

SECTION 3: YOUTH

INTRODUCTION

In most developing countries, the youth - defined as young people aged up to 18 years (in other definitions up to 21 years) - comprise the majority of the population. Whilst a proportion of them would be at school, a larger number would have finished, dropped out or never attended beyond primary level, if at all. Of the relatively few who manage to complete secondary school, less than half would go to sixth form or into vocational training and, of these, only a fraction would enter university (or higher education) or into a profession. The consequences are an alarming level of youth unemployment and little prospect for a reversal in trends. Faced with this scenario, amidst the growing attention to the situation of youth generally, there has been an interest in entrepreneurship. A significant development during the last few years has been the increasing interest and efforts to introduce enterprise education into the pre-vocational curriculum of schools and colleges.

PROGRAMME DEVELOPMENT

A basic assumption underlying the efforts to foster enterprise education is the desirability, in the context of developmental needs, to create and nurture an "enterprise culture".

Exhibit 8 shows the main components for creating an "enterprise culture", which will provide a conducive environment for successful entrepreneurship for a wide range of target groups and sectors.

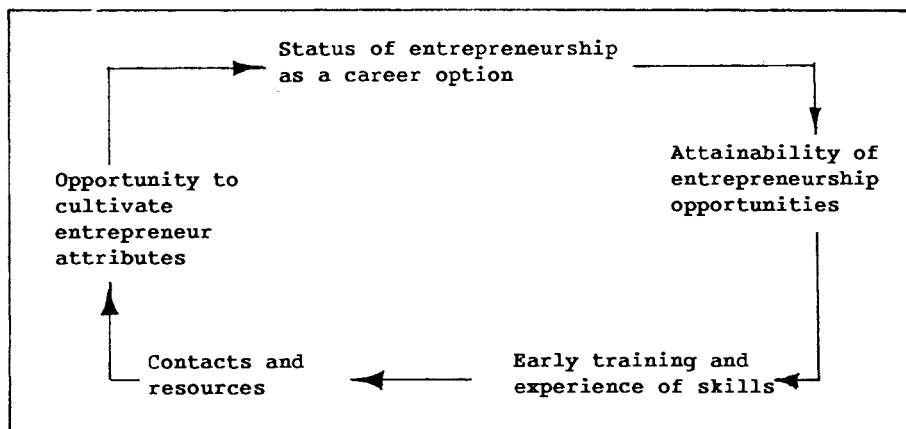


Exhibit 8. Components of an "enterprise culture"

This suggests that it is necessary for status to be accorded to entrepreneurship, and to starting/working in a small business as a career option. Unless entrepreneurship, or working in a small business, is perceived as respectable and a serious career option, efforts at youth entrepreneurship will be unlikely to succeed.

Secondly, successful entrepreneurship must be attainable. This is helped by having demonstrable examples, instances of "credible example" role model described in Part I, section 2.3.

Thirdly, it is important for successful youth entrepreneurship that would-be entrepreneurs have **early experience of the requisite skills** discussed in sections 2.2. and 2.3 in Part I.

Fourthly, small business people need to be introduced to a network of contacts: people and organisations on whom they can call on for help. A list of possible contacts is given in Part I, Section 5.2.1.

Lastly, there is a need for opportunities to cultivate the entrepreneur attributes referred to earlier. Mini-enterprises set up and run by youths in schools, and attachment of graduates in extension programmes to small firms are examples of efforts to achieve this objective. One such approach entitled 'ENTERPRISE' - a pioneering work for the UK - is briefly outlined below. This project is an example of a programme which allows young people (a) to gain early experience of skills and (b) the opportunity to cultivate the attributes of a successful entrepreneur. It is a model which, in an area where surprisingly little work has been done, and literature is sparse, can be readily adapted to the needs of developing countries.

The framework for 'ENTERPRISE'

The basis of the 'ENTERPRISE' method is a series of interlocking modules, as outlined in Exhibit 12.

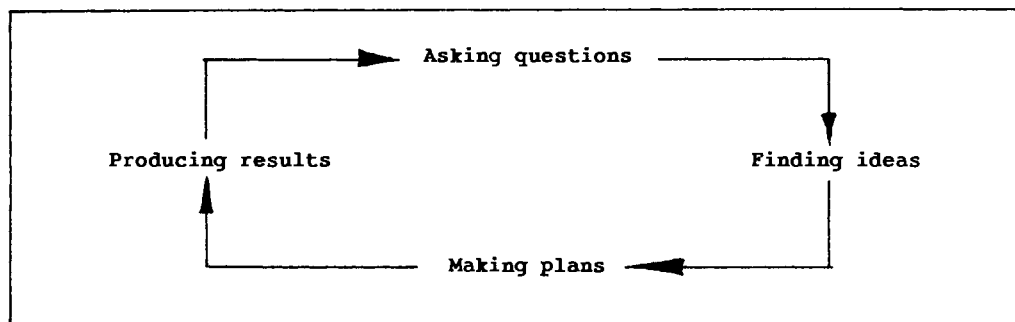


Exhibit 12 The 'ENTERPRISE' framework

Asking questions Am I enterprising? This includes asking a number of questions about the nature of enterprise. It focusses on the key qualities associated with enterprise and with starting a business and relates these to the young person's self assessment.

Finding ideas How do I generate ideas? This introduces a variety of idea-generating techniques, normally in a small group context. It is fundamentally a creative process. Ideas emerge, are evaluated and refined and become owned by groups who then proceed to validate them, often in the field.

Making plans What will I need to start up? This means planning to turn an idea into reality by identifying resources and customers in detail - in business terms, formulating the business plan. This will involve anticipating areas of difficulty as well as assessing cash, profits and costs.

Producing results How do I put a plan into action? This is the most exciting part but also where there is most risk. It means setting up and running the business or project. Adults from outside the school may be used extensively. It means coming to terms with success and failure and perhaps going back to the drawing board. Everything is immediate, practical and critical.

The use of these modules in teaching is participative, project-based and calls for work with small groups. All the materials contained in the **ENTERPRISE** teaching books are designed to fit these requirements.

Source: Durham University Business School (1986)

ENTERPRISE: Objectives

Although information is provided, the emphasis of the programme is on processes, experiences, skill development and insight, rather than pure knowledge acquisition. By these means, it is hoped that a range of enterprising attributes will be enhanced in young people, encouraging them to be:-

more: flexible	better: communicators
determined	planners
self-confident	decision-makers
independent	leaders
creative	problem-solvers
socially skilled	informed about business
skilled	
self-aware	

FURTHER READING ON YOUTH ENTREPRENEURSHIP

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Thomas, H.C. and P. Bearse. 1983. Youth entrepreneurship: training disadvantaged youth in self-sufficient small business: final report. Washington, Employment and Training Administration, Office of Youth Programmes.