced in all levels of training programs with a view to promoting self-employment of the youth graduating

from the institutions. Thus in 1990, the government, through Ministry of Research, Technical Training, and Technology, implemented a new policy that made EET a compulsory course to students in all its vocational and training institutions. This was in response to the unrelenting high rate of youth unemployment in Kenya. In the new policy, the government decided to focus more on EET training for the youth who leave or drop out of regular educational institutions by introducing Technical, Industrial, Vocational, and Entrepreneurship (TIVET) programs in national technical training institutions. This was in line with the government's blue print of Vision 2030 and Sessional Paper No. 1 of 2005 on Educational and Training Policy Framework, which both aimed to provide the youth with relevant and adequate supply of skills and competencies that will make them competitive in both the local and international labor markets (Kiiru et al., 2009). An EET curriculum which prepared syllabi for artisan, craft, and technician levels training was created for the TIVET program. It included courses in entrepreneurial awareness, entrepreneurship and self-employment, entrepreneurial opportunities, entrepreneurial motivation, entrepreneurial competencies, and enterprise management (Nelson, 1997). Thus, as Nafukho and Muyia (2010) explain, all these courses in EET were "intended to develop positive attitudes among students toward self-employment and self-reliance" (p. 101). Today, Kenya has about 20 technical training institutions, 17 institutes of technology, over 600 youth polytechnics, as well as public, and private commercial technical training institutions exceeding 1000 (Mukhebi-Lutta, 2004).

However, despite the reforms instituted by the Kenyan government in its educational system, there is still a public outcry over the seemingly superfluous nature of

the country's new education curriculum and its failure to address the country's initial problem of youth unemployment. The system is criticized by many who assert that it continues to be elitist and a replication of the old one as it puts too much emphasis on academic achievement at the expense of equipping the students with technical and vocational skills. In addition, the number of TIVET institutions in Kenya is still inadequate as they are not able to admit the large proportions of students who are unable to secure secondary or higher education (Nyerere, 2009). Thus, the inadequate number of TIVET institutions, and the apparent belief that entrepreneurship is the cure to the endemic problem of youth unemployment in Kenya, have also motivated some NGOs working in Kenya to implement EET programs for youth who leave or drop out of regular educational institutions. One such NGO, which shall be the subject of this study, is the Vijana Na Ajira Foundation (VNAF)¹ working with out-of-school youth in Nairobi.

Vijana Na Ajira Foundation Youth Economic Empowerment Initiative

Sponsored by a large organization based in the Global North, VNAF embarked on a youth EET program in Nairobi, Kenya in 2012, which was intended to directly benefit 10,000 economically disadvantaged youth over a five-year period. Since youth unemployment in Kenya, like in most parts of Africa, is more prevalent in urban areas (Salami, 2011), VNAF's EET program specifically targets 17 to 25 out-of-school youth it describes as school dropouts, unemployed secondary school graduates, homeless

¹ Vijana Na Ajira Foundation (VNAF) is the pseudo-name given to the NGO administering the EET program in this study. Translated from Kiswahili, the name means youth and employment.

(street) youth, retrenched workers, migrant² youth, and youth who come from the poorest sections of Kenya's population.

Through its three-month long Basic Employability Skills Training (BEST) model, VNAF aims to economically empower these vulnerable youth by equipping them with basic skills training in life skills, financial literacy (saving and borrowing education), entrepreneurship, and technical skills. Under life skills taught in the first two weeks of the program, the youth are trained in communication skills. Communication skills comprise of lessons on how to present themselves for a job using the required interview protocols, and also how to engage with people at a personal level. From the fourth week, the youth are taught financial skills in saving and borrowing by visiting financial professionals such as bankers and business mentors. The youth are also encouraged to form or join informal group savings called *chama* (a Kiswahili word which means an organized group of people) where they can save and borrow money ("Youth Empowerment Institute," 2013; VNAF, n.d.).

There are usually three types of *chama* in Kenya. The first one is made up of group members who contribute money to a pool after every designated periods of time. The money is then simultaneously given to each member on a revolving basis until all the members get their share. The cycle is then repeated as many times as the members may want. The other type of *chama* is where each member's contribution is considered as their share in the group's savings. Each member is allowed to borrow money from the group's savings based on the amount of their share contribution. The last type of *chama* is one that operates more like an investment group. Members contribute capital to start a

² These are youth who came from other parts of the country, especially rural areas, to Nairobi in search of employment opportunities.

project or an investment. The profits made from the project or investment are then shared among the group members (“Business for a profit,” 2013).

While in entrepreneurship training, the youth concentrate on first seeking employment that would enable them hone their entrepreneurial skills in their area of preference, under technical skills they are trained in basic skills that will enable them to possess some of the minimum requirements for entry into the job market. Some of the basic technical skills training that VNAF offers to the youth are in Information Technology (IT), sometimes referred to by the youth simply as computer training, automotive repair, customer relations and service, and hospitality (skills for working in the hotel industry). All these components of the BEST model are what I shall refer to in this study as VNAF’s EET program. At the end of the three month cohort training, VNAF then uses its networks built overtime to secure training attachment (internships) for the youth for purposes of further developing and improving the technical skills learnt in the program (“Youth Empowerment Institute,” 2013; VNAF, n.d.). In view of VNAF’s program, an economically empowered youth will therefore be one who possesses all or some of the skills the NGO offers in the training program, and which it seems to consider as requisite tools for youth entry into Kenya’s labor market and participation in entrepreneurship.

Statement of the Problem

Although EET programs are increasingly viewed by scholars of international development education as a possible way of fostering entrepreneurial skills and attitudes among the youth for job creation and economic empowerment, there still seems to be a gap in utilizing this approach to tackle the problems of poverty and youth unemployment;

for instance, it is not entirely clear whether this intervention is in sync with the youth's entrepreneurial intentions and their perspectives on employment needs. Scholars who point out the absence of the youth's voice in this critical discourse contend that there has been little research on the needs of the youth who want to become self-employed as they are often subsumed under adult population. They further assert that the situation is more pronounced in developing countries where currently there is lack of empirical data on youth participation in entrepreneurship and on how policy and institutional frameworks influence youth entrepreneurship (Sumana, 2012). Thus, as Chigunta (2002) also contends, "There has been no systematic attempt to look at it from a youth angle" (p. 1). Just as is the case with the youth in other parts of the world, this pertains to the Kenyan youth also. Maina (2011) asserts that "entrepreneurship studies have paid little attention to entrepreneurial attitudes, beliefs and values of the youth in Kenya" (p.2). Using Kenya's out-of-school youth participating in VNAF's EET program in Nairobi as a case, this study seeks to address this research gap by comparing the perspectives of the youth participants about EET with the NGO's notions of EET as presented in its EET program. The study assumes that the youth's entrepreneurial intentions and perspectives on their employment needs could have a direct bearing not only on how they respond to the EET program, but also on how it is implemented.

Research Questions

- 1) How do out-of-school youth in Nairobi participating in the VNAF program perceive the ability of the NGO's youth entrepreneurship education and training program to prepare them for the job market?

- 2) How do these youth view their sense of economic empowerment³ after going through the NGO's entrepreneurship education and training program?
- 3) How do the youth's perspectives on entrepreneurship compare and contrast with the NGO's notions of entrepreneurship in its entrepreneurship education and training program?

Theoretical Framework

Some scholars contend that people's entrepreneurial orientation is by and large shaped by EET (Ogundele et al., 2012). This suggests that EET is vital in influencing the attitudes of youth towards entrepreneurship, and also that it is equipping them with the skills they would need to start and manage small enterprises. However, in my view, in order to achieve the desired impact of such programs, the youth's entrepreneurial intentions and perspectives on EET vis-à-vis their employment needs ought to be compatible with the NGO's EET program. Thus, this study assumes that the success of the NGO's EET program depends on the confluence of the youth's entrepreneurial intentions, perspectives on EET vis-à-vis their employment needs, and the NGO's notions of EET.

In view of this contention, I framed this study on a theoretical model that derives from Ajzen's Theory of Planned Behavior [TPB] (Ajzen, 1991). This theory (TPB) posits that while, on one hand, intentions are likely to predict behavior, on the other hand, these intentions could be predicted by attitudes toward the behavior, subjective norms

³ Economic empowerment includes acquisition of life skills, savings education/financial literacy, technical, and entrepreneurial skills.

regarding the behavior, and perceived behavioral control over the behavior. Therefore, as Ajzen (1991) explains:

A central factor in the theory is the individual's intention to perform a given behavior. Intentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much an effort they are planning to exert in order to perform the behavior. As a general rule, the stronger the intention to engage in a behavior, the more likely should be its performance. (p. 181)

Fatoki and Chindoga (2011) thus contend that TPB is anchored on the assumptions that:

- a) human behavior is planned and is determined by intention directed towards it,
- b) decisions are a consequence of systematic use of prior knowledge about something, and
- c) behavior can be predicted by examining intention.

Since entrepreneurship can also be classified as a type of planned behavior (Katz & Gartner, 1988, cited in Gird & Bagraim, 2008), this study, thus, derives its theoretical framework, theory of entrepreneurial intention, from Ajzen's TPB, in trying to predict the entrepreneurial intentions of the youth participating in VNAF's EET program. As Krueger and Brazeal (1994) assert, "Before there can be entrepreneurship there must be the potential for entrepreneurship" (p. 91). Therefore, understanding the entrepreneurial intentions of the youth is vital in assessing their response to VNAF's EET program. The theory of entrepreneurial intention presumes that there is a link between the youth's entrepreneurial intentions and their behavior (the actual act of becoming entrepreneurs). This view is reinforced by scholars who contend that there is preliminary empirical

evidence that suggests that intentions are a credible indicator of new venture creation⁴ (Chrisman, 1997; Reynolds & Miller, 1992; cited in Gird & Bagraim, 2008). Thus, viewed against the backdrop of the youth's response to EET in this study, it could be argued that it would be possible to predict the entrepreneurial intentions of the youth participating in the NGO's EET program by examining their perspectives on EET vis-à-vis their employment needs. According to Fatoki and Chindonga (2011), this is vital because "entrepreneurial intentions are the first step in the evolving and sometimes, long-term process of venture creation" (p. 162), and are hence considered a prerequisite for venture creation.

The following is an illustration of the model of the theory of entrepreneurial intention used in this study, as adapted from Ajzen's TPB (Ajzen, 1991).

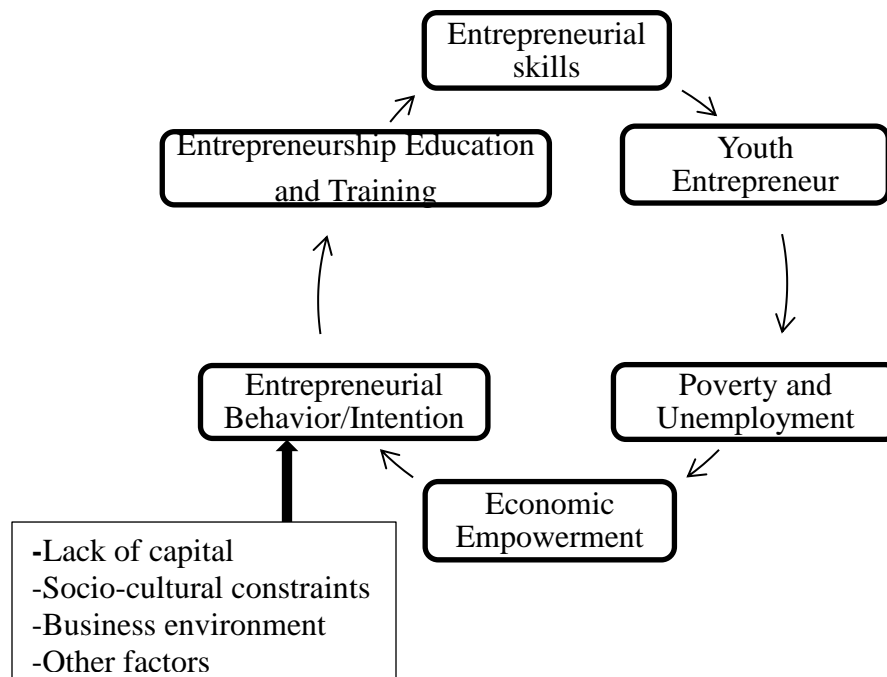


Figure 1. Model of theory of entrepreneurial intention

⁴ Starting or creating a business.

The clockwise direction of the arrows in the figure illustrates the cyclical relationship between its different components. Starting with the youth's entrepreneurial behavior and intention, this framework suggests that these will determine how the youth participants perceive EET. However, the arrow that links the items in the rectangular box outside the circle with entrepreneurial behavior and intention indicates that the youth's entrepreneurial behavior and intention could be influenced by other extraneous factors, such as, lack of capital due to their inability to access capital or loans for venture creation, their ability or inability to access capital or loans for ventures, socio-cultural constraints, and the nature of the business environment. There could also be other factors like financial literacy, prior exposure to entrepreneurship, and the number of opportunities available in the market for venture creation in the outside box. It is presumed that EET would equip them with entrepreneurial skills, which would enable them to become youth entrepreneurs. Once they become entrepreneurs the theory posits that they will be able to tackle poverty and unemployment, and hence become economically empowered. Consequently, their perspectives on what constitutes economic empowerment would in turn influence their entrepreneurial behavior and intention.

However, in my view, one of the possible criticisms of theory of entrepreneurial intention illustrated by this model and used in this study to try and predict the entrepreneurial intentions of the youth participating in VNAF's EET program, lies in its theoretical construct that seems to suggest that the correlation between intention and behavior is cyclical. Although by adopting this model the study narrowed down its scope solely to the youth's entrepreneurial intentions with respect to their overall response to EET, it is nevertheless vital to acknowledge the possible existence of other extraneous

factors that could actually interrupt the link between youth's entrepreneurial intentions, perspectives on EET vis-à-vis their employment needs, and the actual act of becoming entrepreneurs. Therefore, while the model focuses primarily on linking youth's entrepreneurial intentions with their behavior and perspectives on EET, it does not delve into other possible extraneous factors that might influence this seemingly linear correlation. For instance, lack of capital for venture creation is often times considered to be one of the biggest impediments to entrepreneurship (Pretorius & Shaw, 2004; Atieno, 2009) as far as the youth are concerned. As Nwigwe (2010) explains, what compounds the problem is the fact that most micro-finance institutions "do not cater or adapt their products to youth, as they associate youth with high risk and cost" (p.24). Thus, if the youth consider it difficult to access capital or credit for venture creation, they might end up being skeptical about EET. This would also most likely influence their entrepreneurial intentions and perspectives on entrepreneurship. Social and cultural factors might also interrupt the linear correlation between the youth's entrepreneurial intentions and their behavior. According to Chigunta (2000), evidence from developing countries suggest that socio-cultural constraints tend to influence latent entrepreneurial intentions of the youth, thus resulting in different participation rates of male and female youth in entrepreneurial activities. An example of a socio-cultural constraint that is prevalent among the youth in many developing countries is the stigmatization of entrepreneurship and EET. Further, the way the youth perceive the business environment in their communities might also impact their decision to start their own businesses or not, and hence their entrepreneurial intentions. According to Ehlers and Lazenby (2007, cited in Fatoki & Chindoga, 2011), market opportunities can be influenced by economic forces resulting in adversity or

prosperity. Thus since the youth might be averse to risk for fear of failure, they might not be willing to explore venture creation in a seemingly competitive stage (Kazela, 2009, cited in Fatoki & Chindoga, 2011).

Methodology

The study used a mixed methods approach and involved the analysis of an existing secondary set of data consisting of pre- and post-program surveys, and post-program interviews of out-of-school youth participating in VNAF's EET program in the Simba⁵ suburb of Nairobi. The quantitative pre- and post-program surveys of the youth were conducted in March and June, 2012, and were backed by post-program qualitative interviews of the youth carried out in June 2012. In addition, the NGO's program proposal and website provided information for the study with regard to its program objectives and BEST model. The questions from the surveys and interviews selected for analysis primarily focused on the youth's views of work skills, financial literacy, life skills, risk tolerance, and entrepreneurial components of the NGO's training program. The data on the youth's perspectives on EET were then analyzed with respect to the objectives of the NGO's training model, BEST, and the notions of EET as described in the literature. Finally, the study reported its findings based on these analyses.

Significance of the study

Examining youth perspectives on EET could significantly help in policy formulation and practice. This study helps to establish to what extent the youth's perspectives on EET matched those of the NGO's program objectives. This information could possibly inform the viability and successful implementation of similar youth EET

⁵ Pseudo-name for the Nairobi suburb where the NGO's site is located

programs in Nairobi, in other parts of Kenya, and in other East African countries. In addition, the study might be of benefit to the youth involved in EET programs if certain components of EET are made to align better with their employment needs and aspirations. In essence, this would make the programs more youth-centered in their design and approach. Finally, this study brings into focus the complexities of how entrepreneurship might be understood by different stakeholders.

Chapter 2: Literature Review

Chapter two is an overview of EET as an intervention in tackling poverty and youth unemployment in low income countries. I will look at three bodies of literature, namely, studies on: a) EET as an international development agenda and how it is connected to youth employment, b) whether entrepreneurship education can be taught, and c) the youth's perspectives on EET programs in developing countries.

EET as an International Development Strategy for Enhancing Entrepreneurship

The dual problems of poverty and youth unemployment have in the recent years generated much concern in international development. Schoof (2006) contends that there are currently about 88 million unemployed youth worldwide, in addition to youth being “three and half times more likely than adults to be unemployed” (p. xi). In view of these startling statistics, the international community has begun to make deliberate efforts towards mainstreaming the youth in development through initiatives such as EET programs intended to encourage youth participation in entrepreneurship through enhanced entrepreneurial capacity. Thus, entrepreneurship has been adopted worldwide as a vital tool of integrating youth into the economic mainstream (Nwigwe, 2010; Owualah, 1999, cited in Beeka, 2011). Beeka (2011) contends, “Integrating more youths into the small business sector can contribute to alleviating the triad of unemployment, underemployment and poverty (p.147). Oviawe (2010) supports this view when she asserts, “The success of these businesses in turn helps in developing the nation. It also reduces poverty rate with visible increment of employment rate among the youth” (p. 114). This approach is apparently borne out of the assumption by the international community that entrepreneurship generates employment, innovation, as well as spurs

economic growth. Kuratko and Audretsch (2009) underscore this critical role of entrepreneurship in international development by pointing out that, “Entrepreneurship has more recently reemerged as a focal point for economic policy as an instrument for generating growth, jobs, and economic development” (p. 4).

The focus on entrepreneurship by governments and development agencies has, in turn, created a high demand for the need to enhance entrepreneurial capacity of sections of populations through EET. Mason (2011) asserts, “Countries place high priority on entrepreneurship as an engine of growth and thus pursue policies deemed to promote entrepreneurial activities especially through education and training” (p. 20). The link between entrepreneurship and EET is stressed by scholars who posit that there is empirical evidence that supports a positive and significant relationship between the two; whether one’s entrepreneurial success is measured in terms of growth, profit made or improved earning power (Dickson, Solomon & Weaver, 2008, cited in Eze & Nwali, 2012). Evidence of poor performance of youth entrepreneurs in a three year study conducted by Llisterri, Kantis, Angelelli, and Tejerina (2006), attributes their high vulnerability to business failure to lack of EET.

However, despite the contention by several scholars that EET programs play a critical role in international development by fostering entrepreneurial skills among the youth, there is the tendency for youth to be considered as a homogenous group in the literature. There are several categories of youth living under diverse socio-economic conditions, a fact that the literature does not adequately address. Some examples of these categories of youth are those who have no formal education, those who dropped out at the elementary or secondary level, as well as college graduates. These categories could

further be defined on the basis of gender, age, and even geographical location. Thus, youth response to the impact and role of EET and entrepreneurship on economic development are bound to differ based on some of these categories. As Schoof (2006) asserts:

Estimates about the real potential and effectiveness of youth entrepreneurship differ, depending on how one measures the extent of entrepreneurship, which is inextricably linked to how it is defined and on how one assesses the socio-economic conditions for youth entrepreneurship in different areas. (p. 4)

Thus, it is nearly impossible to establish just how effective youth EET programs are since it is not practical to subject all the youth to similar programs. The import of this is that there is little uniformity of youth EET programs (Henry, Hill, & Leitch, 2005). Hence, it would be probably erroneous to assume that their impact on different youth will be the same. For instance, whereas VNAF's EET program states that it specifically targets out-of-school youth, there might be other EET programs which target different youth groups. The success of EET programs, and consequently youth entrepreneurship, is therefore likely to be equally influenced by their design and the composition of the target groups. This study seeks to avoid this generalized view of EET as an international development strategy for enhancing youths' entrepreneurial capacity and instead focuses on the response of a particular category of youth, out-of-school urban youth in Nairobi, to EET (although this category of youth could also be considered diverse as it is comprised of youth of different ages, gender, and levels of education).

Utilizing EET to Enhance Youth's Entrepreneurial Capacity

There is a seemingly dominant view held by many scholars in the literature that entrepreneurship can be taught through EET. According to Kuratko (2003), "It is becoming clear that entrepreneurship, or certain facets of it, can be taught. Business educators and professionals have evolved beyond the myth that entrepreneurs are born, not made" (p. 11). This view is supported by Gorman, Hanlon, and King (1997) who contend that "most of the empirical studies surveyed indicated that entrepreneurship can be taught, or at least encouraged, by entrepreneurship education" (p. 63). Further, Akhuemonkhan (2005, cited in Eze & Nwali, 2012) points out that emphasis on EET by development scholars is premised on the assumption that potential entrepreneurs can be identified and trained. The Global Education Initiative report at the World Economic Forum (2009, cited in Bahadur, 2012) affirms this by asserting that EET imparts entrepreneurial skills, attitudes and behaviors to those who undergo it. Thus, The Global Competitiveness Report at the World Economic Forum (2010, cited in Bahadur, 2012), posits that one of the major obstacles to entrepreneurship development is the lack of EET. In essence, this implies that EET is a prerequisite for entrepreneurship, thus making the two to be intricately intertwined.

While on one hand the dominant argument in the literature is that entrepreneurship can be taught, some scholars, on the other hand, seem to contend that only some aspects of it can be taught through EET (Vesper, 1982; Clark et al., 1984, Kantor, 1988; Saeed, 1996; Henry et al., 2003, cited in Henry, Hill, & Leitch, 2005), although it is not clear in the literature which aspects they. However, scholars who prefer to use the behavioral definition of youth entrepreneurship seem to take this line of

argument a notch higher when they assert that an individual's entrepreneurial traits and qualities are innate and cannot be learned (Schoof, 2006). This school of thought, though not highlighted as much the other two in the literature, points to the existence of three distinct, but seemingly muted, schools of thought that exist in the debate on whether or not entrepreneurship can be taught. That notwithstanding, the contentions bring to the fore the debate as to whether or not entrepreneurship can be taught. Through this study, I will therefore want to examine the response of the youth who undergo VNAF's EET program to establish whether there will be any significant change in their entrepreneurial attitudes and intentions at the end.

Youth's Perspectives on EET Programs in Developing Countries

Although there appears to be extensive literature on the adoption of EET as an approach to tackle poverty and youth unemployment in many developing countries, there is little focus on youth perspectives on EET and entrepreneurship. In a study conducted in South Africa, final year university students and final year secondary school youth were reported not to favor entrepreneurship, and hence EET, due to "lack of access to capital, lack of business skills, government support, risk and weak market opportunities" (Fatoki & Chindoga, 2011, p. 165). This is despite the South African government advocating for EET as a way of empowering its youth (North, 2002). Similarly, in Kenya, there is the tendency to associate EET with the youth who fail in school and are unable to secure training that would guarantee them white collar jobs. Employment for wages is considered the epitome of success in the country (Maina, 2011), and this is not the kind of employment for which most EET programs are training youth. As Salami (2011) points out:

Entrepreneurship has been hindered by two major factors: society's perception about the socioeconomic status of artisanship and the value system which is fast being eroded. There is the general perception that artisans and technicians are "never-do-wells", dropouts, societal rejects or even failures who should perpetually remain at the bottom of the socio-economic ladder. (p. 5).

This probably explains why many youths apparently 'frown' upon EET and entrepreneurship in Kenya. However, in response to the high rate of youth unemployment in the country, the government has ignored the stigma attached to EET and instead adopted it to enhance the youth's entrepreneurial capacity; thus making entrepreneurship development be one of its main pillars of youth employment policies and strategies (Omolo, 2011).

The apparent lack of enthusiasm for EET and entrepreneurship that the youth in Kenya and South Africa exhibit is not unique to these two countries. The same is likely to be witnessed in many other developing countries. However, the adoption of EET and entrepreneurship by many governments and development agencies in developing countries as a strategy for curbing poverty and youth unemployment does not seem to integrate youth perspectives on the same. This might not augur well for the success of the EET programs because, as Schoof (2006) asserts, "In order to promote an entrepreneurial culture among young people, it is crucial to know more about young people's attitude, awareness and aspirations towards entrepreneurship and business" (p. 30). Thus, whereas most EET programs endeavor to enhance youth's entrepreneurial capacity, there is little evidence in the literature to suggest that the design and implementation of these programs by governmental and non-governmental organizations do actually match youth's

employment needs and perspectives on EET. As Sumana (2012) contends, there is “very little research on the qualities and particular needs of youth who want to become self-employed in both developed and developing countries” (p. 3).

Further, while some of the studies in the literature concede that there is an absence of the youth’s voice in the design and implementation of EET programs, there is little evidence in the literature of studies that seek to address this anomaly. For instance, despite Sumana’s (2012) acknowledgement of the fact that there has been little attempt to look at EET from a ‘youth angle’; there is still no evidence in the study to show that the research she conducted interviewed the youth to get their perspectives on EET. Thus, while EET programs treat the youth as passive clients, the World Bank (1999) asserts that “this is contrary to evidence that consensual, participatory and transparent processes achieve more effective outcomes” (cited in Curtain, 2001, p. 5). Further, evidence in the literature continues to depict youth EET programs as top-down in their approach.

In the literature, many scholars present EET and entrepreneurship as the panacea to the problems of poverty and youth unemployment. However, in my view, many EET and entrepreneurship programs, when examined closely, come out as rather simplistic in their approach and do not seem to be supported by prior empirical evidence or feasibility studies conducted about the expected impacts on their target populations or geographical areas of implementation. This probably also explains why despite being adopted by many governments, as well as by local, and international NGOs as an intervention strategy targeting the ever increasing rate of youth unemployment and poverty in many developing countries, evidence available in the literature suggests that these problems continue to grow in alarming proportions. The seemingly uncoordinated and haphazard

implementation of EET and entrepreneurship programs by NGOs and governments in developing countries has, therefore, contributed to implementation of programs that apparently lack broad vision, goals, and systematic planning (Bahadur, 2012). The other notable phenomenon in EET and entrepreneurship programs is the apparent focus on low-skill jobs, even in instances where the target youth populations may have attained fairly advanced levels of education. In view of the stigma associated with EET and entrepreneurship among the youth in many developing countries, as already highlighted in this study, one would have expected the programs to adopt a more sensitive approach in dealing with the youth's entrepreneurial expectations. Thus, in my view, the programs seem to lack an evidenced-based and integrated approach in dealing with the youth. In such circumstances, it would be unlikely for youth EET and entrepreneurship programs to achieve the desired impacts on their recipients. There is, therefore, a need by the programs' developers and implementers to actively engage the youth in their design and implementation. Thus, using the theory of entrepreneurial intention as a theoretical framework of this study, I shall attempt to address this gap in the literature by examining the perspectives of the youth on EET programs to establish whether their notions of EET as presented in these programs match their perspectives on EET and entrepreneurial intentions.

Chapter 3: Methodology

This chapter gives an outline of the research methods that I utilized in this study. It reviews the purpose of the study and justifies the use of case study methodology to answer the research questions, in addition to providing information on the participants, the criteria for their inclusion in the study, who they are, and how they were sampled. It further describes the instruments that I used for data collection and gives an outline of the procedures that I took to process, and analyze the data. The measures taken to protect the youth participants during the surveys and qualitative interviews are equally explained.

Rationale for using a Case Study

There are multiple definitions of a case study. Whereas Bromley (1990) describes it as a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest” (p. 302), Anderson et al. (1975), define it as “an intensive, detailed an analysis and description of a single organism, institution or phenomenon in the context of its environment” (p. 25). Yin (2011) also seems to share this school of thought when he describes a case study as an empirical inquiry that uses multiple sources of evidence to investigate a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident. However, since this case study focuses on a relatively bounded phenomenon, it adopts Gerring’s (2004) definition which simply describes a case study as “an intensive study of a single unit for the purpose of understanding a larger class of (similar) units” (p. 342). This study seeks to avoid generalizing findings from this small sample to the larger unit but rather aims at the transferability of the findings from the smaller case unit to the larger one. Thus, the single unit of study is the out-of-school youth participants in

VNAF's EET program located in Simba suburb of Kenya's capital, Nairobi; and the larger class of a similar unit are the rest of the out-of-school urban youth in Kenya. These definitions suggest that the case study approach is best suited for contemporary issues in which the 'case' is explored in its natural settings and in which triangulation of methods is utilized to establish findings. This would be particularly helpful in this case study as it seeks to investigate how the youth respond to an NGO EET program's ability to empower them economically. It does this by analyzing both quantitative and qualitative data obtained from surveys and interviews with the youth participants in the NGO's EET program at its Simba training site in Nairobi. Further, case study methodology is recommended in this research as it is more useful in forming descriptive inferences (Gerring, 2004). Thus, applying the case study methodology in conducting this particular research is appropriate because:

- a) it addresses inferential and explanatory research questions similar to the ones found in this study, and
- b) it favors collection of evidence of the participants under natural settings, as was the case in this study; as opposed to using derived data (Yin, 2011).

In addition to the development and testing of the theory of entrepreneurial intention, this case study will also help to provide in-depth information about the out-of-school youth's response to an NGO's EET program in Nairobi. This would be a good way to determine how the out-of-school youth in Nairobi view NGO EET programs in addition to establishing whether the theory of entrepreneurial intention could be utilized to predict the impact of such programs on the youth's economic empowerment. The case (out-of-school youth in Nairobi) in this study are male and female youth who are:

- a) vulnerable⁶ and aged 18 to 26 years,
- b) participants of VNAF's EET program,
- c) out-of-school⁷, and
- d) living in Nairobi or its surroundings.

This research seeks to describe the oftentimes ignored perceptions of youth and to explain how well the NGO's EET program aligns with youth's perspectives. Thus, data for this case study was gathered through mixed methods by way of pre- and post-program quantitative surveys and post-program qualitative interviews that were administered to the youth who participated in the program. I was part of the team of researchers from the University of Minnesota who conducted the surveys and interviews in the months of March and June 2012 in Nairobi, Kenya.

Data were collected from the Simba center that hosts a training institute for the youth participating in VNAF's EET program. The center is located in the Simba suburb of Nairobi, just a few miles from the city's central business district. Simba is one of the most densely populated residential areas of the capital and is also close to several of Nairobi's informal settlements (slums). The youth who participated in VNAF's EET program were drawn from Simba and its surroundings. The NGO used the stakeholders in the district to recruit the youth into the program. The recruitment team comprised of youth leaders, parents, chiefs (government officers at the locational level), and the government's district youth officers. The NGO tasked them with the responsibility of helping to identify the youth that would fit the program's recruitment criteria; which it

⁶ Homeless (street) youth, retrenched workers, migrant youth, and youth who come from the poorest sections of Kenya's population.

⁷ School dropouts, unemployed secondary school graduates

basically describes as vulnerable out-of-school male and female youth, aged between 17 and 25 years, from Nairobi and its surroundings (VNAF, n.d.).

Data were collected in two phases. The first phase of data collection involved administering the pre-program survey to all the youth the NGO had already recruited and were participating in the EET program. The response rate was almost 100% as nearly all the youth in the program turned up for the quantitative survey. The second phase of data collection was done by way of a post-program survey (which involved all the youth participants), and qualitative interviews in which participants were randomly sampled based on their availability and willingness to participate in the study. The following tables provide summaries of the details of the youth participants in the surveys and the interviews:

Table 1

Sex of youth participants in the surveys

Sex	Number of participants	Percent
Female	51	56.0
Male	40	44.0
Total	91	100

Table 2

Age of youth participants in the surveys

Age in years	Number of participants	Percent
18	5	5.5
19	20	22.0
20	15	16.5
21	23	25.3
22	15	16.5
23	9	9.9
24	2	2.2
25	1	1.1
26	1	1.1
Total	91	100

Table 3

Sex of youth participants in the interviews

Sex	Number of participants	Percent
Female	14	50.0
Male	14	50.0
Total	28	100

Table 4

Age of youth participants in the interviews

Age in years	Number of participants	Percent
18	2	7.1
19	3	10.7
20	8	28.6
21	6	21.4
22	4	14.3
23	5	17.9
Total	28	100

Instrumentation

Reliability and validity of the survey and interview instruments

Both the quantitative survey and qualitative interview instruments were first piloted in March 2012 using a similar youth cohort who had already undergone VNAF's EET program at the Simba site in Nairobi. Great precaution was taken to minimize inconsistency of the instruments; thus, in order to ensure greater reliability, the quantitative surveys were administered to the participants at the same time and under similar conditions. Prior to this, the data collection team had undergone a two-day training workshop on how to conduct the surveys and also to coordinate the team to ensure uniformity. The data collectors, who were recruited by the NGO in Nairobi, first took the youth through the consent form before reading out aloud all the survey questions one at a time to the youth as the youth checked their responses on the survey instruments.

At the end of each survey, the survey forms were collected by the data collectors and securely stored by the research team from the University of Minnesota (UMN).

The qualitative interviews were also conducted under similar procedures. Each interview was recorded, transcribed and later coded. In addition, a memo was written and filed for each interview immediately it ended. However, unlike the survey questions, which were solely in English, the interviews were conducted in both Kiswahili and English, depending on the preference of the youth. The NGO recruited five local data collectors to help the UMN team. The team of data collectors recruited by the NGO was comprised of three young men and two young women who had already graduated from the university and had experience in data collection. Each local data collector was paired up with one UMN fellow to conduct the interviews. Despite being originally from Kenya, I was part of the UMN fellows' team. In each interview session, the data collectors interviewed the youth while the UMN fellow transcribed the interview simultaneously. However, the UMN fellow would from time to time also probe the interview whenever a clarification was needed. The data collectors also doubled up as the Kiswahili/English translators between the youth and the UMN fellows whenever the need arose; all the transcribed interviews were therefore in English. I speak Kiswahili and hence did not require the data collector to translate for me.

Quantitative survey and qualitative interview questions relevant to the research study were carefully selected to ensure a high degree of the instruments' validity. Thus, the study did not analyze the entire survey or interview questions in the instruments but rather selected only those that were relevant to the research questions of this study. The

following broad themes formed the basis of selecting interview questions from the survey instrument for this study:

- 1) the youth's expectations of the program's ability to equip them with work skills,
- 2) the youth's level of self-confidence in work skills,
- 3) the youth's level of financial literacy,
- 4) the youth's perspectives on entrepreneurship,
- 5) the youth's sense of economic empowerment,
- 6) ability of the youth's tolerance of risk,
- 7) change in the youth's level of self-confidence, and
- 8) the youth's perspectives on relevance of the program to work skills (their employment needs).

I used the following broad categories of codes and rationale to analyze the youth's entrepreneurial intention, attitudes, and perspectives on EET vis-à-vis their employment needs as expressed in the interviews (qualitative data) and surveys (quantitative data):

- 1) Work skills in VNAF's EET program
 - Under work skills code, the study wanted to investigate how the youth felt about the programs ability to respond to their employment needs.
- 2) Entrepreneurial skills
 - Under entrepreneurial skills code, the study wanted to examine the youth's perspectives on entrepreneurship and the ability of the program to equip them with entrepreneurial skills.
- 3) Financial literacy

-Under this code, the study wanted to establish the level of the youth's confidence in their financial skills since financial literacy is considered by the NGO as necessary tool for entrepreneurship.

4) Life skills

-Under life skills code, the study wanted to examine the level of confidence the youth had in their ability to manage their lives.

5) Risk tolerance

-Under this code, the study sought to examine the ability of the youth to take risks as it is considered a prerequisite for entrepreneurship.

Ethical Considerations

The study followed all the procedures stipulated by UMN's Institutional Review Board (IRB). The reasons for the study were first verbally explained to the participants before they were given an information form bearing the same explanations and contact details of UMN's lead researchers. They were urged to feel free to contact the lead researchers from UMN in case of any queries or complaints about the study. Consent to agree to be photographed or be audio-taped was also sought from the participants. In addition, they were assured about the confidentiality and anonymity of the information that they would provide to the study. The audio recordings would be destroyed once the study is over and there would be no publication from the study bearing their identity.

It was similarly made clear to participants in the study that participation was personal and voluntary and that declining to participate in it or withdrawing from it at any time would not have any negative consequences on their participation in VNAF's EET program. Those who agreed to participate were asked to sign a consent form and return it

to the research team. They were, however, allowed to retain the information sheet. Since none of the youth was below the age of 18, there was no need to seek their parents' or guardians' consent. The study equally employed a high level of confidentiality in data collection as the names of the participants were not displayed on the survey instruments or interview transcriptions. Each participant was assigned an identification code only known to the research team. The contents of both the quantitative survey and qualitative interviews were kept strictly confidential.

Data Analysis

Quantitative data from the survey were analyzed using the statistical software SPSS 20. Data from the interviews were, on the other hand, analyzed using word tables and themes under each code used to triangulate the quantitative data. I did this by comparing the youth's entrepreneurial attitudes and perspectives on EET with VNAF's EET program objectives. I then utilized the findings to answer the research questions of this study.

Limitations of the study

This case study only focused on the baseline survey of the program and qualitative interviews of the youth conducted at the end of the three month cohort training; it did not assess how the youth performed in the job market after undergoing EET. Thus, it was only limited to the youth's attitudes and not actions. Similarly, the study was not able to examine how the youth's perspectives on EET might change over time once they are in the job market. While focusing on the youth's entrepreneurial intentions, the study, however, did not also delve into extraneous factors that might influence youth's response to EET and entrepreneurship. Besides, the study did not

examine youth responses to EET based on gender and age. Further, whereas the NGO's EET program will involve several youth cohorts over a five-year period, this research based and reported its findings on the study of a single cohort. Therefore, it might not conclusively determine the response of all the youth in the NGO's EET programs.

This chapter reviewed the purpose of the study and described the methodology used. It has equally given an outline of the procedures taken to collect, process, and utilize data in the study. In the next chapter I present the data analysis and findings.

Chapter 4: Results

I will report on the data analysis and results of this case study's research questions in this chapter. In the first section, data from the spoken survey questions shall be analyzed under five broad themes of work skills in VNAF's EET program, entrepreneurial skills, financial literacy, life skills, and risk tolerance to answer the three research questions in the study. In the second section, data from qualitative interviews of the youth participants shall similarly be analyzed and compared with results from the spoken survey.

Quantitative Results

The quantitative data set for this study came from surveys of 91(51 female and 40 male) youth participants (aged between 18 and 26 years old) in VNAF's EET program in Nairobi. Paired-samples *t*-tests were conducted to compare youth's responses to questions under broad coded themes of the study in the pre- and post-program periods to establish their perspectives of the impact of VNAF's EET program. All values were rounded to nearest hundredth, and all items rated on a 1 to 4 scale with varying responses, including: 'almost never' to 'most of the time'; 'I know almost nothing' to 'I know a lot'; and 'not at all' to 'a great deal'. *SD* values illustrate the amount of variance in participant responses (i.e. the larger the value the more responses varied). Δ represents the difference in the average responses from pre- and post-survey (Time 1 to Time 2). *P*-values were calculated using paired samples *t*-tests; values under 0.05 are deemed to be statistically significant. Results for the five coded themes were tabulated as follows:

Table 5

Youth's perspectives on program's ability to equip them with work skills

Item	Pre (Time 1)		Post (Time 2)		Pre-Post	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Δ	<i>P</i>
1. How easy do you think it will be to find employment at the end of this program/school?	3.13	0.73	3.09	0.73	-0.04	0.60
2. Will what you learn in this program/school help you find employment?	3.69	0.51	3.62	0.61	-0.08	0.32
3. Do you know how to find employment in your community?	2.21	0.72	2.97	0.66	0.76	0.00
4. Do you have skills that employers are looking for?	3.09	0.85	3.57	0.62	0.48	0.00
5. Are you confident in your work skills?	3.70	0.46	3.75	0.44	0.42	0.47
6. How important is it to you to get additional training or education after completing this program?	3.79	0.46	3.95	0.23	-0.15	0.00

The surveys indicate statistically significant pre- to post- program response changes in three of the six questions (highlighted in bold) on youth's perspectives on the ability of VNAF's EET program to equip them with work skills. However, while not statistically significant, there were decreases in the measure of the youth's levels of confidence in being able to find employment after the program and also in their perception about the relevance of the skills acquired in the program in helping them to secure employment at

the end of the program. The most notable raw change in the pre- and post- program responses under the theme of the youth’s perspectives on skills that employers are looking for was 0.76. On the other hand, the least raw change of -0.04 recorded under this theme was in the youth’s perspective on whether what they learned in the program would help them find employment. The most varied response in the pre-program survey with an *SD* of 0.85 was recorded in the question on whether the participants had the skills for which employers were looking. However, the question with the highest varied response from the participants in the post-program survey was the one on how easy it would be to find employment after the program. It had an *SD* of 0.73. The pre- and post-program responses to this question, as already mentioned, also happened to have the least significant raw change.

Table 6

Youth’s perceived financial literacy

Item	Pre (Time 1)		Post (Time 2)		Pre-Post	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Δ	<i>P</i>
1. Do you know how to develop a business plan?	2.34	0.75	2.77	0.67	0.43	0.00
2. Do you know how to create a personal budget?	3.24	0.74	3.40	0.67	0.15	0.10
3. Do you know how to apply for a savings account?	2.56	1.01	3.19	0.79	0.63	0.00
4. How comfortable do you feel borrowing money from a savings or credit institution?	2.24	1.05	1.05	1.04	0.32	0.00

Under the financial literacy theme, results from the pre- and post-program surveys show statistically significant changes in all (highlighted in bold) but one question. Participants reported a substantial increase in several areas related to financial literacy, most notably a 0.63 point raw gain in how comfortable they felt about being able to develop a business plan. Although not statistically significant, there was also an increase in the pre- and post-program means measure of the youth's ability to create a personal budget. However, it should be noted that there was a statistically significant decrease in the mean score measures of the youth's level of confidence to borrow money from a savings or credit institution from the pre- and post-program surveys. In addition, it should be noted that the question which did not have a statistically significant change also happened to have had the highest pre- and post-program survey means scores of 3.24 and 3.4 respectively.

Table 7

Youth's perspectives on entrepreneurship

Item	Pre (Time 1)		Post (Time 2)		Pre-Post	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Δ	<i>P</i>
1. Would you like to be self-employed?	3.59	0.61	3.56	0.65	-0.03	0.68
2. Do you value being employed?	3.87	0.37	3.49	0.67	-0.37	0.00
3. Do you value owning business?	3.73	0.58	3.90	0.37	0.17	0.02

Results from the pre- and post-program surveys on youth perspectives on entrepreneurship show statistically significant, though marginal, changes in two (highlighted in bold) of the three questions. Although there was a decrease in the pre- and post-program means on the measure of the youth's desire to be self-employed, the

decrease was statistically insignificant. However, there was a statistically significant decrease in the pre- and post-program means of the measure of how much the youth valued being employed.

Table 8

Youth's perceived ability to tolerate risks

Item	Pre (Time 1)		Post (Time 2)		Pre-Post	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Δ	<i>P</i>
1. When something you try fails, do you try again?	3.59	0.52	3.44	0.54	0.15	0.02
2. Do you set goals for yourself?	3.90	0.30	3.85	0.36	0.06	0.20
3. Do you take action to achieve these goals?	3.80	0.43	3.64	0.48	0.16	0.01

Smaller yet statistically significant decreases were recorded in two (highlighted in bold) of the participants' pre and post- program responses with regard to their ability to take risks. Although there was a decrease recorded also in pre- and post-program means of the measure of the youth's ability to set goals for themselves, the decrease was statistically insignificant. This question, however, had the highest pre- and post-program survey mean scores of 3.9 and 3.8 respectively.

Table 9

Youth's perspectives on program's ability to equip them with life skills

Item	Pre (Time 1)		Post (Time 2)		Pre-Post	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Δ	<i>P</i>
1. How satisfied are you with your life?	2.71	0.92	2.95	0.86	0.23	0.04
2. Do you believe you can change your opportunities in life?	3.79	0.51	3.87	0.37	0.08	0.20
3. Will what you learn in this program/school help you improve your earnings?	3.69	0.46	3.64	0.61	-0.06	0.43
4. Do you think making good decisions can improve your life?	3.96	0.21	3.96	0.21	0.00	1.00

The youth's pre- and post-program responses on life skills showed no statistically significant changes in all the questions except one (highlighted in bold), with a marginal raw change of 0.23. There was a statistically significant increase in the measure of the youth's level of satisfaction with their lives. While not statistically significant, the question on the youth's belief that they can change their opportunities in life also recorded an increase in the pre- and post- program means. However, there was a statistically insignificant decrease in the measure of the youth's belief in the ability of the program to improve their earnings. It should also be noted that all except one question recorded high means in both pre- and post-program means. One of the questions, however, scored identical scores in both the pre- and post-program means.

Qualitative Results

In this study, 28 youth (14 male and 14 female) participants who participated in the spoken surveys were also interviewed. However, this study focused only on the following interview questions that were perceived to be relevant to the research questions under four of the five broad themes:

1. Youth's perspectives on program's ability to equip them with work skills
 - a) What skills have you learnt in VNAF's program that helps you with your current or future work?
 - b) Which aspects of this program have been most useful for you?
 - c) Which aspects of this program have not been relevant to you?
2. Youth's perceived financial literacy
 - a) Have you ever been able to borrow money (from family, friends, or financial institutions)?
3. Youth's perspectives on entrepreneurship
 - a) Tell me why you chose to participate in VNAF's program?
4. Youth's perspectives on program's ability to equip them with life skills
 - a) Give an example of a goal you have accomplished for yourself since starting this program.
 - b) Since participating in VNAF's program, what goals have you set for yourself?

The participants' responses to these questions were put on matrix tables as follows:

Table 10

Youth's perspectives on VNAF program's ability to equip them with work skills

Participant	What skills have you learnt in VNAF's program that helps you with your current or future work?	Which aspects of this program have been most useful for you?	Which aspects of this program have not been relevant to you?
1	-Customer relations and Service -Life skills -Communication skills	-Communication skills	-None
2	-Communication skills -Leadership skills	-Communication skills	-None
3	-Sales and customer relations -Automotive repair	-Information Technology (IT) -Hospitality -Automobile repair	-None
4	-Entrepreneurship -Customer relations -Communication skills -IT	-All	-None
5	-IT -Communication skills -Entrepreneurship -Automotive repair	-Automobile repair -- Customer Relations and Service -IT	-Hospitality
6	-Life skills	-Life skills	-None
7	-Communication skills -Hospitality	-Automotive repair -IT -Communication skills	-Hospitality
8	-Life skills -Financial literacy -Entrepreneurship -Communication skills	-Communication skills -Entrepreneurship	-None
9	-Life skills -IT	-The learning	-None
10	-Communication skills -Entrepreneurship -IT -Customer relations	-Customer relations and Service	-Hospitality
11	-Communication skills	-Communication skills	-None

	-Entrepreneurship -IT -CRS -Automotive repair		
12	-Missing answer	-Learning materials	-None
13	-Communication skills -Customer relations and Service -Hospitality	-Life skills -Hospitality	-Automotive repair
14	-Sales -Entrepreneurship -IT -Hospitality	-All	-None
15	-Communication skills -Savings (financial literacy)	-Teaching	-None
16	-CRS-Customer relations and Service	Automotive repair	-Writing of portfolio
17	-Missing answer	-Life skills	-Games
18	-Automotive repair -Entrepreneurship -Communication skills	-Learning -How to get a job	-Games
19	-Sales -Life skills -Savings (financial literacy)	-Life skills -Entrepreneurship	-None
20	-Life skills	-Has really helped the youth	-None
21	-Sales -Automotive repair	-IT	-None
22	-Customer relations and Service -Communication skills	-Communication skills -Entrepreneurial skills -Automotive repair	-None
23	-Hospitality -Entrepreneurship	-Entrepreneurship	-None
24	-Customer relations and Service -Communication skills	-Market skills to get a job	-Hospitality
24	-IT	-Communication skills	-Automobile
26	-Communication skills -Entrepreneurship -Automotive repair	-Customer relations and Service	-None
27	-Employment skills	-Interacting with mentors	-None
28	-Communication skills -Customer relations and Service	-Communication skills	-None

When asked about the skills that they had learnt in VNAF’s program that helped them with their current or future work, 58% of the participants cited communication skills; 38% cited customer relations and service; 35% cited entrepreneurial skills; 27% mentioned IT while 23% cited life skills. The youth also cited various aspects of the program as most useful to them. While 29% found communication skills to be the most useful, entrepreneurship, customer relations and service, IT, and life skills each had 14% of the youth citing them as the most useful aspect of VNAF’s EET program. 7% of the participants, however, said they found all the aspects of the program important. When further asked which aspect of the program had been irrelevant to them, 68% of the youth said there were none. However, some of participants cited hospitality, automotive repair courses, and games as having not been of relevant to them.

Table 11

Youth’s perceived financial literacy/ Youth’s perspectives on entrepreneurship / Youth’s perspectives on program's ability to equip them with life skills

Participant	Have you ever been able to borrow money?	Tell me why you chose to participate in VNAF’s program?	Since participating in VNAF’s program, what goals have you set for yourself?	Give an example of a goal you have accomplished for yourself since starting this program
1	-No	-Needs skills for employment	-Wants a certificate in customer relations	-Has employment skills
2	-No	-Was idle at home	-To work in hospitality industry	-Now working (internship)
3	-Yes (from group savings)	-To develop own career into job	-To use skills from VNAF to get a job	-Now

		opportunities		working
4	-Yes (from group savings)	-Wanted to get more skills in automobile	-Started saving	-Self esteem
5	-Yes(from friends)	-Lack of money to proceed to college after form four	-Secure a job, save money and go to college	-More focused in his goals
6	-No	-Was idle at home after completing high school	-Starting own business	-Nothing yet
7	-No	-To get life skills and educational skills	-Wants to improve their life	- Communicati on skills (confidence in approaching people)
8	-No	-Dropped out of college due to lack of fees and thought VNAF would give him a job -Idleness at home	-Get an internship, a job, save money and go back to college	-Undergone training
9	-No	-Was sacked in his previous job and was idle at home	-Work in hospitality industry	-Working in hospitality industry
10	-No (maybe just from friends)	-Wanted to train in automobile course	-Wants to be an automobile consultant	-Do an internship in automobile repair shop
11	-No (maybe just from friends)	-Needed skills -was idle	-Set own business in 2 years -continue with education	-None
12	-No (maybe just from friends)	-To empower self by getting skills	-Help others and accomplish own goals	-Work in hospitality industry

13	-No	-To train in IT	-To get a job to be able to help her son	-Photo business has helped her a lot.
14	-No	-Was idle and wanted something to change their life	-To get a job after attachment	-Finished training
15	-No (maybe just from friends)	-Lacked fees to go to school -Wanted something to make her 'grow'	-Wants to save money and go for a bachelor's degree	-Nothing yet but hopes to get an internship
16	-No	-To gain work skills	-To open a hotel and employ people.	-Nothing yet
17	-No	-Needed somewhere to work/get skills	-Get a job -Continue studying	-Studied sales
18	-No (maybe just from friends)	-Was idle -To advance skills	-Own a business in 2 to 3 years	-Self esteem - Entrepreneurial skills
19	-No	-Was idle -Would make him get a job	-Start own business	-More confident
20	-No (maybe just from friends)	-To get skills and improve his life	-Have own garage -Get a degree in mass communication	-Has practical experience in motor repair
21	-Yes (from group savings)	-Lacked fees for college after secondary education	-Get skills in customer relations and entrepreneurship	-Acquired skills in customer relations
22	-Yes (from group savings)	-Improve his humble background	-Get a certificate	-Can service an engine as a mechanic.
23	-No	-Need for work skills	-Own a hotel in 5 years' time	-Has an internship
24	-No	-Wanted to work in hospitality	-Open own business	-Has been able to get an internship

25	-No	-Get employment skills	-Getting a job	-Got a job
26	-No (maybe just from friends)	-Opportunity to get a job after training	-Move out of parents' home and get a job.	-Has been able to get an internship
27	-No (maybe just from friends)	-Life skills -confidence	-Wants to be appreciated in his community	-Savings knowledge
28	-Borrowed money from a friend to pay school fees	-Dropped out of secondary school due to lack of school fees.	-Start own business in 6 months then go back to school	-Working for a company as a sales person.

Youth's perceived financial literacy

When asked whether they had been able to borrow money, 68% of the youth participants responded in the negative. While 32% of them said that they had not borrowed money, they at the same time indicated that they had actually borrowed money from their friends. However, 4% of the participants said that they had borrowed money from their savings groups. While the rest of the youth said that they had acquired work skills, or that they had become more confident hence had an improved self-esteem, 10% indicated that they were yet to accomplish anything after going through the program.

Youth's perspectives on entrepreneurship

When asked why they had joined VNAF's program, 39% of the youth participants cited the need to acquire work skills. Another 43% stated that they had decided to join the program either because they were unable to proceed to college or with secondary education due to lack of school fees, or because they were idle at home. Others said that they hoped to acquire additional skills.

Youth's perspectives on program's ability to equip them with life skills

About 68% of the youth indicated that the goal they had set for themselves since joining VNAF was to get employed. However, of all those who said that they wanted to work, 47% of them said they hoped to open their own businesses. Others also explained that they wanted to go back to school, save, or acquire more skills. When asked about what goal they had accomplished for themselves since joining the program, 29% of the youth participants said that they were either working or were doing their internships.

Discussion

In this section I discuss the research questions vis-à-vis the findings of both the qualitative and quantitative data.

1) How do out-of-school youth in Nairobi perceive the ability of the NGO's youth entrepreneurship education and training program to prepare them for the job market?

According to both the quantitative and qualitative data in this study, a significant number of the youth who participated in the NGO's EET program seemed to believe that they knew how to find employment in their community. When asked what skills they had learned in VNAF's EET program for their current or future work, one youth remarked, "I have learned so many things including the major course that is CRS [customer relations and service]." Another one added, "I want in five years to open my own business." The youth therefore seemed to suggest that through the program, they had acquired the necessary employment skills. As one said, "I have "I want in five years to open my own business." Another one who had undergone automotive repair training said, "The first skill that I've been given is the knowledge about the engine".

Further, when the youth were asked how easy they thought it would be to find employment at the end of the program during the pre-program survey, they seemed highly optimistic when they posted an average mean score of 3.13 in their responses. However, in the post-program survey the average mean score of their responses decreased marginally to 3.09. In my view, this decrease is statistically insignificant because mean scores of their pre- and post-program perspectives on how easy it would be to find employment after the training still remained high. In addition, although also statistically insignificant, another question with a decrease in the pre- and post-program mean scores in youth's responses was on the youth's perspective on whether what they learnt in the program would help them find employment. However, it was noted that despite the decrease in the pre- and post- program mean scores, the average measure of their confidence levels in their work skills still remained high.

Further, of the skills that the youth said that they had acquired from the program, 35% indicated that entrepreneurship helped them in their current or future work. As one remarked, "I've also learned entrepreneurship skills where I can start my own business either as an individual or a group." However, despite a significant number of the youth citing entrepreneurship as helpful to them in their employment needs, 58% ranked communication skills as the most useful aspect of the program to them. As one youth remarked, "It has helped me with communicating with other people". Another one added, "I have also got skills in customer relations; I have skills of how to approach a customer and convince them to buy the product I'm selling." When asked to say which aspect of the program they considered most useful to them, the youth once again showed their preference for communication skills over all the other skills in the program. 29% chose

communication skills. Entrepreneurial skills, customer relations skills, information technology and life skills each scored 14%. Thus, in my view, this suggests the youth valued developing good communication skills more than all the other components of VNAF's EET program. However, in VNAF's program, communication skills are taught under one of its four main components, life skills. However, the youth did not seem to recognize this and instead viewed communication skills as another separate component of the program all together. The other broad components of the program are entrepreneurship, financial literacy (savings and borrowing education), and technical skills.

However, even after undergoing the training, some of the youth still felt that they would need further training. For instance, one said, "Since I have now those skills, I will be able to acquire or get a space in the outside world so after receiving my certificate, I want a diploma in CRS [customer relations and service] course". Asked what goal she had set for herself, another youth participants quipped, "I want to continue with my education". Thus, although the youth perceived VNAF's EET program as enabling them to compete in the job market as already indicated in some of their responses to questions on the level of confidence in their work skills, there were also those who thought that the training was inadequate and thus expressed the desire to pursue further education at the completion of the program.

2) How do the youth view their sense of economic empowerment after going through the NGO's entrepreneurship education and training program?

While framing its EET program on the BEST model, VNAF asserts that it intends to economically empower the youth by providing them with basic skills in financial

literacy (savings and borrowing education), technical skills, entrepreneurial skills, and life skills (VNAF, n.d.). It is against this backdrop that I analyzed the youth's sense of economic empowerment after going through the NGO's EET program. According to the quantitative data, there was a statistically significant increase in the pre- and post-program average measure of the youth's ability to develop a business plan. According to Rasheed (2000), one of the indicators of entrepreneurial intentions is the ability to set objectives. Setting objectives can be viewed in the context of developing a business plan or creating a personal budget. Thus, the increase in the mean scores of the measure of the youth's ability to develop a business plan and create a personal budget could be good indicators of their entrepreneurial intentions. The same applies to the increase in their level of confidence in applying for a savings account.

However, evidence from both quantitative and qualitative data showed a decrease in the youth's level of confidence to borrow money. In the quantitative data, there was a huge decrease in how comfortable they felt about borrowing money. The same trend was also noted in the qualitative data where up to 68% of youth said that they had never borrowed money. For instance, when asked why she had never borrowed money, one of the youth said, "I guess I don't believe in borrowing money". Another one added, "I don't like the idea of borrowing." And still a third one remarked, "If you are going to borrow at the bank you need to be secure. Like you are managing a business you are able to return the money. If you don't have a business you are unable to borrow." Thus, most of the youth who indicated that they had borrowed money said it was from either their friends or group savings, but not financial institutions. However, when asked further if had ever borrowed money, one said, "No, but in the saving groups, yes." Another one

also remarked, “Yes I’ve been able to borrow money from our group savings several times.” Thus, it should be noted that many of the youth were still uncomfortable with borrowing money from financial institutions and instead preferred to deal with their informal group savings locally referred to as *chama* (for the few who said they had borrowed money).

In the literature, many studies on entrepreneurship cite risk taking as a strong indicator of entrepreneurial intentions in an individual (Beau & Remington, 2011; Ogundele et al., 2012; Rasheed, 2000; Shapero, 1975). While borrowing from formal financial institutions might be considered a challenge to most youth due to the stringent conditions that the institutions often give to potential borrowers, and which the majority of youth can barely meet, in my view, it is, nevertheless, a rational indicator of the youth’s self-confidence, motivation for high achievement, and hence entrepreneurial potential. Thus, after undertaking financial literacy training in VNAF’s EET program, I would have expected the youth’s level of confidence in borrowing money to increase, not only from *chama*, but also from formal financial institutions. Some of the reasons that I could suggest for the apparent reluctance of the youth to borrow money, especially from financial institutions, is the apparent fear to take risks or their increased level of awareness of the rules of financial institutions that makes them feel it is more practical to borrow money from friends or *chama*. This apparent reluctance by the youth to take risks is evident in the quantitative data which suggest a statistically significant decrease in the youth’s willingness to try something again after they had failed, set goals for themselves, or take action to achieve their goals. This may be attributed to fear for failure. Thus, as Fatoki and Chindoga (2011) assert, “one of the obstacles to the success of an enterprise is

lack of willingness to take risk. Fear of failure and embarrassment prevent people with ideas not to explore them and venture into a competitive stage” (p. 163). Thus, for the youth to have a sense of economic empowerment, they should exhibit a willingness to tolerate risks, especially in venture creation. This would also being a good indicator of their entrepreneurial intention.

According to VNAF, EET program would also enhance the youth’s economic empowerment by equipping them with entrepreneurial skills. The quantitative data in this study revealed that after undergoing the program there was a statistically significant increase in the youth’s perspectives on entrepreneurship in terms of how much they valued being employed and owning a business. This is backed by evidence from the qualitative data in which many of the youth express the desire to start their own ventures. However, although statistically insignificant, there was slight decrease in the mean scores of the measure of the youth preference for self-employment. Despite the decrease, the pre- and post-program means for this question still remained high, thus indicating youth’s high preference for self-employment. This is supported by evidence from qualitative data. For instance, when asked about what goals they had set for themselves since participating in VNAF’s EET program, one youth remarked, “In two years’ time I want to have my own business...I want to open my workshop.” Another said, “I will open a hotel...And I’ll be able to employ people.” A third one stated, “Maybe in two or three years, I’ll own my own business. Because I have some skills that I can start.” These statements revealed a degree of confidence the youth have in their entrepreneurial skills and are a good pointer to their entrepreneurial intention.

The other component of EET's economic empowerment according to VNAF was acquisition of life skills. As already stated earlier in this study, through life skills, the program endeavors to instill confidence in the youth and prepare them for jobs. Evidence from the quantitative data revealed that the youth felt just marginally satisfied with their lives after completing the EET program. In the qualitative interviews, when the youth were asked which aspects of the program had been most useful to them, about 23% cited life skills. For instance, one said, "The first one is life skills." Another one remarked, "Life skills, how I interact, how we socialize with people matters a lot. People will know you as somebody who is arrogant, because the way you handle yourself and life skill has helped me to understand myself." However, when asked what goal they had set for themselves since joining VNAF, most of the youth cited the need to be employed and hardly talked about life skills. Nevertheless, one remarked, "It has helped me to get confidence. Before which I was not able to talk to people." Another one simply said, "I have attained skills in customer relations."

3) How do the youth's perspectives on entrepreneurship compare and contrast with the NGO's notions of entrepreneurship in its entrepreneurship education and training program?

BEST model employed by VNAF encompasses life skills, savings education and entrepreneurship as some of its core competencies (VNAF, n.d.). However, results in this study revealed that whereas entrepreneurship seemed to be one of the dominant components of the NGO's program, it might not necessarily relegate the other subjects in the program. For instance, when asked about skills that they had learnt in VNAF's EET program that helped them with their current or future work, entrepreneurial skills were

ranked third at 35%, behind communication skills (58%), and customer relations and service (38%). *Thus, although entrepreneurship often times shadows the other components of the program, the youth seemed to value communication skills most.* In addition, whereas the NGO seemed to lump all the components of the EET program together as they consider them complementary and contributing to entrepreneurship, the youth, in contrast, seemed to treat them as separate entities. According to the youth entrepreneurial skills, financial literacy, life skills, and technical skills were distinct entities. For instance, whereas the NGO presented communications skills under life skills, the youth seemed to view each of them as different components of the program.

Further, while the NGO offered basic employability skills to the youth, which were supposed to help them access the labor market, some of the youth thought that the programs were too “shallow” to secure them employment. One such youth remarked:

You know VNAF does not give us certificates, however, in hospitality one needs a lot of skills. In hospitality the course was too shallow, we would not delve deeper. Like for me now I’m in all departments, I’m not specializing in one. I realized that if I stick to one I would be disadvantaged.

Thus, while the NGO contends that the program would give the youth access to entry-level jobs in the Kenyan labor market, some of the youth, by contrast, still felt that it is inadequate to secure them employment opportunities and thus opt for more training once they finish the program. Sometimes the youth also found that what was taught by the NGO in its entrepreneurship program had little relevance to their entrepreneurial needs or gender preference. Although the NGO offers a more generalized EET program to the youth by exposing them to almost all its components, some of the youth, seemed to prefer

a more specialized training that focused more on their specific areas of interest. Thus, there was an apparent disconnect between the NGO's preference for a more broad-based EET curriculum, and the youth's preference for a more specific, and even gendered EET. The NGO's EET program exposed all the youth to the same entrepreneurial skills in the program regardless of their gender. Some of the youth expressed their distaste for this. According to the youth, some of the components of the EET program are designed for the opposite gender. For instance, when asked about which aspects of the program had not been relevant to them, the common courses that the youth mentioned were hospitality and automotive repair. Whereas those who mentioned automotive repair were mainly female youth, those who considered hospitality irrelevant to their entrepreneurial needs were, on the other hand, mainly male youth. For instance, one male youth said, "Hospitality has not been relevant to me. I don't like things to do with kitchen, I don't like cooking." Another one also remarked, "There's no place for hospitality in my job." This apparent distaste for hospitality by some of the male youth who associate it with "cooking" is aptly summed up by one who asserts:

To be sincerely speaking from the bottom of my heart I'm a mechanical engineer, and so to be sincere hospitality helped me nothing! To be sincere because I can't stay around customer relations and entrepreneurship because this world all depends on business....it goes around with business. Business is everything. Even in automobile we do business. So entrepreneurship and sales help but personally in my opinion hospitality did not help me.⁸

⁸ This interview was conducted in English, and not translated from Kiswahili. The interview excerpt is exactly as it was transcribed at the time of the interview.

Further, while the NGO seems to put a lot of emphasis on financial literacy, especially with regard to savings and borrowing, the youth did not seem to develop confidence in borrowing as intended in the EET program as fast. Thus, these frustrations exemplify the conflicts that often times arise between the NGOs' EET programs and the interests or entrepreneurial needs of the youth.

However, from the study, one of the main similarities between the youth's perspectives and VNAF's perspectives on entrepreneurship was in their apparent common belief that participating in the NGO program would enable them acquire relevant skills for employment or for starting their own businesses. The youth and the NGO also seemed to agree that communication skills and life skills are a vital component of the program.

Chapter 5: Summary

This thesis reports on a case study undertaken to establish out-of-school youth's response to an NGO's entrepreneurship education and training in Nairobi. The research was based on the assumption that the success of such programs is dependent on the entrepreneurial attitudes, beliefs, and values of the youth as they might influence the youth's response towards EET. Data for the study were drawn from pre- and post-program surveys and interviews of youth participating in an NGO's youth entrepreneurship education and training. There has been little attempt by scholars to determine whether youth entrepreneurship programs pay attention to the youth's entrepreneurial attitudes, beliefs and intentions in Kenya. Using the theory of entrepreneurial intention as a framework, the study, thus, sets out to compare the youth's perspectives on EET with the NGO's notions of EET as presented in its program.

In the literature, studies were examined that concern EET as an international development strategy and how it is connected to youth unemployment, that discussed whether EET can be taught, and that considered youth perspectives on EET in developing countries. This research employed the case study methodology to both qualitative and quantitative data gathered through interviews and oral surveys, respectively. The interviews were coded using word documents. Quantitative data involved the use of SPSS 20 to carry out paired-samples *t*-tests to compare the youth's responses to questions under broad coded themes.

Analysis of the data revealed that the youth perceived the NGO's EET programs as having the ability to prepare them for the job market. However, some of the students still felt that they needed further training to improve their skills. The youth were equally

confident of their economic empowerment after undergoing the program, despite the discomfort they still had about borrowing money from financial institutions. Lastly, differences were noted between the NGO's and youth's notions of EET.

Conclusions

Development interventions often times appear to ignore the input and perspectives of the very people that they are supposed to benefit. This study was informed by this consideration. Participation of youth, especially those in the developing world, in education and development, can no longer be ignored. This study revealed that the youth's response to an NGO's entrepreneurship education and training program in Kenya generally conformed to the goals of the NGO itself. Despite a few points of variance between the youth and NGO perspectives on entrepreneurship education and training, the two groups generally agreed that: a) youth participation in the NGO's entrepreneurship education and training program would enable them to acquire relevant employment skills, b) it will enable them start their own businesses, and d) communication skills and life skills are vital components of the NGO's entrepreneurship education and training program. However, it would be equally critical for the NGO to make relevant programmatic adjustments to their EET program so as to make it conform as much as possible to some of the youth's entrepreneurial concerns highlighted in this study.

Since this study only focused on the entrepreneurial attitudes and intentions of the youth, another study is recommended that would investigate the youth's experience in the labor market. For instance, future research might want to further investigate how the youth's entrepreneurial intentions will manifest in their careers over time. I would also be

interested in comparing the entrepreneurial experiences and behavior of female and male youth within the same group.

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Appendix A

IRB Approval

Document Information

Page 1 of 1



IRB

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