



**UNIVERSITY OF  
KWAZULU-NATAL**

**ENTREPRENEURSHIP THROUGH THE  
JUNIOR ACHIEVEMENT BOTSWANA PROGRAMME:  
REALITIES AND PERCEPTIONS**

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**SUBMITTED IN FULFILMENT OF THE DEGREE OF**

**M SOCIAL SCIENCE**

**IN THE DISCIPLINE OF COMMUNITY RESOURCES  
SCHOOL OF AGRICULTURAL SCIENCES AND AGRIBUSINESS  
FACULTY OF SCIENCE AND AGRICULTURE  
UNIVERSITY OF KWAZULU-NATAL  
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**December 2006**

## **ABSTRACT**

Though Botswana is regarded as one of the richer countries in Africa, it is faced with challenges experienced by other developing countries in Sub-Saharan Africa such as poverty, unemployment and HIV/AIDS. Recession in the mining and agriculture sectors, which have been the pillars of the country's wealth, has caused the economy to decline. The National Development Plan 9 (NDP 9 2003/4-2008/9) is a five year national development plan for Botswana that states that 36.7% of the populace have incomes below the poverty datum line. Entrenched in the nation's Vision 2016 statement are two development goals aimed at poverty reduction; to create sustainable jobs and to develop human resources. The Botswana government has thus earmarked the promotion of small, medium and micro-enterprises as one of the measures to reduce poverty. This shift to self-employment would help create much needed jobs, contribute to the economy and improve the quality of life of the Batswana. The government's efforts alone will not suffice in this predicament. It needs the assistance of all stakeholders including the private sector and the general public.


The purpose of the study was to investigate whether the Junior Achievement Botswana Programme is an effective programme for equipping the youth in Botswana with business skills with the hope that they would in turn establish businesses in their communities. The study focused on exploring the perceptions of the trainees/learners in the programme to establish if they felt that the training gave them the necessary knowledge and skills to boost their confidence and motivation to plan, start up and sustain business ventures. The perceptions of teachers and trainers involved in the delivery of the programme were also sought to establish the programme's strengths and challenges and to suggest how the programme could be improved. The study also employed an entrepreneurial test to determine whether the programme attracted teachers and students who have the desired characteristics for business. At the heart of this study was an attempt to articulate the role of education and training in preparing the youth for self-employment. Data was collected using both quantitative and qualitative data collection strategies. The data was analysed descriptively as well deriving themes and meanings.

The study found out that the JAB is a good and informative programme that inspires the youth and instils confidence in them to believe that they have gained knowledge and skills required to be engaged in viable business ventures. They felt particularly confident about market research, production and marketing components of running businesses. However, the study also found out that the programme has deficiencies such as insufficient preparation of its trainees to access and manage finances, inability to develop networks for support especially once the students have left schools and are no longer under the comforting guidance of the programme facilitators. In addition, the study realised that the programme seems to overlook the role of monitoring, follow up, evaluation, networking and mentoring in training for entrepreneurship. Issues pertaining to partnerships and public relations also surfaced in the study. On the whole, the respondents in the study found the programme enjoyable and worthwhile and wished it could be extended to many others.

The study also found that the desired characteristics for business as identified by the entrepreneurship test administered were possessed by fewer than 20 percent of the students and teachers. This may also have contributed to the low numbers of people who went on to start their own businesses.

## DECLARATION

I hereby declare that this study is explicitly the original work of the author. Use of the work of others has been duly acknowledged in the text. It has also not in its entirety or in part been submitted to any other university or institution for degree purposes.

Signed:  \_\_\_\_\_ 22/03/07 \_\_\_\_\_ Date:



## ACKNOWLEDGEMENTS

The author feels greatly indebted to the following people and organisations for the inspiration, assistance and cooperation rendered during the different phases of this study:

**Professor J Maryann Green: research supervisor** For her patience and guidance. Thank you so much Prof, particularly for your compassionate, resilient and yet firm approach to helping me grow from strength to strength. Without your persistent urging and encouragement this study would never have been completed.

**Lisa-Claire Garden: Co supervisor** for believing I could do it right from the start, for your words of encouragement and providing more insights to the study.

**Mrs M Paterson: Head of Discipline; Dietetics and Nutrition** For her patience and willingness to offer extra technical advice on SPSS.

**Karen Caister:** For her unwavering technical assistance and for being prepared always to go an extra mile to assist.

**Junior Achievement Botswana:** For granting permission to conduct the study and to observe its activities.

**Chief Education Officers (South Central and North Regions):** For facilitating school involvement.

**Tebogo Moagi:** For her tireless effort in linking the researcher with former trainers and out of school youth.

**The B8 team: Milane, Denver and Kitso** for the spirit of togetherness; keeping each other inspired and involved.

**The School Heads of Gaborone and Francistown schools** involved in the study, for allowing teachers and students to participate.

**Teachers, students and out-of-school youth** involved in the study for acceding to my request to be involved and providing valuable information on their experiences in the programme.

Lastly and by no means least my family: my husband **Vincent**, my daughter **Neo** and her family and my son **Phenyo** for their love and support and more importantly for putting up with not having a wife and mother around for two years. My gratitude also goes to my parents and siblings for having been my pillar of strength.

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## ABBREVIATIONS

BDC	Botswana Development Corporation
BEDIA	Botswana Export Development and Development Agency
BEDU	Botswana Enterprise Development Unit
BESP	Business Establishment and Sustainability Programme
BOCCIM	Botswana Confederation of Commerce Industry and Manpower
CEDA	Citizen Entrepreneurial Development Agency
FAP	Financial Assistance Policy
GDP	Gross Domestic Product
GEM	Global Entrepreneurial monitor
JA	Junior Achievement
JAB	Junior Achievement Botswana
JAI	Junior Achievement International
JASA	Junior Achievement South Africa
JAYE	Junior Achievement Europe
LEA	Local Enterprise Authority
LBS	Local Business Support Group
MOE	Ministry of Education
NBBC	National Best Business Competitions
NDP	National Development Plan
PEEPA	Public Enterprise Evaluation Agency
TEA	Total Entrepreneurial Activity
TOT	Training of Trainers
TT&D	Teacher Training and Development
SBPA	Small Business Promotion Agency
SME	Small and medium enterprises
SMME	Small, medium and micro enterprises
SEPROT	Small Enterprise Promotion Trust
YES	Youth Employment Summit
YDN	Youth Development Network

## **CHAPTER ONE**

### **THE STUDY SETTING**

#### **1.0 Introduction**

Developing countries, especially the ones in Sub-Saharan Africa like Botswana and South Africa are confronted with a daunting challenge of bringing about growth in their economies. These countries are as a result faced with numerous problems associated with low economic growth such as poverty, crime, unemployment and HIV/AIDS. All efforts should be made to alleviate poverty and promote sustainable development in a bid to raise economic growth levels as otherwise these problems are likely to exacerbate in future (Mahlangu 2005).

The Global Entrepreneurship Monitor (GEM) Reports (2003/2004) state that in spite of the situation and all efforts made to address the issues, the Total Entrepreneurial Activity of developing countries (TEA) is still low. TEA is a measure that determines the percentage growth in a country's Gross Domestic Product (GDP). One solution to this problem is to elevate the level of entrepreneurship in a country (Mahlangu 2005). It is generally accepted that small businesses need to be established and expand to enable developing countries' economies to grow. Thus small and medium enterprises (SMEs) are being encouraged to become a dominant form of business in developing economies.

Garavan and O' Cinneide (1994) expressed a similar view and assert that small enterprises are vital in efforts to activate African economic development, job creation and economic equity as these countries have suffered from economic recession, high unemployment rates and fluctuation in international trade cycles. There is a premise that "through entrepreneurship, communities build nations" (African American Entrepreneurship Summit 2005:1) thus making entrepreneurship a vital ingredient in national economic growth and development. "There is now a wide acceptance within the European Union (EU) that future

prosperity hinges on the creation of vibrant indigenous businesses that are deeply rooted in the local economy” (Garavan and O’ Cinneide, 1994).

There is a general consensus among policy makers that entrepreneurship is a viable route to economic advancement of any nation though it is a dynamic that embodies the values of hard work, risk taking and independence (Temtime 2004: 6). Botswana has long realised the importance of small and medium sized enterprises (SMEs) in fostering and creating jobs. It is estimated that there are about 56,300 SMEs currently operating in the country, employing about 125,000 people (contributing to 15% of formal employment). A study of the role of SMEs in 1996 estimated the contribution of these enterprises to the GDP at 30-45 percent, while that of large firms was estimated at 38-48 percent. This has led to the introduction of targeted financial support and advisory programmes to help the people of Botswana establish their own enterprises (The Botswana Economic Report, 2005).

The GEM Report, (South Africa) 2004 stresses the importance of including entrepreneurship education in the school system as recommended in its previous reports. There are reasons to believe that entrepreneurship is an essential explanatory factor for the economic performance of a country (Davidsson and Henrekson 2000 cited by Co and Mitchell 2005). Entrepreneurship drives innovation, competitiveness, job creation and economic growth. It allows new innovative ideas to turn into successful ventures in high tech sectors and can unlock the personal potential of disadvantaged people to create jobs for themselves and find a better place in society (EU Summit Report, 2003). However, unless entrepreneurship is carefully conducted, it may not necessarily drive the economy. Africa is characterised by small informal businesses, which in most cases are survivalist by nature and create a subsistence economy rather than a commercially driven one (Kesper 2000; Naude 1995; cited by de Klerk and Havenga, undated).

Botswana for instance has been one of the fastest growing economies in the region and the world at large but lately it has recorded slower rates of growth, mainly due to the sluggish performance of the mining sector, which has been the driving force of the economy previously (Siphambe, 2001). Although the discovery of mineral wealth, especially

diamonds, has propelled the country into the middle-income category, the country still faces a problem of little economic diversification, low employment creation, inequitable income distribution and slow poverty alleviation as it is highly dependent on the mining and beef sectors for its income, and on foreign markets for the import of basic goods and services (Temtime and Pansiri, 2004). Vision 2016, a long-term vision for Botswana, urges all Botswana to build a stable society in which all citizens are fully involved and contribute meaningfully to development (Presidential Task Group, 1997).

Unemployment is one of the major problems facing the youth in Botswana (Republic of Botswana, 1996). The youth in Botswana therefore need to be socialised into entrepreneurship to meet the challenges of a declining economy. They need to be educated in order that they can be self-employed or create jobs for the unemployed, thus boosting the country's economy. This education needs to equip them with the knowledge and skills to help them sustain themselves locally and to help them to compete globally with their counterparts. The President, in his STATE OF THE NATION ADDRESS TO THE SECOND SESSION OF THE NINTH PARLIAMENT stressed that "There is not and cannot be, greater economic empowerment of citizens by their government than through the provision of education" (His Excellency, Mr Festus Mogae 2005, article 45).

It is evident however from studies such as that of Temtime (2004) on a profile of women entrepreneurs in Botswana that the rate of development of entrepreneurship is very slow and the contribution of small entrepreneurial firms towards economic diversification, employment creation, income distribution and poverty alleviation is minimal (Temtime 2004: 6). Another study, also by Temtime (undated) indicates that over 70% of new start-ups in Botswana fail during their first 18 months; the general failure rate is over 80% and only 2% of small businesses expand their businesses. de Klerk and Havenga undated citing Dlamini 1998 Havenga, Ylinepaa 1998; Kaunda and Miti 1995; Human, Human and Allies 1994) expressed a similar view and asserted that entrepreneurs in Botswana lack the technical, managerial, accounting and sales skills required for successful entrepreneurship in a global village. The Botswana Economic Report of 2005 also indicates that approximately

80-85% of small enterprises in Botswana cease trading within five years of start-up (Republic of Botswana (2005)).

In line with the National Vision of sustainable and diversified development through competitiveness in the global market, the Ministry of Education is mandated in the National Development Plan 9 (NDP9) to provide quality education and training which places emphasis on equipping learners with skills to enable them to enter into self-employment as well as create opportunities for lifelong learning (Republic of Botswana 2003). It is important that the government continues to invest in education and training in order to improve access and build human capacity for employment including self-employment and income generation.

Historically, Botswana like many other Sub-Saharan countries did not have much entrepreneurial activity. The government, however in the 1970's tried out a number of schemes in a bid to encourage citizen entrepreneurial activity because entrepreneurial development was seen as an important tool for poverty reduction, employment creation and overall economic growth (Mafela, 2005). It has also been stated that many of the poverty reduction programmes have not achieved the desired results due to lack of effective coordination among different government departments, inadequate monitoring and evaluation of programmes, and insufficient participation by the poor in the programme design, implementation, monitoring and evaluation (Republic of Botswana, 2005).

The need to evaluate entrepreneurship education and training programmes; that is to establish whether these are actually effective cannot be overemphasised. It is particularly important to investigate the effectiveness of the entrepreneurship training programmes in supporting and developing an aspiring entrepreneur (Henry *et al*, undated). Findings emanating from prior research are however contradictory and inconclusive as illustrated in studies by Henry and Titterington, 1996; Fleming 1996 and 1994; Caird, 1989; Wan, 1989; Wyckham, 1989; Clarke *et al*, 1984; all cited by Henry *et al* (undated). This suggests that entrepreneurship training programmes are successful since they enable individuals to start new businesses. On the contrary, some other studies by Kirk *et al* 1998; Westhead and



Story, 1996; Adams and Wilson, 1995; Chee, 1985; all cited by Henry *et al* (undated) highlight the significant cost element involved in the provision of such programmes, questioning their overall effectiveness and value for money.

It is against this background therefore that the study seeks to investigate the Junior Achievement Botswana Programme (JAB) to determine if it “empowers the young Batswana to succeed in the ‘world of work’ through a dynamic business, economic and entrepreneurship education that cultivates and energizes the spirit of free enterprise and self-reliance” (JAB Information Brochure, undated c). The study particularly seeks to establish whether young people who participate in the programme subsequently engage in business ventures in the “real world”.

### **1.1. Significance of the study**

This study, being the first investigation of the impact of the JA programme on the youth in Botswana is considered important for the following reasons

- 1) It would provide policy makers with insights into perceptions of the people who were or are involved in the JAB programme
- 2) It will also make an addition to the existing studies on entrepreneurship training programmes in Botswana
- 3) It can also serve as a base for further and more comprehensive studies on the factors contributing to success or failure of entrepreneurial programmes in Botswana and other developing countries
- 4) The findings and recommendations of the study may be used to inform the programme practitioners when addressing strategies for improving its delivery.

### **1.2 Statement of the problem**

Observation relating to the programme seems to indicate that the participants of the programme are only able to engage in successful projects during training and whilst they are being mentored by the teacher advisors but have difficulties in adapting the knowledge and skills gained to “real practice” outside of schools in the real market. The study seeks to

determine the extent to which the curriculum prepares and motivates the youth to start up and continue in businesses upon graduating from the course. It will seek to investigate why only a small percentage of the participants of the programme manage to start up and maintain businesses, taking into consideration those who opt to study business related qualifications further. It will also seek audience with the practitioners of the programme such as students, out-of-school youth, teachers and trainers to establish their views on the programme.

### **1.3 Research question**

In trying to address the problem stated above, the research seeks to answer the question: Is the Junior Achievement Botswana (JAB) Programme an effective entrepreneurial training strategy for youth? The answer will be found through highlighting the issues related to the programme (within schools that have a working programme in place) as well as the strengths and weaknesses of the JAB (based on the perceptions of the students, teachers and others involved in the programme). It will also conduct an assessment of the impact of this entrepreneurial training programme on youth and its link to subsequent entrepreneurial activity.

### **1.4 Sub problems**

The main issues to be investigated by the study were addressed as sub problems outlined below;

#### **1.4.1 Sub problem 1**

To determine the documentary content and observed presentations of the JA programme in order to establish the delivery process and content of the programme in Botswana.

#### **1.4.2 Sub problem 2**

To determine the impact of the programme on youth from in-school training programmes relative to enabling them to start up businesses both while still in school and later out of school as reported by the students, teachers and trainers. .



### **1.4.3 Sub problem 3**

To investigate why only a small percentage (<20%) of the youth who participate in the JAB programme manage to start up “real “businesses and the role of entrepreneurial attributes, monitoring and follow up processes.

### **1.4.4 Sub problem 4**

To establish students', teachers', JAB trainers' and other selected stakeholders' perceptions about the programme's successes and challenges and their suggestions for its improvement.

## **1.5 Assumptions**

The study assumed that;

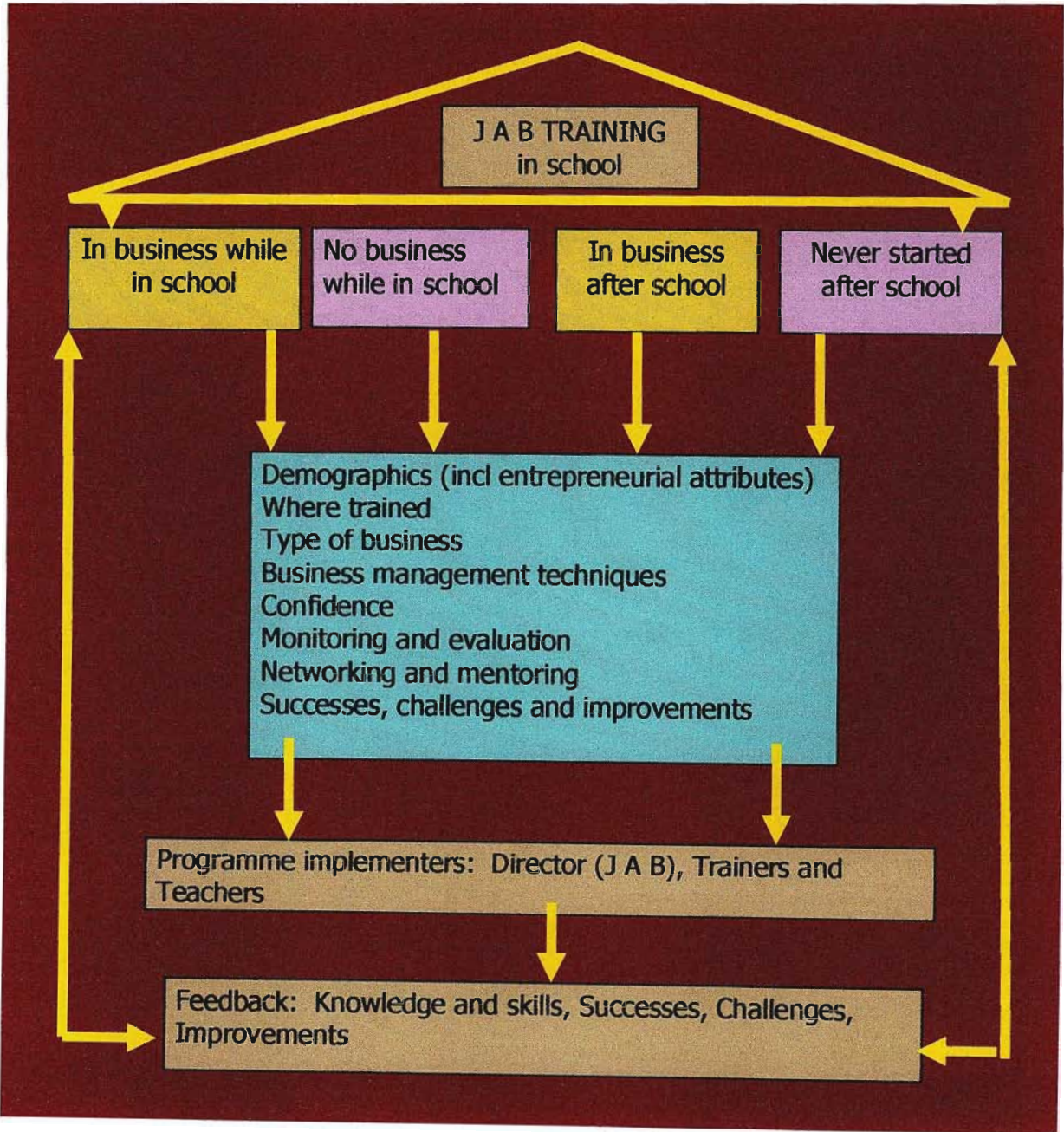
- Everybody who is involved gets the same (standard) training at secondary school level
- Training contributes to success in business and therefore the success of a business venture will not be investigated; just the involvement in business or not.
- All involved will be able to communicate in English
- All participants will be open and give honest feedback

## **1.6 Delimitations of the study**

- The description of the programme will be based on only official literature available from JAB, JASA and the JAI.
- The study will be limited to JAB trained participants in the secondary school bracket; primary schools will be excluded.
- Not all students who have been trained will be involved therefore the results will be based on the participating sample.
- The study will only investigate the perception of selected programme implementers such as JAB trainers and teachers but will not cover other stakeholders such as parents, board members, the business community and general public.
- Case studies will only look at businesses the way they are; no sustainability or success levels because of time constraints.

**1.7 The conceptual framework of the study**

This study will be based on the conceptual framework illustrated below (Figure 1.1). In order to investigate the research sub-problems, the study will focus on JAB training in secondary schools with responses from teachers and students involved.



**Figure 1.1: Conceptual framework for the study design**

The study focused on the JAB in-school programme involving students in secondary schools irrespective of whether they had mini companies running in the schools or not. It also involved out-of-school youth who were trained in the programme whilst at school, whether engaged in business ventures of their own or not. An assessment of the impact of the JAB programme on the youth was conducted by investigating the levels of motivation and confidence of the graduates of the programme based on their self-assessment of knowledge and skills pertaining to running a business. The assessment also took into account views about the programme as perceived by implementers such as teachers, trainers and other selected stakeholders such as the JAB personnel and staff from the Ministry of Education. The study hoped to establish the programme's strengths (benefits/successes) and weaknesses (challenges) and to solicit suggestions for its improvement from people directly involved in their different categories.

### **1.8 Definition of terms**

**Enterprises:** These are legal units, or a combination of legal units that include and directly control all the functions necessary to carry out its production activities (GEM, 2003).

**Entrepreneur:** A person who starts a business for the purpose of generating an income for survival or profit (Mayrhofer, 2001). An individual engaged in the process of starting and growing one's business or idea (Anon, 2005).

**Entrepreneurship:** The function of starting and running a small enterprise, regardless of the motivation to start up (Mayrhofer, 2001). Entrepreneurship can refer to a range of activities from self-employment to the setting of micro-businesses that employ a small number of people to high growth new ventures. The concept of entrepreneurship also encompasses a mindset, which is usually taken to involve risk taking in the face of uncertainty and other attitudes and skills such as boldness, ingenuity, leadership persistence and determination (Curtain, 2003).



**Formal sector:** The formal sector includes all the employing businesses that are registered in any way.

**Informal sector:** The informal sector consists of businesses that are not registered in any way. They are generally small in nature, and are seldom run from business premises. Instead they are generally run from homes, street pavements and other informal arrangements. Informal economic activities are small in scale and elude government regulatory requirements such as registration, tax, and social security obligations and health and safety regulations (Devey *et al*, 2003).

**Intrapreneur:** An individual who acts like an entrepreneur but from the confines of a large organisation or corporation (WiseGEEK, 2003). The term is also referred to as corporate entrepreneurship that supports actions to enhance employees' innovative abilities within the business. In this instance, the business assumes the business risk and the employee the career risk (Vivian, 2005).

**Small business:** Any business that is independently owned and operated but not dominant in its field or sector (Nieman *et al*, 2003: 10; cited by Vivian, 2005).

**Small, medium and micro-enterprises:** An SMME can be defined as an enterprise which is owner operated and functions with the primary focus of providing a livelihood for the owner and the immediate employees. It distinguishes itself from big business as it typically has a smaller turnover, marginal asset value, smaller number of employees, simpler organisational structure, generally lower barriers to entry and less onerous legal obligations and regulatory compliance issues (van Huyssteen, 2005). This definition is based on the National Small Business Amendment Act (Act 102 of 1996) of South Africa.

**Measures of success of JAB:** These will be measured in relation to self-reports of students' confidence; teachers' and trainers' satisfaction; percentage of students involved in business after training; scores on the entrepreneurial attribute test for both students and teachers.

## **1.9 Summary and layout of the report**

The study is based on the premise that though the programme is undeniably a good one, its implementation and monitoring may need to be given attention to make it more effective. The statement of the problem highlighted that it appears that the programme may not adequately prepare its participants for sustainable business ventures.

Issues pertaining to the study will be reviewed from literature in Chapter Two of the thesis. How the programme operates will be outlined in Chapter Three. A discussion of the study methodology used to collect data and analyse data will be included in Chapter Four. Chapter Five will cover the area of study that is brief background information on Botswana where the study will be conducted with particular reference to Gaborone (the capital city) and Francistown (second largest city). An analysis and interpretation of the data collected will be reported in Chapter Six. Chapter Seven will cover the discussions of the study results and finally conclusions and recommendations of the study will be presented in Chapter Eight.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.0 Introduction

The world now lives in entrepreneurial times. Shortage of productive employment opportunities in the formal sector forces people to fend for themselves. People no longer look to governments and large companies for jobs; instead they tend to be more interested in creating jobs for themselves and others. As such, small businesses make an important contribution to the economy through employment creation and distribution of wealth (GEM, 2004).

Small businesses are fast becoming the dominant form of business ventures in developing economies especially on the African continent, where unemployment rates are high. Small enterprises are vital in efforts to activate African economic development, job creation and economic equity. They are seen as a crucial requirement for sustainable growth in Africa more so because economic growth has been stagnant or decreasing in nearly all African countries in the past forty years. Entrepreneurship is branded as one of the key drivers of job creation in developing countries such as South Africa and Botswana (de Klerk and Havenga undated; GEM South Africa 2004; Martins *et al*, undated; Thomas, 2005; Vivian, 2005). “This is even more so for a developing country such as Botswana where approximately 20% of the economically active population are unemployed” (Siphambe, 2001). This makes entrepreneurship a necessity for moving Botswana forward through creating much needed jobs and raising people’s standard of living.

People are turning towards informal and small formal businesses in order to sustain their livelihoods. Successful micro-enterprises are key to sustainable development. They can be vital components of sustainable livelihoods. Kassils (2002 cited by Kassim and Hendriks, 2002) asserts that sustainable development is concerned with quality of economic growth and

social development, to ensure that the future generation enjoys a better quality of life than is currently experienced. Small and medium sized businesses thus form an integral part of the nation's economy.

Participants of the World Trade Institute (WTI) Brunch Seminar held in Switzerland in 2005 identified higher education, technology and entrepreneurship as prime engines of economic growth in Africa. One of the objectives of this seminar was to explore to what extent investment in higher education, technology and entrepreneurship in poor regions in developing countries may facilitate a more diverse rural economy, contribute to economic development, induce social change and create more economic opportunities. Small business ownership is viewed and encouraged "as a possible strategy to address the challenges of unemployment" (Storey, 1994 cited by Webster *et al*, 2005: 553). Several researchers around the world have documented the importance of small businesses and their contribution to the growth of the economy (Storey, 2004; Byrom *et al*, 2002; Frank and Landstrom, 1997; Goffee and Scase, 1987; all cited by Webster *et al*, 2005).

Many countries have realised the potential role of entrepreneurship as a possible solution to rising unemployment rates and as a recipe for economic prosperity. Particular emphasis is being focused on the role of small businesses because of its ability to adapt to a changing environment and because its structure allows it to adjust itself to technical change at a rate fast enough for survival. There is thus an acceptance that future prosperity hinges on the creation of vibrant indigenous businesses that are deeply rooted in the economy. However, it has been debated elsewhere that despite the recognition of the contribution of entrepreneurship to countries' economies, current government interventions to support the informal economy are inadequate (Garavan and O'Cinneide, 1994). Devey *et al*, (2003) argue that the creation of sustainable employment can only be achieved if effective structures are put in place to boost local initiatives and nurture new enterprises and that there is clearly a case for providing literacy and basic life skill training to assist informal workers in both their enterprises and in other aspects of their lives.

## **2.1 The value of entrepreneurship**

The importance of small business has escalated worldwide. The SMME sector is widely regarded as the driving force in economic growth and job creation in both developed and developing countries (Sunter, 2000 cited in Brink *et al*, 2003). Rwigema and Kamangu (1999; DTI, 1995 cited by Rampersahd and Hendriks, 2002) also illustrated that the importance of small businesses in countries worldwide has escalated as evidenced by the extensive promotion of small business internationally by small business development centres and programmes. The informal sector is deemed increasingly crucial to the success of economies even in developed countries like the United Kingdom. "Small businesses accounted for more than 99% of businesses in the UK economy at the start of 2001 with a turnover of £1,000 billion, representing 45% of private sector economic activity". Much of this growth in the size of the business population in the period 1995-2000 is attributed to the increase in the number of small businesses, particularly the micro- and one-person firms (Johnston and Loader, 2003: 273).

In Europe, small and medium enterprises (SMEs) are considered vital to revive areas where traditional industries have failed to make a mark due to fierce global competition. Small businesses represent approximately 99.8% of all businesses that are active in the European Union, accounting for 68% of total employment and 63% of all business turnovers (Matlay 2000 cited by Webster *et al*, 2005). Statistics from the Australian Bureau of Statistics (2002a, b) indicate that small business in Australia accounts for 96% of the private sector (excluding agricultural businesses) and employs 47% of the private sector, non-agricultural work force (Webster *et al*, 2005).

### **2.1.1 The contribution of entrepreneurship to the economy of Botswana**

Botswana's economy is on the decline as the non-mining sector, targeted for economic diversification like manufacturing, has not been performing well. In the years, 1991 to 2001, 73,447 (2%) additional jobs were created whereas the total labour force was growing at an average annual growth rate of 2.5 percent. Inevitably then unemployment was increasing



during the period reaching 21.6 percent in 1994. The 1996/7 Labour Force Survey however indicated that unemployment has been declining and has to be maintained. The total unemployment rate is estimated at 19.6 percent of the total active labour force. It is found to be highest in the 15 to 19 age group. This age group comprises mainly the youth who would have dropped out of either junior or senior secondary schools usually without useful skills (Siphambe, 2001).

There is therefore need to rigorously devise ways and means to create more employment especially for the youth with secondary education and no training whom the census data has shown are the most affected. An answer to this problem would be in the provision for higher education and training (Siphambe, 2001). However, he emphasises that those responsible for the training should conduct regular trace studies to check the relevance of their programme for the labour market.

### **2.1.2 Development of Entrepreneurship in Botswana**

Small and medium enterprises play a major role in stimulating economic growth. "This is even more so for a developing country such as Botswana where approximately 20% of the economically active population are unemployed" (Siphambe, 2001). This makes entrepreneurship a necessity to move Botswana forward through creating much needed jobs and raising people's standard of living.

Initially, the general populace of Botswana was not as enterprising as other countries in the region such as East and West Africa. The Government though identified entrepreneurial development as an important strategy for poverty reduction, employment creation and overall economic growth. This development led to the establishment of schemes aimed at encouraging citizen entrepreneurial activity such as the Botswana Enterprise Development Unit (BEDU) in 1974, the Citizen Entrepreneurial Development Agency (CEDA) in 2001, Financial Assistance Policy (FAP) in 1982, the Local Enterprise Agency (LEA) and the Small Medium and Micro Enterprises (SMME) in 1999, (African Economic Outlook, 2005; Mafela, 2005; Temtime, undated; Ministry of Trade and Industry, 2005).

This further led to the establishment of entrepreneur development organisations such as Botswana Development Corporation (BDC), Botswana Confederation of Commerce Industry and Manpower (BOCCIM), Botswana Export Development and Investment Agency (BEDIA) and Public Enterprise Evaluation Agency (PEEPA) and agencies such as Small Business Promotion Agency (SBPA) and Small Enterprise Promotion Trust (SEPROT) (Temtime, undated; African Economic Outlook, 2006). The general focus of these organisations is to support entrepreneurial development through promotion, funding and training.

### **2.1.3 The contribution of entrepreneurship to the developing economies**

Entrepreneurship is associated with adaptations and change in the economic systems, which contributes to national economic growth. The South African Executive Report (2003:7) of the Global Entrepreneurship Monitor (GEM) indicates that “two key mechanisms for change in an economic system that can result in growth are the formation of new business ventures by entrepreneurs and reorientation of existing business towards entrepreneurial goals”. New business venture creation is just one dimension of entrepreneurial activity that can lead to economic change and growth. Another is the devotion of resources by existing companies towards entrepreneurial goals. The report gives Nokia as an example of an established company that has re-orientated itself from its origins in paper production to become entrepreneurial as a major provider of telecommunications products.

Liberty Life, one of the sponsors of the GEM (2004) South Africa edition defines entrepreneurship as an opportunity driven pioneering mindset, passion and commitment to one's idea, confidence in one's ability to achieve results and a willingness to take risks. This company believes that through their sponsorship of the GEM project they are promoting an entrepreneurial culture, which is essential for the well being of the country and the economy as a whole. The company emphasises that the country's ability to succeed and grow will be dependent on how quickly entrepreneurs are created and regrets that in South Africa there is “the will and the determination to succeed but, great ideas often become lost through unnecessary obstacles, lack of funding or inadequate assistance” (GEM, 2004: 6).

The University of Cape Town (UCT) Centre for Innovation and Entrepreneurship stated in the GEM (2004) report that new business creation is fundamental to the growth of the South African economy and to the country's future socio-political stability. It further highlighted education and experience as key elements in successful venture creation. "South Africa needs a growing pool of potential entrepreneurs who have the motivation and the ability to identify and to realise new business opportunities" (GEM, 2004:7). Small and medium sized business form an integral part of the nation's economy.

"Sustainable development is stifled unless micro enterprises are able to increase household incomes and provide employment, generating additional demands for product and services" (Kassim and Hendriks, 2002:34). In developing countries, small medium and micro enterprises (SMMEs) play a crucial role in economic development. Rwigema and Karungu, (1999 cited by Rampershad and Hendriks, 2002) highlight that SMMEs fulfil both social and economic roles and are essential to promote economic growth and development and to create wealth and employment.

Entrepreneurship also plays a major role in the private sector whereby diverse factors of production are put together in new and complementary ways to maximise use of available resources and technology though the profit motive is the driving force in this sector (Ostrom, (2004: 1). There is also a need to open the public sector to entrepreneurship and innovation at local, regional and international levels. Public entrepreneurs bring in varied interests, ranging from the desire to improve services to their own communities, augment their income, be innovative as well as gain respect from others (Mintrom, 2000 cited by Sobhan, 2004).

## **2.2 What is entrepreneurship?**

Entrepreneurship is the process through which entrepreneurs create and grow businesses. Contrary to common belief "it is neither an exercise in rush risk taking nor a solo occupation; in fact it is just the opposite". It "is about carefully assessing the balance of the risk and reward (cost and benefits) and flourishes in an environment where there are many entrepreneurs of all types" (Dabson, 2005:129).

Entrepreneurship is a way of thinking that focuses on a specific approach to business development and ownership based on innovation. It may be in the form of innovations in the following areas; product or service, production process, marketing strategies or an overall approach to business. A fact sheet from Cornell University (2003) lists three steps representing entrepreneurship hinging on creativity (thinking new ideas), innovation (developing new things) and unique value (creating value in the market place). The three factors are key ingredients of entrepreneurial business and are what distinguish entrepreneurs from other business owners (Cornell University, 2003). "Entrepreneurship drives innovation, competitiveness, job creation and growth. It allows new innovative ideas to turn into successful ventures in high-tech sectors and can unlock the personal potential of disadvantaged people to create jobs for themselves and find a better place in society" (European Commission, 2002).

Sexton and Bosman (1984) cited by Garavan and O'Cinneide (1994:1) suggest that there is a distinction between entrepreneurship and small business. Small businesses range from "simple forms of self employment such a digging gardens, erecting fences, running a corner shop, to the management of a high technology company on a scale which relative to others in a particular sector is small". Another distinction is that though all entrepreneurs are self employed, not all self-employed can be referred to as entrepreneurs.

Entrepreneurs as pointed out earlier are characterised by innovative behaviour and employ strategic management principles, the main goals being profit and growth whereas small business owners are people whose business consume most of their time and resources and provide most of their income. Unlike the entrepreneur, the small business owner is seldom in innovative practices (Garavan and O'Cinneide 1994). Nieman *et al* (2003) cited by Vivian (2005) defines a small business as "any business that is independently owned and operated but dominant in its field or sector".

### 2.2.1 Who are entrepreneurs?

Dabson (2005) describes entrepreneurs as people who start and grow successful business enterprises. These are driven by different motivations such as: **Survival entrepreneurs** who want to supplement their incomes; **Lifestyle Entrepreneurs** who create enterprises in order to pursue a certain lifestyle or live in a particular community; **Growth entrepreneurs** who are motivated to develop and expand businesses which create jobs and wealth and **Serial entrepreneurs** who go on to create several growth businesses. The GEM South Africa Report also distinguishes between entrepreneurs on the basis of their motivation as; Opportunity entrepreneurs who are taking advantage of a business opportunity and Necessity entrepreneurs who have no better options to work (GEM 2004:11). "An intrapreneur on the other hand is an individual who acts like an entrepreneur but from inside the confines of a large organisation or corporation" (Wallener, 2005:1).

### 2.2.2 Can entrepreneurs be taught?

People of all kinds can be and are entrepreneurs. Some may be naturally inclined to be entrepreneurial; others learn to be entrepreneurs (Dabson, 2005). There is always a debate on whether entrepreneurs can be taught, born or made. People have different views about the statement. Some people believe entrepreneurship cannot be taught, some say it can, some say one is born with it and others say it is acquired (Gerber, 2004). The reality however is that not everyone has what it takes to be an entrepreneur and society does not want everybody to be an entrepreneur. Much as aspects of entrepreneurship can be taught, it also requires a certain flair or attitude towards risk taking. "There is and always will be a role of gut feeling in entrepreneurship and indeed that is what may "distinguish a successful one from the unsuccessful" (Garavan and O'Cinneide, 1994: 2). This could mean that there is clearly a major role and need for entrepreneurship education and training that would help sift the good from the bad.

### 2.2.3 Advantages of being an entrepreneur (motivations)

Business Referral and Information Network (BRAIN, undated: 1) has listed five most important reasons why business owners would prefer to run their own businesses rather than be employed by someone else. These include the opportunity to;

- 1) Control one's future
- 2) Enable one to reach their full potential
- 3) Make a difference
- 4) Do what one enjoys
- 5) Earn more (:BRAIN, undated: 1).

Longenecker *et al*, (1997:46) ascribe to the following as the rewards of entrepreneurs;

- 1) **Profit:** Freedom from the limits of standardised pay for standard work.
- 2) **Independence:** Freedom from supervision and rules of bureaucratic organisation.
- 3) **A satisfying lifestyle:** Freedom from routine, boring and unchallenging jobs.

Although there are risks involved, being entrepreneurs allow people to chart their own direction and goals, express themselves to the best of their ability and creativity, find fulfilment in making a difference in people's lives and the environment, do what one really loves to do most each day and to reach their potential earning power. This should however not be construed to mean that all businesses endeavours are successful and would lead to the above advantages.

There are a number of factors to consider when deciding on the kind of business to pursue. A lot of thought goes into addressing whether the business would be viable; whether the envisaged product or service will find a "niche" market and whether or not, it should be something the people can consider for satisfying their needs. The business owner also has to possess the necessary skills that would enable him to handle competition and to have a personality suited to the kind of business (GEM, 2004).

#### 2.2.4 The disadvantages of being an entrepreneur

The main disadvantages of being in business as cited by BRAIN (undated) could be that;

- One may get into debt because there may be a lot of borrowing to keep the business going especially at start-up whereby it may not have acquired enough finance.



- One may feel isolated, lonely and even under attack. Business is demanding therefore a lot of time is devoted to the business, leaving very little time for social activities (BRAIN, undated: 2 ).

The pressures of being self-employed are inescapable. If anything goes wrong there will be no one responsible but the business owner. BRAIN (undated) further cautions that starting a business is risky and one is better off dealing with the various risks as early as possible. The risks involved in starting a business have to do with whether or not one has the;

- **Financial resources** that they can afford to risk.
- **Experience** and technical skills to do the job that the new business needs.
- **Knowledge** about the market to establish what the customers want, where to find them and how to get ahead of competition.
- **Personal tenacity** and discipline to see through the hard times when money will be short and demands will be heavy (from customers, finances, staff and family).

Lack of access to relevant and understandable information and advice is one of the many challenges daunting small enterprises especially the survivalist, start up and micro-enterprises. Some of the areas where problems are experienced include training in entrepreneurship, access to markets, industrial relations and the labour environment, as well as access to appropriate technology (KZN Department of Economic Development and Tourism, 2001).

### 2.2.5 Characteristics of an entrepreneur

Gerber (2004) describes successful entrepreneurs as those who perceive the world as a system. They possess unique characteristics, skills, aptitudes and attitudes that ensure their success. All successful entrepreneurs are, according to him system thinkers who intuit, think and see the whole thing, its entirety, its oneness and its integrated unity as opposed to merely the sum of its parts. He highlights that a system thinker:

- Transcends the world in order to transform it.

- Is an inventor who sees purpose in everything and sees the system as the realisation of the purpose?
- Sees meaning in everything and if not, pursues everything until the meaning becomes clear or until the system reveals itself (Gerber, 2004:2).

Schumann (undated) defines an entrepreneur as a person who creates or starts a new project, opportunity or venture. These are people who will make decisions, take action and think that they can control their own destinies. A spirit of independence, which leads them to believe that their success depends on hard work and not luck, often motivates them. He outlined the characteristics of an entrepreneur as:

- 1) **Self confidence:** That is the magical power of having confidence in oneself and in one's powers and abilities.
- 2) **Achievement oriented:** That is gaining results by focused and sustained effort whereby one concentrates on achieving a specific goal, not just accomplishing a string of unrelated tasks.
- 3) **Risk taker:** Someone who realises that there is a chance of loss inherent in achieving their goals, yet they have the confidence to take calculated risks to achieve their goals (Schumann, undated: 1- 2).

Wallener (2005) defines an entrepreneur as an individual who accepts financial risks and undertakes new financial ventures. He adds that "characteristics of an entrepreneur include spontaneous creativity, the ability and willingness to make decisions in the absence of solid data and a generally risk taking personality". Entrepreneurs are also generally highly independent and may be driven by the need to create something new or build something tangible (Schumann, undated; Wallener, 2005)

Business Town (undated) reported that they conducted a study on distinguished entrepreneurs about the characteristics they possess. The entrepreneurs felt that the following would best describe their characteristics:

- 1) **Good health:** This was a characteristic mentioned by every entrepreneur interviewed. Entrepreneurs should be physically resilient and in good health as they work for extended



periods of time and can not afford to get sick especially while they are in the processes of building their business.

Other characteristics highlighted include;

2) **Self-control:** Entrepreneurs do not function well in structured organisations and do not like someone having authority over them. Most believe they can do the job better than anyone else and will strive for maximum responsibility and accountability. They enjoy creating business strategies and thrive on the process of achieving their goals.

3) **Sense of urgency:** Entrepreneurs have a never-ending sense of urgency to develop their ideas. Inactivity makes them impatient, tense and uneasy. They thrive on activity. They have drive and high energy levels; they are achievement oriented and are tireless in the pursuit of their goals.

4) **Comprehensive awareness:** Successful entrepreneurs can comprehend complex situations that may include planning, making strategic decisions and working on multiple business ideas simultaneously. They are farsighted and aware of important details and they will continuously review all possibilities to achieve their business objectives. At the same time, they devote their energy to completing tasks immediately before them.

5) **Realism:** Entrepreneurs accept things as they are and deal with them accordingly. They may or may not be idealistic but are seldom unrealistic. They will change their direction and prospects for achieving their goals.

6) **Conceptual ability:** Entrepreneurs possess the ability to identify relationships quickly in the midst of complex situations. They identify problems and begin working on their solutions faster than other people. They are not troubled by ambiguity and uncertainty because they are used to solving problems. They are natural leaders and are usually the first to identify a problem to be overcome.

7) **Status requirements:** Entrepreneurs find satisfaction in symbols of success that are external to them. They like the business they have built to be praised rather than them. Their egos do not prevent them from seeking facts, data and guidance. During tough business periods, entrepreneurs will concentrate their resources and energies on essential business operations. Successful entrepreneurs find their satisfaction of status needs in the performance of their business, not in the appearance they present to their peers and to the public.

8) **Interpersonal relationships:** Entrepreneurs are more concerned with people's accomplishment than with their feelings. They generally avoid becoming personally involved and will not hesitate to sever relationships that could hinder the progress of their business. They are impatient and drive themselves and everyone around them. They do not have tolerance and empathy and will delegate very few key decisions. Their strong direct approach induces them to seek information directly from source, bypassing structured chains of authority.

9) **Emotional stability:** Entrepreneurs have a considerable amount of self-control and can handle business pressures. They are comfortable in stress situations and are challenged rather than discouraged by setbacks or failures. They are uncomfortable when things do not go well. They tend to handle people's problems with action plans without empathy (Business Town undated: 1-3).

In addition an entrepreneur has to have business skills to coordinate the five basic functions in business that are; (1) Planning (2) Organisation (3) Directing and leading (4) Controlling and (5) Coordinating (Vivian, 2005).

#### **2.2.6 Special challenges of an entrepreneur/Constraints**

Entrepreneurship is as demanding as it is exciting. An aspiring entrepreneur therefore has to consider both the positive and the negative aspects of entrepreneurship. Though the rewards of venturing into business seem appealing, there are also drawbacks and costs involved. This view is expressed by Longenecker *et al* (1997) who point out that starting and operating one's own business typically demands hard work, long hours and much emotional energy. The strain of running a business is often a major reason why some entrepreneurial families break up. The other insecurity emanates from the fact that in most instances no one is willing to bail out a failing business owner. The ultimate risk of an entrepreneur is of losing their lifetime savings resulting in debt and bankruptcy.

#### **2.2.7 The future of entrepreneurs**

Setting up a successful business venture is a tedious and risky process that requires employing effective management strategies. In addition to strong commitment and a keen understanding of one's strengths and weaknesses, the entrepreneur has to learn from the

mistakes of others in order to avoid repetitive mistakes (Donnelly *et al*, 1992: 693). An entrepreneur has to be visionary, that is, being consistently innovative so that product or service keeps up with global trends. There is at times a tendency for the entrepreneur to be engrossed in some areas of business management at the expense of others which also need attention for the business to grow.

### **2.3 The value of education and training in entrepreneurship**

Training has been identified as a critical need to boost entrepreneurship if it is to contribute effectively to the economy, taking into account an argument by Devey *et al* (2003:161) that “the informal economy in SA is clearly an important component of the labour market with between 25 to 30% of those working in SA engaged in informal economic activities”. This makes it imperative for any human resource development strategy for SA to take into account the informal economy.

The failure rate of SMMEs in South Africa is estimated between 70% and 80 % (Brink *et al* 2003:1). There is clearly a case for literacy and basic life skills training as these interventions would assist informal economy workers in both in their enterprises and in other aspects of their lives. Devey *et al* (2003 161) also assert “training programmes should be geared towards helping the entrepreneurs to develop their enterprises, themselves and their staff”. This can only be achieved through providing training that is relevant and delivered in an appropriate way. McCole *et al* (2001) cited by Johnston and Loader, 2003) also suggest that the potential of small businesses to ‘build an enterprise society’ in the UK will be more effectively achieved if SMEs participate in appropriate training that would help them to develop relevant skills and competencies.

#### **2.3.1 Considerations for training**

Government policy should encourage entrepreneurship. “Parallel with an increasing political and public awareness of entrepreneurship as an important source of business dynamism, a number of entrepreneurship training programmes have appeared” (Havnes and Jenson, 2001:2). Comparative studies based on international experience on training between informal

and formal workers conducted by King (1989) and McKean (1942 cited by Devey *et al* (2003:160) highlighted the following distinctions in respect of the informal workers:

- 1) **Timing and structure:** The self-employed cannot afford time away from their businesses for long; therefore their training should be part time. Training sessions for informal workers should be for as short times as they can possibly be since it is often difficult for business people to be away from their work places for long.
- 2) **Medium of instruction/Training methods:** In view of the low levels of literacy, courses should be conducted in the learner's mother tongue and should not be text based only. Informal workers are often not highly educated therefore it is advisable to conduct courses in indigenous language and should be more illustrative than text based.
- 3) **Training context:** Training should as far as possible take place close to where informal workers operate from and considerations should be given to the provision of childcare facilities. Considerations should be made to accommodate adults' needs such as selecting a venue for training not far away from business premises and providing for children's welfare
- 4) **Training content:** Training for informal workers should be aimed at developing a broad range of skills such as financial management, market analysis, buying and costing and customer care and life skills such as assertiveness training, negotiating skills and conflict resolution would be more effective especially to women entrepreneurs than training based on business theory (Cross *et al* (2001); Skinner 2000 cited by Devey *et al*, 2003:160).

### **2.3.2 Research about entrepreneurial experiences**

One study conducted by Brink *et al* (2003) to establish the extent to which owners/managers of small businesses in Gauteng in South Africa experience selected problems such as those negating the success of their businesses has identified four key areas as competition, economic factors, socio-economic problems and change. The study concluded therefore that problems encountered by small businesses in a typical South African setting stem from factors related to the environment, finances and management. Therefore an attempt to assist the business owners to withstand today's stiff competition for the market has to take off from identifying the problems, and then proceed to designing training programmes aimed at equipping the business owners with relevant managerial skills.



Barron (2000:1), Brink (1997:364 cited by Brink *et al* 2003:2) further indicate that surveys of small business failure indicate that entrepreneurs often have good ideas and are competent but “they do not have a clue on how to run a business and have no underlying appreciation of business fundamentals”. This view was also expressed by in the GEM Report (2004).

### **2.3.4 Entrepreneurship education and training issues**

The GEM 2004 Report affirms the philosophy of the University of Cape Town (UCT) Centre for Innovation and Entrepreneurship that new business creation is fundamental to the growth of the South African economy and to the country’s future socio-political stability and further highlights that education and experience are key elements in successful venture creation. “South Africa therefore needs a growing pool of potential entrepreneurs who have the motivation and the ability to identify and to realise new business opportunities” (GEM, 2004:7).

The report further indicates that it should not only be through informal structures that training for entrepreneurship is delivered. Formal structures such as schools and training institutions should join in the struggle to empower future generations to be self-employed and to create employment for others as reality shows that jobs are becoming more and more scarce.

Grierson (2000: 25) affirms “vocational training in developing countries is as much about enterprise development and self-development as it is about traditional role of preparation for employment”. In recognition of the need to contribute meaningfully to the country’s economy and to the general quality of people’s life, the government, NGOs, the private sector and other organisations have developed several business training programmes for various sectors of the economy (Temtime, undated; GEM Report, 2004). Among those in the schools and the community is the Junior Achievement programme on which this study concentrates.

There is a parallel between education and training and entrepreneurship. Much as there are many debates as to whether entrepreneurs are born or made, there is also a strong viewpoint

that education and training interventions may have a strong influence on entrepreneurship. Embedded in education is the ability to mould behaviour, enable one to respond to different situations by reinforcing, “innovation, creativity, flexibility, autonomy, self direction and self expression” (Garavan and O’Cinneide 1994:3). Acquisition and adaptation of these characteristics would essentially place any business owner in a better position to handle diverse and inescapable situations encountered in running a business. The importance of education and training in stimulating and supporting entrepreneurship can not be overemphasised.

The responsibility of training in entrepreneurship should not be thrust only onto the government; the private sector and the general public should also take responsibility of creating an enabling environment for entrepreneurship to flourish. Sectors should also be more sympathetic to business failures as often; such failures add value to the learning process.

Gibb (1985 cited by Garavan and O’Cinneide, 1994:5) highlights the key problems emerging from the evaluation of such programmes as:

- The differing perceptions of teachers and potential small business owners on what start up programmes should ideally include.
- Indication of deficiencies in many current starts-up programmes.
- The length of such programmes.

Entrepreneurship education programmes should ensure the learners’ personal fulfilment and contribution to society in addition to preparing the participants for career success and increasing their capacity for future learning. Their ultimate measure is how well they foster the above aspirations and lead to business start-ups (Garavan and O’Cinneide, 1994: 3).

## **2.4 Research on entrepreneurship education and training**

There is very little research on entrepreneurship education and training despite the fact that the shift to entrepreneurship as an economic drive globally has brought numerous training programmes into the market (GEM Report, 2004; Grierson, 2000; Ray, 1992). According to



Garavan and O'Kinneide (1994) studies conducted tend to be fragmented, descriptive and exploratory and not many relating to programme development in terms of curriculum design, scope, content and assessment. Curran and Stanworth (1989) cited by Garavan and O'Kinneide (1994:6) indicated that "except for the start your own business programmes for the unemployed, the essential aspects of many entrepreneurial education and training programmes in terms of content, methodology and their evaluation remain unresearched". Consequently, there is a lack of clear paradigms on entrepreneurship education and training. It appears there is need for studies that examine a broader range of issues using control groups comparing individuals who have not received any entrepreneurial training to the individuals or groups of people who have had their practical experience in order to determine the lasting effects of such interventions (Garavan and O'Kinneide 1994 citing Hills 1988; Sexton and Bowman 1984; McMullan and Long 1983; Ray 1992).

Though Grierson (2000; 25) in his comment on entrepreneurship training stated that "vocational training in developing countries is now as much about enterprise development and self development as it is about its traditional role of preparing for employment", he also indicated that there is little evidence that the hard earned lessons of enterprise development are being effectively incorporated into the process vocational training reform. He advises on the following based on **Enterprise Development Best Practice** that:

- 1) Training for self-employment in the informal sector must be tailored to respond to typical range of skills needed by the sector such as insecure legal status, low scale finances including profitability, and technology and generally low education levels.
- 2) Programmes should foster direct interaction with local communities and markets.
- 3) Vocational training reforms especially on the African continent should lobby for significant attention to SMME's and the informal sector, greater private sector participation in the training delivery and interaction with the local and global markets.
- 4) Vocational training policies should address complex issues of cost, relevance and equity in order to meet the demands of declining economies, rapidly changing labour markets and growing populations.
- 5) Networks of enterprises, agencies and institutions are the best ways to meet the needs of the self-employed. The success or failure of a new enterprise often depends on the

networks developed and exploited by their founders (Crump *et al*, 2000 cited by Grierson, 2000). Programmes should therefore link training with counseling, finance and other forms of support through networks.

Two goals of most business education programmes are to equip participants with knowledge and skills for career successes and to increase their capabilities for future learning. Entrepreneurship education and programme should in addition ensure the learners' personal fulfilment and contribution to society. Its ultimate measure is how well it fosters the above aspirations and leads to start ups. If entrepreneurship education and training is to be effective, it must not only be so "through factual knowledge and the limited skills acquired in the classroom but also through the stimulation of new ventures, the success of those ventures and the increasing capacity of the entrepreneur to pursue even greater success"(Garavan and O'Cineide,1994: 4).

There are three main features of entrepreneurship education and training programmes namely; knowledge, skills and attitudes. These features do not get equal attention in most training sessions. Attitudes are very important as they influence the entrepreneurial behaviour patterns of individuals yet, they are hardly addressed. Skills which are difficult to impart during the short periods often allotted to training receive sketchy attention. Knowledge is given the most attention and is even analysed. It is thus not surprising that out of the many trainees of these programmes only a few eventually do venture into business. Many end up with the theoretical knowledge on how to run a business but not the practical know how and a changed mindset to take them further than just having acquired business basics (Garavan and O'Cinneide, 1994).

#### **2.4.1 Common objectives of entrepreneurial education and training programmes**

Though education and training programmes differ in design, some common objectives can be drawn as:

- To acquire knowledge and skills relevant to entrepreneurship
- To adapt skills acquired to follow one's vision

- To stimulate inert entrepreneurial drive, talent and skills thus encouraging new venture start ups and other enterprises
- To lessen the risk factor often attached to venturing in new business enterprises
- To develop support structures crucial for newly established enterprises through mentorship and networks
- To instil positive attitudes towards change (Garavan and O'Cinneide, 1994).

#### **2.4.2 Difficulties and deficiencies with entrepreneurial education and training**

Research by Vesper (1982 cited by Garavan and O'Cinneide, 1994: 4) illustrates that even in the USA where "education for entrepreneurship" is highly developed; the promotion of entrepreneurship is not justifiable since the results indicate that participants producing new ideas for business ventures are generally disappointing.

Other researchers, Curran and Stanworth (1989 cited by Garavan and O'Cinneide 1994:4) further argue that even though "many established programmes can point to participants who have subsequently generated highly successful and genuinely entrepreneurial businesses, but a hard-headed assessment might question the resource effectiveness of producing a few successes for the large throughput of participants usually involved". These researchers further argue that the perceptible absence of the psychological and behavioural attributes of entrepreneurship in training programmes and the consequent disregard of such when devising promotional strategies all negate entrepreneurial education and training interventions being resource effective. This casts more doubts as to whether conventional forms of small business education are helpful or supportive. Garavan and O'Cinneide (1994:4) emphasised that "management techniques geared towards order, rationality, predictability, tried and tested methods" and the general economic drive that the training emphasises are difficult to integrate into the more charismatic approach to genuine entrepreneurs without damaging their special potential".

Another researcher Denis Ray, a professor at the Nanyang Technological College in Singapore in his article on Assessing Entrepreneurship Training as a Strategy of Economic

Development (1992: no page numbers) concluded that the Anglo-American paradigm which dictates the entrepreneurship development programmes on a world wide scale should be replaced by a global “science of entrepreneurship development” since, the paradigm is according to him, highly ethnocentric and as such even lacks criteria by which “best practice” can be recognised. He argues that “the privatisation and free market movements of the 1980’s along with the collapse of many of the economies of the Euro-Asia region have created an opportunity for that science to be developed”.

Considering how much funding is devoted to the development of programmes on a global basis by all governments at all levels as well as national and international donor agencies, he wonders how effectively the money is spent (Ray,1992). He highlighted a few examples cited by other researchers such as Peter Kilby who showed that in Kenya the government spent \$35million over a ten year period to assist selected high potential entrepreneurs. The companies achieved an annual growth rate of 1% whereas the entrepreneurs in the informal sector in the same country grew by 10% per annum without governmental assistance. Others like Vesper, McMullan and Sullivan (1988) cited by Garavan and O’Cinneide (1994) who reviewed 33 entrepreneurship development programmes in Canada and stated that the programme cost per new venture created ranged from a low of \$12,000 to a high of \$241,000.

Ray (1992) pointed out the following as some fundamental problems inhibiting the development of a “science” of entrepreneurship development:

**a) Limitations of the Anglo-American paradigm of entrepreneurship**

In order to strengthen his argument that the Anglo-American paradigm is highly ethnocentric, Ray (1992) illustrated that a review of the major textbooks (best scholarly work) in the field of entrepreneurship produced in the United States, Canada and the United Kingdom revealed that there is a distinct Anglo-American paradigm that consists of elements such as; identifying an opportunity, developing a business plan, raising venture capital and “harvesting the ventures through a initial public offering” without paying allegiance to the notion that the new ventures might actually have to:

- 1) Manufacture something and compete against low cost, world class manufacturers from Japan, Germany, Korea, Taiwan, or elsewhere in Asia.
- 2) Export to realise the full potential of their market niche or deal with entrepreneurs who operate on a different paradigm with different cultural values.

He further stated that despite the shortcomings cited above, it seems the urge to export entrepreneurship programmes is irresistible as consulting firms and university based programmes become heavily involved in exporting their programmes to Eastern Europe, Asia and the rest of the world. Notwithstanding that the programmes may have some benefits, it has been established that some of the models developed for training programmes are outdated and have limited motivation for achievement; for example, the Boston based McBer & Co and MSI of Washington D.C originating from the Harvard's David McClelland. He reiterated that it is not justifiable to export such programmes to other continents.

**b) An overly simple and ethnographic theoretical foundation**

Training programmes and western textbooks tend to rely excessively on a simple, linear, global list of entrepreneurial attributes that indicate that entrepreneurs are moderate risk takers, achievement oriented, independent and have enquiring minds; yet the list has numerous problems. These emanate from an assumption that the entrepreneurial attributes are basically related to personality and not to social setting, that characteristics crucial to launching a venture lead to the success of the venture, being independent may be positive in the initial decision to launch a venture but may inhibit the growth and success of the venture if the entrepreneur is later inflexible and unwilling to build a management team or delegate decisions (Ray, 1992).

**c) A weak empirical foundation**

The experiential research that is alluded to in various new and re-energised journals and entrepreneurship conferences such as the Babson Research Conference is based largely on North America and Europe (Ray, 1992). Yet, the findings are advanced as if they are universal since the textbooks and training programmes are exported around the world. Ray wonders if there is a clear distinction between what is empirical and what is culturally specific as more knowledge about entrepreneurship and new venture development does not

necessarily lead to high rate of successful investments. He emphasises that there is need for studies that examine a broader range of issues and phenomena from a comparative perspective (Ray, 1992).

**d) Lack of meaningful evaluation of entrepreneurship education and training programmes**

Ray (1992) argues that a true science of entrepreneurship development will not evolve until a serious and honest effort is put into evaluating programme activity, education and training. He insists that there is a need to address questions such as: Does entrepreneurship education and training in North America really make a difference and how many successful entrepreneurs owe a great debt of gratitude to the entrepreneurship course they completed at a college or university?

Ray (1992) further pointed out that evaluation of entrepreneurship and training programmes is more difficult in that such programmes around the world may be reluctant to have independent evaluations made of their activity because of political and funding risks lest studies reveal that the programmes either had no impact or had little or even counterproductive impact on local entrepreneurship. If such programmes do not really want to know, then how can a science of entrepreneurship be developed? It is only through collecting data and evidence of what programme activity works and what does not and sharing the findings widely that can improve the status quo of the programme activity. An issue of protectionism emerged in this study at some point leading to the withdrawal of the initial permission granted to conduct the study.

Ray, (1992) indicates that there is even lack of methodology of programme evaluation or consensus about what should be involved in evaluations and what results ought to be shared among the global community of programme developers, administrators and support personnel. This leads to difficulties even to recognise “best practice” where it is present. He concludes that if the field is to move forward there is need to develop, share and transfer “best practice”.



### **2.4.3 Duration of entrepreneurship education and training programmes**

Entrepreneurship education and training programmes are of very short duration compared to other educational programmes concerned with helping people to embark on major careers. Researchers such as Gibb (1995); Curran and Stanworth (1989) and Sym and Lewis (1987 all cited by Garavan and O’Cinneide 1994:4) have found that most small business entrepreneurship programmes last as little as a few days with only a few extending over longer periods. The length of such programmes seems unrealistic considering the knowledge and a broad range of complex tasks involved in operating a successful small business. The responsibility often involves considerable capital investment and meeting the needs of customers and employees. However, “there is little indication that those who embark on small business ownership are properly prepared for the severe psychological exigencies of their future role”. However Curran and Stanworth (1989) cited by Garavan and O’Cinneide (1994) suggest that this could be reduced if monitoring and follow up visits are conducted following the training to assist those already in business.

Though opportunities may seem many at the time of start-up, businesses are confronted with numerous problems, yet goals are often not clearly defined and entrepreneurs lack managerial skills. Garavan and O’Cinneide (1994:6) state that management skills are acquired gradually on the basis of trial and error through job experience therefore “in a start up situation problems encountered tend not to be one dimensional but are highly integrated, incapable of being solved by a single expert”. Many entrepreneurs are specialists within particular fields and tend to have a poor grasp of managing across a range of functions.

### **2.4.4 Categories of entrepreneurship education and training programmes**

Entrepreneurship education and training programmes are often classified into four main groups namely:

- 1) Education and training for small businesses ownership
- 2) Entrepreneurial education
- 3) Small business awareness education
- 4) Continuing small business education (Garavan and O’Cinneide, 1994).

The main accent in this research is on entrepreneurial education because the JAB literature states that the programme “provides a dynamic business education that significantly impacts on the lives of the young people in Botswana” (The JAB Fact sheet undated d).

### **1) Education and training for small business ownership**

Many new business start ups are not original ideas, they involve imitating or taking over existing enterprises, therefore training programmes need to be designed in such a way as to cater for innovations. Mobilising finances is a crucial aspect for a new business as well as proper management of businesses therefore the curricula should entail instructions on how to raise finance for start up capital, how to handle legal regulations pertaining to establishing a business including taxation, how to design, produce and market a product or service, how to recruit and handle employees, simple accounting and others. This should not be a difficult area for course tutors to handle as many of the participants come into the training already motivated and having made up their minds. “Devising such programmes and accompanying teaching strategies should present few problems, more so that those who come on the programmes like these are after all highly enthusiastic and receptive”( Garavan and O’Cinneide, 1994:14)). Gibb (1985) cited by Garavan and O’Cinneide (1994:14) highlight the key problems emerging from the evaluation of such problems as:

- The differing perceptions of teachers and potential small business owners on what start up programmes should ideally include.
- Indication of deficiencies in many current start-up programmes.
- The length of such programmes.

He further highlights that trainers often try to accommodate too wide a range of start up businesses within a single programme. The training usually involves grouping together people with different business interests and providing them with a standard knowledge and skill base to assist them to prepare their individual business plans. However, Sym and Lewis (1987 cited by Garavan and O’Cinneide 1994) indicate too that many trainees find such courses too general thus providing limited exposure (Garavan and O’Cinneide1994:6).

It is true that the essential aspects of many entrepreneurial education and training programmes in terms of content, teaching strategy and evaluation of their effectiveness

remain largely uninvestigated (Curran and Stanworth 1989 cited by Garavan and O’Cinneide, 1994). An attempt to find research studies on the JAB programme which has been in existence since 1994 and of similar programmes in Botswana has proved not very fruitful. Usually the focus is on “start your own business” programmes designed for the unemployed. Such trainees however, are unlikely to have ready access to conventional sources of finance and may have low self confidence because of lack of previous success in the job market. Their start-ups often are constrained by lack of capital.

## **2) Entrepreneurial education**

Small businesses lack innovation. Start-up ventures focusing on the creation on novel products or services are difficult to come by. Even though conditions have been made favourable for these to be explored freely “the connections remain largely unmade” (Weber 1965 cited by Garavan and O’Cinneide, 1994:6). The effectiveness of such programmes in making a significant contribution to the economic process therefore remains questionable.

## **3) Continuing small business education**

Training here focuses on the provision of some form of adult education usually lasting for a day in which people who are already in business seek to enhance their knowledge and skills. Owing to the varied needs of the people often enrolled in this form of training, the courses are often not without criticisms. The major problem associated with such training is that it is more difficult to plan, design and deliver such courses than other forms of training, more so that the participants are often dissatisfied with course not meeting their specific needs and finding it rather general (Garavan and O’Cinneide, 1994).

## **4) Small business awareness education**

This is the type of programme which is suitable for inclusion in secondary school syllabi and undergraduate programme. It is aimed at increasing the number of people who are sufficiently knowledgeable about small business. Vesper (1982) cited by Garavan and O’Cinneide (1994) emphasises that these programmes usually provide no less than increasing the students’ awareness in terms of providing information on setting up, an appreciation of opportunities and problems associated with establishing new businesses. The programmes

therefore tend not to be concerned with the quality or value of training; rather it is interested in increasing the number of trainees.

#### **2.4.5 Inappropriate training models in entrepreneurial education and training**

It appears that the entrepreneurship teaching has not undergone significant change. The curricula still focus mainly on accounting, budgeting, marketing, law and personnel which though very important, virtually tend to give just basic insights on how to run businesses. Since the training is usually only for a short time, the content is covered very briskly rendering comprehension difficult especially if totally unknown (Garavan and O' Cinneide, 1994). 'The paradigm behind the education and training of entrepreneurs is still basically of a technical nature; that is giving a quick fix programme in those disciplines which the participants are not familiar with from their work experience' Garavan and O' Cinneide, (1994: 7). As a result, it is unusual to find trained entrepreneurs with both breadth and depth of knowledge.

A typical entrepreneur may have in-depth knowledge on production but may be found wanting in finance and sales. The core competency on the other hand that an entrepreneur requires is not necessarily a competence in production but the ability to plan and operate. The implication is that, a real entrepreneur is a person with astute managerial skills, who also has the ability to organise others and to tap into knowledge and expertise required on all aspects of establishment and start up. It appears that the entrepreneurship teaching has not undergone significant change (Garavan and O' Cinneide, 1994).

#### **2.5 Junior Achievement International Programme**

Junior Achievement programmes operate in many countries around the world. In most countries, the student bodies vary from primary school age children, high school pupils, to business cooperatives, to programmes for the aged. The content is also country specific. The organisation was founded in 1919 in the United States Of America (USA). Its headquarters are in Colorado Springs. For better coordination of the programme, it has regional centres for Central and Eastern Europe, Francophone Africa and the Asian Pacific. Junior Achievement Worldwide offers a sequential curriculum for students from member nations

aged 5-18 that emphasises the relevance of Business Education to the workplace and the individual. By providing them with valuable life skills and a practical understanding of basic economic principles, the programme aims to empower young people to become pro-active members of their communities (JA Worldwide 2006).

The programme seeks to develop and implement economic education programmes for young people through partnership between business and education sectors. It gives insights into operations of the business sector, the basics of market economic systems, the interaction of individuals and the commercial environment, and the functions of the business sector in a market economic system. The programmes are designed to help young people gain an understanding of the market driven economy, the role of business in the global economy the commitment of business to environmental and social issues, the commitment of work in an ethical manner, the relevance of education in the work place and the impact of economics on their future. The programmes can either be adopted in full into the national curricula or adapted to suit the country's needs (JAB Evaluation Report 2001).

➤ **A synopsis of the Junior Achievement organisation, Botswana**

The Junior Achievement Botswana organisation is legally registered as a trust under the Deed of Trust which was initiated and funded by the United States Agency for International Development (USAID) in agreement with the Government of Botswana. The organisation launched an entrepreneurship training programme in 1994 for youth which is operational to date. It is run through a central office based in Gaborone which has a staff compliment of seven comprising the executive director, two programme managers, and administrative staff. The office is complemented by a Board of Directors which establishes policy and oversees the programme and an Advisory Council which helps with strategy and fund raising (The JAB Information Brochure undated c; JAB Evaluation Report, 2001).

The organisation is charged with the delivery of the programme to schools countrywide. Its delivery is facilitated (supported) by individual companies and the Government who contribute finances and other resources. It uses volunteers to reach out to the beneficiaries; most of these are teachers in the schools who are enrolled in the programme. It delivers the programme to out-of-school youth only when contracted by other organisations and

government departments for a fee. The organisation indicated in the international website in 2006 that it had impacted more than 16,235 youths in the country (JA Worldwide 2006). It had listed a total of 256 schools as those involved in the programme. More details about the programme are provided in chapter 4 of this study.

## **2.6 Other Entrepreneurial Assistance Programmes in Botswana**

Realising the crucial importance of SMEs as an engine of economic growth, the Government of Botswana has incorporated entrepreneurship and small business development into the national policy in education, the national policy on vocational education and training, the industrial development policy, the policy on SMME, Financial Assistance Policy (FAP) and the Citizen Entrepreneurial Development Agency (CEDA) (Government Paper No 1, 1999). It was hoped that the establishment of the programmes listed above would enhance the entrepreneurial activities and opportunities of the Botswana through economic, educational regulatory and managerial assistance and eventually eradicate poverty, achieve sustainable development and reduce dependency on foreign markets. Currently, there are many financial and non-financial governmental and non-governmental organisations that are established to provide assistance to start-up and established firms (Temtime, 2004). However the efforts of these organisations were uncoordinated and lacked direction until the development and adoption of the National Youth Policy which now ensures that the programmes are well structured and are implemented efficiently and effectively (Department of Culture and Youth 2003; 2001). With the availability of the institutions and resources that support entrepreneurship, it is envisaged that economic participation will increase, thus reduction in poverty.

### **➤ The Botswana Entrepreneurial Development Unit (BEDU)**

BEDU was established in 1974 to provide local firms with financial and non-financial assistance. This was followed by the introduction of the Local Preference Scheme (now called Local Procurement Programme) in 1978 which reserves 30% of the government annual procurement for local firms (Temtime *et al*, 2003). Overall BEDU does not seem to have achieved its objectives particularly that the majority of what was/is housed in the industrial estates has not been able to grow big enough to “graduate” from their incubators



(Chinyoka 1993 cited by Mafela 2005). BEDU has not been a success story in that even to date a number of the projects developed through this programme operate on-site still as incubators.

➤ **Financial Assistance Policy (FAP)**

The FAP was established in 1982 as a grant scheme to provide financial assistance in the form of grants for all medium and large firms owned by Batswana eighteen (18) years and older. It was premised that providing direct and financial assistance would assist the enterprises to become financially and economically viable in the long run (Government of Botswana, 1995). Unfortunately it emerged from three FAP evaluations (of 1989; 1995 and 2001) that the scheme, though it initiated some indigenous investment, was characterised by lack of coordination and systematic approach in the use of the policy that caused it to be replaced by SMME (Temtime *et al*, 2003). Mafela (2005) also indicated that the scheme experienced many problems ranging from fraud, to non-commitment and to mismanagement which led to many businesses collapsing. Failure of the projects developed under this policy could be attributed to the finance being in the form of grants and not loans thereby removing personal commitment towards management of the business thus not being able to plough back the profits realised for the growth of the business but rather to fulfil wants rather than needs. Another contributory factor was lack of skill development.

➤ **Small Micro and Medium Sized Enterprises (SMME)**

This financial assistance overlapped with FAP although unlike FAP it offered loans rather than mere grants. The programme however experienced low business survival and loan repayment was a major challenge leading to the fund being swiftly exhausted and the programme ceasing (Mafela, 2005). Just as the FAP, SMME lacked the component of business training which has assisted in preventing failures in businesses.

➤ **Citizen Entrepreneurial Development Agency (CEDA)**

This is currently the main credit and loan facility for entrepreneurs in Botswana. It was established following recommendations from the National Conference on Citizen Economic Empowerment and the 3<sup>rd</sup> FAP Evaluation in 2001 to replace FAP. It was set up to redirect

the objective of government financial assistance toward achieving sustainable enterprise development by offering assistance in the form of repayable loans instead of grants (Government Paper 2001). Unlike FAP, CEDA places emphasis not only on funding, but also on the development of citizen entrepreneurs through training, monitoring and mentoring. It offers assistance in the form of a loan as opposed to outright grants to any firm small, medium or large. The loan scheme is 100% reserved for citizens and ranges from P500.00 to P150, 000 at an interest rate of 5% payable over 5 years for small and micro projects, P150, 001 to P2, 000,000 at an interest rate of 7.5% payable over 7 years for medium scale projects (Temtime *et al*, 2003).

Unlike previous schemes CEDA seems to be taking a more pro-active approach to the development of enterprises. The CEDA's Quarterly Report of June 2006 indicates that it has revamped its training by introducing Entrepreneurship Development Workshop outsourced to Enterprise Botswana. The training offers an improved version of Basic Business Management course (previously deemed inadequate) that covers how to develop a business plan and comprehension of basic financial transactions. The course also has a practical component that accords the beneficiaries an opportunity to set up business and work towards gaining profit during the training. The report also indicates that the organisation has identified the need and is considering provision for Industry Specific Training and Problem Specific Training (CEDA, 2006).

#### ➤ **Micro Credit Scheme**

This scheme was introduced to address the problem of lack of access to finance by informal micro businesses. It provides loans ranging from P500 to P20, 000 to citizens to engage in new business ventures or improve already existing businesses. The National Development Bank (NDB) has been appointed as the fund administrator. Loans are given at interest rate of 15% per annum and repayments are to be made in a maximum period of 36 months. The enterprises can get a subsequent loan on full payment of existing loan and a loan can only be granted if the project to be financed can demonstrate the ability to repay the loan (Temtime *et al*, 2003).

➤ **Out of school youth Programme**

This is a grant programme established in the Department of and Culture Youth within the Ministry of Labour and Home Affairs to encourage out of school youth to venture into viable income generating projects and to promote citizen owned enterprise. The scheme particularly aims to foster youth enterprises in agriculture and tourism including those projects aimed at developments in rural areas (Department of Culture and Youth 2004).

➤ **Botswana Development Corporation (BDC)**

Botswana Development Corporation (BDC) was established in 1970 to identify investments opportunities for exploitation by both local and foreign investors. The organisation provides investment advice, loans and share capital for citizen, plots and buildings to investors and finances firms generating significant employment and viable export oriented firms (Temtime *et al* 2003).

➤ **Botswana Confederation of Commerce Industry and Manpower (BOCCIM)**

BOCCIM was established as a private non- profit organisation registered under the Trade Unions and Employers Organisation Act 1983 to represent the interest of the private sector. It influences government policy on issues affecting the private sector through its representation on various advisory bodies. It offers industrial relations assistance, provides counselling to member firms, sponsors training programmes and provides scholarships through newsletters, business breakfast and luncheon seminars, workshops, annual dinners and visits (Temtime, 2004).

➤ **Department of Industrial Affairs (DIA)**

This is a department in the Ministry of Trade and Industry. Its responsibility is to promote the development of industry and the transfer of industrial technology through a variety of public policies in a bid to diversify the economy, increase employment opportunities, develop local entrepreneurship and increase the participation of Batswana at all levels of industry. Its division, Integrated Field Services (IFS) under BEDU is responsible for promoting the development of small and medium scale manufacturing enterprises. It provides training in the following fields; Start Your Business, Improve your Business, Leatherworks, Carpentry, Garment and Textiles, Pottery and Ceramics and Metal work

Fabrication (Ministry of Trade and Industry undated; Temtime, 2004). At the time of data collection for this study, this programme was being phased out and being replaced by the Local Enterprise Authority.

### ➤ **Small Business Clinic**

The business clinic based at the University of Botswana (UB) was established as result of recommendations from a study commissioned by the Gaborone branch of the Frederick Ebert Stiftung Foundation, a German Development Agency. The clinic, modelled around the Durham Business Centre was set up to provide a voluntary real life business clinic services to small enterprises by UB Business students (Mafela, 2005).

## **2.7 Junior achievement in South Africa**

Junior Achievement South Africa (JASA) is a nationwide autonomous and non-profit making organisation. It is part of a global organisation; Junior Achievement Worldwide.

The organisation is registered as an educational trust run independently by a board of directors. It stresses that young people should know about economics, entrepreneurship and the world they live in thus empowering them to respond in an entrepreneurial manner to meet the challenges faced by the nation such as poverty, crime, violence and the HIV/AIDS pandemic.

The organisation has three programmes;

- 1) Enterprise Dynamics Programme
- 2) Mini Enterprise Programme
- 3) Business Establishment and Sustainability Programme (JASA, undated a).

### **2.7 1 Evaluation of programmes**

Central to JA's educational philosophy is its belief that people learn when they are active in their learning. The programmes offer highly intensive extra curricular learning experiences, which accord the achievers the opportunity to set up companies, run and finally liquidate mini manufacturing companies. Throughout this process, JA co-coordinators and volunteer experts from the private sector provide theoretical input, mentorship support and business role models (JASA, undated a). Achievers compile reports at the end of training, which are

submitted to the organisation through the coordinators (JASA, undated a). All programmes except the enterprise dynamics are to be monitored and evaluated by the organisation.

### **2.7.2 Enterprise Dynamics Programme**

This has been an in-school programme since 1995 and is for students in the lower grades from grade 1 to 9. The organisation trains interested teachers in the teaching of literacy to young people who in turn teach the concepts to the students in their school.

The programme has four modules:

**Enterprise Island:** This introduces learners to identification of investment opportunities at local and provincial levels as well as to their challenges and solutions.

**Our community:** This introduces learners to the concept of money as a medium of exchange in the family and community, meeting basic needs such as food, clothing and shelter, budgeting, income and expenditure and socio-economic features of rural, peri-urban and urban communities.

**What Is Business?** This introduces learners to business concepts such as market research, pricing costing production and planning and consumer service.

**Opportunities Out There:** This introduces learners to information on preparing for job seeking such as how to write CV's and how to handle interviews as well as to a survey of opportunities in the job market and to life in general outside formal schooling.

In these programmes simple teaching and learning strategies are used and achievers (students) participate in activities such as role plays and drama in entrepreneurship, storytelling, group work, simulation, games and many other activities relevant to their level of maturity. The programme is usually funded by the school and interested teachers (advisors) often embark on fundraising activities to help students to raise capital for their business ventures in school. Expenses for training of teachers are met by the organisations through soliciting for funds from donor agencies. These would also include purchasing of resource materials for the programmes such as the facilitators' guides, learners' activity books and posters (JASA, undated a).



### **2.7.3 Mini Enterprise Programme in high schools (based on Pietermaritzburg case)**

JASA has been running this programme since 1979 in secondary schools through agents. It involves about 30 students at a time drawn from selected schools from grade 10, 11 and 12. The students are thereafter trained in one school for 11 weeks. The agent who does the work on a part time basis does the selection of students. Business theory and practical sessions are conducted once a week for three hours after school (from 4.00 to 7.00 p.m.).

Enrolled students set up a mini-company through the assistance of the agent and a volunteer from one of the sponsoring companies. This involves learning about business basics, forming a company, raising start up capital through selling shares and fund raising, producing, conducting market research, marketing, costing, pricing and selling a chosen product, making strategic decisions and solving problems, managing human resources and finally liquidating the company, sharing dividends and paying shareholders.

The theory in fact covers all aspects of running a business including election of company executive members and defining roles of other company members. The key management posts are general manger, marketing manager, finance manager, quality assurance manager, production manager and an accountant. These then assume responsibilities of running the business guided by the two facilitators and the training manuals. (JASA, undated a)

From week 5 to 9 the company will be involved with production, marketing and selling their chosen product. This would include setting targets of how much to produce to reach the break-even point in order to ultimately realise profit, making sure that they produce quality products that will be favourable in the market against similar products and making sure that all company members sell the product according to set targets and through the guidance of their management team, the trainer and the volunteer (JASA, undated a).

Proper records of the proceeds are kept and monies accrued are shared by the members after paying dues to JASA, hosting school and shareholders at the end when the company is liquidated. It is then believed that the achievers would have gained valuable experience that would help them set up enterprises of their choice later. The achievers have an option of



writing an international Enterprise Education examination conducted by the Cambridge University in the United Kingdom and can also participate in the global programme that is the Advanced Version of Mini-Enterprise in collaboration with other mini-companies from other countries, which focus on import and export production (JASA, undated a).

#### **2.7.4 Business Establishment and Sustainability Programme for out-of-school youth (BESP).**

This is a programme for out of school youth, unemployed and the retrenched. It is registered with the department of Trade and Industry as a business service. Training lasts for 10 days thereafter the participants are to set up co-operatives assisted by JASA to develop business plans to apply for financial assistance from various partner-lending institutions. The programme ensures that the business run profitably and also help people to generate remarkable business ideas. There is a nominal fee charged to undergo training.

Programme coordinators are to help monitor the projects through follow up visits. The programme has also established an Adult Basic Education and Training Programme, which caters for the adult literacy participants who engage in income generating products. It covers the ABET levels 1-4 (JASA, undated a).

#### **2.7.5 Research on the South African programmes (JASA)**

Two research projects have been conducted to gauge the effectiveness of the JASA programme through a grant from United States Agency for International Development in 1992. The first **ME/92/1** (Mini Enterprise/1992/1) was conducted by Pro Citivas cc, an external research agency that used questionnaires and interviews as its method of data collection. The second project **ME/92/2** (Mini Enterprise/1992/2) was conducted by a team from the University of Pretoria's education faculty that evaluated the programme in process through methodological triangulation including participant observations, pre and post questionnaires, a post-programme business test and structured interviews with participants, advisors and coordinators. Their analysis involved the content analysis of interviews and observations, and qualitative analysis of data from the questionnaires and business test.

**ME/92/1:** The findings from the above projects portray a very positive image of the programme. Among the programme's most remarkable achievement is the fact that 79% of respondents in the **ME/92/1** study have gone on to tertiary education after leaving school. **This indicates that the programme motivates students to take their academic work seriously.** Ninety-nine percent found the programme enjoyable, 80% commented positively on the experiential approach to learning that is the bases of JA pedagogy. Seventy-seven percent of the respondents felt that the programme achieved its objective of giving them an understanding of how wealth is created. The research has further revealed a strong correlation between the success in teaching business skills and the positive contribution the programme makes to building self-confidence, self-esteem, developing communication skills, critical thinking, goal setting and mixing with other races. Participants are reported to have gained substantial and meaningful experiences of teamwork, negotiation skills and democratic decision-making (JASA, undated b)

**ME/92/2** results revealed that 96% had experienced a sense of achievement and 98% felt that the programme gave them a good understanding of wealth creation. All participants indicated that they would like to keep in touch with JA and would recommend the programme to a friend. Ninety percent of the directors were satisfied with their job whereas 50% of the workers' group wished they had been managers (JASA, undated b).

## **2.8 Support Networks of entrepreneurial training programmes**

The Youth Development Network (YDN) comprises JASA; the Centre for Education and Enterprise Development (CEED), Establishment for Comprehensive Youth Development (ECYD), Joint Enrichment Project (JEP), Resource Action Group (RAG), Southern African Association of Youth Clubs (SAAYC) and School Leavers Opportunity Training (SLOT). This is a national network in South Africa of seven non-governmental organisation working in the areas of skills training, entrepreneurship development and community youth development. The member organisations offer innovative and relevant programmes in youth leadership training, youth service, life skills and technical skills training that spread across all provinces in South Africa (YDN, 2003).

The organisation reported that it impacts on about 53,000 young people annually. The organisation has an annual event Celebrating Young People where they showcase seven young people who have benefited from the member organisations and are making a difference and creating a better South Africa. The organisation is currently implementing the Regional Support Plan for Southern Africa, which promotes youth employment through the assistance of Youth Employment Summit (YES) Secretariat (YDN, 2003).

➤ **Local business support centres (LBSCs)**

Development and support of viable and sustainable small, medium and micro enterprises is fundamental to the development of the country's economy. In recognition of this fact the LBSC programme has been established by Ntsika in collaboration with the SMME desk at the Department of Economics Development and Tourism (KZN Department of Economic Development and Tourism, 2001). This is regarded as one of the cornerstones in small business promotion in South Africa. Thirteen LBSCs have so far been established and accredited in various parts of the province of KZN such as the metropolitan areas, large cities and small township areas. Their main function is to provide non-financial services to emerging and existing small businesses; their services include training, business counselling and advice, provision of information, referrals and signposting. Ntsika commissioned a study which was carried out by IDRC in 2000 to research on the effectiveness of the LBSC systems and other programmes offered to their clients. This research heavily criticised the program in terms of its overall strategy, accreditation process, funding procedure, income generation, performance, service with the needs of the clients and impact assessment (KZN Department of Economic Development and Tourism, 2001).

One of the recommendations of the above study was the proposal of a monitoring and evaluation system for the LBSCs and the concerned department so as to ensure communication, feedback and responsiveness to change with the LBSCs in the province. There was hope that this form of evaluation would help the LBSCs, Department and Ntsika to make informed decisions regarding the changes that occur in the locality and how the

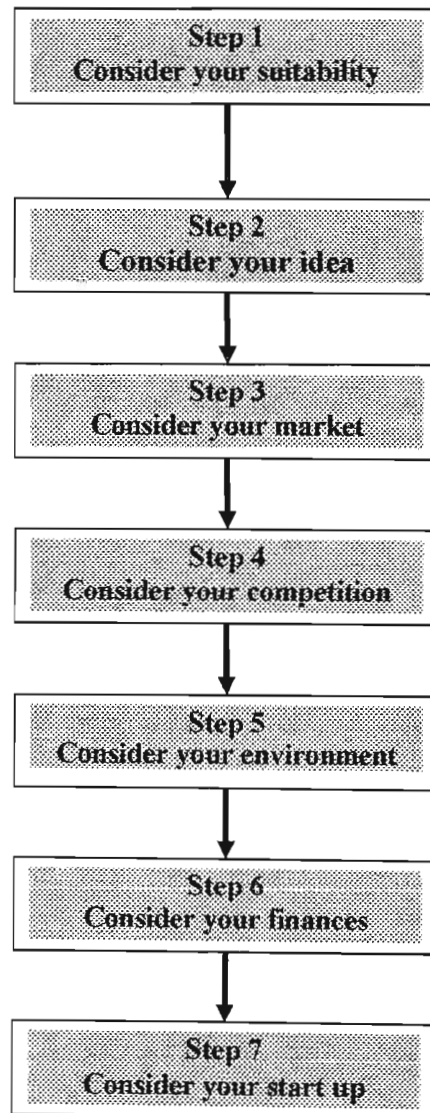
LSBC could be pro-active in responding to the change (KZN Department of Economic Development and Tourism 2001:11).

The National Strategy for the development and promotion of small businesses in South Africa (DTI 2005:4) indicates that the presence of local business service providers are critical for the delivery of support services to small businesses. The strategy states that “Compared to all other policy areas, forming part of the National Strategy, the establishment, maintenance and gradual expansion of a national grid of LSCs (Local Service Centres) will constitute the most important vehicle for small business support in the near future and it is likely to demand a substantial share of public sector funding for small business field. It should in fact, be the one programme that can best help to integrate services available for small enterprise at the local level” (KZN Department of Economic Development and Tourism, 2001:13).

## 2.9 Issues of starting a business

Starting one's own business is a rewarding and challenging career option. Many new businesses fail at a rate of between 50-80 % in their first three years of operation because of poor planning and management. The Queensland government (Australia) developed a guide which includes a few ideas to help one improve chances of success. The guide is based on **Seven Steps to Business Success** which are illustrated in Figure 2.1 (Queensland Government, 2005).

### 7 Steps to Business Success



**Figure 2.1: 7 Steps to Business Success**  
(Adapted from Queensland Government, 2005)

➤ **Consider your suitability**

It is better to start business in the area where you already have industry or management experience. Studies show that starting a completely new venture has a high risk of failure. One needs to be continually learning new skills and researching the industry if starting a completely new venture.

➤ **Consider your idea**

Assess the merit of your business idea and determine whether people will be willing to pay money for your product or service.

➤ **Consider your market**

You need your customers to survive therefore develop a way of constantly reaching them. You need to do a lot of marketing until you establish a name for yourself (or business).

➤ **Consider your competition**

Check out what your competitors are doing to develop a competitive advantage for survival.

➤ **Consider your environment**

Try to keep in touch with what is happening in the industry, the general trends and the overall economic situation to take into account factors which might affect your success.

➤ **Consider your finances**

Keep accurate and up to date financial records. Keeping a close eye, on performance means that you can address problems straight away before it becomes too late.

➤ **Consider your start up**

Make sure you have enough money to cover your start up. Remember banks and other financiers will be unwilling to fund a venture that is still finding its way because of the risk involved. (Queensland Government, 2005).

The JAB programme emphasises step 2, consider your idea, step 3, consider the market and step 6, consider your finances. Trainees are taken through logical steps on how to develop business ideas through brainstorming a range of business ideas, selecting what they believe customers will be interested in, what type of people will buy the product(s) and how to reach the different segments of the target market. It sufficiently covers step 4, consider



your competition, and step 5, consider the environment in that the trainees compete against each other, other schools and regions during best business competitions, even though not much emphasis is attached to determining internal and external factors that are likely to affect the success of the business and the future outlook for the industry.

JAB hardly covers Step 1; Consider your suitability and Step 7; Consider your start up capital since it takes on board whoever shows interest irrespective of their level of motivation and whether or not they have entrepreneurial attributes. It pays very little attention to the issue of start up capital in that all trainees raise capital through selling shares which may not be applicable in real practice and lists savings, loans from banks and friends and relatives as sources of start up capital (JAB Business Basics and Achievers Manuals undated b). New venture start-ups and maintaining projects therefore become a real problem for the programme graduates even though their motivation and skill levels may be admirable.

In summary therefore, the JAB programme like other programmes of the Anglo- American paradigm of entrepreneurship alluded to by Professor Denis Ray (1992) is in dire need of the “science of entrepreneurship development” an innovation which hopefully will develop a “Best Practice” model that will take into account the real needs and interests of the specific nations. It has to be willing to be involved in meaningful evaluation of its delivery and practice in order to collect data and evidence on what programme activity works and does not if it to make a significant contribution to nation’s economy.

## **2.10 The Entrepreneurial Aptitude**

Training alone is not the key to business success. Lack of entrepreneurial qualities is another major issue contributing to business failure. A business aspirant therefore has to carry out “self-evaluation” to assess whether they have the right make-up to make it in business in order to seek ways of strengthening what can be or to decide before it’s too late not to get involved. An aptitude test devised by Sullivan (1996) takes one through a series of questions which if answered honestly may assist to give an indication as to whether one is likely to make it in business or not . The test is based on key characteristics of an

entrepreneur such as whether one is a risk taker, self-confident, organised, competitive, high energy person, leader, in good health, a good communicator, is prepared to work for long hours, have a unique product or service and have adequate resources. In addition it seeks to establish whether or not one has a supportive spouse, has adequate experience on the business area, and is willing to make short term sacrifices in anticipation of long term gain ( Sullivan, 1996).

The test emphasises among many the following;

- A good leader focuses on own energy /objectives

Running a business requires considerable energy and the ability to focus on the set objectives

- Familiarity and ability breeds confidence

One should get involved in something that s/he is good at and not get in business for the sole purpose of making money

- Being organised allows one to use time effectively

One should always be on time with for appointments, get thing done on time and keep a schedule

- Business and competition go hand and hand

One needs to strive to be the best or first in every thing to survive in business

- Businesses require financial resources to operate

Before one starts a business there should be clear answers to questions on what monetary investments will be required, whether there is money and whether it can be borrowed.

Lack of resources is another major issue contributing to business failure (Sullivan 1996).

## **2.11 Summary**

Entrepreneurship programmes in developing countries have an Anglo-American paradigm of entrepreneurship influence as alluded to by Professor Denis Ray. They are therefore in dire need of the “science of entrepreneurship development” an innovation which hopefully will develop a “Best Practice” model that will take into account the real needs and interests of the specific nations. JAB needs to work together with other entrepreneurial programmes in to develop a unique model for Botswana. It has to be willing to be involved in meaningful evaluation of its delivery and practice in order to collect data and evidence on what

programme activity works and does not if it is to make a significant contribution to nation's economy. Training programmes should design curricula that take the specific needs of fields of enterprises into considerations that trainees are interested in and not just general areas as entrepreneurs tend to be specialists and not generalists. They should ensure that at the end of the "start your own business training" participants have explored and are certain about how they are to raise start-up capital as otherwise ventures hardly take off from the ground.

## **CHAPTER THREE**

### **JUNIOR ACHIEVEMENT BOTSWANA**

#### **3.0 Introduction**

This chapter will present a general overview of the Junior Achievement Botswana Programme based on the information found in documents about the programme. The documents included reports, fact sheets, brochures, manuals and documents from the website.

#### **3.1 The JAB Programme's background information**

The Junior Achievement Botswana organisation founded in 1994 is registered as a trust under the Deed of Trust. The organisation was initiated and funded with seed money from United States Agency for International Development (USAID) under an agreement with the Government of Botswana (JAB Evaluation Report, 2001). The programme emanates from an umbrella organisation called Junior Achievement Worldwide or International. The local organisation is based in Gaborone in the Botswana Confederation of Commerce, Industry and Manpower (BOCCIM) building. The office has seven members of staff comprising of the executive director, two programme managers and administrative staff (JAB Evaluation Report 2001; The JAB Information Brochure, undated c).

##### **➤ The Junior Achievement International organisation**

The programme was started in 1919 by Theodore Vail in the United States of America (USA). It has its headquarters in Colorado Springs. It is a worldwide programme with a total of 111 member nations across the globe. It has regional offices for Africa (Sub Saharan Africa), Asia (Asia Pacific), Europe (JA/YE Europe), Americas (Latin America, Caribbean and Canada) and America. It is the world's largest organisation dedicated to educating young people about business, economics, and entrepreneurship through a dedicated volunteer network (JA Worldwide 2006). "The program seeks to develop and implement economic education programme for young people through partnerships between business and education; and offers

a sequential curriculum for students aged between 5 and 18 that emphasises the relevance of Business Education to the workplace and the individual” (JAB Evaluation Report, 2001:4). The programmes aim to empower young people to become pro-active members of their communities by providing them with valuable life skills and a practical understanding of the wealth creation process and the basic principles of economics (JASA Mini Enterprise Programme Summary, undated a). “The programs are designed to be implemented by member nations to help young people gain an understanding of the market driven economies; the role of business in the global economy; the commitment of business to environmental and social issues; the commitment of business to work in an ethical manner; the relevance of education in the workplace and the impact of economies on their future” (JAB Evaluation Report 2001: 4). The programmes are offered at different levels from kindergarten, primary to secondary schools and in some cases at institutions of higher learning and to out-of-school youth). A message from the organisation’s President and CEO David Chernow shows that it reaches about seven million students around the world (JAWorldwide, 2006).

### **3.2 The Purpose of the Junior Achievement Botswana Programme**

The Junior Achievement Botswana Programme is a national programme which promotes the development of entrepreneurial skills by according young people the opportunity to simulate businesses. The JAI website 2006 indicates that the programme has impacted 16,253 students in Botswana.

Its vision is “To provide a dynamic business education that significantly impacts the lives of the young people in Botswana”. Its mission is “To empower young people to succeed in the world of work through a dynamic business education programme and thereby cultivate the spirit of free enterprise and self reliance” (The JAB Information Brochure undated c; The JAB Evaluation Report, 2001).

The programme’s goals are to:

- Reach as many young people as possible
- Provide youth with a dynamic business education
- Maintain sufficient organisational and financial resources to support programmes



- Strengthen support and involvement of the board of directors
- Network with the public sector, business and local community to promote entrepreneurship development among young people.

Its guiding principles state that:

- The programme's fundamental focus is business education
- The programme seeks to offer quality and dynamic business programmes that prepare young people for the world of work
- The programme creates partnerships between the private sector and the education system
- It commits to being responsive and results oriented

It is a private sector initiative (JAB Evaluation Report, 2001: 5).

### **3.2.1 The Junior Achievement Botswana Programme (In schools)**

The programme targets mainly in-school youth who are drawn from secondary schools (both junior and senior) who enrol for free in the programme. The organisation has in place a number of strategies to help it fulfil its mandate to deliver a national programme. Among the strategies employed are; workshops, competitions, school visits, market days and back to the class room sessions. The organisation works in collaboration with the Ministry of Education. It also promotes free enterprise, self reliance and aims at character building, team building and global networking (JAB Evaluation Report, 2001).

The programme uses volunteers to reach out to the beneficiaries (participants). The volunteers include teachers, advisors, board members, trainers, mentors, and judges at competitions who form the backbone of the programme. Teachers in the schools constitute the bulk of the volunteers. These are trained by the organisation and subsequently they train and advise students in their respective schools. Some act as regional co-ordinators who enhance the programme delivery in their regions by helping to identify areas of need in their specific locations and liaise' with the central office on how to address them (JAB Evaluation Report, 2001).



The organisation also enjoys support from the private sector and other organisations. A number of companies act as financiers of the programme, in particular these are: the private sector such as commercial banks like Barclays; parastatals such as Botswana Development Corporation (BDC) and Debswana; and diplomatic missions such as the American Embassy which make regular cash and in kind donations towards the activities of the organisation (JAB Evaluation Report, 2001). It works in collaboration with youth organisations such as the Botswana National Youth Council (BNYC) and the Department of Youth and Culture (DYC).

The programme has a Board of Directors that establishes policy and oversees the programme. The board meets quarterly to take stock of new developments and charts the way forward. It also has an Advisory Council to help with strategy and fund raising. The programme is offered in two programmes; the Business Basics Programme and the Company Programme (JAB Evaluation Report, 2001).

The Business Basics Programme is an introductory course covered in three to four 2 hours sessions (6-8 hours) that introduce students to economic concepts and information about the world of work through hands on activities and practical exercises. It covers aspects like business organisation, management, production, and marketing. The programme creates students' awareness of the operation and responsibilities of business in a free enterprise system; exposes them to career opportunities and provides them with role models. Upon completing this course, students receive an internationally recognised certificate (JAB Evaluation Report 2001: 7; JAB Profile Fact sheet undated e). In Botswana secondary school students can be trained only once in BBP.

The Company Programme is a hands-on programme where students set up mini companies that provide them with the opportunity to develop entrepreneurial skills through the establishment of small manufacturing or service delivery projects. It covers topics like business planning, costing, setting targets, production process, selling techniques, record keeping, problem solving, selling shares, electing business executive board members, marketing, financial records, conducting business meetings and liquidation. This is the pinnacle of the JAB programme for both in-schools and out-of-school youth covered in fifteen

to twenty weeks (approximately 60 hours). Successful students also receive the JAB internationally recognised certificate (JAB Evaluation Report, 2001:7; JAB Profile fact sheet, undated e). Table 3.1 illustrates activities within the company programme. Students may continue with the mini-companies during subsequent years.

**Table 3.1 Schedule of the company programme**

<b>WEEK</b>	<b>ACTIVITY</b>
<b>1</b>	Introduction to the company programme (study management job descriptions and prepare for and conduct elections, generate product ideas, distribute market research forms)
<b>2</b>	Discuss market research results, calculate fixed and variable costs, determine break-even point, decide on product/ service, choose company name, practice selling and distribute share applications and complete the business plan
<b>3</b>	Collect shares applications, set product and sales targets, purchase materials for production, design product line/or layout, production, stock issuing, discuss and hold company meeting
<b>4</b>	Collect sales money, review production process, issue stock, discuss meetings and hold a company meeting
<b>5</b>	Collect sales money, conduct product/ market review, production, problem solving and income statement
<b>6</b>	Collect sales money, discuss wealth creation, production and stock issuing and conducting company meeting
<b>7</b>	Collect sales money, discuss financial control, production and stock issuing, discuss business environment and doing individual and company performance review
<b>8</b>	Collect sales money, discuss liquidation, production and stock issuing(last week of production), assign company report input and work on income statement
<b>9</b>	Collect sales money, unsold stock and invoice books. Calculate wages, commission, balance cash book, draft final income statement and prepare envelopes for shareholders and give JA staff Company report.
<b>10</b>	Conduct programme review, Discuss JA and the graduate's future, pay wages, commission, bonus share capital and dividends, distribute company report and have a graduation ceremony

**Source: Adapted from, The Company Programme Achiever's Manual (undated, f).**

### 3.2.2 JAB In-school annual activities

The JAB programme runs on a routine basis i.e. it has a set of activities that make up its yearly cycle. Activities in the programme's schedule of events include: Back to the Classroom sessions, Joint Business Tours, Business Competitions, The Market Day, Workshops and School Visits, Volunteer Motivation Day and The Planning Meeting and the Gala Dinner. These will be described more fully below;

- **Back to the classroom session (BTTC):** In this initiative, the private sector is invited to a school to appreciate the students' projects. Students from various schools exhibit their products and they make a short presentation about their business (JAB evaluation report 2001). This activity also accords the young people an opportunity to interact with role models and mentors sourced from the leadership positions both in the public and business sectors (JAB Progress Report, 2005).
- **The Joint Business Tours:** These are aimed at enhancing the achievers understanding of business operations through exposing the achievers to the "real" world of work. The achievers from a region go on excursions to a variety of businesses which are followed by presentations from key position holders from the same businesses such as managing directors, chief executive officers and others. This also promotes networking between the achievers, public sector and the business community (JAB Progress Report, 2005).
- **Business competitions:** This is an exchange programme that accords the achievers an opportunity to showcase their projects. After practising running the mini-companies for ten weeks in their respective schools, the students then compete with each other between schools in the region (RBC). The successful companies from the regions ultimately compete in the annual national competitions, the National Best Business Competition (NBBC). This is the highlight of the programme where competitors feature exhibits and oral presentations of the projects to the judges. The judging criteria for the exhibition include initiative, creativity, originality, perseverance, problem-solving, planning, sales techniques, commitment and knowledge of job responsibilities (JAB Evaluation Report, 2001; JAB Information Brochure, undated c).

- **The market day:** This is marked by a day on which a group of schools in a region mount a mini-exhibition in their area to expose the achievers to a real market situation where they would be come face to face with competition in the local community. Local business persons may be invited as guest speakers to give the achievers inspirational messages on running businesses.
- **The volunteer motivation day:** This is part of the Volunteer development programme organised by JAB to show appreciation to the programme's volunteers whereby volunteers come together for a day to network and have fun (JAB Evaluation Report, 2001).
- **The annual planning workshop:** This is held around September every year whereby all those involved i.e. teachers, trainers, other volunteers and financiers converge for about three days to look into progress made in the year, setbacks encountered and plan for the coming year. It is basically an information dissemination, skills development and appreciation forum (JAB Evaluation Report, 2001; JAB Information Brochure, undated c).
- **The training of Trainers Workshop (TOT):** This is an initial training workshop usually carried out over three days whose purpose is to introduce teachers to the JAB programme. The training aims to equip the teachers with knowledge and skills of basic business concepts such as market research, marketing, selling techniques, financial management and record keeping. It is hoped that these teachers in addition gain confidence in delivering the concepts. On returning to their respective schools after this training the teachers would train students on the programme (JAB Progress Report, 2005).
- **Follow up workshops:** These are usually one day workshops conducted in regions which bring together teachers who have previously been trained to "re-energise their commitment and enthusiasm in delivering the programmes" (JAB Progress Report, 2001: 3). Issues addressed in the workshop include the schedule of events for the year,

the progress made in delivering the programme in the schools, challenges encountered and measures to address any setbacks (JAB Progress Report, 2005).

### **3.3 The ministerial support of the JAB programme**

Though JAB is a private sector initiative, it has a working relationship with the government through the Ministries of Education, Trade and Industry and Labour and Home Affairs. The Ministry of Education assisted in the establishment of the JAB program by selecting schools for the introduction of the programme, disseminating information about JAB to target institutions, adapting the materials to the curriculum. This was done through the Guidance and Counselling Division (JAB Evaluation Report, 2001).

The Department of Teaching Service Management (DTSM) used to second teachers to JAB (four teachers were seconded between 1998 and 2001) while the Department of Teacher Training and Development (TT&D) provides transport, accommodation and meals for teachers who attend workshops (Training of Trainers workshops and follow up workshops). Schools provide transport, accommodation and meals for the teachers and students who attend Best Business Competitions and the Volunteer Motivation Day (JAB Evaluation Report, 2001).

### **3.3 Summary**

Junior Achievement Programme is a private sector initiative that makes a contribution to the member nations' economies by creating an awareness of how wealth can be created. It offers experiential opportunities to citizens on how they can enhance governments' efforts in alleviating poverty through creating employment for themselves and others thus contributing significantly towards improving the quality of life of the people. It instils an enterprising culture and fosters a partnership between education and the private sector. The next chapter will describe methodology followed during the study.



## **CHAPTER FOUR**

### **METHODOLOGY**

#### **4.0 Introduction**

This chapter focuses on the research methodology comprising the research design that reflects what the study aimed to achieve, an overview of the problem and its sub problems and how the study was conducted. It clarifies the population, sample selection, data collection and analysis, materials and approaches which formed a framework for the survey.

#### **4.1 Research design**

The purpose of the study was to investigate whether the Junior Achievement Botswana programme meets its mandate; “to empower the young Batswana to succeed in the “world of work through a dynamic business’ economic and entrepreneurship education that cultivates and energises the spirit of free enterprise and self reliance” (JAB Information Brochure, undated c: 2). It particularly seeks to establish whether the young people are prepared through this business training to meet the serious problem of unemployment facing the nation.

The study was based on the premise that though the programme is undeniably a good one, there may be other influences that encourage people to enter into business. The statement of the problem therefore highlighted that the programme may not adequately prepare its participants for sustainable income generating projects. The study therefore sought to determine the following;

- The level of knowledge and confidence of the participants in business management techniques.
- Whether or not the programme develops the youth sufficiently to run sustainable businesses.
- What could be making it difficult for the participants to start-up their own “real” businesses?
- Whether there are gaps that could hamper the participants from being adequately equipped with the basic knowledge and skills for real life business as indicted in the programme literature.



- The perceptions of those involved in the programme i.e. the students, teachers and the trainers regarding the strengths and challenges of the programme and to solicit from the same people, suggestions as to how the programme can be improved to make it more effective.

The outline of the design of the study is shown in Table 4.1.

**Table 4.1: Design of the study**

Category	Sampling method	Data collection method used
Students	Convenience sampling	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Focus groups/ Force field analysis</li> </ul>
Out of school Youth	Convenience sampling	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• In depth interviews/</li> <li>• Case studies</li> </ul>
Teachers in the schools	Stratified sampling	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Unstructured interviews</li> <li>• Focus groups</li> </ul>
Trainers	Snowball sampling	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• In depth interviews</li> </ul>
Teachers (workshops) Training of trainers' workshop Follow up workshop	Convenience sampling	<ul style="list-style-type: none"> <li>• Participant Observation</li> <li>• Focus groups/</li> <li>• Force field analysis</li> </ul>
Teachers and students Best Business Competition(BBC)	Convenience sampling	<ul style="list-style-type: none"> <li>• Participant Observation</li> <li>• Focus Groups</li> </ul>

Therefore, the study investigated the perceptions of

1. School-going participants who after training were engaged in school based projects;
2. Out of school youth who after training in the schools either operated their own businesses or those who, despite having been trained, had not been able to start businesses or are either working for other people or remained unemployed.
3. Teachers who were involved in advising the students in the schools on the programme
4. The trainers who were involved in training teachers who would in turn impart the skills learnt to the students (training of trainers)
5. Teachers who participated in the 'training of trainers' workshop and a follow up workshop.
6. Validation of students and teachers' perceptions at the Best Business Competition.

#### **4.2. Measures taken to establish how to conduct the study**

The literature search to find suggestions as to how to conduct the study involved searching through the internet, the library and graduate theses for relevant information on such programmes locally and globally. Unfortunately this was less than successful.

- Some research was found, conducted by institutions like the University of Cape Town and of Pretoria, Utah State University in conjunction with Van Dusen Consulting and organisations such as Youth Development Network, an evaluation report of the JAB programme conducted by KGB Consultancy for the Ministry of Education and the JAB Progress Report, (2005).
- Authorisation was sought from the organisation to conduct the research and enquiries made about how the programme is conducted included accessing contact persons and schools involved mainly in Francistown and Gaborone as well as former participants (out-of-school youth) of the programme in both towns (See appendix A).
- Enquiries were made to the schools through the regional education offices to confirm whether the selected schools indeed offered the programme and to seek the school principal for permission for teachers and students to be involved in the study.

People used in the study included participants of the JAB programme who undertake the training in schools. These were interviewed as practitioners of the programme in schools and others were followed as the programme graduates who had left secondary schools and were now classified as out-of-school youth. It was envisaged that the latter in particular would provide a useful indicator as to whether the JAB programme is an effective programme in empowering the youth in Botswana with the appropriate Business Skills and Knowledge that they can adapt for productive lives after completing or withdrawing from their studies. The study particularly sought to establish how many of these graduates in the specified areas have actually managed to start up viable businesses.

#### **4.3 Types of research methods involved in the study**

A number of different methods were used to collect data for the study in order to triangulate the results and confirm various perceptions. The study involved both quantitative and qualitative research. **Quantitative** research portrays a positivistic view of reality; it reflects a

snap shot picture of what is happening based on repetitive observations. It examines the situation as it is. It does not involve changing and modifying the situation under investigation (Leedy, 2005).

**Qualitative** research derives meaning from the subjects' perspective. It is a measure of life as it is a reflection of how people feel and think about issues (a construction of reality as people see it). It is a "holistic, systematic approach that is inductive, interpretative, flexible and subjective" (Leedy, 2005:133). Qualitative techniques collect data in the form of words rather than numbers. Such a study provides a detailed narrative description, analysis and interpretation of phenomena. Qualitative techniques provide verbal descriptions to portray the richness and complexity of events that occur in natural settings from the participants' perspectives. Once collected, the data is analysed inductively to generate findings (McMillan and Schumacher, 2001).

#### **4.4 Population and sample for the study**

A selection of schools, students and teachers to include in the study was made from a population comprising 256 schools provided by the JAB office as a comprehensive list of schools participating in the programme in the year 2005. This population was firstly limited to active schools (18) identified by the JAB programme manager and then only those in urban areas. These criteria for selection were chosen because application of the vibrant programme in a single type of environment (urban) would limit any intervening variables. This led to a stratified sample of six schools that included only those in urban areas of Gaborone and Francistown to avoid a mixture of rural and urban environments providing alternative hypotheses in the study. All six of these schools participated in this study. The study also included other schools in the two towns which even though not classified as very active had the JAB programme running. This increased the sample size to twenty schools that participated in the study.

Within these schools, students who had completed the JAB training participated in focus groups. These volunteer students were selected for convenience. Whoever was available in the schools at the time participated. General Managers of individual school companies

(students) completed questionnaires. This resulted in a sample of 21 general managers in the programme from 20 schools. Some schools had more than one company whereas others did not have active mini companies at the time of data collection and therefore did not take part. Four focus group discussions were conducted with students who had been trained at four active schools. Students at the less active schools were not made available for focus group discussions; these were a total of nine schools from the sample.

All teachers involved in carrying out the JAB programme (known as JAB advisors) from the twenty schools completed questionnaires. This provided information from 29 teachers.

School students and teachers who participated in the annual business competition participated in focus group discussions and interviews at the competition venue. Convenience sampling depended on availability.

The researcher attended a training-of-trainers workshop for advisors in order to investigate such training through participant observation. Twelve would-be advisors attended the workshop in Kanye and all of these trainee advisors provided informal responses at some stage during the three-day workshop. In addition, the researcher attended a follow-up training workshop to obtain a clear picture of how the training progressed and information was collected through participant observation and informal discussions with the teachers (See Appendix H). By using such multiple sources of data collection, it was expected that accurate, valid and reliable information would be obtained.

The study also involved trainers who were involved in training teachers to carry out the JAB programme. These were also requested to complete questionnaires and provided information about the training of teachers by six trainers.

As has already been mentioned, the contactable population of out-of-school youth who were involved in business comprised only six participants, which rendered formal sampling unnecessary. The study intended to involve an equal number of out-of-school youth as in school managers (20) but unfortunately only six could be found despite all efforts made to identify

these through the JAB office, former trainers of the programme, teachers and students. It appeared that many of those had lost contact with their teacher advisors, were still struggling to raise capital, acquire premises, prepare business plans and make other prior arrangements before starting a business or they had completely lost touch with the programme.

#### **4.5 Sampling used in this study**

The study was based on non-probability methods of sampling. This included purposive sampling, stratified random sampling, convenience sampling and snowball sampling which will be explained in detail below.

##### **4.5.1 Purposive sampling of schools**

As explained earlier 20 schools participated in the study. All schools involved had to meet the set criteria of secondary schools actively involved in the JAB programme in the two large towns; Francistown and Gaborone. In purposive sampling, sampling occurs with a purpose in mind. One of the first things to do is verify that the respondent does in fact meet the criteria for being in the sample. Purposive sampling can be very useful for situations where one needs to reach a targeted sample quickly and where sampling for proportionality is not the primary concern. With a purposive sample, you are likely to get the opinions of your target population, but you are also likely to overweigh subgroups in your population that are more readily accessible.

##### **4.5.2 Convenience sampling of JAB students in schools**

These were selected from the list of schools picked above and identified by their teachers. In three schools all the students in the programme participated in the focus groups (two in Francistown and one in Gaborone). The students volunteered to participate. In five schools only the general managers were available for focus groups. In such instances, the researcher conducted a general discussion with the students on their perceptions on the benefits of programme, its strengths and challenges and their suggestions for improving the programme after the representatives had filled in the questionnaire.

Convenience sampling involves selecting sample units of the population that can be accessed easily and conveniently hence the technique is sometimes referred to as accidental or



haphazard. The sample is usually not representative of the target population and is often used in preliminary research to get a quick and less costly estimate of the results. This sampling technique can however bring bias into the study in that the people accessed at a particular time may be biased to a certain opinion (Statistics Canada, 2006; StatPac Inc 1997-2005).

#### **4.5.3 Snowball sampling of out-of-school youth**

Efforts were made to contact former students of the programme who were either in business or not. This was almost futile as it was extremely difficult to locate these out-of-school youth. The researcher was not likely to find good lists of out of school youth within a specific geographic area. Trainers, teachers and students (themselves as they were identified) were requested to provide the researcher with the contact details of the students they had trained and their former business partners since the organisation could not provide the list requested. Only six respondents were eventually interviewed and only one of these had managed to start and maintain a business.

In snowball sampling, one begins by identifying someone who meets the criteria for inclusion in the study. They would then be asked to recommend others who they may know who also meet the criteria. Although this method would hardly lead to representative samples, there are times when it may be the best method available. Snowball sampling is especially useful when you are trying to reach populations that are inaccessible or hard to find (StatPac Inc 1997-2005).

#### **4.5.4 Stratified sampling of teachers**

The teachers were selected from a list of schools provided by JAB. Teachers to be involved in the study were picked from the twenty schools which according to JAB were involved in the programme as trained advisors whether vibrant or just active. Sixteen teachers were eventually interviewed from Francistown and 13 from Gaborone. Many schools had more than one teacher involved in the JAB programme and they participated in this study. Teachers were therefore stratified according to school and involvement with JAB programme.

Stratified Random Sampling, also sometimes called proportional or quota random sampling, involves dividing the population into homogeneous subgroups and then taking a simple random



sample in each subgroup. It is a commonly used probability method because it reduces sampling error. It assures that one is able to represent not only the overall population, but also key subgroups of the population, especially small minority groups. It is an effective way to ensure that sub groups are represented within a bigger group; however it can be time consuming as categories have to be identified and calculated (Commission of the European Communities, 2003; StatPAC Inc, 1997-2005; Trochim 2006; Easton & McColl, undated).

#### **4.5.5 Convenience sampling of trainers**

A total of six trainers were interviewed from the two urban areas of the study out of a potential of nine. All (the population) of trainers were to have been interviewed but the remainder were not available or not willing to be interviewed.

Goddard and Melville (2001) assert that random selection is the basic principle used to try and avoid bias in a sample which ensures that each member of the population has equal chance of being included in the sample. The sample must be representative of the population being studied as otherwise no generalisations can be about the population. In some schools, no students could be found even though there were teachers trained in the programme. A sample of 21 students and 29 teachers is therefore taken as representative of the entire population trained through JAB in Gaborone and Francistown schools based on 2005 statistics provided by JAB.

#### **4.5.6 Convenience sampling of business competition participants**

School students and teachers who participated in the annual business competition participated in focus group discussions and interviews at the competition venue. Convenience sampling depended on availability of the participants. Thirteen teachers and ten students from twenty participating schools took part in the focus groups.

### **4.6 Data collection tools**

In this study, multiple types of tools were used to collect the data. These included questionnaires, interviews, case studies, focus group discussions, and force field analysis and participant observation. Among the techniques used were self-administered questionnaires to school children, face to face interviews with the trainers and some teachers, participant observation and questionnaires with the participating teachers. Focus group discussions were

held with both the in-school and out-of-school participants and the teachers and students who were involved in the annual “Best Business Competition”. These will be discussed more fully below.

#### **4.6.1 Surveys**

Survey tools used to gather information comprised of semi- structured interviews and focus group discussions where it was possible to converge them without disrupting the school routine. Although a questionnaire was developed, it was used in conjunction with interviews with the students; interviews involving verbal interaction between the researcher and the respondents were preferred to augment the questionnaire. Interviews are more advantageous over questionnaires as the researcher can ask the respondents to clarify unclear answers and follow up on interesting answers (Goddard and Melville 2001). This was preceded by a group administered questionnaire which students completed individually. The type of questions the interview posed included aspects like: what are your general impressions of the programme, what are its strengths, what are its weaknesses / challenges and what are your suggestions for the improvement of the programme.

Surveys include data collection techniques designed to collect standard information from a large number of subjects. Surveys may include polls, mailed questionnaires, telephone interviews or face to face interview (Bernstein *et al* undated). These could be questionnaires or special interviews administered to a large group. Surveys are designed to obtain descriptions of people's attitudes, beliefs, opinions, or behavioural intentions. They are systematic means of collecting data from a group of people to describe some aspects, characteristics, or perceptions of the population in question.

1) **Self administered questionnaires** were handed to the respondents who completed them in their spare time as the researcher did not wish to disrupt either school activities or people's jobs. Visits to the respondents were however done mostly in the afternoons. The researcher started this by introducing herself and the purpose of the study and sought the respondents' willingness to participate in the study through the consent form. The participants were requested to complete the questionnaires as individuals however those from one school would be grouped together to save time (De Vos 1998: 155). See Appendix B, C1, and D.

2) **Unstructured interviews** are defined in many different ways. These were used with teachers at the training workshop. Among the many terms used to describe this method of data collection used in qualitative research according to De Vos (1998:298) is the in-depth interview, conversational interview, narrative interview, creative interview and active interview and face to face interviews. See Appendix F1 and F2. They are based on the assumption that the respondents have had a particular experience, on which they can elaborate. Other authors, Terre Blanche and Durrheim (2002: 281-2) state that these provide in-depth information and facilitate probing. They have outlined the advantages of face to face interviews as:

- Respondents may ask for clarity on questions they do not understand;
- They are the only option in areas where there is no access to telephones and other technologies and for respondents who are not literate;
- They normally yield high response rates.

**Disadvantages may be:**

- They may be costly and time consuming as they may involve extensive travelling
- The interviewer may influence the responses especially when addressing sensitive topics (Terre Blanche and Durrheim, 2002 281).

3) **In-depth interviews** were conducted with out-of-school youth, some facilitated through the telephone as it was difficult to meet with the respondents because of their busy schedules. An in-depth interview is a dialogue between an interviewer and an interviewee conducted to elicit rich detailed information about an issue. The out-of-school youth filled in the same questionnaire as the students for uniformity and as it was assumed that they had followed the same programme with additional in-depth probing. Two case studies were generated from the interviews and are attached (See Appendix E).

At the start of the interview, the researcher introduced herself and gave an overview of the research. A discussion then ensued surrounding the programme with particular reference to

their general perceptions about the programme and whether or not they felt that the programme adequately prepared them for starting and maintaining business ventures and for the world of work, what was learnt and what has been achieved as a result of having been involved in the programme. The respondents were then asked to respond to questions in the questionnaire (See appendix B). Their responses were compiled into case studies

One principle of this technique as indicated by De Vos (1998, 298) is that interviewers do not participate with the purpose of voicing their feelings, thoughts or observations, instead, interviewees are the ones who share their feelings, experiences and beliefs with the interviewers. These could therefore be as face to face interactions between the interviewers and the interviewees with a purpose to understand the interviewees' life experiences or situation in their own words. One type of this form of interview used in this study was the open-ended interview whereby preformulated questions are carefully arranged and put to all the interviewees in a fairly similar sequence (De Vos, 1998: 299). This principle was adhered to during data collection.

4) **Focus group discussions** were conducted with students, school project managers and participants of the "Best Business Competition". As a methodology focus group discussion can be described as a purposive discussion of a specific topic or related topics involving 8 to 12 participants with a similar background and common interest. It combines elements of both interviewing and discussion that capitalise on group dynamics and gives first hand insights into the respondents' attitudes and behaviour. It is conducted in an open conversation whereby each participant is free to make comments and to ask or respond to questions from others and from the researcher. It involves an interplay of perceptions and opinions that will stimulate the discussion without modifying the ideas of the participating individuals. It thus enables the researcher to develop concepts, generalisations and theories from bottom up that would reflect the intimate knowledge of the participants (De Vos, 1998: 314). See Appendix F1 and F2.



### 5) **Force field Analysis**

Focus group discussions conducted with involved teachers, students and trainers identifying benefits of the programme, its strengths and weaknesses and suggestions for improvement informed this method of data collection. Force field analysis is a problem-solving technique that identifies the forces for and against a specific problem and assigns weights to each individual force to determine a total score on each side. It looks at forces that are either driving movement toward a goal (helping forces) or blocking movement toward a goal. It provides a framework for looking at the factors (forces) that influence any given situation. It is an analysis of the impact of driving forces on restraining forces when an organisation is undergoing changes (MindTools, 2006; Quality Assurance Project, undated)

By carrying out the analysis one can plan to strengthen the forces supporting a decision, and reduce the impact of opposition to it (MindTools, 2006 a). This data collection technique is therefore beneficial to both the respondents and the researcher as it takes the former through an introspection of their situation whilst giving the former a deeper understanding of the problem at hand. Literature indicated that Force Field Analysis is used to inform decision making; and in particular in planning and implementing change in management programmes in organisation. It is a useful method for gaining a comprehensive view of the different forces involved in a policy or organisational change (MindTools, 2006 b; Trochim 2006). See Appendix C2 and F2.

6) **Case studies** were developed from responses of out-of-school youth. These are intensive investigations of particular individuals, families, organisations and communities. They are usually descriptive and provide detailed information about individuals or particular situations (Bernstein *et al* undated). They have the advantage of allowing new ideas to and hypothesis to emerge from careful and detailed observation. Their main limitation is that of validity as generalisation cannot be made from single case studies. They can however generate hypothesis that can be tested more extensively by other research methods (Terre Blanche and Durrheim, 1999: 255-266). Two case studies were generated. See Appendix E.

7) **Participant observation** was incorporated into the study by attending two different types of training workshops and the “Best Business Competition”. It is generally regarded as the principle data gathering strategy of qualitative research involving “participant’s perspectives” or the ways in which people usually make sense or attach meaning to the world around them. It can also be viewed as a form of case study involving the detailed description and analysis of a concrete case. De Vos (1998: 282) describes its main feature as facilitating both insight and empathy by placing the researcher “inside” the phenomenon under study thus enabling the researcher direct involvement in order to understand the feelings, position and views of the subjects from their context. See Figure 4.1, 4.2 and 4.3. Appendix H

#### **4.6.2 Triangulated data collection from in-school youth and teachers**

As indicated earlier, the study employed both quantitative and qualitative research approaches. The concept of triangulation is sometimes used to designate a conscious combination of quantitative and qualitative research methodology by seeking out several different types of sources that can provide insights about the same events or relationship (De Vos, 2002: 341-365). Data collection was in two phases; one phase of data collection took place from the 14<sup>th</sup> May to the 7<sup>th</sup> June 2006 whereby schools were visited and training workshops attended. A schedule was drawn up depicting schools to be involved. Another phase included the researcher participating in the National Best Business Competition (NBBC) held in October.

The NBBC is an annual national event that brings together the best companies from all the regions for a final competition in Gaborone. Focus group discussions were held with some of the participating teachers and students who were conveniently sampled so as not to disrupt the proceedings of the activity. The researcher also served as judge at the competitions which accorded her an opportunity to interact more with the competitors thus gaining more insight into their levels of confidence, knowledge and skills gained on how to plan, produce and market a product as well as their group dynamics. A total of 13 teachers and 8 students were interviewed from a population of about fifty teachers and about eighty students who were attending from twenty schools (not all the same schools as interviewed in phase one). See Appendix F1 and F2.



#### **4.6.3 Data collection from the out of school youth/ programme**

Six respondents were eventually interviewed and only one out of those had managed to start and maintain a business. At the start of the interview, the researcher introduced herself and gave an overview of the research. A discussion then ensued surrounding the programme with particular reference to their general perceptions about the programme and whether or not they felt that the programme adequately prepared them for starting and maintaining business ventures and for the world of work, what was learnt and what has been achieved as a result of having been involved the programme. The respondents were then asked to respond to questions in the questionnaire. Their responses were compiled into case studies. See Appendix B

#### **4.7 Participant observation of the Training of Trainers (teachers) Workshop**

The researcher was a participant observer in a workshop conducted for teachers willing to take up the programme in their respective schools in the Southern region. The workshop was from the 24<sup>th</sup> to the 26<sup>th</sup> April 2006 at the Kanye Education Centre. See Figure 4.1. The workshop focused on the Business Basics and the Company Programme aspects of the programme. During the training, the researcher gained more information about the programme as well as observing how the participants developed within the programme. This was a very exhilarating experience for all involved. The teachers generally came out of the workshop confident that they could train their students on the aspects covered. See Appendix H.

Participant observation as alluded to by De Vos (1998) accords the researcher an opportunity to gain more insight into the participants' experiences and perceptions through active involvement in the participants' activities. This makes the researcher no longer an outsider but part of the group.

##### **➤ Participant observation of the follow up workshop**

The researcher also took part as a participant observer in a one day follow-up workshop conducted for the teachers in the West Region on the 8<sup>th</sup> May 2006 at the Maun Education Centre. The workshop focused mainly on getting feedback from the practicing teachers on their progress in the schools, their setbacks and accorded them the opportunity to collectively work out strategies with which to address the challenges they encountered as they were implementing the programme (See Appendix H and Figure 4.2).

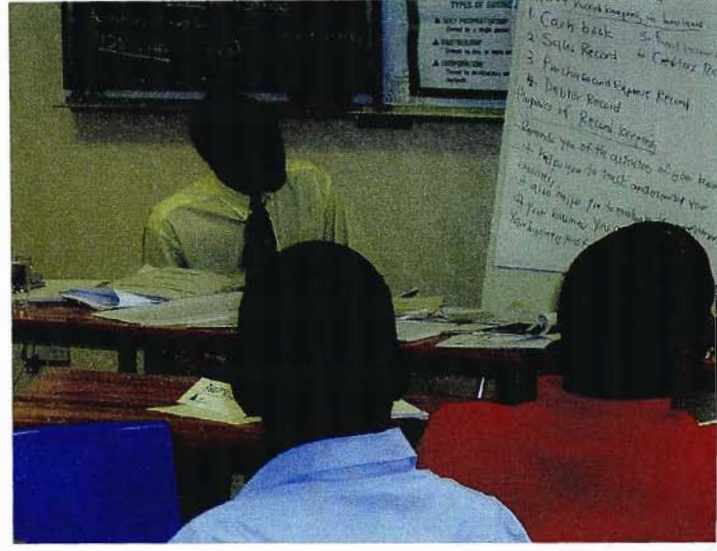
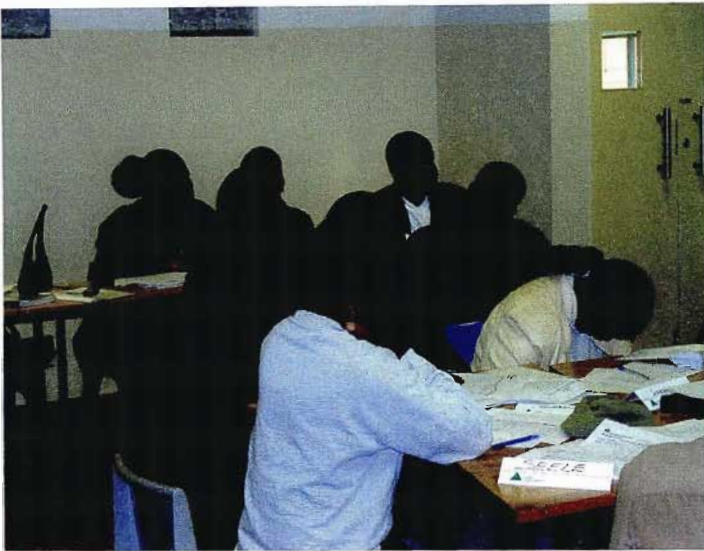
#### **4.8 Analysis of the data**

Quantitative data from questionnaires and interviews were later coded and analysed using SPSS for Windows statistical package. Descriptive statistics such as frequencies, correlation, means and standard deviations were applied to show relationships between variables. Qualitative responses to open ended questions and focus group discussions were correlated descriptively according to the respondents' own words. Themes and meanings were extracted. See Appendix G.

#### **4.9 Summary**

The chapter addressed the survey comprising of questionnaires and interviews and a variety of approaches used. It showed how the participants (samples) involved were selected, how data was collected and analysed. It also justified the methodologies used as supported by literature highlighting perspectives put forth by research writers about issues discussed such as techniques applied to show their value in the study.

**The following are pictures depicting some phases of the study:** the training of trainers workshops, followed by the follow-up training workshop and interviews with students and out-of-school youth.



**Figure 4.1 The training of trainer's workshop held at Kanye Educational Centre, April 2006**

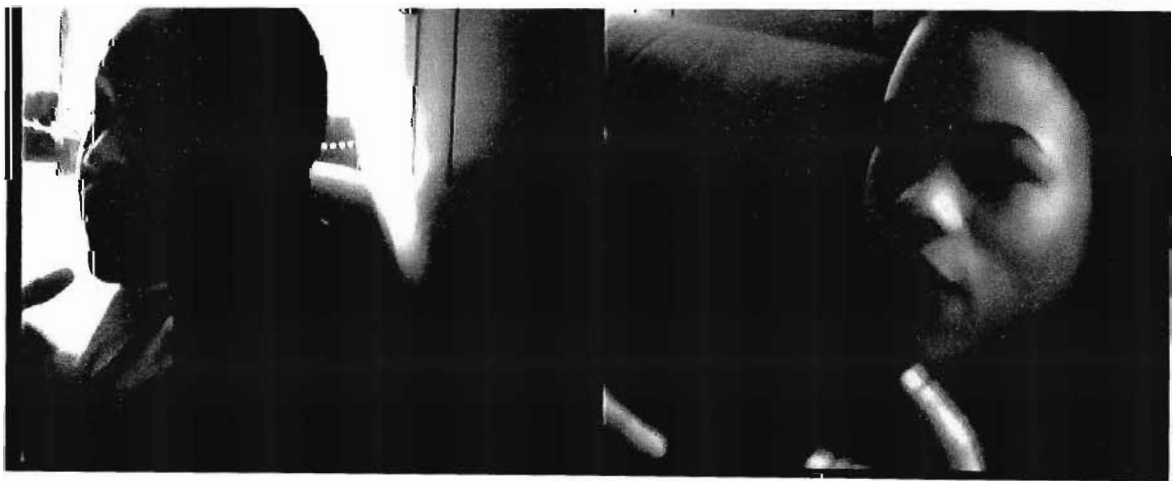


**Figure 4.2 Follow-up Workshop (West Region): Maun Education, Centre May 2006**





**Figure 4.3 In-school youth interviews, Bonnington CJSS, Gaborone**



**Figure 4.4 Out-of-school youth interviews, Gaborone**

## **CHAPTER FIVE**

### **AREA OF STUDY**

#### **5.0 Introduction**

Botswana provides an excellent environment for opening new businesses. Its “track record of sound macroeconomic policies, good governance, reliable institutions and political stability” as well as “its reputation of being the least corrupt country in Africa gives it the highest sovereign rating on the continent”. Its economy is among the strongest and the best managed. This makes the country attractive for investment. In addition, many government policies also encourage the start-up and expansion of small businesses (African Economic Outlook, 2005:105). See Section 2.6.

#### **5.1 Geographic area**

Botswana is a land-locked country dominated in geographical terms by the Kalahari Desert. The country lies between longitude 20 and 30 degrees East of the Greenwich and between the latitudes 18 and 27 degrees approximately south of the Equator. It shares borders with Zambia to the north and Zimbabwe on the East, and South Africa to the south and south east. It meets with three other countries namely; Zimbabwe, Zambia and Namibia at a point mid stream of the Zambezi River at Kazungula (Republic of Botswana, 2005).

The area of Botswana is approximately 581,730 square kilometres and it is about the size of France with a 1,110 kilometres distance between the extreme north and the extreme south. It is 960 kilometres across at its widest. The country has no mountains; its landscape is uniformly flat and punctuated occasionally by low hills especially along the south eastern boundary and in the far North West. Its highest point is 1,491m in Otse near Lobatse. It also has three major peaks at the Tsodilo Hills in the North West (Republic of Botswana, 2005).

The capital city, Gaborone is located close to the South African border in the south east of the country. See Figure 5.1. This was chosen in 1962 (before independence) because of its proximity to water and railway line linking the country to South Africa and Zimbabwe. Other



major towns are Francistown, Lobatse and Selibe-Phikwe. These large cities of Gaborone and Francistown were the focus of this study in that they provided a similar urban environment in which to study the effects of JAB (Republic of Botswana 2005).

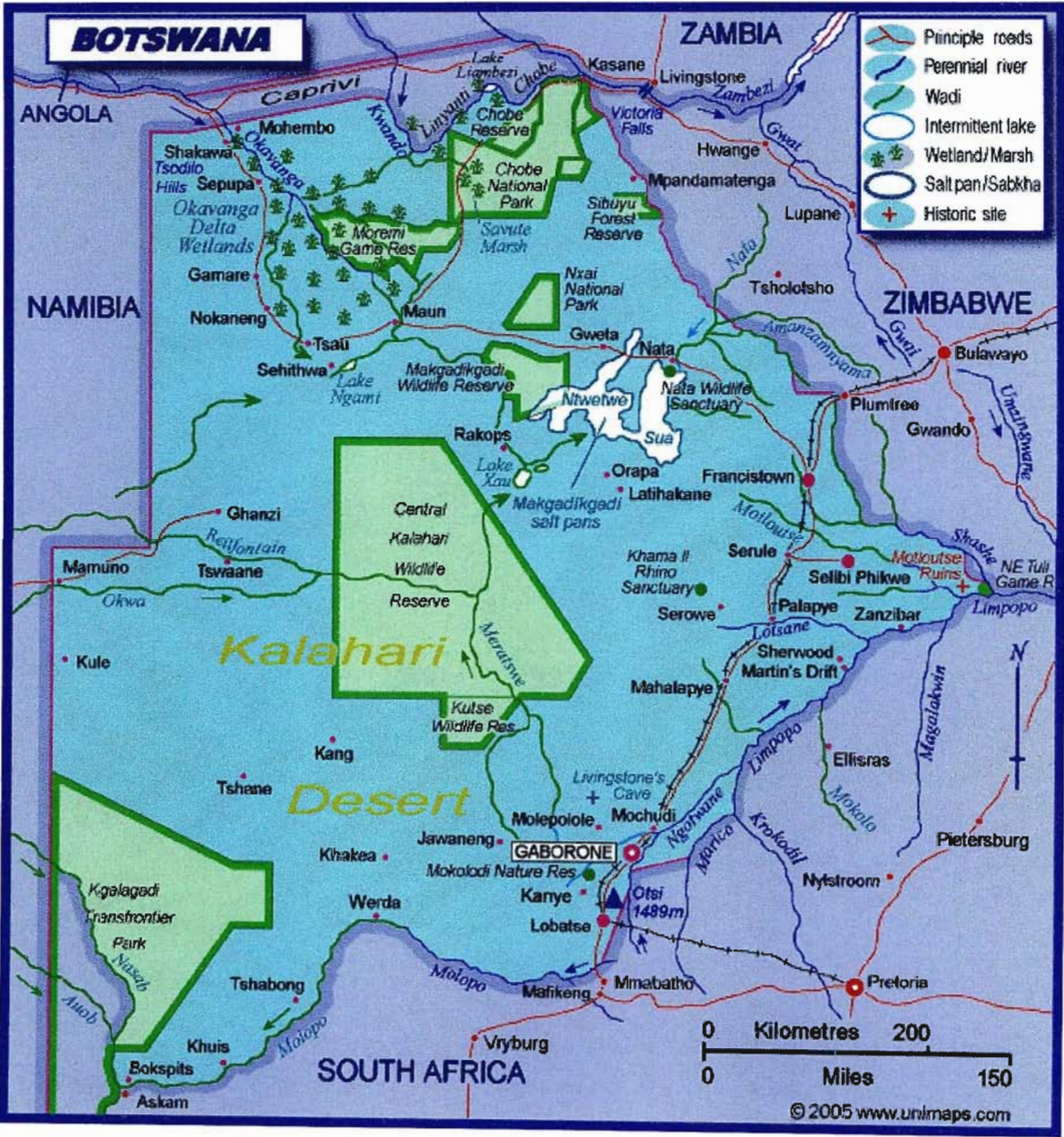


Figure 5.1: Map of Botswana (CIA-The World Fact Book 2006)

## **5.2 Population**

Botswana is one of the most thinly populated countries in Africa. Its population is 1.79 million; a very low population density of about three inhabitants per sq/km. Almost half of the population is under 15 years. The population comes from about 20 different tribes some originating from the country's neighbours; South Africa, Zimbabwe, Zambia, Angola and Namibia. There are eight main tribes that form the country's districts and these are Bakgatla, Bangwato, Bakwena, Bangwaketsi, Bakalanga, Bakgalagadi Batlokwa/Balete and Batawana (African Economic Outlook 2005). Botswana has a small population with a large resource base and this can be seen as an advantage in that changes can be introduced more quickly (Presidential Task Group, 1997). This indicates that the country is urgently in need of economic development opportunities.

## **5.3 Climate and Vegetation**

Much of the country has a sub-tropical climate with extreme dry winters around May and hot summers between October and April especially during the day (maximum 40°C). Rainfall is usually restricted to the October-April period and is generally low. Droughts are frequent though a cattle farming is still a predominant source of livelihood. This persistent drought, combined with livestock and agricultural produce diseases have significantly affected the agricultural sector which at independence accounted for the largest share of the GDP but now contributes less than three percent. Botswana still has to import 80 percent of its food requirements (African Economic Outlook, 2005).

Botswana's vegetation is closely related to rainfall patterns. About 90 percent of the country is covered with three types of savanna; shrub, tree and grass. A small area of the country is forested especially in the far north along the banks of the Chobe River. The acacia and the mopane trees are the common tree species in the country. Over 3,000 species of plants have been recorded in the country most of which are the woody type. There are also numerous wild edible plants which rural residents in particular Bushmen consume (Republic of Botswana, 2005).



## 5.4 Economy

Botswana has achieved an economic miracle since independence in 1966. The mining of diamonds in 1971 transformed the country from a poor, predominately agricultural country into one of Africa's wealthiest nations with a GNI per capita income of \$4,350 (2004). Botswana's economy is one of the strongest and best managed in the developing countries and is thus classified as an upper middle class country. In 2004, the country's "GDP growth was a healthy 5.7% and the inflation rate being one of the lowest in the region at 7.0 %" (The Government of Botswana 2006: 117). Botswana is one of the richest countries on the African continent (African Economic Outlook, 2005).

Despite its macroeconomic success, Botswana is still faced with serious problems of poverty and unemployment compared to other countries of similar level of economic standing. Unemployment is estimated at nearly 20% of the labour force, this is attributable to a number of factors:

- 1) The mining sector which is the backbone of the economy is no longer able to absorb the growing number of the unemployed.
- 2) The general populace who originally were engaged in farming have had to seek alternative ways of sustaining their livelihood because of persistent drought and livestock disease outbreaks such as foot-and-mouth, heart water, cattle lung and Newcastle disease amongst poultry.
- 3) The education system also is not seen to be producing people with the right qualifications and skills to be gainfully employed, particularly in the private sector which has become skill-intensive.
- 4) The devastating impact of the HIV and AIDS pandemic is robbing the country of the productive generation. During the 1993-2002 period, HIV and AIDS spread rapidly among all age groups and the prevalence rate more than doubled, reaching 35.4 percent at the end of the period (Republic of Botswana, 2005).

However, the government has, and still continues to put measures in place to alleviate the problems. Recent statistical data (2003) show that the proportion of the population living below the poverty line has declined to 30 percent from 59 percent in the 1980s, owing to the government's national poverty reduction strategy. The government is also committed to

giving high priority to combating the HIV/AIDS pandemic through designing and implementing appropriate programmes such as Voluntary Testing and Counselling, Routine Voluntary Testing, PMCT, and the Antiretroviral (ARV) treatment (The Government of Botswana, 2006; 130-131)

## **5.5 Tourism**

“Botswana is one of the finest tourist destinations on the African continent” (Republic of Botswana, 2005: 135). It offers a truly African experience untouched by the pressures of encroaching civilisation, presenting a wonderful wilderness. Over 17% of Botswana’s land area has been set aside as national parks and game reserves. The Okavango delta (the largest inland delta) originating from Angola flows into and spreads over the sandy spaces of the Khalahari to form an immense and wondrous inland delta. This is enhanced by the Chobe and Moremi national parks which offer visitors lions, elephants, hyenas’ wild dog, buffalo, hippo and crocodiles which congregate with an incredible variety of smaller animals such as warthogs, mongoose, monkeys, bush babies, trees squirrels and a prolific birdlife. “Tourism contributes nearly 4% to the GDP is the second largest exporter behind diamonds, bringing around 1.1 billion Pula into the country annually” (The Government of Botswana, 2006:125). Tourism therefore provides an appropriate arena for business.

## **5.6 Legislature/Governance**

The people of Botswana are called Batswana and their national language is Setswana, though English is the official language. Botswana is nominally a Christian country though there are some traditional beliefs. It is a peaceful, country where people of different races, religions and creed live in harmony. The country follows a democratic system of governance with a state President and 57 members of the National Assembly who are elected every five years. There is also a house of chiefs; a 15 member body represented mainly by the tribal chiefs which advises the National Assembly on matters concerning culture. There is considerable evidence to suggest that improving the regulatory environment can have a positive influence on the growth and survival of new and small enterprises. Businesses are influenced not only by the markets but by the regulatory and institutional environment established by governments (GEM, 2004: 39). The Government of Botswana is very supportive and encourages many

types of business. Much has been done to create a sound business environment through the provision of enabling policies and schemes.

The President of the country, His Excellency Mr. Festus Mogae (2005) highlighted that in the NDP 9 period, one of the key areas for infrastructure investment will be in the field of information and communications technology, whereby the government will continue to upgrade the national telecommunications network to provide high capacity international connectivity in order to create more sustainable job opportunities. He also alluded to business regulations meant to enable citizens to be involved in business such as:

- 1) **The Micro Lending Regulation** which specifies terms and conditions of loans aimed protecting the public by reducing impoverishment resulting from indebtedness as well as borrowers from exploitation
- 2) **The Industrial Development Act** being reviewed to simplify licensing procedure for manufacturing industries and to decentralise the issuance of industrial licenses to local authorities.
- 3) **The Company Act** reviewed with a view to removing hindrances to private sector development by simplifying the registration of companies (Mogae, 2005).

## 5.7 Summary

Chapter five discussed the area of study. The Government of Botswana has recognised that youth unemployment alongside the HIV/ AIDS scourge and drought represent a primary challenge to the nation and appreciates that overcoming such a challenge is the country's greatest opportunity (His Excellency the President, Mr Festus Mogae: 2005). The government therefore has a role to set an enabling environment for the nation to join hands in alleviating these problems thus helping the economy to grow. "In Botswana citizen empowerment necessarily entails enabling citizens to create wealth and enterprises for themselves" (Government of Botswana, 2005: article 48).

## CHAPTER SIX

### STUDY RESULTS

#### 6.0 Introduction

This chapter will present the results of the study. It will focus on the description of the data collected in accordance with each sub-problem followed by the discussion of the same sub problem. The first sub-problem of the study relates to establishing through perusing the documentary content of the JA programme to determine the documentary content and observed presentations of the JAB programme in order to establish the delivery process and content of the programme in Botswana. The second sub problem is to determine the impact of the programme on youth from in-school training programmes relative to enabling them to start up businesses both while still in-school and later out-of-school as reported by the students, teachers and trainers. The third sub problem is to investigate why only a small percentage (<20%) of the youth who participate in the JAB programme manage to start up “real “businesses and the role of entrepreneurial attributes, monitoring and follow up processes and the final sub problem is to establish students’, teachers’, JAB trainers’ and other selected stakeholders’ perceptions about the programme’s successes and challenges and their suggestions for its improvement.

In order to answer the sub problems above, the chapter will provide the results first and then make appropriate references to literature on background information from documents about the programme such as the programme’s 2005 annual report, the 2001 evaluation report of the programme and facts from the international and local websites of the programme. It will also analyse responses from questionnaires, interviews and focus group discussions conducted with the various groups involved to ascertain whether the JAB programme is an effective entrepreneurial training programme to meet aspirations of the Batswana as engraved in the nation’s vision 2016, the national development plan 9, the Revised National Policy on Education of 1984 and other development strategies aimed at improving the quality of life of the people.



## 6.1 Description of the in-school students' sample

Twenty one students; eleven females and ten males identified from nine schools were involved in the study. See Table 6.1. Of this sample, 18 (85.7%) students in the identified schools were running businesses in their schools whereas three (14.3%) were not in business at the time of the data collection. Eleven of the students involved were of the age range 13-15 and ten were of the age range 16-18. Twelve (52.4%) of the students came from the Gaborone schools whereas nine (42.9%) were from the Francistown schools. The Gaborone schools included three senior and eight junior secondary schools, while the schools from Francistown comprised two senior and seven junior secondary schools. On average, students had been trained three years previously.

**Table 6.1: Description of the sample**

Category	Sample characteristics	Frequency (n=21)	Percentage
Participating schools	In-school (in business)	18	85.7
	In-school(not in business)	3	14.3
	Total	21	100.0
Town	Gaborone	12	57.1
	Francistown	9	42.9
	Total	21	100.0
Gender	Male	9	42.9
	Female	11	52.4
	Missing	1	4.8
	Total	21	100.0
Age	13-15 years	11	52.4
	16-18 years	10	47.6
	Total	21	100.0
Training year	2006	1	4.8
	2005	6	28.6
	2004	4	19.0
	2003	6	28.6
	Missing	4	19.0
	Total	21	100.0

### 6.1.1 Results of the quantitative survey of in-school students

Students' levels of confidence with various aspects of the JAB training as reported by the students were requested on a five point Likert scale from least to most confidence (range of 1-5). See table 6.2. These included the following: establishing new business opportunities,

seeking and accessing capital, carrying out market research, working out new business finances, including working out an income statement and a balance sheet balance sheet, and developing marketing strategies for a new project.

The area that led to most confidence was that relating to establishing new businesses (average score of 5 on a 5 point scale), followed by the ability to continue with the current project (average of 4.2) and seeking start-up capital (average of 4.1). Of course, they had had to do none of these. The remaining scores related to working out new project's finances and seeking assistance from the course tutor (3.9), carrying out market research (3.7), developing another business idea (3.48), working out an income statement and a balance sheet (3.43) and establishing mentorship for support on the project (3.42), establishing a network for support on the project (3.40), developing marketing strategies for another project and producing, pricing and selling another product/service (3.1).

**Table 6.2 Students' level of confidence on topics in JAB training**

Topic of training	Mean	Std. Deviation
Establishing new business opportunities	5.00	0.000
Continue with the project	4.24	1.136
Seek and access start up capital	4.10	1.119
Work out the new project's finances	3.90	0.912
Seeking assistance from the course tutor	3.90	1.294
Carry out market research for another project	3.75	1.585
Develop another business idea	3.48	1.504
Work out an income statement and a balance sheet	3.43	1.469
Establish mentorship for support on the project	3.42	1.305
Establish network for support on the project	3.40	1.429
Produce, price and sell another product/service	3.10	1.411
Develop marketing strategies for another project	3.10	1.373

\* mean on a scale of 1 – 5 where 5 is highest confidence

### 6.1.2 Students' responses to putting theory into practice

Students were asked to indicate on a yes /no basis which aspects of the JAB training they have been able to carry out since training finished. Of the 21 students who responded, 18 (86%) reported that they have been practicing some of the knowledge and skills gained from the training in their school projects (See Table 6.3). They all indicated that they continued with mini-companies, developed another business idea, worked out an income statement and a

balance sheet for the new project, sought and accessed start up capital for the new project, carried out market research for the project, established new business opportunities, developed marketing strategies for the project, produced, priced and sold a product/service and established a network for support on the project.

**Table 6.3 Scores relating to putting theory into practice (n=21)**

Aspect of training done	Students' Yes	Responses No	% Yes*
Continue with business	18	3	85.7
Developed another business idea	18	3	85.7
Worked out an income statement and a balance sheet	18	3	85.7
Sought and accessed start up capital	18	3	85.7
Carried out market research for another project	18	3	85.7
Established new business opportunities	18	3	85.7
Developed marketing strategies for another project	18	3	85.7
Produced priced and sold another product/service	18	3	85.7
Established a network for support on the new project	18	3	85.7
Worked new project's finances	17	4	81.0
Established mentorship for support	17	4	81.0
Sought assistance from the course tutor	17	4	81.0
Did you try to start a new business?	4	17	19.0

\*remaining % is no response

One of the 18 indicated however that s/he had not worked out a new project's finances, established a network for support and sought assistance from the course tutor. Three (14%) had stated that they were not currently involved in running businesses even at school level despite the fact that they were required to have reached the BEP in their businesses to qualify for the annual competitions which were only a few weeks (about 4) away. Finally, only four students (19%) had tried to start up new businesses since training.

### 6.13 Business Practice

The respondents were asked to describe their school businesses. Their responses indicate that most of them were engaged in small production projects (71.4%), such as picture frames, jewellery, candles, pesticides, chocolates, waste paper baskets, key rings, soft furnishings amongst others and they were operating from rented premises (61.9%). The projects were mostly funded from their own savings (57.1%). JAB expects the students to sell shares that the

programme provides to raise capital for starting off projects. The projects were run by groups of students referred to as companies. These companies were run through teams namely; the management team (executives), the production team, the sales and marketing team and the finance and records team. The management teams comprised key players in business set ups such as the managing director, the finance manager, the marketing and sales manager and the human resource manager. At the time of data collection, about half of the companies involved indicated that their financial position was either at Break Even Point (BEP) or had started making profit. This meant they qualified to enter for the competitions. A number of these groups of students were seen working round the clock preparing for the Best Business Competitions.

#### **6.1.4 JAB Contribution towards some aspects of running a business**

When asked to indicate whether they have learnt certain aspects of running a business as a result of having been trained on the JAB programme or elsewhere after the training, most students indicated that they learnt more from the JAB programme regarding different aspects of running a business than from elsewhere. These included contribution toward; identifying business opportunities, producing quality product and services, obtaining a business loan and making and investing money. It is logical to have such a response from the students as they are exposed to a limited extent to other business environments whilst they are schooling and that they are not under as much pressure to seek more information, opportunities and techniques as they would be once they are out in the community.

#### **6.1.5 Students' knowledge of the marketing mix**

The students' responses to questions relating to testing their knowledge of the marketing mix indicate that they have limited knowledge of the aspects of the marketing mix such as promotion, pricing, establishing a target market, distribution, packaging and quality product/service. Their low scores on the points gained from describing how they promoted their products/service evidenced this. It is also interesting to note that there was a high incidence of no response to describing how they applied different aspects of the marketing mix in their school projects. The no response scores ranged from not being able to state how they

would market their products/service ranged from distribution (76%), packaging (71.4%), and target market (66.7%) pricing (61.9%) and promotion (47%). An inference from this data could be that the students had a vague idea of how to explain the promotion aspect of their marketing mix relative to other aspects. But, they had no clue as to how to explain the aspects of packaging and the quality of their product or services as evidenced by the nil scores on the three points correct indicating that they could well explain the aspects. Table 6.4 reflects the scores.

**Table 6.4 Students' scores on their descriptions of the marketing mix**

<b>Category of marketing mix</b>	<b>Valid Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Promotion</b>	No response	10	47.6
	One point correct	5	23.8
	Two points correct	4	19.0
	Three points correct	2	9.5
	<b>Total</b>	<b>21</b>	<b>100.0</b>
<b>Pricing</b>	No response	13	61.9
	One point correct	5	23.8
	Two points correct	3	14.3
	<b>Total</b>	<b>21</b>	<b>100.0</b>
<b>Target market</b>	No response	14	66.7
	One point correct	4	19.0
	Two points correct	2	9.5
	Three points correct	1	4.8
	<b>Total</b>	<b>21</b>	<b>100.0</b>
<b>Distribution</b>	No response	16	76.2
	One point correct	4	19.0
	Two points correct	1	4.8
	<b>Total</b>	<b>21</b>	<b>100.0</b>
<b>Packaging</b>	No response	15	71.4
	One point correct	4	19.0
	Two points correct	2	9.5
	<b>Total</b>	<b>21</b>	<b>100.0</b>
<b>Quality product/ service</b>	No response	19	90.5
	One point correct	2	9.5
	<b>Total</b>	<b>21</b>	<b>100.0</b>

## 6.2. Analysis of the students' qualitative data

The students were probed for responses to questions through a questionnaire. Their responses are discussed below according to the questions asked.



### **6.2.1 The valuable aspects of the JAB training**

Seventeen students (81%) responded to the question on the value of the training. Most respondents indicated that they found aspects in their training relating to the business management skills or components of the business basics very valuable. The reasons advanced revolved around having learnt to handle some key aspects of running a business. They indicated that they gained knowledge and skills on how to run businesses through learning how to handle capital issues, how to calculate the BEP, how to work with others and how to market a product. Other areas that they found beneficial included teamwork, self-reliance and confidence. On the **aspects of the training not valuable**, most students indicated that there was no aspect of the training that was not beneficial. A few commented on the lack of commitment of some students in the team.

### **6.2.2 Students' response to what has inspired them to conduct their businesses**

Students' responses to what has inspired them to conduct their businesses included aspects of the marketing mix such as; The Product, Price and Place (See Appendix G) seemed to play an influential role in inspiring the students to conduct businesses. Responses hinged on:

#### **Product**

Is it what the customers needed? Did it serve a need?

Is it marketable? Can it sell? Is there a demand for it?

#### **Price**

Is it what customers are willing to pay/can afford?

Is it reasonably priced (within market range)?

Is it profitable?

#### **Place**

Can the product sell in the locality?

Can it be produced conveniently?

Can it reach the customers (easily distributed)?

This focus prevailed despite the fact that the same students virtually failed to describe the way they market their school products in relation to the same aspects stated above. This however is

not surprising, as Garavan and O’Cinneide (1994:7) have indicated in the body of literature “that the paradigm behind the education and training of entrepreneurs is still basically of a technical nature that is giving a quick fix programme to those disciplines that the participants are not familiar with”. Garavan and O’Cinneide (1994: 4) also affirmed this in the statement that “If entrepreneurship education and training is to be effective it must not only be so through factual knowledge and the limited skills acquired in the classroom but also through the stimulation of new ventures, the success of those ventures and the increasing capacity of the entrepreneur to pursue even greater success”.

### **6.2.3 Student reasons why their in-school businesses were not operational**

Only three students responded to this question. These were those who indicated in their profiles that they were not in business. They cited the following as reasons why they could not continue with projects after winding up those that they carried out as part of their initial training;

- 1) Lack of money
- 2) People owing the businesses money and not managing to pay thus having business expenses that are greater than the income.
- 3) Students who started businesses whilst in junior schools having to disperse when they go to different senior schools.

### **6.2.4 Students’ specific suggestions for improving the JAB programme**

A variety of suggestions were advanced. Among the pertinent ones were the following;

- 1) The programme should be marketed countrywide because people do not really know it exists.
- 2) More teachers should be involved in the programme so as to teach it to every child in the school so that children can become responsible and knowledgeable nationals.
- 3) The JAB programme should be marketed and that companies should be given start up capital.
- 4) Schools should be given annual themes which to base products on. Feedback should be given to all participating companies so that those who do not make it to the top five could know where to improve. Introduction of certificates or tokens of appreciation to those who successfully complete the programme.

- 5) Monitoring of companies to make sure that they are run according to the JA programme.
  - JAB officers should ask for reports from a company twice before the company enters for the business competitions.
  - JAB officers should visit schools to teach about the programme
- 6) JAB students should be given the opportunity to visit or even be placed in some of the prospering businesses so as to learn more about running a business and increasing their knowledge of practical business activities.

#### **6.2.5 Major influences keeping students in business (sharing their secrets for success)**

A list of secrets were divulged which could be translated into four categories namely;

- 1) Confidence and motivation
- 2) Making profit
- 3) Product
- 4) Efficient communication

The students attributed their business successes to the following;

- Being confident and passionate about the business one is in and believing in oneself and the business. Being motivated to carry on.
- Gaining profit; finding purpose for staying in business and because of the nature of the product (excellent) and excellent customer service. Realising one's dreams of venturing into business to make money. Taking pride in contributing to the Botswana' vision pillars of a prosperous, productive and innovative nation and being determined to make a profit and earning money.
- People admiring the product(s) and finding them good value for money; an indication that they are positively handling competition from other companies in similar businesses-finding a "niche" market and cash – people buying the product in large quantities therefore cash coming in.
- Through effective marketing strategies (to customers) and human resource management within the business.

### **6.2.6 Major challenges/ constraints that students face in the businesses**

The students cited the following as the challenges they had to overcome in their projects (multiple responses allowed) (n=21):

- 1) Lack of resources, finance (capital) and materials = ten students (48 %)
- 2) Lack of commitment = three students (14 %)
- 3) Competition/Bad response from customers = three students (14 %)
- 4) Time management = two students (10%)
- 5) Lack of exposure to the business world/demand higher than the supply/lack of knowledge and skills = four students (19 %)
- 6) No production place = one student (5%)

Most students ascribed to lack of resources especially lack of start up capital as the major constraint that they face in their businesses. Resources such as funds and raw materials are crucial in starting a business and even after the business has been established there has to be working capital to sustain the business (Sullivan, 1996).

Another challenge that they raised impinged on lack of exposure to the business world. This makes it difficult for them to cope with “real problems that they face when running businesses (putting theory into practice) in the real sense. Their biggest challenge lies on not being able to handle situations whereby they are put under pressure to escalate their production to meet the needs of the target market (demand higher than the supply). Having to face stiff competition and not being able to employ varied marketing strategies to counteract those of their opponents. Another notable challenge was lack of commitment. The students have realised that being in business partnership has its “highs and lows” as people are not always at the same level of commitment and or determination. Some have alluded to experiencing problems whereby some members of their production teams would not at times turn up for production; such absences can cost the business a lot of money even when its only one member not complying as it can drastically affect the rate of production and the quality of the product.

#### **6.2.7 Keeping in touch with JAB after training?**

Seven students did not respond. Although many indicated that they do keep in touch with JAB, they seemed to confuse the JAB personnel with their teacher advisors in the schools or perhaps the question was not explicit enough to seek whether they kept in touch with the central JAB office or were only in contact with their teachers. Some felt that participating in best business competitions at regional and national levels kept them in touch with JAB whereas others indicated that by virtue of creating businesses of their own i.e. putting into practice what they have learnt also helps them to keep in touch with the programme.

#### **6.2.8 Continuing support from JAB?**

Four students did not respond. Even though many attempted to respond to this question, their responses cannot be clearly summarised as they were from varied angles but, seemingly they attribute assistance to the provision of materials such as share certificates, files, pens and other tangible materials that the organisation provides for training. They seem not to differentiate between the assistance they get from their teacher advisors and the JAB office.

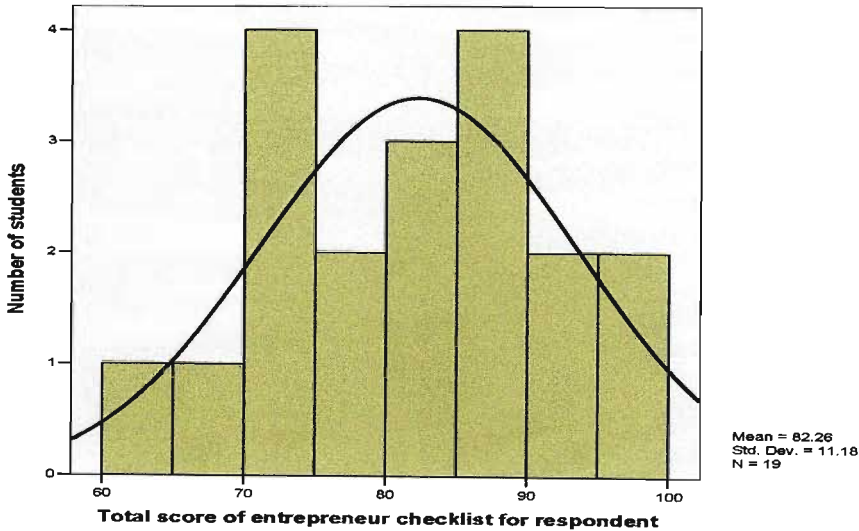
#### **6.2.9 The students' total entrepreneurial checklist scores**

The respondents were requested to fill in a checklist as part of the questionnaire (Small Business and Government Grants Info, 1993). The purpose of this instrument was to determine the relationship between training and inherent talent as measures towards subsequent entrepreneurial activity. It was intended to establish whether the students who were engaged in businesses subsequent to the JAB training naturally had "what it takes to make it in business" that is if they had the desired characteristics for running business enterprises. The students' results in this checklist as indicated in Figure 6.1 and Table 6.5 shows that the scores are high with regard to entrepreneurial skills. Research has found that individuals with inherent talent are more likely to succeed in business. On the other hand, the results in the checklist also reflect that the students who participated in the test may not have been entirely honest in responding to the questions as they as they have high expectations of themselves to succeed in business with the average score of 82.26%.

#### **6.2.10 Results of the students' focus groups at the NBBC**



Students' responses indicate that they have high expectations from the programme and are happy to be involved. They also come out of the training of the programme with high sense of achievement and would not hesitate to recommend the programme to their friends. They find the programme important and beneficial and they generally believe they would be able to start and maintain their own businesses in future. They feel they have gained valuable knowledge and skills on how to run business ventures specifically in management, production and finance. No evidence supports students applying this knowledge during school except for the JAB projects. However, students reported that they would postpone applying business skills until after school. The students suggested that the programme be introduced at primary schools and also wished it extended its coverage in terms of numbers involved (See Appendix F2).



**Figure 6.1: Students' total entrepreneurial checklist scores**

Score Grading as explained in Bizmove (2003).

**Score 100: Excellent.** A perfect score. You are a born entrepreneur. If you are not presently running your own business you should definitely start one, the sooner the better. You are on the way to fame and riches.

**Score 91-99: Very good.** You definitely have what it takes to succeed in a business of your own. Don't hesitate; your way to business success is wide open.

**Score 72-90: Good.** You have the qualities of a successful entrepreneur with some weak spots. Read the interpretation below to identify your deficiency. You should be able to cover that deficiency by either retraining yourself or hiring someone with the necessary skill.

**Score 40-71: So-So.** The prospect of your success in a business of your own is questionable. You have some deficiencies that might out-shadow some good traits you have. If you still want to go on with it, be sure to call up all the persistence you can get. You are going to face some tough adversity on the way.

**Score 0-40: Unsatisfactory.** Forget your dreams of being your own boss, it's not for you. You'd better keep your comfortable and secure job. Why bother with all the risks and hustles of starting a business (Small business and Government Grants Info, 1993).

**Table 6.5 Students total entrepreneurial checklist scores**

Total score	Frequency	Percent
61	1	4.8
66	1	4.8
72 good	4	19.0
78	2	9.5
83	3	14.3
88	1	4.8
89	3	14.3
94	2	9.5
100 excellent	2	9.5
Total	19	90.5
Missing	2	9.5
Total	21	100.0

The results indicate that no student scored in the 0-40 category, two scored in the 40-71 category, thirteen scored in the 72-90 category, two in the 91-99 category and two in the 100 category. This meant that most of the students had potential for running business enterprises despite the fact that observation has shown that the same students are less likely to start up and maintain viable businesses in the real sense outside schools. However, only four (19%) were really likely to succeed (scored above 90).

### **6.3 Out-of-school youth results**

Since only a very small sample (six) of out-of-school youth could be identified in the two towns, the results are limited to just qualitative analysis. Themes and meanings were derived from the participants' responses to the questionnaire. It is worth noting that the out-of-school youth completed the same questionnaire as the in-school counterparts for uniformity as they had undertaken the same training.

#### **6.3.1 The description of the out-of-school youth sample**

It was ineffective trying to identify former students of the programme who are no longer in the schools from the JAB office, trainers and the teachers as proper records had not been kept. Some teachers had claimed that they kept records of the students they had trained but lost contact with the students as the mobility rate is very high; many students relocate as they go for further studies locally or abroad, some find jobs in other places whereas some simply move on to start families of their own.

A list of twelve out-of-school youth was generated through snowball sampling. Only six of these were contactable and willing to be interviewed. The researcher visited them in their work places, as it is advisable to avoid interrupting their schedules. After the in-depth interviews, the respondents were requested to respond to a questionnaire as a back up to capture what may have been left out in the interview.

#### **6.3.2 Analysis of the out-of-school youth data**

From both towns, only two out-of-school youth who managed to start businesses could be identified. One owns a photographic studio in Francistown and also has a mobile business that shoots videos and photographs at high powered events like dinner dances, official launches of trade fairs and exhibitions, award ceremonies, weddings and many more. He has recently opened another business that distributes cleaning chemicals to households and institutions. The other owns a travel agency in Gaborone. This person did not participate in the formal interview but was visited. With so few examples of the graduates of the programme who have actually managed to start businesses, one can conclude that it is indeed very difficult for the participants of the programme to start viable businesses as reported by the teachers', trainers' and students in their interviews. This travel agency is owned by a family member of

JAB organisation's management. This clearly reflects that the establishment and sustainability of viable business enterprises needs strong support systems, having role models and establishing mentors and networks that help nurture the business (Grierson, 2000).

Of the other seven that were identified in both towns, four had found jobs in business related fields such as car rentals, business consultancy firm, a commercial bank and another in a mass media printing company. Efforts to secure interview appointments with the latter two fell away as they were too busy throughout, however they filled in the questionnaire. These youth were described especially by the trainers, as former students of the programme who were high flyers during training. Although they exhibited great potential of taking the programme to greater heights, they could not unfortunately access all that is required to start their own business ventures. What was apparent though is an observation that these are regarded as high performers in their respective jobs (from introductory dialogue with the supervisors prior to conducting interviews). As a result, the companies that the respondents worked for also had high regard for the programme. As such, JAB deserves to be given credit for at least meeting its mandate "to prepare the youth for the world of work" (JAB Information Brochure, undated c). Of the remaining three, one works for Exclusive Books (an up market book shop) and the other as a security officer for a parastatal company (Telecoms). One youth who is unemployed was also interviewed.

It is interesting to note also that all the out-of-school youth interviewed scored very high marks on the entrepreneurs test (85-95) including the one who is unemployed, an inference of this could be that they have the aptitude to start business ventures if only they could access all the required resources and be nurtured as they establish the enterprises through supportive systems. Crump *et al*, (2000 cited by Grierson 2000:34) indicated that "the success or failure of new enterprise often depends on the networks developed and exploited by their founders". Their responses also indicated that their confidence and motivation levels on the business management techniques ranked high when placed on a five point Likert scale.

Some of the out-of-school youth interviewed stated that they could not start their own businesses because they did not get the support they expected from their business advisors, parents and possible financiers once they were outside the school system. Other reasons

advanced included lack of resources, having to split up teams as they went for further studies and some because of personal differences with the JAB management. The case studies reflected that the JAB trainees generally have difficulties when trying to start up businesses because they are not able to access capital, they do not have premises to operate from and they do no longer have support from their teacher advisors. JAB needs to inculcate strategic partnerships with stakeholders such as the Ministry of Education and its affiliated institutions, parents and the business community, the private and parastatal sectors so that the programme can be more effective.

### **6.3.3 Suggestions for improvement from the out of school youth**

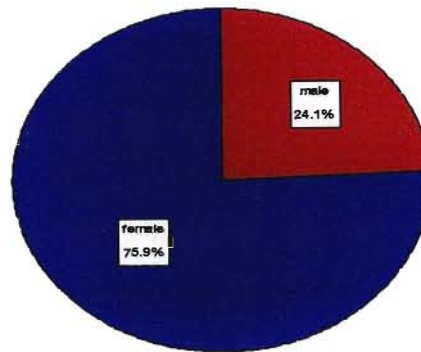
Their suggestion for improving the programme included;

- The programme should be taught from primary schools to familiarize the students with business concepts from a tender age
- The organisation should keep in touch with the trained out of school youth because they need a lot of assistance to be able to set up new business venture.

### **6.4 Description of the teachers' sample**

Twenty-nine teachers from schools identified in the two towns agreed to being involved in the study. Sixteen of these teachers were identified from schools around Francistown in the North region and thirteen from schools around Gaborone in the South Central region. The teachers' sample comprised twenty two females and seven males. The programme seems to be slightly more popular amongst female teachers relative to male teachers in this sample because there is a deliberate move towards encouraging and developing women entrepreneurs in the country as evidenced by policies. Figure 6.2 shows the proportion of the males and females in the teachers' sample of the study.





**Figure 6.2 Teachers' sample reflecting gender.**

Fourteen of the teachers involved in the study had their students involved in running mini companies in the schools at the time of data collection whereas 15 did not have students with companies. The latter advanced a number of reasons for not being able to avail students who at the time were practicing running businesses; among those were that:

- some teachers had just taken up the responsibility of advising the students and were not sure how to begin,
- some had just completed or were still training the students on the business basics which is a pre-requisite of setting up mini companies whereas
- Others could not create time to start even though the time for the business competitions was nigh.

On average, the teachers had been trained six years previously and had participated in the initial training workshop (training of trainers) lasting for about a week (three days). See Table 6.6.

#### **6.4.1 Analysis of the teachers' data**

The teachers' responses to the questionnaire, interviews and focus group discussions were analysed in twofold that is both quantitatively using the SPSS for Windows statistical programme and qualitatively where themes and meanings were inferred from the respondents' statements.

#### 6.4.2 Quantitative results and discussion of the teachers' data

The participants responded to a questionnaire which addressed a number of issues relating to different aspects of entrepreneurship education and training. The questions asked sought to ascertain the level of preparedness in terms of knowledge, skills, confidence and motivation of the teachers involved in training students in the JAB programme from the schools involved in the study. The areas covered included aspects on training undergone by the teachers and subsequently by their students, the extent to which the teachers received support from the organisation to help them carry out the programme subsequent to training and the teachers' own rating of their level of confidence in handling aspects of business basics when training and advising students. The areas will be discussed in detail below.

**Table 6.6 Description of the teachers' sample**

Category	Valid	Frequency (n=29)	Percentage
<b>Name or category</b>	In-school (in business)	14	48.3
	In-school(not in business)	15	51.7
<b>Region</b>	Total	29	100.0
	North	16	55.2
	South central	13	44.8
	Total	29	100.0
<b>Town</b>	Gaborone	16	55.2
	Francistown	13	44.8
	Total	29	100.0
<b>Gender</b>	Male	7	24.1
	Female	22	75.9
	Total	29	100.0
<b>Years since training</b>	2006	2	6.9
	2005	2	6.9
	2003	5	17.2
	2002	3	10.3
	2001	3	10.3
	2000	2	6.9
	1999	6	20.7
	1998	3	10.3
	1997	2	6.9
	Total	28	96.6
	Missing	1	3.4
	Total	29	100.0
<b>Duration of training course</b>	Two days	1	3.4
	Three days	7	24.1
	One week	19	65.5
	Total	27	93.1
	Missing	2	6.9
	Total	29	100.0

### 6.4.3 Analysis of the teachers results on training and support

Almost all the teachers indicated that they had undergone training on the business basics and the company programmes. When probed on the support they enjoyed from the organisation as a way of helping them to run the programme effectively in the schools, they reported that they were not totally happy with the support they received as evidenced (Table 6.7). The teachers' results indicated that on average only about seven out of 29 felt they received a lot of support from the organisation against an average of 20 who reported that they did not receive any support from the organisation on any of the aspects listed in Table 6.7.

**Table 6.7 Teachers response to support from the organisation**

Subsequent support from JAB	Valid	Frequency	Percent
<b>Training workshops</b>	1 none	20	69.0
	2 a little	3	10.3
	3 a lot	6	20.7
	Total	29	100.0
<b>Provision of materials</b>	1 none	15	51.7
	2 a little	4	13.8
	3 a lot	10	34.5
	Total	29	100.0
<b>Motivation/ moral support</b>	1 none	24	82.8
	2 a little	1	3.4
	3 a lot	4	13.8
	Total	29	100.0
<b>Organising events</b>	1 none	20	69.0
	2 a little	3	10.3
	3 a lot	6	20.7
	Total	29	100.0

Newly trained teachers tended to be more in touch with the organisation than those trained earlier probably because they are enthusiastic/self-motivated as they are also gaining personally from the programme alongside volunteering to develop students.

**Table 6.8 Teachers' rating of the JAB programme in relation to helping students to specific categories below:**

Category	outstanding		meritorious		Satisfactory		adequate		partial		inadequate		Total	
	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	missing	Total
Continue with project	7	24.1	6	20.7	9	<b>31.0</b>	3	10.3	1	3.4	1	3.4	2	27
Develop another business idea	4	13.8	10	<b>34.5</b>	10	<b>34.5</b>	2	6.9	1	3.4	2	6.9		29
Work out income statement and balance sheet	5	17.2	9	<b>31.0</b>	4	13.8	4	13.8	2	6.9	2	6.9		29
Seek and access capital	7	24.1	9	31.0	10	<b>34.5</b>	4	13.8	2	6.9	1	3.4		29
Carry out market research	8	<b>27.6</b>	13	44.8	6	20.7	1	3.4	1	3.4	1	3.4		29
Work out new project's finances	3	10.3	10	34.5	11	<b>37.9</b>	3	10.3	1	3.4	1	3.4		29
Establish new business opportunities	3	10.3	7	24.1	13	<b>44.8</b>	5	17.2			1	3.4		29
Develop marketing strategies for chosen project	4	13.8	11	<b>37.9</b>	9	31.0	3	10.3	1	3.4	1	3.4		29
Produce, price and sell another product / service	10	34.5	10	<b>34.5</b>	7	24.1	1	3.4			1	3.4		29
Establish a network for support	4	13.8	4	13.8	9	31.0	10	<b>34.5</b>	1	3.4	1	3.4		29
Establish mentorship for support	3	10.3	7	24.1	9	<b>31.0</b>	6	20.7	2	6.9	1	3.4	1	28
Seek assistance from the course tutor	6	20.7	12	<b>41.4</b>	8	27.6	2	6.9			1	3.4		29

Bold figures show the mode result for each category.

#### **6.4.4 Teachers' rating of the JAB programme in relation to helping students conduct businesses**

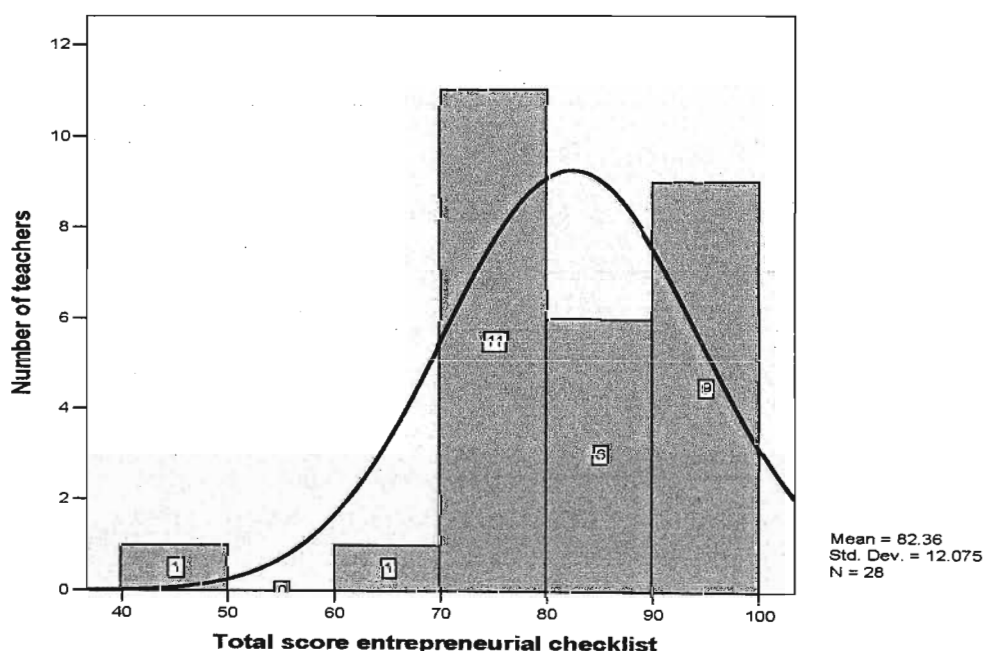
Teachers were requested to rate the programme (themselves) on a six-point scale to show their level of confidence in handling a variety of aspects regarded as crucial to training students to run businesses. Their responses show that most of them were quite (satisfactorily) confident as illustrated on Table 6.8 in helping students to carry out aspects of business basics such as continuing with the project after the liquidation of the initial company (formed during training), establishing new business opportunities, developing another business idea, working out the new project's finances including an income statement and a balance sheet, seeking and accessing capital for the new project, carrying out market research and developing marketing strategies for the new project, producing, pricing and selling a chosen product or service, establishing networks and mentorship for support on the new project and finally the ability to seek assistance from the advisors to be able to carry on with the new project. This follows the debate on whether "entrepreneurs are born or made". Much as Dabson (2005) indicated that anybody can be an entrepreneur; he also emphasised that there are certain qualities that need to be enhanced for one to engage in a viable business enterprise. The statement underscores the need for appropriate training for entrepreneurship.

It is evident from the results as indicated in table 6.8 that the JAB training puts emphasis on carrying out market research (21 or 72.4%), followed by producing, pricing and selling another product or service (20 or 69.0%) and seeking assistance from the course tutor as outlined on the outstanding and meritorious columns of the table. The results also indicated that the teachers rate the JAB Programme lowly in relation to helping the students to establish networks for support (8 or 27.5%), establishing mentorship for support (10 or 34.5%) and establishing new business opportunities. The importance of entrepreneurship training and education programmes therefore as asserted by Garavan and O'Cinneide (1994:3) "in terms of results and behaviour reinforcing innovation, creativity, flexibility, capacity to respond to widely different situations, autonomy, self direction and self expression cannot be over emphasised".



#### 6.4.5 Results of the teachers' entrepreneurial checklist

Teachers like students were requested to undertake an entrepreneurial test to ascertain their aptitude towards engaging in viable business ventures. Scores from the table below show that the teachers too had the potential to do well in businesses as only two of them scored in the So-so (40-71) category, which meant that the prospects of success in their businesses were questionable as they have some deficiencies that might over-shadow some of their good traits. If the results of this test are anything to go by then about a third of the teachers involved in this study had a greater chance of training students who could succeed in business as they themselves had the right make-up for entrepreneurship (scores over 90). See Figure 6.3.



**Figure 6.3 Teachers' total entrepreneurial checklist scores**

Another inference that can be made from this is that training in entrepreneurship may make a significant contribution towards success in business. All the teachers involved except one had had the basic business training through the JAB programme, however the teacher was not the lower scorer in Figure 6.3.

**Table 6.9 Teachers' total entrepreneurial checklist scores**

Total score	Frequency	Percent
44	1	3.4
60	1	3.4
72	2	6.9
74	1	3.4
76	3	10.3
78	5	17.2
82	1	3.4
84	1	3.4
88	4	13.8
92	5	17.2
96	3	10.3
100	1	3.4
Total	28	96.6
Missing system	1	3.4
Total	29	100.0

## **6.5 Qualitative analysis of the teachers' results**

The teachers in the schools were also probed through open-ended questions in a questionnaire in order to determine their perceptions regarding the programme since they are better placed as practitioners of the programme in the schools. Twenty-three usable questionnaires resulted. The questions asked hinged on successes of the programme, challenges and suggestions for improvement. Their responses are discussed below according to the questions asked.

### **6.5.1 Two major weaknesses of the programme**

Twenty three teachers responded to this question. Their responses are illustrated in the table 6.10. The survey results show that almost half of the teachers involved pointed out poor monitoring and lack of follow up as major weaknesses of the programme. This has a negative effect in that without stringent monitoring and follow up mechanisms included into the programme, neither the organisation nor the education department would get feedback on the progress of the programme. This inevitably has implications on the validity of the programme as no one otherwise verifies the justification behind investing in such a programme in the school system.

The organisation conducts one day follow up workshops in the regions annually. This cannot suffice as pointed out by the teachers attending the same workshop observed by the researcher. Businesses which have just been established need nurturing as they would be confronted with

many challenges. Monitoring the performance of a newly established business would in addition serve as a support system thus boosting the morale of the business owner and hopefully lessening the risk (failure) factor associated with business ventures.

Another major weakness identified was lack of motivation as a result of the programme not bringing in incentives that would lure many more students to the programme and that the programme only targets school going youth who in a way are not realistically placed to venture into sustainable businesses on a permanent basis. The programme was also reported to have trained only a few teachers in each school which rendered it less visible and recognised.

The respondents also highlighted some deficiencies regarding other crucial issues to the sustenance of enterprises such as not having a database for trained students therefore not being able to keep track of whether the trainees do manage to start businesses after completing school or being able to call on them for motivation

This research failed, in spite of all efforts to identify sufficient out-of-school youth who were engaged in own businesses ventures. Those interviewed stated that it is almost impossible for them to start up and maintain businesses without the support and guidance of teachers and colleagues that they enjoyed in the schools. Poor networking was cited as another weakness making continuity of the programme a far fetched dream as businesses need the establishment of solid networks and mentors for guidance and counsel in order to thrive. As Grierson, (2000) has rightly pointed out, the importance of establishing networks and mentorship to nurture newly established enterprises cannot be overemphasised. Lack of resources, especially start up capital and premises are their other major hurdles.

**Table 6.10: Teachers' views on weaknesses of the programme (n=23)**

Weakness identified	Response *	Percentage
Poor monitoring/No follow up	10	43
Lack of motivation /No incentives / Not recognised	6	26
Lack of finance/ No start up capital	5	22
Limited time/ Not time tabled	4	17
Targeting only in-school youth/ Not involving everyone/Training only a few teachers	4	17
No database for students upon completing	1	4

\* Multiple answers provided

### **6.5.2 Two main suggestions for improving the training of trainers (teachers' training) programme**

Twenty three teachers again responded to this question. The teachers' responses centered on training. The teachers stated that training time should be increased from three days to a week (one indicated a month) to cover all aspects of business management and to build into the programme more practical activity. They also said that training sessions should be more organised; resource persons should be knowledgeable, on time and should change their style of presenting. Re-training was also suggested as this could be based on the experiences and or needs brought in by the teachers involved in the various schools.

They further said training should be done annually or every two years (instead of the current ad hoc timings) so as not to keep interested teachers waiting for a long time and to increase the number of trained teachers (too few are trained). A suggestion to train at least three teachers per school was proposed. Another suggestion was to train only teachers who are keen on the programme; these they said should ideally be business minded, or teaching related subjects like business studies, art, home economics, design and technology, maths and others. School heads should also be involved in helping to screen teachers who have shown interest so as not to include teachers whose conduct and work ethic are unbecoming. There was also a suggestion to infuse the programme into the business studies curriculum.

### **6.5.3 Contributory factors to the success of the training of trainers (teachers') programme**

Twenty two teachers responded to this question. One stated that s/he did not see much success as only few (about 2%) of the trained teachers implement the programme, a sentiment conceded earlier that trained teachers lose interest along the way and withdraw from the programme. During the interviews, some teachers indicated that they lose interest along the way when they realise that it is "more about promoting the organisation than developing the students" and also that "they feel that their contribution is not valued". Even though they go into the programme through volunteering, they feel that they could at least be recognised for the good job done especially by their employer. Some indicated that they found relations between themselves and the organisation unacceptable.

The organisation has a challenge to build capacity for recruiting more teachers and keeping them into the programme as the current number of trained teachers is far from being enough to help the programme make an impact. The teachers' list from the organisation showed that only 292 teachers had been trained in Government and Private secondary schools across the country. A way to address the problems stated above would be to involve the Ministry of Education in making checks and balances on the programme if the department is a true partner in the programme. At the time of the research, the JAB organisation had not conducted any self-evaluation of the programme since inception and ironically nothing had been done about the recommendations in the evaluation report that was produced by a consultancy firm; KGB for the Ministry of Education in 2001.

Among the suggested situations that support the success of the training of trainers programme were the following:

- Being able to start the programme in the schools and the achievers being passionate about the programme once started.
- Teachers being self-motivated and dedicated; showing a willingness to learn and being eager to carry out "volunteerism".



- Support of the programme by the Teacher Training and Development (TT&D) within the Ministry of Education that caters for teachers' welfare by providing venues, accommodation and meals during training.
- Follow up workshops, back to the classroom sessions and best business competitions accord the teachers an opportunity to learn from one another and to network, but the problem is that the organisation does not have the capacity to conduct enough of such activities as indicated in the 2001 evaluation report. It would help if the organisation collaborated with and made use of structures within the Ministry of Education rather than to provide an independent service for the department.

#### 6.5.4 Contributory factors to the success of the programme to the students

Twenty six teachers responded to this question about the factors contributing to the success of the programmes to the students. The responses were tabulated according to themes developed in Table 6.11.

**Table 6.11 Teachers' views on the success of the programme to the students (n=26)**

Themes	Valid response*	Percentage of responses
Motivation, dedication and commitment by both teachers and students	31	119
Motivation as a result of support from teacher advisors, parents other students and the school in general	8	31
Time management	3	12
No response	1	4

\* Multiple answers allowed

Themes include the following:

- 1) Motivation, dedication and commitment by both teachers and students

The teachers alluded to the following as contributory factors;

- Dedicated teachers who believe in themselves instil sustained interest in the programme to the students.
- Students kept motivated as they value the programme for boosting their morale and self esteem as well as teaching them responsibility, respect, leadership and tolerance which are life skills.

The teachers listed the following as major challenges faced by the JAB students when they try to start their own business ventures;

1) Lack of resources.

Teachers pointed out raising start up capital is not much of a problem when training takes place at school as the organisation provides the students with share certificates that students are required to either buy or sell to other students, teachers and parents. The same students though are challenged to fend more for themselves once they have exited from schools. The out-of-school youth also stated in the interviews reported in section 6.3.2 that this is one of the main reasons why their projects fail to take off as it is often only those who have savings to sacrifice who manage.

2) Handling competition.

They also pointed out that students then have to deal with stiff competition in the market. They cannot penetrate the market with their products due to difficulties in marketing and handling advertising costs.

3) No support system in place.

After the youth leave schools, they reported that no longer having advisors to motivate them, compounded by the inaccessibility of the JAB office to the youth made things difficult. They also stated that the youth can no longer use laboratories such as the H.E, Art, and D &T to produce their products thus adding not having a base to work from to the students' list of problems. The out-of-school youth also pointed out that their other major problem is not having premises to operate from.

4) Lack of knowledge and skills.

Teachers pointed out that the students do not acquire sufficient knowledge and skills to run 'real businesses' during training in the schools as evidenced by not being able to work out financial projections required by financiers and not being able to draw up a proper business plan. They also cited lack of innovation (coming up with original ideas), determination (easily giving up) and employing insufficient business management techniques. This indicates that the training provided in the programme is tailored for school environment and somewhat limited.

#### 5) Non-conducive rural environment

Another contributory factor was that the youth who find themselves in the remote areas are disadvantaged according to their teachers as the environment is not conducive for business.

They believe that rural youth worse off than their counterparts in big villages and towns. Yet, this research had difficulty locating even urban youth who have managed to start up businesses.

#### 6.5.6 Criteria for selecting teachers to participate in the programme

The key issue raised was that the teachers basically volunteer to be involved in the programme. They have to show interest and be willing to help the students without expecting monetary or other personal gains from the programme. An observation was made however, by some teachers that they seem to show interest with a “hidden agenda” that is hoping for personal gain which, if not achieved, ultimately causes them to lose interest and withdraw from the programme.

#### 6.6 National Best Business Competition (NBBC)

The researcher participated in the national best business competitions held at Boipuso hall in Gaborone. This is an annual event at which the best companies from schools and other institutions from the different regions compete. Twenty companies participated in the event; ten were from the south region (including Gaborone) whereas the other ten were from the north region (including Francistown). The following companies emerged as winners and were awarded prizes by His Excellency the President Mr F G Mogae who is the patron of the programme: (See Table 6.13 and Table 6.14).

**Tables 6.13: 2005 National Business Competition Winners(Junior Category)**

Junior Category & Positions	Name of Company & Exhibit
1) Moeti cjss	Hand bag paradise
2) Borwa cjss	Banana greeting cards
3) Selolwe cjss	Izamele ethnic Jewellery
4) Mahalapye cjss	Jalts Frames
5) Baobab primary	Fabulous beads key rings

**Table 6.14:2005 National Business Competition Winners (Senior Category)**

Senior Category & Position	Name of Company & Exhibit	
1) Gaborone secondary school	Setlhoa	Laundry bags
2) Gaborone secondary school	Focal point	Wall hangings
3) Madiba secondary school	Classic creations	Pesticide
4) Selibe Phikwe secondary	Prestige	T-shirt printing
5) Lobatse secondary school	3C Ornaments	Candles

#### **6.6.1 Teachers' results at the national BBC (focus group discussions)**

Thirteen teachers participated in the focus group discussion. These voluntarily took part and a questionnaire was used to save time as the programme was very busy (7.00 am to 8.30 P.M). This took place whilst the programme was continuing and only those who were free and willing took part in the exercise. The results will be discussed below.

Table 6.15 indicates the teachers' perceptions on the students' acquisition of basic entrepreneurial knowledge skills whereas Table 6.16 illustrates the degree to which they believe the students would be able to apply the knowledge gained

Table 6.15 illustrates how the teachers rated their students in terms of basic knowledge and skills on the various aspects of running a business. The teachers rated their students highly as shown in the average column in the Table 6.15. This is not surprising considering that the same students are amongst the best in the country regarding the programme. The results show that they believe the students are good at carrying out market (84%) and managing finances making strategic decisions and managing human resources (all 80%) and not as good at analysing the business environment (54%). selling shares (53%) and liquidating the company (52%).

Table 6.16 shows the teachers' rating of their students' level of confidence in carrying out various aspects of running a business after the JAB training. It appears the teachers rate their students highly on: continuing with the project (76%), work out income statements and balance sheets (69%), seek and access capital and seek and access assistance from JAB (both

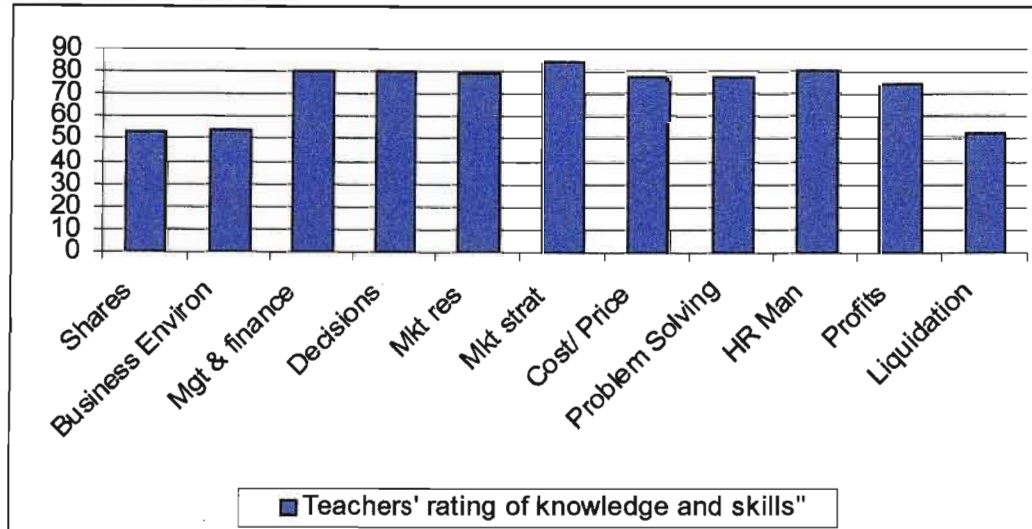
68%) and not so highly rated is the ability to develop another business idea (54%) followed by develop marketing strategies (53%).

There is a similarity in the results from the two tables in that the teachers are confident that the students they train in the JAB programme can carry on with the projects they develop from the training but are not so sure that the same students can develop other business ideas and carry them forth. This could be the reason why there were hardly any of the former students of the programme that could be identified as running businesses of their own.



**Table 6.15: Teachers' rating of students' knowledge and skills (n=13) at the NBBC**

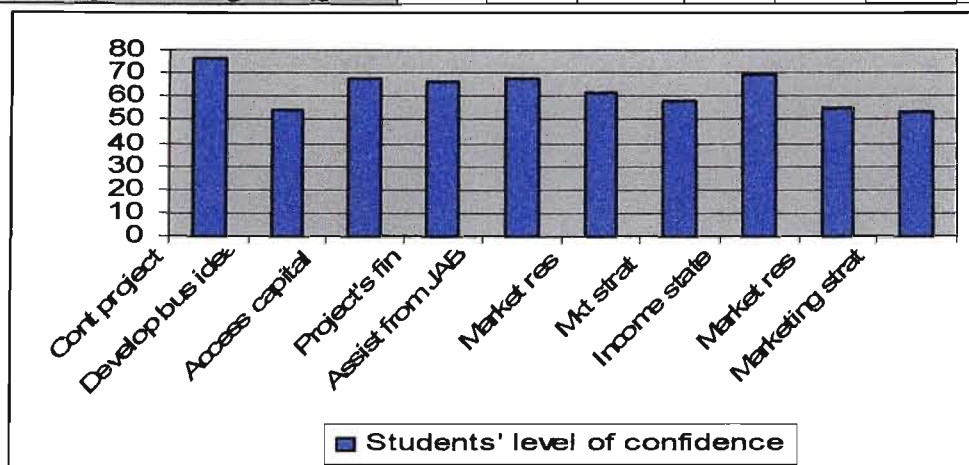
Business knowledge and skills		Individual Teachers' Responses												
	Ave	1	2	3	4	5	6	7	8	9	10	11	12	13
Selling Shares	53		60	40	80		80	50		80	65	100	90	50
Anal. Bus. Environ.	54	70			80	80	80	40		75	60	91	60	70
Mgt. fin	80	65	90	100	90	90	70	100	80	80	70	60	70	80
Decisions	80	60	90	90	90	90	50	80	80	85	85	76	95	70
Mkt. research	79	90	75	100	70	80	70	80	70	90	70	89	95	50
Mkt. Product	84	75	75	100	90	80	70	90	90	85	80	100	100	90
Cost/ Price	77	80	60	90	80	90	80	90	80	70	80	70	80	50
Problem Solving	77	75	75	90	80	80	70	90	75	75	80	65	70	70
Mgt. HR	80	75	75	90	90	90	80	70	80	65	85	82	75	80
Profits	74	90	90	50	90	90	70	60	80	80	70	56	60	80
Liquidation	52	75	90	30	70	90			75	70	50	70		50



**Figure 6.4: Average rating of the teachers' rating of students' knowledge and skills**

**Table: 6.16 Teachers' rating students level of confidence at the NBBC**

Category	Resp 1	Resp 2	Resp 3	Resp 4	Resp 5	Resp 6	Resp 7	Resp 8	Resp 9	Resp 10	Resp 11	Resp 12	Resp 13	Aver- age
Continue with the project	90	100	100	100	80	80	20	80	40	40	100	100	60	<b>76</b>
Develop another business idea	80	12.5	90	90	80	20	20	75	60	40	100	0	30	<b>54</b>
Seek and access start up capital	100	100	60	90	80	40	20	75	40	50	100	100	30	<b>68</b>
Work out project's finances	90		100	80	80	40	20	75	100	45	100	100	30	<b>66</b>
Seek and acc assist from JAB	80	90	90	80	80	20	20	60	100	40	100	100	20	<b>68</b>
Carry out market research	100	25	90	80	90	20	40	75	60	50	100	50	20	<b>62</b>
Develop marketing strategies	100	25	90	85	88	10	40	80	60	30	100	20	20	<b>58</b>
Work out income statement and b/s	90	100	100	70	85	60	50	80	20	30	100	90	20	<b>69</b>
Carry out market research	90	25	90	80	90	20		80	60	50	100	10	20	<b>55</b>
Develop marketing strategies	90	25	90	85	90	10		80	60	30	100	10	20	<b>53</b>



**Figure 6.5 Teachers' rating of the students' level of confidence**

### **6.6.2 Qualitative analysis of teachers' responses from NBBC**

Teachers at the NBBC were also probed through open-ended questions that were analysed qualitatively. This was intended to get their free and honest opinions about the JAB programme. The question included their general perceptions regarding the programme and its impact on the beneficiaries, which aspects of the programme they thought gave students the best grounding for business and which ones they thought were not so valuable. They were also asked to comment on the view that it is difficult for the graduates of the programme to develop sustainable businesses in the community. Their responses to the questions will be discussed in detail below.

#### **1) Aspects which gave students best grounding for business**

The popular responses to the question of aspects which gave students best grounding for businesses were production and marketing, market research and selling. The reasons for selecting these were that these aspects gave students insights on how to run businesses and helped build their confidence.

#### **2) Aspects which are not so valuable**

None were identified by the teachers, which meant they found almost all aspects of the programme beneficial.

#### **3) General perceptions about the programme**

The teachers had nothing but praise for the programme. Their many positive points about the programme is summarised as follows: that it is an excellent programme that is enterprising and developmental, that it is great for acquisition of skills i.e. survival skills and that it is a valuable programme that accords 'students' life changing experiences as it exposes them to the business world. This renders the programme a worthy programme to be infused into the school curricula according to the teachers' perceptions.

#### **4) Impact of the programme on the students**

The programme is believed to: instil hard work and self confidence in the students; teach them to manage their time; change their perspective towards work; and create a passion to succeed in life.

#### **5) What makes it difficult for the programme graduates to develop sustainable enterprises?**

A long list of reasons was generated. From the statements made a summary was compiled identifying the following as the key issues (See Appendix G).

- Lack of funds especially start up capital coupled with lack of support or recognition from financial institutions.
- Insufficient markets and inability to penetrate the market.
- Insufficient managerial skills.
- Inability to acquire premises and land for business ventures.
- Lack of support structures and inability to maintain teams.

#### **6) Suggestions for improving the programme**

Many suggestions were advanced (See Appendix I) and have been summarised as follows:

- The programme should be taught to all students from primary schools to tertiary levels and must also be accredited.
- The programme should extend more to the schools in the rural areas.
- The programme should enlist support from school heads and the education department.
- There should be more teachers trained and the training sessions be extended.
- There should be more school visits to monitor progress and follow up of school leavers or graduates' business ventures.

If the suggestions above are to be heeded, obviously much has to be done to help the organisation achieve the desired standard. An organisation running with fewer than ten staff members like JAB is unlikely have the capacity to run a national programme or to effect the suggestions above.

## **6.7 The description of the trainers' sample**

A small sample of six trainers was identified to provide information regarding the views about the programme and their responses were analysed qualitatively. A list of these was generated through snowball sampling whereby the few that were known to the researcher helped to identify others. Efforts to identify these through the organisation proved fruitless. Some were discovered during the school visits having been included as teachers involved in the programme. All six interviewed are no longer with the organisation. Five were recruited from the schools to serve for a period (about four years) on secondment to JAB as trainers. These were selected because of their commitment to the programme - that is having continuously sent students to the NBBC and performing admirably in the competitions. Three of them are back at schools whilst others have found jobs elsewhere. The latter have taken up business related jobs.

### **6.7.1 Analysis of the trainers' data**

All the trainers alluded to the fact that JAB programme could be a very good programme if well managed. Amidst the strengths of the programme they cited is the belief that some students and teachers who have been trained in the programme have managed to start up and maintain businesses. The researcher though had great difficulty in verifying these as not even the trainers themselves could readily avail the contact details of the students and the teachers they had trained. They also believe that the teachers who are running the programme will put the knowledge and skills gained to good use when they retire as they may start their own businesses.

### **6.7.2 Trainers views on the challenges facing the programme**

When probed about the challenges the programme faces, they listed the following:

- ❖ Lack of continuity as most teachers quit the programme along the way. Their general observation about the programme is that the office is only active in training teachers because it gains financial assistance. Afterwards the teachers are left on their own to start with the students without much help. This demoralise some teachers and they eventually lose interest in the programme.
- ❖ Lack of finances to start up viable projects



- ❖ Stagnation of the programme due to inadequate follow-up of trained teachers and of students who have gone through the programme once they leave school. The operations of the programme are too centralised and this hinders monitoring. “The management of the organisation seems to be lacking innovativeness when it comes to running the organisation” and programmes do not cover and or include the changes in the business environment which is the focus of the programme. There could be an element of truth in the statements above since the programme is delivered in the same way as when it was launched in 1994.
- ❖ Poor public relations between the JAB CEO and training officers sent to the organisation on secondment. This, they reiterated has caused the organisation to lose experienced staff, a contributory factor why the programme does not seem to be developing. Since they have left the organisation so disgruntled they do not want to have much to do with the programme they so loved and valued. These are people who could be spokespersons for the programme and could voluntarily be training out-of-school youth in their spare time as well as helping the youth to set up ‘achievers networks’.

### **6.7.3 Trainers’ suggestion for improving the programme**

Their suggestions for improvement are that the JAB must develop a close knit relationship with the schools, the organisation should consciously treat schools and education department as partners and not just as funders and involve them in all decision making. Among their suggestions for improvement were that the organisation should ensure that:

- Teachers who are business advisors receive some incentives for their continuous input
- JAB organisation decentralises its operations through the establishment of regional offices for better coordination.
- Advice on how to access funding becomes an integral part of the programme
- It conducts needs assessments and outreach surveys to determine the progress of the programme

- There is monitoring and mentoring of trained entrepreneurs who are establishing themselves so that there is continuity.

## **6.8 Summary**

The chapter reported perspectives on the JAB programme according to groups directly involved in the delivery of the in-school programme. These included students, both former and current, teachers who have volunteered to be trained to be able to take the responsibility of training and advising students on the programme in the schools and trainers who either volunteered or were recruited to train teachers and other volunteers. These perspectives were gathered through a variety of data collection tools and techniques that included questionnaires, interviews, focus group discussions and participant observation and case studies.

The discussion centred on the impact of the programme on the youth in a bid to establish if it is an effective programme for preparing the students for entrepreneurship by considering the motivation levels of the students involved and the number of student who actually manage to start business ventures after completing school. The study requested the respondents (particularly students and teachers) to take an entrepreneurial test to establish if they had inherent characteristics for entrepreneurship. Chapter Seven will discuss the findings of this study more broadly.

## **CHAPTER SEVEN**

### **DISCUSSION OF RESULTS**

#### **7.0 Introduction**

The purpose of the study was to investigate the impact of the JAB programme on youth. It explored the relationship between what is documented about the programme and the implementers' and the recipients' acceptance and use of the programme. The study was designed to provide insights into how entrepreneurial education and training programmes can lead to subsequent entrepreneurial activity by examining evidence from teachers, students (current and former) and trainers involved in the JAB programme in selected schools from Gaborone and Francistown.

This chapter will discuss the results emanating from investigations carried out as part of the research. The results will be discussed according to how they relate to the sub problems taking into account information gathered from questionnaires, interviews, focus group discussions and observations employed to collect data from groups of participants in the study. Discussion of students' results will take into account responses from both in school and out-of-school youth pertaining to the sub problem unless where there is a clear distinction, then reference will be made to a particular group's responses.

#### **7.1 Sub problem1**

To determine the documentary content and observed presentations of the JA programme in order to establish the delivery process and content of the programme in Botswana.

Key problems identified from the results of study indicate that the JAB programme is a good programme that enlightens students on how they can contribute to the country's economy through engaging in projects aimed at creating wealth and employment, alleviating poverty and dependency. This programme should contribute to bettering the quality of life of the Batswana. However; the programme has a number of issues that

need to be addressed particularly to make it a more effective national strategy. Among the key problems identified in the JAB programme are:

➤ **Lack of adaptation to changing environments**

The study found out that the JAB programme is not growing in terms of programme development. The JAB programme for instance is not as established as the JASA programme and other JA programmes in other continents such as Europe. Literature from JAI shows that other countries in Africa and other continents have a variety of programmes running such as specific programmes for primary schools, out-of-school youth and company executives and even for senior citizens whereas JA Botswana is still running only high school programmes since its inception (The JAB Information Brochure, undated c). One International JA programme has been split into two programmes; the Company Programme and the Business Basics programme. In Botswana, these are presented as a single programme with two components (practical projects and business theory) for youth in secondary schools. JAB in effect runs only one programme for secondary schools and there are no other specific programmes targeting either primary or out-of-school youth.

JA South Africa, on the other hand has established three distinct programmes; the Enterprise Dynamics programme for primary schools pupils, the Mini Enterprise programme for high school students and the Business Establishment and Sustainability programme for out of school youth (JASA undated a). JA in Europe runs programmes for kindergarten children, primary school pupils, secondary school students, and out-of-school youth including programmes for corporate staff and for senior citizens (JAYE undated). Even though the literature reviewed has decried the absence of “Best Practice” models for entrepreneurship programmes and that findings emanating from diverse evaluative frameworks and methodologies used to assess their effectiveness are inconsistent, contradictory and inconclusive, there are lessons that can be learnt from other programmes (Henry *et al*, undated). For example, JAB can benefit from benchmarking on JASA, JAYE (Junior Achievement Europe) and other programmes to improve in particular its programme development, monitoring and evaluation.

Other problems that have been identified from this study have a bearing on capacity building such as;

➤ **Need for training more teachers and students**

The JAB programme only impacts few students since it can only train few teachers at a time who would in turn train students in their respective schools. It is apparent from the JAB documentation such as the 2005 Teachers list that the organisation has trained only 292 teachers since its inception in about 256 schools. Teachers highlighted in their discussions and interviews that not many of them are trained. (See sections 6.5.2, 6.5.3 and 6.6.2). Another factor contributing to less number of trained teachers could be that teachers become involved in their own accord on voluntary basis and may decide to quit the programme as and when they wish.

Furthermore, the way that teachers are invited to participate in the programme is not well structured in that a good number would show interest in attending training workshops but eventually far less of the expected number turn up. This indicates that there is little commitment and accountability. Education Officers (regions) who could help mobilise teachers for these workshops, are not able to do so since they are neither involved in the planning nor informed of the activities of the programme. Not even those in the education centers where training took place were involved (See Appendix H).

The JAB training for teachers is too short (three days), considering that the concepts to be comprehended are altogether new to some of them (See Appendix H). It was not surprising to realise that the training workshop in which the researcher was a participant observer attracted mostly business studies teachers who already have business basics. Teachers suggested that the training be extended to at least a week to allow them to grasp the concepts before they can confidently teach the students the same. The training, probably due to being restricted to a shorter period tends to either hurried over or left out certain crucial aspects of running a business such as exploring how to access capital and other resources, how to establish support systems for business such as networks, and mentorship and how to plan for business growth (Anon, 2005; Grierson, 2000; Garavan



and O’Cinneide, 1994). One day follow-up workshops accord neither the organisation nor the practitioners’ sufficient time to address implementation issues and come up with solutions to the problems (See Appendix H).

➤ **Need to decentralise.**

Currently, JAB manpower falls far below the capacity that can effectively handle the number of schools in the country as reported by the trainers interviewed in sections 6.7.2 and 6.7.3. A well devised partnership between the organisation and some key stakeholders could assist in filtering the programme into the school system. JAB cannot and will never be able to cope with the demands of implementing the programme on a national scale unless and until it makes a conscious effort to build its capacity through decentralising its activities. Better still, an option of outsourcing some of the activities as in the South African programme could help in this regard. The JASA Programme in the KwaZulu-Natal Province specifically Durban and Pietermaritzburg cities is delivered through agents who are engaged on part time basis by the organisation (Kenosi, 2005).

➤ **Lack of post training support**

Observation and interviews indicate that the programme does not follow up on its trainees to help them establish business after schooling. Even the design of the programme does not accommodate post training support for the students. JAB indicates that it has impacted 16,235 students and the 2006 teachers list shows that 292 teachers have been trained in 363 secondary schools (including private secondary schools). These figures would require more follow ups to support the trainees but the situation as already indicated shows that JAB does not have sufficient manpower to handle this. Garavan and O’Cinneide (1994:4) argue that effective entrepreneurship education and training does not come about as a result of limited knowledge and skills acquired during training but “through the stimulation of new ventures”. These ventures are in essence realised through the nurturing provided by the trainers at the time when they are established.

➤ **Need to establish networks and link trainees with potential financiers**

The students' high motivation levels become squashed when they realise that they are not better off after all when they scrounge for finances for setting up businesses in the real sense as the programme is not recognised by financiers. Also, that JAB graduates are not very familiar with possible sources of funding and other sources of financial advice. The programme does not utilise the available financial services within the country such as those that fund youth projects when training as referral systems. Lack of recognition of the JAB training was identified as another impediment to obtaining funding despite that the JAB literature indicates that all participants are awarded internationally recognised certificates at the end of training (The JAB Information Brochure, undated c). Some of the interviewees in this study felt that the situation could improve if the programme was accredited.

➤ **Lack of sound partnership with the Ministry of Education**

JAB literature indicates that the programme works in partnership with the Ministry of Education (JAB Evaluation Report, 2001; JAB Progress Report, 2000). However, observations from this study realised that the organisation has a limited partnership with the Ministry of Education in which there is no transparency, accountability and good governance. This partnership seems one sided whereby the organisation is only interested in receiving support but becomes agitated when requested to give an account of the programme's progress. If the organisation was working closely with the regional education offices for instance the problems highlighted earlier could have been lessened. The organisation and the education department would have long jointly devised effective strategies to roll out the programme to the schools. It is a given that an organisation so short staffed as the JAB would forever be struggling to effectively handle the programme at a higher magnitude, but with active involvement of structures within the ministry the programme can reach far more teachers and students.

## **7.2 Sub problem 2**

To determine the impact of the programme on youth from in-school training programmes relative to enabling them to start up businesses both while still in school and later out of school as reported by the students, teachers and trainers.

### **7.2.1 Student levels of confidence**

Table 6.2 showing student levels of confidence indicate that school going youth were most confident in the following topics: establishing new business opportunities, continuing with the project, seeking and accessing capital. This contradicts their statements which indicated that they were unable to continue with subsequent projects because they could not readily access capital and they were not able to maintain their original teams (See Table 6.2). However literature on students' interviews indicates that they are often muddled and lack consistency probably due to their level of immaturity (JAB Evaluation Report, 2001; Grierson, 2000). Interviews with out-of-school youth also indicated that they had difficulties in accessing funds for start up capital, making it almost impossible to establish and maintain viable business ventures.

Literature reviewed showed a broader perspective of problems surrounding SME's. The GEM Report, (2004:26) listed "three most frequently identified factors limiting entrepreneurial activity as; human capital (education and training and entrepreneurial capacity), financial support and government policies and programmes". This is further illustrated by Kassim and Hendriks (2002:33-34) citing Ntsika (undated) who attribute factors constraining the success of micro enterprises in South Africa to: "restrictive legal and regulatory frameworks; problem with access to markets; too much competition; too few customers; poor infrastructure; lack of access to finance and the high cost of credit; low technical skills; lack of access to minimum and appropriate technology; low incomes and low educational levels; exacerbated by owner lacking the basics of good business, enterprises characterised by poor management, inadequate planning, insufficient capital, low turn over of marketing, and inferior quality goods and services". Vivian, (2005:111) highlights reasons for business failure as: Lack of management skills; lack of experience; poor control and poor market analysis. The Department of Trade and Industry (undated) and Brink *et al*, (2003) categorised the challenges experienced by businesses as those

influenced by the macro environment (including the broader economy, legislature, HIV/AIDS, crime and technology), market environment (market size, competitors and low demand and accessibility), financial issues (financial management and access to capital) and operational issues (lack of proper quality management systems, lack of capacity planning and financial administration, problems with suppliers, and limited attention to developing quality products or services).

Students indicated that they were not so confident in:

- Seeking assistance from the course tutor,
- Carrying out market research for another project and
- Developing another business idea.

This perhaps sheds some light as to why they could not continue with the projects after liquidating their initial project (as prescribed by the programme). Literature indicates that training courses are often too short and are tailor made such that the graduates are only able to handle what was covered in the course and in the same manner (Grierson 2000; Garavan and O’Cinneide, 1994; Ray, 1992). This makes it difficult for the graduates to adapt and handle diverse issues that establishing a new venture presents. Gibb (1987) cited by Garavan and O’Cinneide (1994: 8) emphasised that “the major challenge in relation to entrepreneurial education and training is the appropriateness of the curricula and training programmes for preparation for learning in the outside world”.

The students also indicated that they are least confident in:

- Establishing mentorship and networks for support;
- Producing and selling another product or service and
- Developing marketing strategies.

This is not surprising since perusing the documents on the delivery of the JAB programme and observation on training sessions indicated that the programme does not emphasise the importance of and how to set up such support systems. Starting a new business is not an easy task; one can make it only through support from family, associates and role models who are either well versed with or have been through the same experience (McGrath, 2005; GEM Report, 2003). The JAB programme does not therefore adequately prepare its trainees for real life situations relating to the aspects

mentioned above. It only creates an awareness of business basics and management. Sym and Lewis (1987) cited by Garavan and O'Kinneide (1994:7) argue that many entrepreneurial programmes provide no less than an appreciation of both opportunities and problems associated with starting a business and that "serious training often only begins if the participant proceeds to some further usually rather longer programme".

### **7.2.2 Putting theory into practice**

In Table 6.3, the students generally indicated that they had practiced aspects of running a business learnt from JAB training in their school projects. They may have managed to cover aspects such as developing business ideas, carrying out market research, developing marketing strategies, producing and selling and working out financial records as their training was, in essence, continuing since they were doing everything under close supervision of their business advisors. It is worth noting that very few (19%) of these students indicated that they had tried to start a new business after liquidating the initial school based mini companies (See section 6.1.3). This further shows that the programme participants have a problem continuing with a business after training ceases. Perhaps an answer to this problem could be found in the literature (Grierson, 2000; de Klerk and Havenga, undated) that states that lack of continuity following entrepreneurial education and training programme can be attributed to:

- Training that is too rushed and stereotyped
- Courses assuming that all trainees have basically the same needs
- Superficial addressing of the establishment of mentorship and networks to nurture newly established business ventures during training.

The duration of the training (three days) also gives teachers limited knowledge and skills to impart to the students. Garavan and O'Kinneide (1994:4) stress that training programmes should ensure "stimulation of new ventures, the success of such ventures and increase the capacity of the entrepreneur to pursue even greater success".

### **7.2.3 The JAB programme's contribution towards running a business**

Students indicated that they learnt a lot from JAB about aspects of running a business. They spoke very highly of the programme in terms of preparing them to run businesses. It is not surprising that the students' motivation level was so high since it has been



indicated that in most instances of participants of entrepreneurial training courses come in highly motivated and would therefore learn better and more (Garavan and O'Conneide, 1994:5).

Today's youth especially in developing countries are confronted with problems stemming from poverty, unemployment and HIV and AIDS such that the majority of them would jump at every opportunity that promises them a better life. Both students' entrepreneurial test scores (in-schools and out-of-school) were high; another indicator that they had the aptitude to run businesses. A score above 60% in the Bizmove entrepreneurial test indicates that the person has great potential and is encouraged to venture into business (Small Business and Government Grants Info 1993). However, from general literature 20% of the population was considered good entrepreneurial material, which translates into scores of over 90% on this test. Therefore, 25% of the students in school are likely to be successful while all the six out of school youth show promise with their average score of (85- 95 %).

#### **7.2.4 What inspires students to conduct businesses?**

Students did not clearly articulate themselves in this area. They probably did not understand the question, as most of them stated only aspects of the marketing mix such as product, place and price as what motivated them to start the kind of businesses they were engaged in. Students probably got excited to learn new business concepts and are not mature enough to make a clear judgment of the validity of the programme as they had no previous knowledge of the concepts.

#### **7.2.5 Students sharing their secrets of success**

Among the attributes to business success cited by students was:

- Being confident and passionate about the business and believing in one self
- Being determined to make a profit
- Finding a "niche" market; being able to handle competition and come up with desirable products
- Through effective marketing strategies.

This relates to literature on definitions and characteristics of entrepreneurs; that an entrepreneur is someone who creates and grows a business venture and that such a person

should be self confident determined and a risk taker (SitePlus undated; Wise Geek undated; Anon, 2005; Business Town, undated; Cornel University 2003).

#### **7.2.6 Students' reasons for not continuing with the mini companies' projects**

Students who could not continue with their mini company projects after liquidating the initial one listed lack of finances (start up capital), not being able to balance their expenditures with their income and not being able to maintain their initial teams as the main reasons for their lack of continuity. Small businesses often fail because of lack of finance. Issues of the environment, finances and management were key problems identified as hindering the success of businesses in the study of businesses in Gauteng by Brink *et al* (2003)

As part of training, it would perhaps be better if the JAB Programme at least made the trainees aware of available schemes and policies that students could seek assistance from when they are ready to start businesses. There are a number of such schemes, policies and other programmes in Botswana. These include CEDA, NDB Micro credit scheme, UB Business Clinic, I.F.S, BOCCIM, DTI, BNYC and others (CEDA, 2005; Mafela, 2005; JAB Evaluation Report, 2001; IFS, 2002/2003; BOCCIM, 1994; Department of Culture and Youth 2004).

#### **7.2.7 Challenges that the students face when they start businesses**

Though a number of challenges were listed, the critical ones hinge on:

- Lack of resources such as finances and materials including operating premises
- Lack of exposure to how business operates in real life situations
- Lack of continuing support from the organisation.

According to the literature, problems of running a business are numerous ranging from lack of capital, management skills and dealing with stiff competition (GEM, 2004). Another key contributory factor is lack of continuing support from training organisations (Grierson, 2000). The JAB programme, like other entrepreneurial training programmes seems not to pay much attention to the importance of monitoring and follow up, mentoring, providing role models and networking as valuable support systems for nurturing newly established business ventures. Literature indicates that the problems of

running a business are inescapable thus newly established ventures require the establishment of mentorship and networks that they can rely on for support (GEM, 2003; JAB Evaluation Report, 2001). Crump *et al* (2000) cited by Grierson (2000:34) also assert “the success or failure of new enterprises often depends on the networks developed and exploited by their founders”.

This situation could be alleviated if only such programmes were not so inflexible on protecting their own interests (funding and political) and were keen to enter into partnerships that would benefit the programme’s beneficiaries than the organisation concerned (Ray, 1992). Observation from this study highlighted that though there is in principle partnership between the programme and the Ministry of Education, the reality is that the partnership is in essence based on the programme being supported by the ministry and not mutual understanding and accountability.

### **7.3 Sub problem 3**

To investigate why only a small percentage (<20%) of the youth who participate in the JAB programme manage to start up “real “businesses and the role of entrepreneurial attributes, monitoring and follow up processes.

This study results showed that 19 % of in school youth continued with mini companies after their initial companies were disbanded during liquidation of the initial projects. An even smaller percentage would be found from the out-of-school youth even though this study could not establish the exact figure due to problems of accessibility to proper records. What can be deduced from the study findings as contributing to this state of affairs is:

- The programme only creates awareness and does not as such adequately prepare students for entrepreneurship as it leaves out certain crucial aspects of this field. Ideally entrepreneurship education and training programme should adequately address three areas that make up an entrepreneur. These are attitudes, skills and knowledge (Garavan and O’Cinneide, 1994). Attitudes and skills are developed over a longer period of time and become more

meaningful gained from experience than from factual knowledge. Out-of-school youth interviewed highlighted that:

- Training does not prepare students to be able to access funds for start up. Students only get accustomed to selling share certificates provided by the organisation and are not familiar with the many other avenues they could explore (JAB Achiever's Manual, undated a).
- The programme does not have strategic monitoring and evaluation mechanisms and does not offer continuing support when trainees want to venture into real businesses.
- Programme does not link trainees to potential financiers and other service providers such as CEDA, DTI, NDB, commercial banks and to institutions of higher learning as well as other programmes.
- The programme does not have a systematic way of establishing networks and mentors to support trainees after leaving schools.
- The programme does not keep in touch with its trainees after the initial training. It seems that it is only concerned with numbers trained and not follow-up and feedback.

### **7.3.1 The students' total entrepreneurial checklist scores**

The students' scores in this test were generally high, an indication that the students had traits of running businesses. None of the students scored below 40 whereas the majority (17) scored above 72, which is considered a good score in the test. However, only four students scored in the above 90 categories which translate to the respondents definitely having what it takes to succeed in business. This is a relatively small number to conclude that 19% students in the study undoubtedly had inherent entrepreneurial talents though this coincided with 19% who continued with the mini companies while in school.

### **7.3.2 Out-of-school youth entrepreneurial test scores**

The results of the out-of-school youth entrepreneurial test showed that they too had an aptitude to be engaged in business. All of them scored between 85 and 95 including the unemployed one.

### **7.3.3 Results of the teachers' entrepreneurial checklist**

Teachers' scores also indicate that they had the entrepreneurial attributes since their scores were generally high (See figure 6.3). About a third (9) of the teachers was more apt to succeed in businesses as they scored over 90. The majority though were in the 70-80 categories. This on the whole meant that JAB had recruited the right calibre of teachers to deliver the programme and the expectation then being that they should produce students who would have fewer problems in establishing business ventures for themselves alongside doing well as employees.

Indeed, less than <20% of the students manage to start viable business enterprises. If one is to consider statistics from JAWorldwide (2006) that the JAB programme has impacted 16,253 students and assuming that this is from 1994-2006, it can be deduced that the programme trains on average 1,354 students annually. This number, although small considering the number of schools in the country does not justify why the researcher could not find 20 former trainees of the program in the two major cities covered in the study.

Grierson (2000:33) ascribes to the notion that "networks of enterprises agencies and institutions as best ways to meet the needs of the self employed" as they provide complementary self-employment services. He highlighted that "effective training programmes complement their own specialised services through networks and linkages, rather than providing packages of services".

### **7.4 Sub Problem 4**

To establish students', teachers', JAB trainers' and other selected stakeholders' perceptions about the programme's successes and challenges and their suggestions for its improvement.

The results covered the students', teachers' and trainers' views about the programme's successes and challenges and their suggestions for its improvement. The general areas identified included:



### **1) Successes**

The groups agreed that the programme was good, enlightening and an eye opener. It provides lifelong learning and has a potential to make a contribution to alleviating poverty and creating self-employment. It helps students to be enterprising, confident, determined, and eager to start own projects thus making a contribution to the country's economy. It benefits both students and teachers involved through providing an understanding of business operations. It has the potential to develop into a more effective national strategy.

### **2) Challenges**

The main problem identified with the JAB programme is "smallness". It can only cover few teachers and students because it is centralised and the managing office is small. It therefore does not have the capacity to run a nation wide programme. Former students of the programme (out-of-school) stated during interviews that they have problems getting assistance from their communities when trying to set up businesses because the programme is not well advertised and therefore not well recognised.

Another problem identified from the researcher's observation of the programme (supported by the trainers' responses) is that the programme is too centralised, therefore too self-serving, exclusive, not transparent and with limited influence and networks. This has serious implications for the growth of the programme. Though it has a partnership in principle with the Ministry of Education, it neither involves the ministry in its planning and monitoring process nor fully accounts for its activities.

### **3) Suggestions for improvement**

Suggestions for improvement from all groups involved that is students, out-of-school youth, teachers and trainers included the following:

- The programme should be marketed more countrywide so that companies will be willing to lend money for start up capital and to make it more recognised. Out of

school youth indicated that they had difficulties trying to solicit funding and premises since the potential financiers were reluctant to sponsor them because they did not know much about the programme and how credible the graduates are.

- There should be annual themes developed for best business competitions and companies should be required to submit at least two company reports before being accepted to compete in the best business competitions. This, they believed would ensure that the NBBC's would attract only the best qualified groups and that the competition would be more standard.
- There should be more incentives for teachers and students involved and graduates should be given "starter packs". It is difficult for the out-of school youth to raise start up capital, so a grant or loan would assist those who seriously want to start but do not have the means.
- The organisation should keep in touch with the trained out-of-school youth to keep them motivated and to help them where required.
- The programme must be taught to all students from primary schools to tertiary institutions and must be accredited.
- Programme should enlist support from the school heads and the education department.
- More teachers should be trained and training sessions be extended to cover more topics in depth.
- There should be more school visits and follow ups to support the participants including follow-ups of school leavers or graduates as well as to make sure that the programme is run as expected.
- Training sessions should be more organised; resource persons should be knowledgeable, on time and should change their style of presenting.
- Training should be done more regularly (annually or every two years) so as not to keep interested teachers waiting for a long time and to increase the number of trained teachers.
- Re-training based on the experiences and or needs brought in by teachers involved was also suggested.

- There was also a suggestion to infuse the programme into the business studies curriculum.
- The organisation must develop a close knit relationship with the schools through a sound partnership that ensures that both parties are involved in decision making
- The organisation should decentralise for ease of coordination.
- There should be monitoring and mentoring of trained entrepreneurs who are establishing their businesses to ensure continuity.
- The organisation should be involved in research so that the programme develops in accordance with global trends and to get feedback on delivery.
- Advice on how to access funding for business start-ups should be an integral part of the programme.

### **7.5 Summary**

One of the most significant findings of this study is that the graduates of JAB perceive the programme to have made a positive impact on their business knowledge and skills that they believe will make it possible for them to start up their businesses, if not now, then in future. The programme needs to develop and build capacity to reach many more Batswana youth through strengthening partnerships with other stakeholders, recruiting more manpower and decentralising some of the activities in order to be able to monitor and provide assistance to the schools and establishing more mentorship and networks that are accessible to the programme's graduates.

This study will conclude in Chapter 8 by making recommendation about measures that can be taken to improve the delivery process of the JAB programme and related initiatives to make them effective empowerment strategies.

## **CHAPTER EIGHT**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **8.0 Summary**

Entrepreneurship is a vital component of development. It can make a significant contribution to the country's economy and add value to people's livelihoods. It could therefore be an answer to a problem of poverty emanating from unemployment that many developing countries including Botswana are confronted with. Studies on Botswana such as those of Siphambe (2001), Temtime (undated), Mafela (2005), and statistics from the CIA-The World Fact book (2006) and African Economic Outlook (2005) indicate that approximately 20% of the economically active members of the population are unemployed. Central Statistics Office (Government of Botswana 2006) indicates that 35.9 % of the economically active are employed by businesses in the informal sector. Entrepreneurship comes in the form of small and medium enterprises, which must be encouraged to make a meaningful contribution to the economy of the country. This shows that the creation and sustainability of small businesses can be one policy strategy aimed at boosting the country's economy.

The purpose of the study was to investigate whether the JAB programme meets its aim of empowering the young Batswana to succeed in the world of work through a dynamic business programme. The study investigated the JAB youth's preparedness level for running successful business enterprises. It also sought their views, those of the teachers who deliver the programme in schools and the trainers who impart knowledge and skills to the teachers on the programme's successes, challenges and suggestions for its improvement.

It particularly sought to establish the students' level of motivation and confidence regarding handling key aspects of entrepreneurship such as financial management

(including accession), business planning, production and marketing and human resource management. It wanted to determine if the students have actually been able to start business projects after training and to establish the problems they face, if any, in trying to establish business ventures. It also set out to look into the training aspect of the programme to establish if the curriculum adequately prepares the participant to fit into the economic market and to sustainable livelihoods.

The study took place in 20 selected schools in Gaborone and Francistown and involved 21 students, six out of school youth (former participants of the programme), 28 teachers and six trainers. Data was analysed descriptively using SPSS for Windows; a statistical programme for social scientists and drawing inferences from observations and case studies.

### **8.1 Conclusions**

In relation to sub problem1, the researcher realised that though the JAB programme has been in existence for over a decade, it does not seem to be expanding, as it has not been able to increase the number of programmes it delivers. It has also not been able to train many teachers and students because it has neither been able to recruit more personnel into its central office nor collaborate effectively with structures within the Ministry of Education or elsewhere to gather sufficient manpower for cascading the programme. Furthermore, the programme still runs from one central office with staff members not exceeding ten in number. This has serious implications on the programme's capacity to deliver training on a national scale and on the quality of training it delivers. It is logically too demanding for one trainer to handle all training sessions for the duration of the training workshop without an assistant to do the secretarial and the logistical jobs. This was confirmed by the teachers' interviews, which highlighted their disapproval of trainers who seemed either less knowledgeable or unprepared for sessions (See 6.5.2).

It would be helpful if the organisation had set up regional offices through which to decentralise their activities and accommodate more manpower. Partly due to the short time allotted to the training of teachers in the programme, the JAB curriculum does not



accord the trainees sufficient time to explore how to set up support systems such as mentorship and networks that are essential especially at the time when new ventures are established. These networks could provide management and financial assistance as well as moral support. The study also established that the JAB programme does not provide sufficient post training support to its graduates and does not keep an up-to-date database of those trained. A training programme can only truly evaluate itself to determine its progress through feedback it receives from its monitoring and follow up exercises which in addition provide feedback to the trainees.

With regards to sub problem 2 the study found out that the JAB programme is a good programme, which makes an impact on the youth who undertake training. Many of them were found to be highly motivated and confident that they had acquired skills to run businesses. It also helps students to acquire life skills such as problem solving, assertiveness, leadership, teamwork, perseverance and others. Both categories of students indicated that they found almost all aspects of the programme valuable (81% of the in-school sample) since they gain valuable knowledge and skills relating to running businesses. They feel empowered for real life situations. Teachers also indicated that they were quite confident in helping the students to carry out aspects of running a business as reflected in Table 6.8. Trainers too, highlighted that the programme itself is good except for the way it is managed. They added a plus to the programme for benefiting both the students and the teachers involved.

Although the results depict that the programme is making an impact, the impact extends only in as far as students/trainees feel empowered, confident and have high motivation levels. The reality is that the perceived impact does not carry trainees beyond these levels as an insignificant number of the trainees become involved in real business. Another indicator of this impact not being as sound as it could be, is found in the respondents' inadequacies in describing even the aspects of the marketing mix that they indicated that they are confident about (see Table 6.4). Furthermore the reasons advanced by the students as contributing to failure of business operations (section 6.2.3) is an indication that they are not adequately prepared to handle issues of finance on a

wider scale such as how to access funding; issues of credit and those operating outside the initial teams. The study also found out that the programme lacked growth in terms of programme development since it has been delivered the same way since its inception in 1994. This study established that the programme does not adequately prepare its beneficiaries to be able to access start up capital and to establish networks for real business ventures.

An entrepreneurial test was administered on the students and teachers involved in the study to determine whether or not they had the desired characteristics to run business and their results were as follows;

The students' results showed that they had potential for running business enterprises since the most of their scores were in the 72-100 categories though only 19% scored above 90. The out of school youth's results showed that they even have a better chance of venturing in business as scores ranged from 85-95. These scores however seem to suggest that it is not a question of having the characteristics required for entrepreneurship as otherwise both in-school and out-of-school youth would have been found engaged in viable businesses. The teachers' scores indicated that they too could do well in business; their scores were above 70 except for two as reflected on table 6.9. These results raise questions as to why the study realised very few in-school youth who continued with businesses after training and similarly almost none out of school youth who had started and maintained "real" businesses.

Relating to Sub problem 3, this study confirmed that the assumption that very few youth who have gone through the JAB programme eventually manage to establish viable business ventures. The results of the students' survey indicated that 19% of the students involved in the study continued with mini companies after the initial ones set up during the training were disbanded. Only two out-of-school youth from the twelve (17%) identified had operational ventures. The reasons gathered from interactions with the students, teachers and trainers involved in the programme suggested that the graduates of the programme experience problems when trying to set up "real" businesses. These problems are due to not being able to; raise start-up capital, secure premises from which

to operate and manufacture their products, develop and maintain working teams, and access technical and financial support including counseling services.

The programme, though portrayed as a good programme seems to have some deficiencies with regards to enabling the graduates to move from rhetoric to action since the same students who were very confident during and shortly after training, start to show signs of uncertainty in their motivation and confidence levels. The programme therefore tends to be more of an awareness creation than a long life training strategy. Another major problem identified in the programme is that the organisation does not carry out sufficient monitoring and follow up that provides back up support for its trainees in the schools and none for its graduates once they leave schools. It also does not link the graduates with other relevant programmes and or schemes that have been availed to help those interested in setting up business ventures including those from which the youth can seek affordable or even free advice on issues of managing businesses. This concurs with literature that training for entrepreneurship alone does not offer a solution to promoting self-employment, as it is often a costly endeavour that serves to enhance the chances of mainly those who already had the inherent inclination to succeed. Its output falls short to justifying its input and effectiveness in terms of cost, relevance and time.

Concerning sub problem 4, the study results highlighted the programme's successes, challenges and suggestions for improvement as perceived by the practitioners of the programme vis-à-vis students, teacher and trainers. What can be taken from their perceptions indicated that the programme's strengths lie in being perceived by all groups as a good and enlightening programme that provides lifelong learning. It is viewed as one of the strategies that the government has put in place through collaborating with the private sector to promote self-employment as an alternative to formal employment in a bid to alleviate poverty.

It is also seen as a programme that produces enterprising, confident and motivated participants. It serves a dual purpose in that it benefits both the teachers and the students. However, there were also some challenges that were highlighted that included issues of

management hinging on public relations in particular and capacity in that the programme is unable to offer training to large numbers of teachers and students considering its manpower. This also makes it difficult to reach and provide feedback and support to its beneficiaries through monitoring and follow up. Other weaknesses observed about the programme included not being able to effectively embrace other stakeholders such as the Ministry of Education in pulling together towards empowering the Batswana youth to become enterprising, self reliant, educated and compassionate as engraved in Vision 2016.

All the groups' main suggestions for improving the programme focused on the following:

#### **Training**

- More teachers and students should be trained
- Training period for teachers should be extended to at least a week to allow for more coverage and better presentations
- Re-training was also suggested to help sharpen skills and to acquire more knowledge and that training should be more regular
- Programme to be accredited and introduced to all students from primary to tertiary levels to give the programme more recognition especially with potential financiers

The results led to the conclusion that the current provision for the JAB training needs to be strengthened to expose more teachers and students to the programme and to increase on the period of training to enhance the quality of delivery. The respondents also felt that the programme would be more recognised if it was advertised more and accredited.

#### **Partnerships and support**

- Programme to develop a close knit relationship with and enlist more support from education authorities to be more appreciated in the schools
- Programme to be engaged in more monitoring and mentoring of trainees to ensure continuity. This would involve more school visits
- Programme to decentralise to be able to provide assistance to more trainees

This implies that there are some noticeable gaps in the partnership between the programme, the Ministry of Education and schools which must be bridged to ensure that

the programme is effectively delivered. The teachers and trainers felt that the programme would be better able to visit schools more regularly to monitor progress and mentor trainees if it had decentralised and acquired a greater workforce.

### **Incentives**

- Programme to provide more incentives for teachers involved in the programme
- Make provisions for funding projects developed by former trainees of the programme whose age allows them to engage in businesses.

The suggestions imply that though teachers become involved in the programme voluntarily, they would be more motivated and committed to the programme if there were some rewards attached such as specific funding for them to start their own businesses.

The implication of this study is that a concerted effort by all stakeholders in the application of entrepreneurship education in schools in Botswana could have a significant impact on the proportion of the youth who graduate from the school system with sound knowledge and skills on entrepreneurship and the confidence and determination to start businesses. This study established that there is a gap between training for entrepreneurship and starting a business, which cannot be covered by a standardised training programme based on a curriculum that is linear and not derived from the “African” context. The missing link may be lack of emphasis on mentoring, networking, and linking the trainees with potential financiers and local business service centres.

## **8.2 Recommendations to JAB (the organisation)**

The researcher as a result of undertaking this study wishes to make the following recommendations, which should improve the delivery of the programme. The organisation should endeavour to build capacity to be able to handle the programme more widely on a national scale. This can be achieved through the following:

- Strengthening the partnership with the Ministry of Education by involving the department in the plenary so that the ministry gets to know and appreciate the aspirations (vision), constraints (short comings) and opportunities (potential) of



the programme. This relationship will cultivate mutual understanding between the two parties, which will facilitate working towards a common goal.

- Decentralisation; the organisation needs to establish at least two more offices; one in Francistown and the other in Maun. Perhaps a partnership with ministry of education could facilitate that these be established within the regional education offices or the education centres for ease of access to schools and tapping on already existing structures before recruiting its own staff. This process could extend to schools whereby regional coordinators and committee members could be appointed to cascade the programme. The central JAB office would then be relieved of some duties to concentrate on overseeing the delivery of the programme and ensuring that the monitoring and evaluation processes are effectively carried out including research and programme development.
- It should endeavour to set up networks for supporting the programme participants to set up businesses especially after completing school. This would involve collaborating with similar programmes to form a body with a clearly defined mandate to serve the interests of the youth. The YDN concept in South Africa could be used as a reference point. Companies that fund activities of the programme could extend the sponsorship to the programme graduates by granting them internships where possible which could even help them to accrue some money for capital.
- Establish a fund for supporting programme graduates to enable them make a start or better still link them with existing funds such as the youth grant at DTI, the micro enterprise scheme at NDB, CEDA and others.
- Take on board global trends/innovations in entrepreneurship and get involved in or encourage research especially in African environments.
- Build a data base of trained teachers, students, and subsequent business operations; conduct monitoring and follow up; and provide feedback and support.

### **8.3 Recommendations to Ministry of Education**

The policy implications regarding the findings of this study are that, raising the effectiveness of entrepreneurship training programmes in preparing the Batswana youth for entrepreneurial activity will take time and must involve long term policy actions that

will ensure that they complete secondary education and proceed to higher education and training; and in also raising the proportion of the youth who believe they have the knowledge, skills and experience to start businesses. Below are few recommendations that can influence policy on the provision of the JAB programme and other related programmes in the education system.

- The ministry should ensure that the department enters into a clearly defined partnership with the programmes whereby the ministry plays a part in their planning, implementation, monitoring and evaluation to ensure effectiveness in what is delivered to the schools
- There should be officers designated to oversee the implementation of such programmes who should ensure that the ministry receives up-to-date and reliable feedback from the schools.
- The TT&D (Teacher Training and Development) and the Inspectorate Division of the Secondary Department should be conversant with such programmes and should embrace them in their activities.
- The National School Heads Conferences should address issues pertaining to the implementation of such programmes in the schools and provide feedback to relevant authorities. They should particularly encourage greater partnership between the Ministry of Education and JAB.

#### **8.4 Recommendations for the improvement of the study**

Feedback received about the questionnaires indicated that they were rather long since they included the entrepreneurial test. It would be advisable in future to separate the two or rather conduct one as an interview instead. There was also an indication that some respondents (especially students) did not quite understand some questions; therefore the questionnaires should have been tested on more similar respondents rather than university students before the actual survey.

Additional insights into the entrepreneurial characteristics of people through more in-depth assessments would have provided greater understanding of the interplay between training and personality.

Including a larger sample of successful JAB-trained business owners in the study would have provided more insight into the issues involved that are not covered by the JAB training programme. This implies better record keeping by the organisation itself. Further studies replicating this study could cover much larger sample sizes and wider geographic areas to make generalisations about the findings possible.

The study would also have obtained a clearer picture of the situation if it took a more holistic approach. It is suggested therefore that future studies bring in perceptions of key informants such as parents of the participants to determine if there are notable differences in the participants' behaviour as a result of the JAB experience, members of the board of directors and those of the advisory council to establish their views on the progress of the programme and the employers of the former participants to ascertain their appreciation of the programme and school heads to determine how they rate the programme in terms of how it prepares the participants for responsible adulthood.

### **8.5 Implications for further research**

The study focused on the training aspects of the JAB programme. Literature indicates that there are other contributing factors that impinge on entrepreneurial success such as: attitudes and the environment, which also need to be addressed. The study wanted to establish whether people who are successful in business are so because of their inherent talents or as result of undertaking entrepreneurial training but did not reach clear conclusions because of the smallness of the samples. Therefore, an in-depth study of training versus entrepreneurial potential with large samples and different training programmes is recommended.

Further research is required to enhance the understanding of the effectiveness of entrepreneurial programmes in schools and whether high school is the most appropriate level at which to start this type of programme. Maybe primary school or tertiary level might provide better cost-benefit results.

As more and more entrepreneurial training programmes are being introduced, comparative studies on a broader range of training programmes, delivery styles,

durations, assessments, in a variety of schools would also be beneficial. Investigations on the “Science” of entrepreneurship development; a best practice model based on a curriculum focusing on local needs (embedded on local culture) would be more appropriate for Botswana than the current ones with a western influence.

Surveys, participant observation and case studies whereby respondents are studied in their work places over a period of time could yield more evidence towards success in entrepreneurial training.

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## **APPENDICES**

- APPENDIX A - Authorisation request
- APPENDIX B1 - Students' questionnaire
  - B2 – Qualitative data listing from student's questionnaire
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- APPENDIX I – Summary suggestions for improvement of the JAB programme



## **APPENDIX A: REQUEST FOR AUTHORISATION TO CARRY OUT RESEARCH**

The director  
Junior Achievement Botswana  
P O Box 3642  
Gaborone  
Botswana

Dear Madam,

### **Re: Request for authorisation to carry out research on the J A B Programme**

Following our discussion and encounters last year and early this year I now wish to submit a formal request for your permission and support to conduct research on the J A B programme towards my masters degree. I am enrolled as a student at the University of KwaZulu-Natal (Pietermaritzburg campus) in the department of Community Resources Management under the school of Agricultural Sciences and Agribusinesses.

My interest in the programme emanates from having been involved and observing it in practice in schools in the country. This has cultivated a keen interest in following its impact on the youth both in and out of school who have undergone training in the programme. My encounter in the programme has been in my varied capacities as teacher, school administrator and education officer.

I hope my study will add value to this noble programme and furthermore bring insights as to how such programmes relate to subsequent entrepreneurial activity. I hope to achieve this through interacting with the programme's participants in their various categories as trainers and other practitioners, in and out of school youth and other stakeholders.

To ensure the smooth running of the research, I wish to request for the following;

- 1) Access to modules – content and scope of broad section of the programme
- 2) Access to reports and research materials about the programme
- 3) Contact details of trainers involved in the programme (including those that were seconded to the organization)

- 4) Lists of schools, businesses and individuals involved in the programme(now and in the past)
- 5) A list of businesses that have been started by the programme participants

I appreciate the invaluable assistance I received from Mr Mhlambi that facilitated my research proposal and I humbly request that I be allowed to continue working with him on the research. I furthermore request that I be accommodated in the following activities organised by the activities; T O T workshops, follow up workshop and school visits to help me gain more insights into the programme and to carry out interviews.

I enclose the research schedule and lists indicating how I intend to carry out the research and other areas where I would need you to help identify the research participants. Please feel free to contact me to discuss your views/ suggestions on the proposed activities.

Thanking you in anticipation of a favourable response

Yours faithfully

Precious Queen Kenosi (Mrs)

**NB**

If you need any other information about this, you can also contact my supervisor, Professor Maryann Green at;

Tel: 0027-33-2605271

Fax: 0027- 33- 2605067

E-mail: [green@ukzn.co.za](mailto:green@ukzn.co.za)

## **APPENDIX B1: STUDENTS QUESTIONNAIRE**

### **JUNIOR ACHIEVEMENT BOTSWANA - COMPANY PROGRAMME**

#### **STUDENTS' QUESTIONNAIRE**

Hello. I am Precious Kenosi; a student from the University of KwaZulu Natal-Pietermaritzburg campus. We are trying to reflect on the J A B Programme that you are or have been involved with and I would appreciate it if you could kindly spare me a few minutes of your time to answer a few questions. Do you wish to participate in this study? All information provided here will be treated as confidential.

**Signed:**

**Date:**

#### **Section 1 Personal Details**

1) Name:

2) Gender: ☐ male ☐ female

3) Age: 13-15 ☐ 16- 18 ☐ 19-21 ☐

4) Village/Town: ☐ Gaborone ☐ Francistown

#### **Section 2 J A B Experience**

5) Where the J A B training occurred:

6) Year of training:

7) School:

Region:

### Section 3 The programme

8) Which two aspects of the J A B course do you think gave you the best grounding for business? Give reasons for your statements. Answer in the table below

Aspects (Valuable)	Reason
1)	
2)	

9) Which two aspects were not so valuable and why?

Aspects (Not valuable)	Reason
1)	
2)	

### Section 4 Outcomes of the J A B training

10) Which specific improvements can you suggest for the programme? (Give a maximum of two and support your statements)

1)

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2)

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### Section 5 Confidence and Motivation

11) Please indicate your level of confidence on the business management techniques below by ticking the relevant number on the scale (1=Lowest; 5=Highest)

Did you feel confident after the J A B business project to;

- 1) Continue with the project ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 2) Develop another business idea ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 3) Work out an income statement and a balance sheet for the chosen project ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 4) Seek and access start up capital ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 5) Work out your new project's finances ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 6) Carry out a market research for another project ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 7) Establish new business opportunities ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 8) Develop marketing strategies for another project ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 9) Produce, price and sell another product/service ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 10) Establish a network to support you on the project ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 11) Establish mentorship to support you on the project ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- 12) Seek assistance from the course advisor ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

12) If you are involved in a business subsequent to the J A B training, please answer the following; Have you....

- 1) Continued with the same business? ☐ yes ☐ no
- 2) Developed another business idea? ☐ ☐

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 3) Worked out an income statement and a balance sheet?<br>for the chosen project | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) Sought and access start up capital?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) Worked out your new project's finances?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) Carried out a market research for another project?                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) Established new business opportunities?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) Developed marketing strategies for another project?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 9) Produced, priced and sold another product/service?                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 10) Established a network to support you on the project?                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 11) Established mentorship to support you on the project?                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 12) Sought assistance from the course advisor?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 13) If not involved did you try to start a business?                             | <input type="checkbox"/> | <input type="checkbox"/> |

If yes, why is it not still operational, give 3 major reasons)

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3)

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If no, why not

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### Section 6 Business Planning and Practice

14) If still running a business, briefly describe the type of business you run using the table below

DESCRIPTION	DETAIL	

15) What contribution did J A B training make towards running your business?

Have you experienced...	Learnt in JAB training	Learnt since JAB training
1	Yes No	Yes No
2	Yes No	Yes No
3	Yes No	Yes No
4	Yes No	Yes No

16) Please state below what has inspired you to conduct the business you are engaged in  
(List a maximum of three factors)

1)

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2)

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3)

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17) What major influence is keeping you in this business? Please share your secrets of success

1)

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2)

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18) Having experienced running a business following your participation in the J A B programme, how would you measure business success? Please rank the following in their order of importance

19) Indicate using the table below how you would market your product or service

<b>Marketing mix</b>	
Promotion	1 2 3 4
Pricing	
Target market	
Distribution	
Packaging	
Quality of product / service	

20) List two major challenges/ constraints that you face in your business

1) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

21) Do you keep in touch with J A B since training?

If yes, how?

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If not, why not?

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22) What continuing assistance do you get from J A B to help you run your business?

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23) Would you look to J A B to establish a business network?      Yes      No

24) What do you think are the benefits of networking? Rank the statements below in their order of importance using the key provided:

1) Helps businesses to identify more opportunities

2) Advertises for the business

3) Is an added burden on the business that serves no purpose?

☐ **Strongly agree 4**

☐ **Agree                      3**

☐ **Disagree                      2**

☐ **Strongly disagree 1**

25) Kindly fill in the entrepreneurs' checklist below (Managing a Small Business)

The first question you should answer when you are thinking of going into business is "Am I the type?" The questions in this checklist indicate to what extent you have the personal traits important to running a business.

Instructions: Read each question and tick on only one of the suggested answers. Respond by marking the answer that most accurately describes your behavior, feeling or attitude as it actually is, not as you would like it to be, or think it should be. You must be absolutely honest with yourself in order to get a valid score.

1. Are You a Self-Starter?

- ☐ If someone gets me started, I keep going all right.
- ☐ I do things my own way. Nobody needs to tell me to get going.
- ☐ Easy does it. I don't put myself out until I have to.

2. How Do You Feel About Other People?

- ☐ Most people bug me.
- ☐ I like people. I can get along with just about anybody.
- ☐ I have enough friends and I don't need anybody else.

3. Can You Lead Others?

- ☐ I can get people to do things if I drive them.
- ☐ I can get most people to go along with me without much difficulty.
- ☐ I usually let someone else get things moving.

4. Can You Take Responsibility?

- ☐ I'll take over if I have to, but I'd rather let someone else be responsible.
- ☐ There's always some eager beaver around waiting to show off. I say, let him.
- ☐ I like to take charge of and see things through.

5. How Good An Organizer Are You?

- ☐ I like to have a plan before I start. I'm usually the one who lines things up.
- ☐ I do all right unless things get too complicated. Then I may cop out.
- ☐ I just take things as they come.

6. How Good a Worker Are You?

- ☐ I can't see that hard work gets you anywhere.
- ☐ I'll work hard for a time, but when I've had enough, that's it.
- ☐ I can keep going as long as necessary. I don't mind working hard.

7. Can You Make Decisions?

- ☐ I can if I have plenty of time. If I have to make up my mind fast, I usually regret it.
- ☐ I can make up my mind in a hurry if necessary, and my decision is usually O.K.
- ☐ I don't like to be the one who decides things. I'd probably blow it.



8. Can People Trust What You Say?

- ☐ I try to be on the level, but sometimes I just say what's easiest.
- ☐ They sure can. I don't say things I don't mean.
- ☐ What's the sweat if the other fellow doesn't know the difference?

9. Can You Stick With It?

- ☒ If I make up my mind to do something, I don't let anything stop me.
- ☐ If a job doesn't go right, I turn off. Why beat your brains out?
- ☐ I usually finish what I start.

10. Can You Keep Records?

- ☐ Records are not important. I know what needs to be known without keeping records.
- ☐ I can, but it's more important to get the work out than to shuffle numbers.
- ☐ Since they are needed I'll keep records even though I don't want to.

**Source:** <http://www.bizmove.com/other/quiz.htm#q1>

**Thank you for your time!!!**

## APPENDIX B2

### QUALITATIVE DATA LISTINGS FROM STUDENT QUESTIONNAIRE

#### Aspects of training that are valuable according to students

ASPECT	REASON
1) Business Basics	Understand more what business is about
2) Business management	Discovered spit of unity
3) Leadership skills/Bus manage	_____
4) Teamwork Marketing	Learnt how to work with others Learnt how to advertise our products
5) Finance Marketing	Learnt how to prepare budget How to calculate profit
6) Production	Able to advertise and promote marketing Getting more customers
7) Finance Teamwork	Learnt how to calculate BEP and budget Teaches us how to work with others
8) _____	
9) _____	
10) Business basics Company Programme	_____ _____
11) Business Basics Company programme	_____ _____
12) Memory box Romantic candles	_____ _____
13) Managing skills Financial skills	Learnt how to run a business How to handle capital issues
14) Market research Production period	_____ _____
15) Organising, planning and	Skills necessary to run efficient business

Controlling Development of social and business skills	Gives ideas how to create wealth through business
16) Confidence Self reliance	To be able to market a product _____
17) Business management Marketing	Learnt how to manage business Learnt promotional strategies
18) Market research Business idea	To see whether expenses will be less than income How to run a business
19) Becoming business leader in future Gaining skills and knowledge	_____
20) _____	_____
21 _____	_____

#### **Aspects of training not valuable according to the students**

ASPECT	REASON
Very few students offered any negative statements.	
1) None	All aspects valuable
12) Valentine card /soaps	_____
14) Production period/ Selling distribution	Some members not committed Some products were damaged due to moving from place to place
15) Liquidation of the company at the end of the programme	_____

#### **Analysis of students perspectives on less valuable aspects of the programme.**

Most respondents indicated that the aspects of training they deemed valuable included business management skills or components of the business basics. Specific aspects stated included managing skills, financial skills, leadership skills, marketing, market research production and teamwork. The reasons advanced revolved around having learnt to handle the aspects stated above

**What has inspired you (the student) to conduct the business you are in?**

- 1) The people, money and education
- 2) Helps us to get an idea of what to expect around the business world  
Teaches us about teamwork and the importance of teamwork
- 3) Having been taught the skills of managing a business, I'm now putting it into practice
- 4) It seemed interesting; candles are not popular as a small scale business. An opportunity to get exposure to the work world
- 5) Our product had a very high demand, it had a lot of potential market and it increases productivity
- 6) \_\_\_\_\_
- 7) We got to learn how to make a living, and we learn how to survive in the world
- 8) It is a very profitable business; it is beneficiary to the customer
- 9) \_\_\_\_\_
- 10) The place, the price and the product
- 11) The place, the price and the product
- 12) I needed people to know that when you have candles, you can make more candles
- 13) Demand of the product by consumers, my heart for tourism and culture and my heart for running a business
- 14) The high demand by the consumers, the product is easy to produce and it is not time and labour consuming
- 15) The wall hangings, we produce are unique, the materials we use are cheap and easily found
- 16) In order to satisfy students wants, to make profit and rent is very low
- 17) JAB has taught me that business is very important, how to start a business and how to run a business
- 18) Serve as decoration for people's homes; serve as a source of light, people like making things made from natural things

19) \_\_\_\_\_

20) To help improve the way student store their photographs, rather than leaving them lying about. To show people that there's nothing impossible to do if you do it with all your heart and to sell something to Batswana that has been hand made and is from the country

21) Majority of the people liked the product (from research findings) nearness to the market and there are lots of people in the city who can buy the product

### **Analysis of student perspectives on motivation for the business selected**

Aspects of the marketing mix such as; the Product, Product, Price and Place seemed to play a key role in inspiring the student to conduct business. These hinged on;

#### **Product**

Is not what customers needed? Did it serve a need?

Is it marketable, can it sell? Is there a demand for it?

#### **Price**

Is it what customers are willing to pay/ can afford?

Is it reasonably priced (within market range)?

Is it profitable?

#### **Place**

Can the product sell in the locality?

Can it be produced conveniently?

Can it reach the customers (easily distributed)?

### **Three major reasons why the school business is not currently operational**

#### **Analysis of student explanations of why a business has been closed.**

Only three responded

These stated that the following as reasons why their businesses are not operational;

- 1) Lack of money
- 2) People owing the business and not managing to pay thus having business expenses that are greater than the income
- 3) Students who started businesses whilst in junior schools having to disperse when they go to different senior school

### **Specific improvements suggested for the programme by students**

1) Facilitate the programme e.g. implications such as computers squatters offices should be considered

The programme should be globalised so that it can be benefit us in a way and introduce us to the global market

2) The prize money should be increased so that more companies may be attracted

The programme should be marketed more countrywide because people do not really know the it exists and its benefits

3) More teachers should be involved in the JAB programme

It should be taught to every child in the school

4) The JA programme should be marketed; the companies should be given start up capital

5) It can be improved by making sure all schools are involved in it to ensure that Botswana has future leaders who have business experience

Offering more prize money thus attracting more companies

6) Teachers should give us more feedback on what is going on in the programme

Advertise the programme so that more people can join the programme

7) They should give us annual themes so as to know on what basis our products should be made

Feedback should be given to all participating companies so that those that did make it to the top five could know where to improve

8) Introduction of certificates or tokens of appreciation to individuals who successfully complete the programme

Monitoring of companies to make sure that they are being run according to the JA programme

9) \_\_\_\_\_

10) School must have a day of clubs because the study time is not enough to carry out the material

11) The school must have a day of clubs because he study time is not enough to carry out the materials

12) \_\_\_\_\_



13) At least JAB officers should ask for report from a company twice before they leave for business competitions

At least JAB offices should visit other places like schools and the society to teach about JAB

14) Hold competitions more often: this would give achievers a chance to interact with other businesses for skill improvement

15) Hold general JAB meetings annually to enable achievers to come together to share skills and ideas on how we want and need JAB programme to be organised

16) JAB students should be given the opportunity to visit some of the prospering businesses so as to learn the more about business

During school vacation, the students should also be placed in some of the prospering businesses so as to learn more about production as well as taking part hence increasing their knowledge and business activities

17) JAB programme should establish more trips where the achievers will learn more about JAB

JAB should try to bring materials in time

18) \_\_\_\_\_

19) Students who have such a programme in school should be encouraged to join to help them acquire skills that they may use after completing either successfully or not so as to help the economy

Schools can contribute by trying so hard to provide transport whenever they could and also most schools should have their students exposed to such a programme

20) Teaching many students to involved in JAB so that they can become responsible and knowledgeable nationals

All schools should have the JAB programme, teaching students and pupils in JAB contributes a lot to the economy and nation

21) Students must take part in the JAB programme as it may help them raise their own businesses after schooling

Teachers in some should be convinced on how important the JAB programme is important to students because sometimes they are the ones who deny students the opportunity to go for the Best Business Competitions (BBC)

### **Analysis of student perception about the necessary programme improvements**

A variety of suggestions were advanced.

Among the pertinent ones stated were the following;

- 1) The programme should be marketed more countrywide because people do not really know it exists
- 2) More teachers should be involved in the programme so as to teach it to every child in the school so that children can become responsible and knowledgeable nationals
- 3) The JA programme should be marketed and that companies should be given start up capital
- 4) They should give us (schools) annual themes so as to know on what basis our products should be based. Feedback should be given to all participating companies so that those that do not make it to the top five could know where to improve. Introduction of certificates or tokens of appreciation who successfully complete the programme
- 5) Monitoring of companies to make sure that they are run according to the JA programme.
  - At least JAB officers should ask for reports from a company twice before they leave for business competitions.
  - At least JAB officers should visit other places like the schools to teach about JAB
- 6) JAB students should be given the opportunity to visit some of the prospering business so as to learn more about businesses. During school vacation, the students should also be placed in some of the prospering businesses so as to learn more about production as well as taking part hence increasing their knowledge and business activities

**What major influence is keeping you (the students) in business? (Secrets for success)**

- 1) The market  
The confidence that is within us and the product itself
- 2) Cash-people buy the product in large quantities therefore cash comes in  
Confidence  
Having to promote to other students who do not know the benefits of participating in a business
- 3) Facing competition from other companies who are in the similar business  
Having to other students who do not know the benefits of participating in the business
- 4) We gain profit because of the nature of the product and excellent customer service  
It keeps us busy and gets our creative juices flowing
- 5) We are receiving a lot of profit  
It is increasing our productivity rate thus promoting one of the pillars of vision 2016 which says that we (Botswana) will be a prosperous, productive and innovative nation
- 6) \_\_\_\_\_
- 7) Profit we get because of our excellent product  
It keeps us entertained

8) To prove people wrong about my company by first succeeding  
Determination to make a profit and earn my own money

9) Efficient communication

10) \_\_\_\_\_

11) \_\_\_\_\_

12) People who admire our product and most of them do not complain about the price very much

13 The bad response from consumers (people marketed to)

14) Actually, I am the managing director of my company so I get more shares of the profit we gain as a company  
One of the ambassadors from USA liked our product and was willing to buy our product as much as he can

15) Willing to take part in the production process by all members i.e. there's cooperation and motivation among us  
The fact that we are always making a profit since we make valuable goods and these keep us going

#### **Analysis of major influences keeping the students in business**

- 1) = Confidence and motivation
- 2) = Making profit
- 3) = Product
- 4) = Efficient communication

A list of secrets divulged which could be translated into;  
Being confident and passionate about the business you are in. Believing in yourself and the business. Being motivated to carry on.

Gaining profit; finding purpose for staying in business  
Realising your dreams of venturing into business i.e. to make money  
Taking pride in contributing to the Botswana vision 2016 pillars of a prosperous, productive and innovative nation.  
Being determined to make a profit and earning own money

Gaining profit because of the nature of the product (excellent) and excellent customer service  
People admiring the product(s) and finding good value for money

Positively handling competition from other companies who are in similar businesses-  
Finding a “niche” market  
Cash – people buying the product in large quantities therefore cash coming in  
Efficient communication  
Through effective marketing strategies (to customers and human resource management within the business

**Two major challenges /constraints that you (the student) face in your business**

- 1) Having no production place  
Making a loss
- 2) Having to work with people of different characters and to adjust to what they want will be difficult to cope with them  
To balance the programme with school work and responsibility at home is difficult because at home we work and school we do homework and other things
- 3) Facing competition from other companies who are in similar businesses  
Having to promote the programme so that other students who do not know the benefits of participating in a business
- 4) Lack of capital  
Lack of exposure in the business world
- 5) Shortage of capital  
Demand higher than the supply
- 6) \_\_\_\_\_
- 7) Lack of capital  
Balancing time for school work and business
- 8) Working with people who are not very committed to the JA programme  
Getting start up capital
- 9 \_\_\_\_\_
- 10) \_\_\_\_\_
- 11) \_\_\_\_\_
- 12) \_\_\_\_\_
- 13) The bad response from consumers (The people marketed to)  
Sometimes lack of materials

14) Lack of funds to help in buying raw materials due to deviators/ change in prices of raw materials by our producers (retailers as prices are not fixed competition from other businesses

15) \_\_\_\_\_

16) Shortage of finance

Late coming of members of the company

17) Sometimes we do not have time to go and buy necessary raw materials

Some people usually complain about our juices saying that they are sweet

18) Sometimes the expenditure becomes less than the returns according to credit, people owe me but they do not manage to pay

19) Lack of material from the production team to attend meetings and a problem of finding the right material to use

20) Shortage of capital and materials, as students face lots of problems regarding what to use, where to produce and even money to buy some of the things running short

Lack of skills and knowledge about projects; some company members having no knowledge about how it is produced

21) Sometimes the production team does not turn up for production/producing goods

Sometimes there is lack of materials even in shops and from our suppliers

### **Analysis of student responses regarding constraints of staying in business.**

1) Lack of resources, finance (capital) and materials = 10

2) Lack of commitment = 3

3) Competition/Bad response from customers = 3

4) Time management = 2

5) Lack of exposure to the business world = 4

Demand higher than the supply

Lack of knowledge and skills

6) No production place = 1

Most students ascribed to lack of resources especially lack of start up capital as the major constraint that they faced in their businesses. Resources such as funds and raw materials are crucial in starting a business and even after the business has been established there has to be “working capital” to sustain a business.

Another challenge that they raised impinged on lack of exposure to the business world which make it difficult to cope” real “problems that they face when they are running

businesses (putting theory into practice) in the real sense such as not being able to handle situations whereby they are under pressure to escalate their production to meet the needs of the target market (demand higher than the supply). Having to face up with stiff competition and not being able to employ varied marketing strategies to counteract those of their opponents. Other notable challenges were lack of commitment and competition. These students have realised that being in business partnership has its own “highs and lows” as people are not always at the same level of commitment and or determination. Some have alluded to experiencing problems whereby some members of their production team do not at times turn up for production; such absences can cost the business a lot of money even when its only one member absent as it can drastically affect the rate of product and the quality of the product

### **Students’ responses: Do you keep in touch with JAB?**

If yes/how

- 1) \_\_\_\_\_
- 2) I ask for help from my JA teacher and try my best to cope with difficulties that come beyond me
- 3) Yes, by keeping / creating a business of my own to put into practice what I have learnt
- 4) Still in the JAB programme so we go for competitions
- 5) Keeping in touch with our JAB teacher who coordinates and links us with the JAB office
- 6) \_\_\_\_\_
- 7) We continue to go to the competitions
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) My company is functional
- 11) Yes, my company is functional
- 12) \_\_\_\_\_
- 13) I actively attend JAB meetings in schools to hear what is happening in relation to JAB
- 14) Attend to meetings and share ideas of running a business with other achievers



15) We attend general JAB meetings regularly

16) \_\_\_\_\_

17) \_\_\_\_\_

18) Yes, because I usually attend meetings

19) Yes, do this by getting in touch with my colleagues to seek help from the teachers who are involved with the organisation

20) Yes, by continually attending meetings and researching from unique media as to how to manage business

21) By turning up in all the meetings and by producing controlling and coordinating business

### **Analysis of responses about keeping in touch with JAB**

Seven students did not respond

Although many indicated that they do keep in touch with JAB, they seemed to confuse the JAB office with keeping in touch with their teacher advisors in the schools or perhaps the question was not explicit enough to seek whether they kept in touch with the JAB office. Some felt that participating in competitions, regional and BBCs keeps them in touch with JAB whereas other indicated that by virtue of creating businesses of their own i.e. putting into practice what they have learnt also helps them to keep in touch with the programme.

### **If not, why do you not keep contact with JAB?**

1) I do not know why not but it's only a few times, well

### **What continuing assistance do you get from JAB as a student?**

1) They sometimes buy our products for special occasions and they market, introduce us to big business e.g. Barclays, BSB etc.

2) The JA teacher gives me advice whenever I want to quit the company

3) We get to go to the competition and by doing this we get the attention and products that we need

4) \_\_\_\_\_

5) They assist by providing us with manuals

- 6) \_\_\_\_\_
- 7) From our JAB teacher
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) The skills that I acquired from the company programme
- 11) The skills that I acquired from the company programme
- 12) \_\_\_\_\_
- 13) Managing assistance
- 14) Assistance with raw materials used in production of my product in case where there is no enough funds from my company
- 15) We go for competitions every year so it exposes us to the business world
- 16) The materials e.g. manuals
- 17) They provide us with shares, booklets, files and some pens
- 18) Information about how to start a business  
How to gain profit
- 19) The goal of our business and the skill we get from one meeting to the other helps me to have confidence to carryout my duty wholeheartedly
- 20) From the teacher we get some information of how to do such a product to make it good for market
- 21) The skills that are provided to individuals on daily basis

#### **Analysis of continuing student support received from JAB**

Four students did not respond

Even though many attempted to respond to this question, the responses can not be clearly summarised as they were from varied angles but seemingly they attribute assistance to the provision of materials such as materials, share certificates, files and pens that the organisation provides for training. They seem not to differentiate between the assistance they get from their teacher advisors and the JAB office.

**APPENDIX C1: TEACHERS' QUESTIONNAIRE**

**Junior Achievement Botswana Programme-Teachers' Questionnaire**

Hello. I am Precious Kenosi; a student from the University of KwaZulu- Natal; Pietermaritzburg campus. We are trying to reflect on the JAB Programme that you are or have been involved with and I would appreciate it if you could kindly spare me a few minutes of your time to answer a few questions. Do you agree to participate in the study? All information provided here will be treated as confidential.

**Signed:** **Date:**

**Section 1 Personal Details**

- 1) Teacher's name:
- 2) Gender: ☐ male ☐ female
- 3) School:  Region:
- 4) Village/ Town: ☐ Gaborone ☐ Francistown

**Section 2 JAB Experience**

- 5) Where did your JAB training occur?
- 6) Year of training:
- 7) JAB programme followed:

Business Basics	<input type="checkbox"/>
Company Programme	<input type="checkbox"/>
Content Focus	<input type="checkbox"/>

- 8) Duration of the course:
- 9) JAB trainer's first name:

10) Subsequent support from central J A B. Please provide the list of support and tick on the appropriate column.

SUPPORT FROM J A B (Specify)	A lot	A little	None

11) How many students have you trained so far?

---

12) What percentage of the above students have actually started businesses?

---

12b) What percentage of the students that you have taught, have advanced themselves in business related further education?

---

13) How many JAB training courses have you participated in prior to today? Please tick the relevant item

JAB Training course	Tick
Initial training	
Subsequent training	
Other(specify)	

14) Kindly fill in the entrepreneurial checklist below

### The Entrepreneur Checklist

Source: Managing a Small Business

The first question you should answer when you are thinking of going into business is "Am I the type?" You will be your most important employee. It is more important that you rate yourself objectively than how you rate any prospective employee. Appraise your strengths and your weaknesses. As a prospective operator of your own business, acknowledge that you are weak in certain areas and cover the deficiency by either

retraining yourself or hiring someone with the necessary skill. The questions in this test indicate to what extent you have the personal traits important to a business proprietor.

Instructions: Read each question and tick on one of the suggested answers. Respond by marking the answer that most accurately describes your behavior, feeling or attitude as it actually is, not as you would like it to be, or think it should. You must be absolutely honest with yourself in order to get a valid score.

---

1. Are You a Self-Starter?

- ☐ If someone gets me started, I keep going all right.
- ☐ I do things my own way. Nobody needs to tell me to get going.
- ☐ Easy does it. I don't put myself out until I have to.

2. How Do You Feel About Other People?

- ☐ Most people bug me.
- ☐ I like people. I can get along with just about anybody.
- ☐ I have enough friends and I don't need anybody else.

3. Can You Lead Others?

- ☐ I can get people to do things if I drive them.
- ☐ I can get most people to go along with me without much difficulty.
- ☐ I usually let someone else get things moving.

4. Can You Take Responsibility?

- ☐ I'll take over if I have to, but I'd rather let someone else be responsible.

- ☐ There's always some eager beaver around waiting to show off. I say, let him.
- ☐ I like to take charge of and see things through.

5. How Good An Organizer Are You?

- ☐ I like to have a plan before I start. I'm usually the one who lines things up.
- ☐ I do all right unless things get too complicated. Then I may cop out.
- ☐ I just take things as they come.

6. How Good a Worker Are You?

- ☐ I can't see that hard work gets you anywhere.
- ☐ I'll work hard for a time, but when I've had enough, that's it.
- ☐ I can keep going as long as necessary. I don't mind working hard.

7. Can You Make Decisions?

- ☐ I can if I have plenty of time. If I have to make up my mind fast, I usually regret it.
- ☐ I can make up my mind in a hurry if necessary, and my decision is usually O.K.
- ☐ I don't like to be the one who decides things. I'd probably blow it.

8. Can People Trust What You Say?

- ☐ I try to be on the level, but sometimes I just say what's easiest.
- ☐ They sure can. I don't say things I don't mean.



- ☐ What's the sweat if the other fellow doesn't know the difference?

9. Can You Stick With It?

- ☒ If I make up my mind to do something, I don't let anything stop me.
- ☐ If a job doesn't go right, I turn off. Why beat your brains out?
- ☐ I usually finish what I start.

10. Can You Keep Records?

- ☐ Records are not important. I know what's need to be known without keeping records.
- ☐ I can, but it's more important to get the work out than to shuffle numbers.
- ☐ Since they are needed I'll keep records even though I don't want to.

Source: <http://www.bizmove.com/other/quiz.htm#q1>

15) How do you rate the J A B programme in terms of helping the students to do the following? Please give your answers according symbols on the key below

80- 100%	A Outstanding
60-79%	B Meritorious
50-59%	C Satisfactory
40- 49%	D Adequate
30- 39	E Partial
0- 29%	F Inadequate

ASPECTS OF THE PROGRAMME	PERCENTAGES (%)
1) Continue with the project	
2) Develop another business idea	
3) Work out an income statement and a balance sheet for a chosen project	
4) Seek and access start up capital	
5 Carry out market research	
5) Work out a new project's finances	
6) Establish new business opportunities	
7) Develop marketing strategies for the chosen project	
8) Produce, price and sell another product /service	
9) Establish a network for support	
10) Establish mentorship for support	
11) Seek assistance from the course advisor	

16) What are the two major weaknesses of the programme?

1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16) What are your two main suggestions for improving the training of trainers?

1) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17) In your view, what contributes to the success of the JAB training of trainers programme (give a maximum of three factors?)

1) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18) In your view, what contributes to the success of the J A B programme to students?

1) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19) What are the challenges facing the students who been trained when they start up real businesses?

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20) What criteria is used to select teachers for training and participating in JA B? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your time!!!**

## **APPENDIX C2**

### **QUALITATIVE DATA LISTINGS FROM THE TEACHER QUESTIONNAIRES.**

#### **Two major weaknesses of the programme**

- 1) It does not give the finances to run the business  
They train people and never do any follow ups (monitoring)
- 2) Should finance their products/ students
- 3) Lack of motivation by teachers  
Not enough involvement of everyone
- 4) Lack of motivation by teachers  
Lack of continuity (poor follow up after leaving school)
- 5) The central JAB does not visit the students regularly to check on their progress and their problems  
Only a few students are required to join the programme, denying others a chance
- 6) Distance from the JAB headquarters  
Subjectivity in awarding prizes especially by judges
- 7) \_\_\_\_\_
- 8) Poor monitoring –no checking if what goes on at school is what is required  
Poor networking especially when students have left school
- 9) There's less monitoring from the JAB office as to what is happening and is it what is needed in the schools
- 10) \_\_\_\_\_
- 11) There's no database for students who graduate from secondary schools
- 12) Time- It requires a lot of time for teaching business basics and to produce and sell goods – students have limited time  
Limited capital to start economically viable projects, share contribution is limited and requires many shares to be sold
- 13) \_\_\_\_\_
- 14) They should stand up and make it a point that trainers get paid (no incentives for trainers)

15) The officers do not follow up teachers as individuals to see if they fulfill mandate.  
They concentrate on new comers

They should also help students who have gone to through training to start businesses

16) \_\_\_\_\_

17) Since JAB is an NGO, it depends on donor funds which I think is not enough to “hire” business advisors to train students. It depends on volunteers most of whom are teachers who do not really volunteer; they think they’ll get some monetary benefit and when they don’t , they leave the programme, that’s why we have so many trained teachers who are not interested any more in training young people/students

18) It is only based on school but it does not help most of the out of school youth who cannot continue their education

19) There’s a lot of to cover in a short period of time

20) Students are just trained and left without supervision and there’s nobody to help them start a business

Students are not encouraged or motivated to be business oriented or to start their own business

21) There are not enough qualified people who can train students

Students are not interested and teachers’ loads do not allow them to help students with JAB

22) It is not timetabled so sometimes it is not easy to fit in the hectic school activities

The programme takes place during our “spare” time, so this is difficult to meet with students since in our case we are always busy with PMS activities

23) The way it is run in the schools

It is not recognised

24) There’s no follow up after schools

Assistance is generally given to towns

25) Time is short – no skill developed

26) The training is too short and shallow

27) It does not help students with means of finding the money to start a business when they finish schools

It only focuses on students in schools

28) \_\_\_\_\_

29) \_\_\_\_\_



## **Analysis of teachers' responses to programme weaknesses**

6 did not answer the question

- 1) Lack of finance/No start up capital = 5
- 2) Lack of motivation/ No incentives/ Not recognised = 6
- 3) Poor monitoring /No follow up = 10
- 4) Limited time/ not time tabled = 4
- 5) Training too short and shallow/A lot to cover in a short period of time = 2
- 6) Targeting only in school youth/Not involving everyone/Training only a few teacher = 4
- 7) No database for students upon completing = 1

Almost half of the teachers pointed out poor monitoring and lack of follow up as major weaknesses of the programme. This has a negative effect on the programme in that without stringent monitoring and follow up mechanisms, neither the organisation nor the education department would get feedback on the progress of the programme. The organisation conducts one day follow-up workshops per region annually which can not suffice as pointed out by businesses which have just been established need nurturing as they would be confronted with a lot of challenges. Monitoring the performance of a newly established business would in addition serve as a support system thus boosting the morale of the business owner and hopefully lessen the risk (failure) factor associated with business ventures.

Other major weaknesses identified were lack of motivation as a result of the programme not bringing in incentives that would lure many more students to the programme and that the program only targets school-going youth who in a way are not better placed to venture into sustainable businesses. The programme again is reported to have train only a few teachers which renders it less recognised.

The respondents also highlighted as weaknesses of the programme other crucial issues to the sustenance of enterprises such as not having a database for trained students therefore not being able to keep track of whether the same do manage to start businesses after completing schooling. This research failed, in spite of all efforts to identify a significant number of out of school youth who have engaged in business ventures. Those interviewed stated that it is almost impossible for them to start up and maintained business without the support and guidance of teachers and mates that they enjoyed in school. Lack of resources especially start-up demands and premises are their grave hurdles.

Poor networking cited as another weakness of the programme makes continuity a far fetched dream as businesses thrive on the establishment of solid networks and mentors for guidance and counsel.

### **Two main suggestions for improving the training of trainers programme**

- 1) It should be well organised and the resource persons be informed well in time  
There should be some allowances for administering it
- 2) \_\_\_\_\_
- 3) Resource persons should be on time to receive participants and make them comfortable
- 4) \_\_\_\_\_
- 5) Training should take place each year to cater for new teachers  
Training trainers in their different regions not having all teachers going for a workshop at once
- 6) More teachers should be trained at least three from each school
- 7) Increase time for training  
Issue certificates immediately
- 8) Time for training inadequate – Topics like keeping books are rushed through – More time for training
- 9) Inadequate time for training – There should be more time  
Lack of motivation for teachers
- 10) The training should at least be carried out twice a year so that teachers should not wait for along time  
The duration of the training should be at least 5 days or more
- 11) Training should be done annually  
Re-training of trainers should be done
- 12) More time for training like a week (2-3 days are not enough)  
Follow up training after the teachers have run the programme for sometime
- 13) \_\_\_\_\_
- 14) Must be declared as a post of responsibility i.e. senior teacher JAB
- 15) \_\_\_\_\_
- 16) I think the JAB office should seek people who are themselves knowledgeable with the programme particularly those who train trainers

17) May be 5 days instead of 3 days for training because some people are slow learners  
Have school heads seriously screen those who have shown interest in being trained and make sure when they come back, they train students. Most of those who have been trained have personally gained in that majority of them have put their entrepreneurial skills into use. They have small businesses for themselves – selling all kinds of products (Avroy Shlain, Tupperware etc)

18) \_\_\_\_\_

19) The period of training should be increased (more time is needed to cover all the material for training)

20) Students who have started their businesses should be supervised, that is the teacher should keep on checking and advising them

21) It should be done by people who are business minded  
Those who are trained should be teaching subjects like Maths and Business studies

22) The programme needs to be taught by someone who really knows it  
During the sessions, we need to really establish the problems that we are facing at schools and try to take it from there

23) The office should change the style of presenting

24) Infuse it in business studies

25) \_\_\_\_\_

26) If the training could at least take a month. It could cover a number of topics in the business field

27) Training should be done during school vacation  
Trainers of trainers should be given certificates after completing the course.

28) Should be more detailed and take longer – more practical activity

29) I feel JAB office should seek people who have knowledge of the programme to train trainers

### **Analysis of teachers' suggestions for improvement of training**

Six did not answer

Training time should be increased from three days to a week (one indicated a month) to cover all aspects of business management and to build in more practical activity. Training sessions should be more organised; resource persons should be knowledgeable, on time

and should change their style of presenting. Re-training was also suggested as this could be based on the experiences/ needs that the practicing teachers bring in from the schools.

Training should be done annually or biennially so as not to keep interested teachers waiting for a long time and to increase the number of trained teachers as it has been indicated that only a few are trained. A suggestion to train at least three teachers per school was put forth.

Only keen teachers should be trained, these should ideally be business minded or teaching business related subjects like business studies, art, home economics, design and technology, maths etc. School heads to help screen teachers who have shown interest so as not to include those whose conduct and work ethics are unbecoming. There's a suggestion to infuse the programme into the business studies curriculum.

**What contributes to the success of the training of trainers' programme for teachers?  
(3 factors)**

1) Its voluntary

The teacher will have the skills appropriate to teach the programme confidently to the students

Can implement the programme to the students

2) Able to start programme in school

More time

3) Teachers dedicated

More students

4) I do not see much success because only a few if not 2% of trained teachers implement it

5) \_\_\_\_\_

6) Adequate training methods

Financial resources

Adequate support from other organisations

7) \_\_\_\_\_

8) The trainers are self motivated and believe in the programme

The course itself is very interesting

They work hand in hand with the teacher training and development department (TT&D)

9) Self motivated for trainers

Courses are very interesting

TT&D is very supportive

10) \_\_\_\_\_

11) \_\_\_\_\_

12) The trainers being self motivated  
Choosing teachers who have interest in the programme  
Availability of learning materials during training

13) \_\_\_\_\_

14) \_\_\_\_\_

15) The areas selected for training where there is accommodation for everybody and meals provided (if need be)

16) Commitment shown by both the trainers and the trainees

17) Training only those who understand what "volunteerism" means and actually having a passion in it without expecting any monetary /material benefit from their volunteerism

18) Because it's meant for teachers and it's easy to target teachers  
It's easy to abuse teachers

19) Willingness of the teachers to learn

20) Teachers should be really interested and be able to guide the students who are counting on the teachers for the success of the business  
Teachers should at least have knowledge of business studies  
Teachers should be more concerned about the welfare of the children and be willing to help those children with ways of starting their business

21) Trainers should be people who are interested  
They should be people who have done business related studies

22) The achievers really like the programme once they have started learning. It is an interesting programme which does not benefit the students only

23) \_\_\_\_\_

24) Group driven  
Incentives

25) Full time trainers who have been fully trained  
The competition should not clash with the Business studies competition  
Kids to be trained over a long period

26) Follow up workshops – From reports from other schools you can realise your weaknesses and get challenged

Back to the classroom sessions, you can get a picture of how other schools are progressing and this can motivate those who are not very active

Best business competition: After seeing products from other schools achievers become motivated and develop a winning spirit

27) School heads release teachers to attend such meetings

28) Progress review workshop which help people to network

29) Commitment by both the trainers and trainees

### **Analysis of trainers' responses about the success factors**

Seven did not answer

One respondent stated that s/he did not see much success as only few (about 2%) of the trained teachers implement the programme, a sentiment stated earlier on that trained teachers lose interest along the way and withdraw from the programme. During the interviews some teachers indicated that they lose interest in the programme along the way as they then realise that it's more about promoting the organisation than developing the students and they also feel that their contribution is not valued. Even though they go into the programme through volunteering they feel that they could at least be recognised for the good job especially by their employer. Some indicated that they find public relations between the organisation and themselves unacceptable. The organisation has a challenge to build capacity for recruiting more teachers (and maintaining) into the programme as the current number of trainers it has is far from being enough.

Among the contribution for success of the training of trainers' programme listed were the following:

- Being able to start the programme in the schools and achievers being passionate about the programme once started
- Teachers being self motivated and dedicated; showing a willingness to learn and being eager to carry out "volunteerism"
- Support of the programme by the Teacher Training and Development (TT&D) that caters for teachers' welfare by providing venues, accommodation and meals during training
- Follow up workshops, Back to the Classroom sessions and Best Business Competitions(BBCs) that help to motivate those involved and accords them the opportunity to learn from one another and to network

### **What contributes to the success of the programme to students? (3 factors – teachers' perspectives)**

- 1) They come motivated as they have seen their colleagues doing projects on business



2) Time

Money

Training

3) Dedicated teachers

4) I can't say there is because a few who managed to start businesses (only a few who are better placed)

5) They do not work on their own, therefore they are given the opportunity to become leaders of others

Seeing themselves making products and selling them is exciting to them

Meeting business people particularly in Best Business Competitions

6) Motivation in T-shirts and finished prizes

School trip to participate in the JAB fair

Business skills learnt in the course

7) Motivated students

Hardworking students

Time management

8) Dedicated JAB advisors/coordinators

Support from the school head and other teachers

Students are motivated by the part that they keep/share all the money within the company

9) Dedication from students working by themselves

Support from school administration

10) \_\_\_\_\_

11) Majority of students are committed and dedicated

Remuneration for winning JAB competitions

Training offered by Junior Secondary Schools

12) Self motivation

Efficient

Incentives e.g. competitions, T-shirts, certificates, good prizes

13) Commitment of students to go through with the programme

14) \_\_\_\_\_

15) The commitment of both the students and the coordinator in the locality '

Support from parents as well as to allow their children to attend at awkward hours during weekends

16) The programme itself is very interesting and exciting to the students

17) Students need to have a business advisor who understands how to implement the JA programme; only acting as a facilitator and letting students make all decisions (simple or complex)

(See attached notes)

18) It is interesting because it gives them a chance to show their creativity and their leadership skills

It gives them responsibility and respect

They can easily expose themselves alone the pressure of anybody

19) Active participation of the teacher

Students interest in the programme

20) Proper guidance from the trainers

Encouragement from the trainers

Motivation from the trainers, parents, other students and the school in general

21) They should be trained by JAB officers

More people should be trained to train more students

22) The JAB students can use the skills that they have learnt in JA even when they are no longer at school

JAB programme also improves the self esteem of the students

23) Make the students to take the lead

Solve their problems

They learn to tolerate each other

24) Incentives

25) \_\_\_\_\_

26) Students feel very important if they are at the forefront of any activity. They feel very important if they run companies of their own

The programme has a very useful set of materials. The material provided by the JAB office is user friendly

27) Teachers believe in competitions

28) Students believe in competitions

## 29) The programme itself

### **Analysis of teachers' perspectives on success factors**

Only three teachers did not answer

Number of respondents per item (multiple responses offered):

- 1 = 1
- 2 = 31
- 3 = 3
- 4 = 8

1) One respondent stated that s/he could not say since only a few manage to start businesses

2) Most students stated the main factors being; motivation dedication and commitment by both teachers and students

- Dedicated teachers who believe instil sustained interest in the programme on the students
- Students kept motivated as they value the programme for boosting their morale and self esteem as well as teaching them responsibility, respect, leadership, tolerance and which are life skills
- Another contributory factor indicated being building incentives into the programme such as T-shirts, prizes for competitions and certificates

3) Time management and training indicated though not elaborated as a contributory factor by few students

Some senior schools also indicated that taking on board students who have been trained at junior school ensures success

4) The other popular factor indicated was motivation as a result of support from teachers, parents, other students and the school in general. Special reference made to the school administration (school head) and the commitment of the teacher advisor who would encourage the students to go through the programme

This tie in with views about business that 'the problems of running a business are inescapable' and that one can only survive with support from family

### **Major challenges facing students who have been trained in the programme according to the teachers:**

1) Lack of start up capital  
Money

2) Competition and money

3) Finance and support system

4) Only those in urban areas are better placed but remote are disadvantaged, need to have a special programme for them

5) Financial problems – Difficult to get capital to start their business  
Marketing their products

6) Lack of raw materials  
Lack of funds  
Lack of innovation

7) \_\_\_\_\_

8) Start u. In the real world raising money for starting the company  
Prospective financiers ask for financial projections; something students are not familiar with  
Advertising s not easy and is more costly

9) Start up business  
The selling of shares and have share certificates for starting their businesses  
Advertising is also costly for students who are on their own

10) \_\_\_\_\_

11) Lack of finance  
Limited market  
Lack of business management skills

12) Coming up with original ideas and breaking into the market  
Competition

13) \_\_\_\_\_

14) Capital

15) They do not have advisors. The JAB office should be accessible to the youth so that they can always contact them if they need help

15) They do not have advisors. The JAB offices should be accessible to the youth so that they can always contact them if they need help

16) Start up capital  
Also they fail to draw up a proper business plan to help them

17) Personally I do not see any challenges It's the same challenges they faced (while in school) which they managed to overcome /solve, and they should still be able to solve them in real businesses. May be because there wouldn't have business advisors to motivate them and encourage them, they might easily give up; but if they successfully completed their JA programme (doing everything on their own), they should be able to move on, even if family and friends might be pessimistic

18) They do not get access to the labs even when they want to produce the things that need labs, be it Home economics, Design and Technology and Art

19) Starting capital

Support or guidance from other organisations, dealing with business

20) They have to make a business that is not common so that they can make a lot of profit

Market research, they need a lot of time to survey the market so that they are sure that they have made a good survey

21) No money to start the business

They do not have places where they can operate their business

22) They are still young so they can not have access to loan to start up their own business

They cannot have access to land whereby they can operate their business

23) They are unable to make a business plan

They don't have start up capital

24) Capital

25) They get half the content; they can only run the business with some serious monitoring and supervision

26) Capital –Companies fight for shareholders

Time –other sporting clubs disadvantage JAB students by having training every day hence achievers do not have enough time to work on their products

27 Mostly they encounter a problem of funding to start a business

People are not willing to buy these products since they think they are of low quality

28) Lack of determination to start up

29) Capital

### **Analysis of teachers' perceptions about the constraints of students starting businesses after training**

Only three did not answer

Number of respondents per item (multiple answers included)

- 1) = 19
- 2) = 10
- 3) = 8
- 4) = 6
- 5) = 1

Key factors advanced as major challenges facing trained students when they start their own business ventures were:

- 1) Lack of resources such as finance /start up capital and raw materials for starting a business. It seems this is not much of a problem in the schools as JAB provides them with share certificates that they buy and sell to other students, teachers and parents to raise start up capital.
- 2) Having to deal with stiff competition in the market; not being able to penetrate the market with their to sustain business, due to difficulties in marketing the products and handling advertising costs.
- 3) No support system; not having advisors to motivate and encourage them, inaccessibility of the JAB office to the youth; not having laboratories to produce their products like H E, Art and D&T labs in the school as well as not having premises to operate from
- 4) Lack of knowledge and skills on how to run "real" business as evidenced by not being able to work out financial projections required by financiers not being able to draw a proper business plan. Lack of innovation (coming up with original ideas) and determination (easily give up). Insufficient business management skills
- 5) Those in remote areas are disadvantaged (environment not conducive for business; not better placed)

### **Criteria used to select teachers for training and participating in JAB**

- 1) Voluntary as individuals
- 2) Interest of teachers
- 3) No criteria used
- 4) Interest



- 5) Only those who are interested in JAB are selected and those who have been actively helping out in the JAB programme
- 6) Random (teachers willing
- 7) Interested teachers
- 8) Teachers showing interest in JAB are recommended for training
- 9) Only teachers with interest are chosen
- 10) It is out of interest of the teacher
- 11) I wonder!
- 12) Teachers in the guidance programme
- 13) Interest
- 14) Interested persons
- 15) Teachers should be allowed to volunteer
- 16) Interest – Teachers usually show interest
- 17) Those that are interested and promise to train students are registered and allowed to go for the training of trainers' workshop. Personally, I have realised that most people seem to show interest because they have their own hidden agenda; to have a personal gain- No volunteerism at all
- 18) It depends on ones interest
- 19) Teachers volunteer
- 20) Teachers who are interested are selected
- 21) There are no criteria they just pick anyone who are new in the field
- 22) Selection is done through the interest of teachers
- 23) Teachers volunteer
- 24) As long as you are qualified as a teacher and you have the interest
- 25) Targets; Business studies teachers and those with interest other than Business studies

- 26) There's a criterion only if the teacher shows interest
- 27) Teachers interest, subsequent training, teachers willingness to deliver the programme
- 28) Interest
- 29) Interest in the programme

### **Analysis of responses about teacher selection**

All responded

Key issues raised included:

Voluntary/Interest

Teachers basically volunteer to be involved in the programme. They have to show interest in the programme and be willing to help students without expecting monetary or other personal gains

An observation was made however that most students seem to show interest with "hidden agendas" i.e. hoping for personal gain which if they to get causes them to lose interest in the programme

## **APPENDIX D1: JUNIOR ACHIEVEMENT BOTSWANA TRAINERS' INTERVIEW GUIDE**

### **SECTION 1 Personal Detail**

1) Name:

2) Gender: ☐ male ☐ female

### **SECTION 2 JAB Experience**

3) Where trained:

4) Year of training:

Other related training programme:

5) Years of service to JAB:

6) Current employment:

### **SECTION 3 J A B Involvement**

7) Are you currently involved with the JAB programme? ☐ yes ☐ no

If yes, in what capacity?

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8) During your time with JAB, how many teachers did you train?

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9) What percentage of these do you think managed to help student to run businesses?

10) What percentage do you think did not manage at all to help students to run businesses? \_\_\_\_\_

11) How many teachers has JAB trained since inception? (1994)  
\_\_\_\_\_  
\_\_\_\_\_

12) What is its target number of teachers trained annually? (If known)  
\_\_\_\_\_  
\_\_\_\_\_

13) What percentage of these teachers do you think are running their own sustainable businesses? (Besides the official business projects).

14) What criteria are used for selecting teachers for involvement in JAB?  
\_\_\_\_\_  
\_\_\_\_\_

15) In your view what are the successes and challenges facing the JAB programme?  
Please answer on the table below

Successes	Challenges

16) What criteria are used to select teachers and students for participating in JAB?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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17) Please rank the JAB participants' level of confidence on business management techniques upon the given stages using the table and key below.

Aspect of business	Completion of training	Starting a business	Maintaining a business
Developing a business idea			
Carry out a market research			
Seek and access funding			
Develop marketing strategies			
Establishing business opportunities			
Establishing networks for support			
Maintaining records			
Managing personnel			
Seeking assistance from advisors			

Key

Very high **A**, High **B**, Moderate **C** and Low **D**

Would you like to suggest how the J A B programme can be improved? Please state a maximum of 3 suggestions

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**Thank you for your time!!!**

## **APPENDIX D2 QUALITATIVE DATA LISTING FROM TRAINERS INTERVIEWS**

### **Analysis of the trainers' interviews**

Six trainers were interviewed. All of them are no longer with the organisation. Five were recruited from the schools to serve for a period in the organisation (secondment). These were selected because of their commitment to the programme i.e. having continuously sent students to the BBC and performing admirably in the competitions. Three of them are back at schools and the other three have found jobs elsewhere. The latter have taken up business related jobs.

All of these allude to the fact that JAB could be a very good programme if well managed. Amidst the strengths of the programme they cited is the belief that some students and teachers who have been trained in the programme have managed to start up and maintained businesses. The researcher though had great difficulty identifying those as not even the trainers themselves could not readily provide the contact details of the students and teachers they had trained. They also believe that teachers who are running the programme will put the knowledge and skills gained to good use when they retire as they may start their own businesses.

### **When probed about the challenges the programme faces they listed the following:**

Lack of continuity as most teachers quit the programme along the way

Lack of finances to start up viable projects

Inadequate monitoring and supervision from the central JAB office

Public relations between the JAB CEO and officers sent to the organisation on secondment. This, they reiterated has caused the organisation to lose experienced staff, a contributory factor as to why the programme does not seem to be expanding. Since they have left the organisation so disgruntled, they do not want to have much to do with the programme they so loved and valued. These are people who could be spokespersons of the programme and could voluntarily be training out of school youth in their spare time as well as helping the youth to set up "achievers networks". Their general observation about the programme is that the office is only active in training teachers because it gains financial assistance. Afterwards they are left on their own to start with the students without much help. This demoralises some teachers and they eventually lose interest in the programme.

Their suggestions for improvement is that the JAB office must develop a close knit relationship with the schools, they should consciously treat schools/ education department as partners and not just as funders and involve them in all decision making.



## **APPENDIX E1: CASE STUDIES OF OUT-OF-SCHOOL YOUTH**

### **Case study 1**

Mpho is a male 26 years old. He received JAB training in 1997 when he was at junior secondary school. He stated that he will forever be grateful that he was exposed to the JAB programme that channelled him to business at a tender age of 15. He is now a business man of repute and vows that he has not taken any other business training since JAB which he feels is sufficient to get one to start. He however affirms that one has to have business acumen to succeed.

Though his mini company practised on sweet making (fudge), he felt confident to venture into a different form of business. He bought a camera and started taking photographs of other students in the school. The business extended to teachers and people around the school and to being engaged at school functions. He made some savings and invested in a video camera. His business grew because he was giving it his best. He started advertising that he could be engaged to take photos and videos at ceremonies. He targeted high profile functions like school prize giving ceremonies, weddings and public social functions like trade fairs. His name soon became a buzz word in the city.

He continued with the business until he completed his secondary education. At that time he had saved some money for start-up as he had been planning to operate no longer from his parents' home. He managed to secure premises at a newly opened business complex in the city and opened a photographic studio. He kept on taking full responsibility for his business. He believed in extensive advertising and on giving personal attention to his clientele to ensure they receive good service for their money. He became a renowned business man from such humble beginnings and he truly a role model to other youth and his motto is "you too can do it only if you try!"

## Case study 2

I was involved in Junior Achievement Botswana (JAB) while doing my O-levels at Gaborone senior secondary school in 1997. This programme was started so as to teach and help us acquire business skills. It trained us on how to start our own businesses, how to manage them and how to market ourselves. Currently I am still trying to start a business.

We were a group of about 10 students and one teacher who helped us choose a committee, brainstorm ideas and choose an idea of what we wanted to do, then the teacher stepped back and came in as needed. We started a company called “Temptations”, which was involved in making chocolate, nut and coconut coated marshmallows wrapped in colourful wrappings. In this company we were involved in making the product, marketing it and selling it with the intention of making profit and taking our company to greater heights. We established our market as students at our school, our families and people around us. We usually sold our products in school during the week and during weekends we divided ourselves and went to different malls or shopping centres to sell our product. The company was very successful and our product was highly accepted by its consumers and therefore we made profit. We entered the JAB competitions and our company won first prize, which was money and coco-cola sponsored t-shirts.

JAB was a very useful programme that gave me light on how to start a business, manage it, market it and take it to greater heights. It also taught me that team spirit, communication and getting along with each other are the backbones to the success of a business. Although I am not in business now, I feel that with JAB I have acquired most of the skills and knowledge that can help me start my own business. I feel that JAB should not only involve us while at school and then leave us there; I feel it should motivate us more to continue on exploring and continue making our own businesses even out of school. JAB should also help us get funds to start or own businesses and give us information on how and where we can access funds to start small businesses.

Overall I found JAB very helpful and informative programme. However I feel that the scope of the programme should be to equip us with life long skills and help us develop and manage our own businesses not only for the time while we are at school but even if after school which is the most important as it will provide work opportunities for us and other people.

## **APPENDIX E2: QUALITATIVE DATA LISTING FOR OUT-OF-SCHOOL YOUTH**

### **Analysis of the out of school youth information**

It has been disastrous trying to identify former students of the programme who are no longer in the schools from the JAB office, trainers and the teachers as proper records have not been kept. Some teachers claimed that they kept records of the students they had trained but lose contact as the rate of mobility of children at the age is very high; many relocate as they go for further studies locally or abroad, some find jobs in other places whereas others move on to start families of their own.

In both towns, only two out of school youth who have managed to start businesses could be identified. One runs a photographic studio in Francistown and has a mobile business that shoots videos and photographs at high powered events like dinner dances, official launches of trade fairs and exhibitions, award ceremonies, weddings and many more. The other runs a travel agency in Gaborone. With so few living examples of the graduates of the programme who actually have managed to start businesses one could conclude that it is indeed very difficult for the participants of the programme to start viable business ventures as has been earlier stated by the teachers, trainers and the students. What is even more worthy of pointing out is that the one who runs the successful business in Gaborone is a family member of one of the organisation's management officials. This clearly shows that key to the establishment and sustenance of viable business enterprises is the establishment of strong support systems, through monitoring and follow up, mentoring, having role models, networking that nurture the business.

Six other graduates of the programme were interviewed in both towns. Four of these have found jobs in business related fields such as car rentals, business consultancy firm, a commercial bank and another in a mass media printing company. These were identified through the trainers as students who were high flyers when they were trained. Although they exhibited great potential of taking the programme to greater heights, they could not unfortunately access all that was required to start their own business ventures. What is pleasing though is an observation that these are high performers in their respective jobs and the companies they work for have respect for the programme. As such, JAB deserves being given credit for at least meeting its mandate "to prepare the youth for the world of work". Of the remaining two, one works for an up market bookshop and the other is a security officer for a parastatal company. One youth who is unemployed was also interviewed.

It is interesting to note that all the out of school youth interviewed scored very high marks on the entrepreneur's checklist (85-95%) an inference of which could be that they have the aptitude to start business ventures if only they could access all the required resources and be nurtured as they establish their enterprises through effective support systems. Their responses also indicate that their confidence and motivation levels on business management techniques rank high when placed on a scale (1= low –

5=highest). Most of them scored between 4 and 5 for many of the techniques (see appendix section 5). JAB needs to inculcate strategic partnerships with stakeholders such as the ministry of education and its affiliated institutions, parents, and the business community (both para-statal and private) so that the programme participants can be more recognised and be accorded the relevant assistance. This can be achieved wholly only if the organisation is prepared to be more transparent and to embrace others with respect.

Some of the out of school youth interviewed stated that they could not start their business ventures because they did not get expected support from their business advisors, parents and possible financiers once they are out of the school system. Other reasons included having had to split up teams as they went for further studies and some because of personal differences with the JAB management.

## APPENDIX F1: TEACHERS' FOCUS GROUP DISCUSSION GUIDE

### Junior Achievement Botswana

### NATIONAL BEST BUSINESS COMPETITION 08- 10 2005

#### Section 1)

1) Name of teacher:

2) School:

3) Region:

4) Where the J.A.B training occurred:

5) When and how long was the training?

6) Tutor/Trainer:

#### Section 2

7) How would you rate your students in terms of percentage on the following aspects of the J.A.B training?

Knowledge	Rating
Selling shares in the company	
Analysing the business environment	
Managing finances	
Making strategic decisions	
<b>Skills</b>	
Conducting marketing research	
Designing, producing and marketing a product	
Costing and pricing	
Solving problems	
Managing human resources	
Earning wages and commissions and making profits	
Liquidating the company and paying shareholders	



8) Which aspects of the J.A.B programme do you think gave your students the best grounding for business?

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9) Please state reasons why you believe those gave your students the best grounding for business

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10) Which aspects were not so valuable?

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11) Please state reasons why you think those were not so valuable?

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12) What are your general perceptions about the programme?

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13) How would you suggest this programme could be improved?

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14) Can you state what percentage of your students feel confident after training to:  
Continue with the project

Develop another business idea?

Seek and access start up capital?

Work out their project's finances?

Seek and access assistance from J.A. B?

Carry out a market research for another project?

Develop marketing strategies for another project?

Work out an income statement and a balance sheet for the chosen project?

Carry out a market research for another project?

Develop marketing strategies for another project?

15) How would you describe the impact of the programme on the students?

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16) Please list any positive attributes that you have observed?

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17) In your view what makes it difficult for the J.A.B graduates to develop sustainable businesses in their communities?

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**Thank you for your time!**

#### **B) FORCE FIELD ANALYSIS/FOCUS GROUP DISCUSSION FRAMEWORK**

- 1. What are your general impressions about the JAB programme?**
- 2. What are its strengths?**
- 3. What are its challenges?**
- 4. How can it be improved in the schools? (Your suggestions).**

## **APPENDIX F2: FOCUS GROUP RESPONSES AT NBBC**

Focus groups were held at the NBBC with both teachers and students. This appendix includes the focus groups responses to the qualitative questions asked.

## **APPENDIX F1: TEACHERS FOCUS GROUP DATA LISTINGS**

### **Aspects which gave the students best grounding (from teachers' perspective)**

- 1) Market research
- 2) Production and marketing
- 3) Marketing and production
- 4) Business basics
- 5) Designing, production and marketing
- 6) Market research and marketing the product
- 7) Production and selling
- 8) Market research and financing
- 9) Marketing research and costing and pricing
- 10) Teamwork and initiative ness
- 11) Market research/marketing/Creating of business ideas
- 12) Marketing and production
- 13) Conducting market research and analysing the business environment

### **Reasons why the teachers believe the above gave students the best grounding**

- 1) Because it helps them
- 2) They made sure their products are good quality  
The company was well advertised
- 3) \_\_\_\_\_
- 4) The information and examples of exercises given in the manuals
- 5) They are always looking forward to come up with ideas to design and produce products that are unique and up to standard and compete in the world of businesses
- 6) The challenge in getting people to show interest and also in convincing them to purchase the product
- 7)
- 8) Financing gave them the light that there are many ways of sources or funding a business since they were taught all the strategies – marketing research helped them to choose the best product idea amongst others that they had chosen knowing the benefits /strengths and weaknesses of other ideas.

9) They learnt that in order to assess the viability of a business they have to conduct a proper market research

Price is influenced by cost of raw materials

10) They did most if not all using teamwork and this really helped them in achieving what they did. They exhibited a lot of creativity due to a focus on initiative provided by JAB

11) Because they come up with marketable ideas and they market them extremely well.

12) They have been working on improving their skills especially after the competitions

13) Because it made them more confident in their businesses

#### **Analysis (See section 6.6.2)**

#### **Aspects of the programme that are not valuable according to the teachers**

Virtually no aspects were not valuable.

#### **Teachers' rating of students' general level of confidence.**

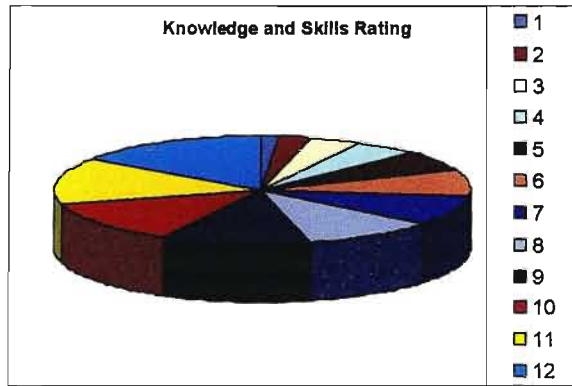
Table F1 shows the teachers' rating of their students' level of confidence in carrying out various aspects of running a business after the JAB training. It appears the teachers rate their students highly on: the ability to carry on with the project after training (76%), work out income statements and balance sheets (69%), seek and access capital and seek and access assistance from JAB (68%) and not so highly rated is the ability to develop marketing strategies (53%), develop another business idea (54%) and carry out market research (55%).

Teachers seem confident that the students they train in the JAB programme can carry on with the projects they develop from the training but are not so sure that the same students can develop other business ideas and carry them forth. This could be the reason why there were hardly any of the former students of the programme that could be identified as running businesses of their own.

**Table: F1 Teachers rating of the student's level of confidence**

Teachers  
Responses

Question 7 Responses	Average%	1	2	3	4	5	6	7	8	9	10	11	12	13
Selling Shares	53		60	40	80		80	50		80	65	100	90	50
Analyse Bus.														
Environ.	54	70			80	80	80	40		75	60	91	60	70
Mgt. fin	80	65	90	100	90	90	70	100	80	80	70	60	70	80
Decisions	80	60	90	90	90	90	50	80	80	85	85	76	95	70
Mkt. research	79	90	75	100	70	80	70	80	70	90	70	89	95	50
Mkt. Product	84	75	75	100	90	80	70	90	90	85	80	100	100	90
Cost/ Price	77	80	60	90	80	90	80	90	80	70	80	70	80	50
Problem														
Solving	77	75	75	90	80	80	70	90	75	75	80	65	70	70
Mgt.HR	80	75	75	90	90	90	80	70	80	65	85	82	75	80
Profits	74	90	90	50	90	90	70	60	80	80	70	56	60	80
Liquidation	52	75	90	30	70	90			75	70	50	70		50





**Teachers general perceptions about the programme (from focus group discussions)**

- 1) JAB is a valuable programme as it exposes pupils to the business world
- 2) Being given a chance and recognition will produce good business minded individuals
- 3) Excellent skills imparted to students – should be infused into the curriculum
- 4) The programme is very valuable as it gives the students the practical aspect of life in order to survive / stand up on your own  
Be marketable and advertise
- 5) The programme is good and it's growing daily. It has great impact in students as they are starting to realise that there are so many things to do to make a living hence inspires them to join in and move forward towards certain goal set
- 6) It was life changing
- 7) Has taught them to manage their own time
- 8) It is an excellent programme because it teaches the students the following; life survival skills  
Enhances their self esteem  
Prepares them for the world of business/ work
- 9) It is a good way of making learners take responsible positions and learn about life after school
- 10) It is good as it promotes a lot of independence in the youth in the area of decision-making, working/creating etc
- 11) Excellent, enterprising developmental – A classic method to groom great business leaders of tomorrow
- 12) Very good idea especially when it is introduced to the students when they are still in primary schools and junior schools because it gives them the task of being in a position of responsibility and through the competitions, students get to exercise some hard work and seriousness in whatever they do
- 13) It is great for self development and acquisition of skills for the children

**APPENDIX G:**

**Focus group question guide and qualitative data listing for students at NBBC**

**G2: JAB FOCUS GROUP DISCUSSIONS (STUDENTS AT NBBC)**

Section 1) General information

1) Name of school

2) Region

3a) What were your initial expectations of the programme? (Why did you get involved?)

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b) Have these expectations been met?

Explain how or why not.

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c) Would you recommend this programme to a friend?

Explain (justify) your answer

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4a) Which two aspects of the J.A.B programme do you think gave you the best grounding for business?

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b) Please state reasons why you believe these two aspects gave you the best grounding for business?

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5a) Which two aspects were not so valuable?

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b) Please state the reasons why you think those were not so valuable?

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6) What are your general feeling/ perceptions about the programme?

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7) Which of the skills and knowledge gained have you applied outside the project?

Explain your answer, If yes, how? If not, why not?

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8) How would you suggest the programme could be improved?

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Thank you for your contribution.

## **APPENDIX G2: QUALITATIVE DATA LISTING FOR STUDENTS AT NBBC**

### **Results of the students' focus group discussions at the NBBC**

Eight students responded. Their responses will be discussed below

#### **What were your initial expectations of the programme- Why did you get involved?**

- 1) I expected to know more about business like producing a business plan and all about the documents of business e.g. memorandum of articles
- 2) Knowledge on how to start and own a business
- 3) To get a better idea on what is required to run a business
- 4) To learn how to do business and to be ready for the future, when I will start my own business
- 5) I wanted to know how to start a business so that I can do it for myself when I finish school and know how to handle customers
- 6) Needed skills and knowledge to start my own business when I grow up
- 7) The initial expectation was to acquire enough business skills
- 8) I wanted to know more about business and have knowledge and skills of operating a business. I expected to be well informed such that i can even start and manage my own business

#### **Analysis of the NBBC student focus group expectations**

Generally students' initial expectation of the programme was to in the programme in order to acquire knowledge and skills so that they can run their own businesses

#### **Have these expectations been met?**

- 1) Yes, all those that I expected have been met because our teacher brought every thing we needed to help us understand concepts
- 2) -----
- 3) Yes I know that the running a business is not about making profit but also providing good customer service and working as a team to meet our clients' deadlines

- 4) Yes, I have learnt everything I wanted to learn
- 5) The expectations have been met because now I am in a position to start up my own business
- 6) Yes
- 7) They have been met; we have been taught about business and have been involved in a business.
- 8) My expectations have been met since I now have an experience on how to run a business as a managing director

#### **Analysis of expectations being met**

Almost all the students felt very positive about the programme. They felt that they have gained knowledge and skills on running a business and have had the exposure into running a business

#### **Would you recommend this programme to a friend?**

- 1) Yes, because the programme is very important as we get to know more about the business world
- 2) Yes, so that she too can be trained on how to run a business
- 3) Yes, to give him an idea on how a successful business is run , so that one day he could run their own business and be self employed
- 4) Yes, so that she too can learn a lot from the programme
- 5) Yes , because I find it important to learn about business
- 6) Yes, so that she can have something good in the future and get help in subjects like commerce
- 7) Yes, because there's a still lack of good business management skills in Botswana and Southern Africa as a whole
- 8) Yes, It's a wonderful programme

#### **Analysis**

All students would definitely recommend the programme to their friends as they deem it an important programme to prepare them for the future

**Which aspects of the programme gave you the best grounding for business?**

- 1) Management and methods of start up capital
- 2) \_\_\_\_\_
- 3) Financial aspects /management aspects
- 4) N/A
- 5) Management and production
- 6) Capital : money and equipment
- 7) Financing a company and describing the posts and taking nominations for them
- 8) Managing and production

**Analysis**

Students' responses were not very clear but it appears they felt they gained most from the management, production and financing aspects of running the business

**Reasons why students thought the aspects stated above gave them the best grounding for businesses**

They stated that they now know how to manage, how to handle business finances and how to raise start up capital

**Aspects of the programme not so valuable**

All students except one indicated that they found all aspects of the programme valuable. The one who answered otherwise cited time and labour as aspects not valuable and did not elaborate

**Analysis**

Virtually, all students therefore found all aspects of the JAB programme valuable

**Students' general perceptions about the programme**

- 1) Very important
- 2) Great
- 3) I enjoy it



- 4) Programme should continue so that Batswana youth can be able to start up their own businesses
- 5) Very important
- 6) Very good and beneficial

### **Analysis**

Most students found the programme very important, they enjoyed it and hoped it continues

### **Which skills and knowledge gained have you applied outside the project?**

- 1) I usually market my aunt's fashion shop since I now have marketing skills
- 2) Budgeting
- 3) Marketing
- 4) n/a
- 5) n/a
- 6) None, i am still at a boarding student and do not have time. I intend to do something after I finish school
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_

### **Analysis**

It appears there's very little that students do outside their projects, perhaps it is true that they are at the moment concentrating in their studies and not really thought of putting their business skills and knowledge into use.

### **How would you suggest the programme could be improved?**

- 1) Provide grants to youth so that they can start their own business
- 2) \_\_\_\_\_
- 3) No improvement needed since the programme is good what is needed is to encourage the achievers
- 4) To spread out more

- 5) Introduce the programme at primary schools so that children can have more experience when they grow up
- 6) Encourage youth to join the programme
- 7) Just fine, needs no improvement
- 8) \_\_\_\_\_

### **Analysis**

The students felt that the programme does not need any improvement since it is a good programme. It is therefore just fine according to them. Others felt it would be more useful if grants were provided for achievers to enable them to start businesses and that the programme should start from primary schools

## APPENDIX H: WORKSHOP PROGRAMMES

### A) TRAINING OF TRAINERS WORKSHOP

### B) FOLLOW UP WORKSHOP

#### JUNIOR ACHIEVEMENT BOTSWANA TRAINING WORKSHOP

#### Business Basics and The Company Program

#### TRAINING WORKSHOP – KANYE EDUCATION CENTRE

24<sup>th</sup> -26<sup>th</sup> APRIL 2006

#### DAY 1:

07:30 - 08:00 am	Registration of Participants
08:00 - 08:15	Opening Remarks
08:15 - 08:30	Introduction of Attendees
08:30 - 08:40	Workshop Objectives and Expectations
08:40 - 09:00	What is Junior Achievement Botswana?
09:00 – 10:00	Description and Administration of <i>Business Basics</i>
10:00 - 10:20	Tea.....Tea.....Tea.....
10:20 - 10:40	BUSINESS BASICS TOPIC 1: ORGANISATION
10:40 - 11:30	<i>Business Basics</i> Topic 2: "MANAGEMENT AND CAREERS"
11:30 - 12:30	<i>Business Basics</i> Topic 3: "PRODUCTION"
12:30 - 01:30	Lunch.....Lunch.....Lunch.....
01:30 – 03:00	<i>Business Basics</i> Topic 4: "MARKETING & ADVERTISING"
03:00 - 03:20	Tea.....Tea.....Tea.....
03:20 - 03:30	Summary of Business Basics
03:30 - 03:45	Description and Administration of <i>The Company Program</i>
03:45 - 04:00	Brainstorming exercise
04:00 - 04:30	Class exercises

*Thank you, see you tomorrow!*

**DAY 2**

08:00 - 10:00	<b>Week 1 - The Company Program</b> <ul style="list-style-type: none"><li>-Selection of Management Team</li><li>-Company Organisation Structure</li><li>-Generation of Product Ideas</li><li>-Developing a Market Research Strategy</li><li>-Market Research</li></ul>
10:00 - 10:20	Tea.....Tea.....Tea.....
10:20 - 12:30	<b>Week 2 - The Company Program</b> <ul style="list-style-type: none"><li>-Discussion of Market Research</li><li>-Financial Analysis<ul style="list-style-type: none"><li>Costing Materials and Budgeting</li><li>Variable and Fixed Costs</li><li>Break-even Point</li></ul></li><li>-Shares</li><li>-Business Plan with Production and Sales Targets</li></ul>
12:30 - 01:30	Lunch.....Lunch.....Lunch.....
01:30 - 03:00	Continue Week 2
03:00 - 03:20	Tea.....Tea.....Tea.....
03:20 - 04:15	Complete Week 2
04:15 - 04:30	Recap the day's activities

*Thank you, see you tomorrow!!*

**DAY 3**

08:00 - 08:20	BEP Quiz
08:20 - 10:00	<b>Week 3 - The Company Program</b> - Production Design and Layout - Developing a Sales Strategy - Practising Selling - Record Keeping
10:00 - 10:20	Tea.....Tea.....Tea.....
10:20 - 11:00	Complete Week 3
11:00 - 11:45	<b>Weeks 4 - 8 - The Company Program</b> - Company Meeting and Problem-solving
11:45 - 12:30	<b>Weeks 9 &amp; 10- The Company Program</b> - Final Income Statement - Liquidation Procedures - The Company Report
12:30 - 01:30	Lunch.....Lunch.....Lunch.....
01:30 - 02:00	Complete Weeks 9 & 10
02:00 - 02:30	Summary of The Company Program and HIV AIDS MODULE
02:30 - 03:00	Getting Started With JAB
03:00 - 03:30	Closing Ceremony
03:30	Tea.....Farewell.....Tea.....
	HAVE A NICE JOURNEY BACK HOME

Thank you  
Hope you have enjoyed with us!



A Member of JA Worldwide

# Junior Achievement®

Botswana

## 2006 Maun Follow-Up Workshop

- 0730 – 0800** Registration and Updating of Contact Directory
- 0800 – 0805** Opening Remarks
- 0805 – 0820** Self Introductions – Participants
- 0820 – 1030** JAB Programme Management
- Filing
- Communication with the JAB Office
- Mentorship of Achievers
- Material Requisition
- Cooperation in the school
- Use of the Manuals
- 1000 – 1030** *Tea Tea Tea Tea*
- 1030 – 1130** Upcoming Event - BBC
- 1130 – 1230** Sharing of Best Practices
- 1230 – 1330** *Lunch Lunch Lunch Lunch*
- 1330 – 1430** Financial Fun and BEP Quiz
- 1430 – 1500** Schedule of Events
- 1500 – 1515** *Tea Tea Tea Tea*
- 1515 – 1600** Memorandum of Agreement
- 1600 – 1620** Workshop Summary and Way Forward
- 1620 – 1630** Closure

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## **APPENDIX I: SUMMARY SUGGESTIONS FOR IMPROVEMENT OF JAB PROGRAMME**

### **In-school students**

#### **6.2.4 Students' specific suggestions for the JAB programme**

A variety of suggestions were advanced. Among the pertinent ones were the following;

- 1) The programme should be marketed more countrywide because people do not really know it exists.
- 2) More teachers should be involved in the programme so as to teach it to every child in the school so that children can become responsible and knowledgeable nationals.
- 3) The JAB programme should be marketed and that companies should be given start up capital.

Schools should be given annual themes which to base products on. Feedback should be given to all participating companies so that those who do not make it to the top five

- 4) Should know where to improve. Introduction of certificates or tokens of appreciation to those who successfully complete the programme.
- 5) Monitoring of companies to make sure that they are run according to the JA programme.

➤ At least JAB officers should ask for reports from a company twice before the company enters for the business competitions.

➤ At least JAB officers should visit schools to teach about the programme

- 6) JAB students should be given the opportunity to visit some of the prospering business so as to learn about more about businesses. During school vacation, students should also be placed in some of the prospering businesses so as to learn more about production as well as taking part in hence increasing their knowledge and business activities.

### **Summary of recommendations for improving JAB from students**

- More teachers and students should be involved in the programme
- The programme should be marketed more countrywide so that companies will be willing to lend money for start up capital and to make it more recognised
- There should be monitoring of companies; JAB should visit the schools to make sure that the programme is run accordingly and to offer support to the schools
- There should be annual themes developed for best business competitions and companies should be required to submit at least two company reports before being accepted to compete in the best business competitions
- There should be more incentives for students involved and graduates should be given “starter packs”

### **Suggestions from out-of-school youth**

Their suggestion for improving the programme included;

- The programme should be taught from primary schools to familiarize the students with business concepts from a tender age
- The organisation should keep in touch with the trained out of school youth

### **Suggestions from teachers in schools**

#### **Two main suggestions for improving the training of trainers (teachers’ training)**

Twenty three teachers again responded to this question. The teachers’ responses centered on training. The teachers stated that training time should be increased from three days to a week (one indicated a month) to cover all aspects of business management and to build into the programme more practical activity. They also said that training sessions should be more organised; resource persons should be knowledgeable, on time and should change their style of presenting. Re-training was also suggested as this could be based on the experiences and or needs brought in by the teachers involved in the various schools.

They further said training should be done annually or every two years (instead of the current ad hoc timings) so as not to keep interested teachers waiting for a long time and to increase the number of trained teachers (too few are trained). A suggestion to train at least three teachers per school was proposed. Another suggestion was to train only teachers who are keen on the programme; these they said should ideally be business minded, or teaching related subjects like business studies, art, home economics, design and technology, maths and others. School heads should also be involved in helping to screen teachers who have shown interest so as not to include teachers whose conduct and work ethics are unbecoming. There was also a suggestion to infuse the programme into the business studies curriculum

### **Suggestions for improving the programme (teachers' perspectives)**

Many suggestions were advanced and have been summarised as follows:

- The programme should be taught to all students from primary schools to tertiary and must also be accredited.
- The programme should extend more to the schools in the rural areas.
- The programme should enlist support from school heads and the education department.
- There should be more teachers trained and the training sessions be extended.
- There should be more school visits to monitor progress and follow up of school leavers or graduates' business ventures.
- Lack of support structures and inability to maintain teams.

### **Summary of teachers' suggestions**

- The programme must be taught to all students from primary schools to tertiary institutions and must be accredited
- Programme should enlist support from the school heads and the education department
- More teachers should be trained and training sessions be extended to cover more topics in depth

- There should be more school visits and follow ups including follow-ups of school leavers or graduates
- Training sessions should be more organised; resource persons should be knowledgeable, on time and should change their style of presenting.
- Training should be done more regularly (annually or every two years) so as not to keep interested teachers waiting for a long time and to increase the number of trained teachers
- Re-training based on the experiences and or needs brought in by teachers involved was also suggested.
- There was also a suggestion to infuse the programme into the business studies curriculum

### **Trainers' suggestions for improving the programme**

Their suggestions for improvement is that the JAB must develop a close knit relationship with the schools, the organisation should consciously treat schools and education department as partners and not just as funders and involve them in all decision making.

Among their suggestions for improvement were that the organisation should ensure that:

- Teachers who are business advisors receive some incentives for their continuous input
- JAB organisation decentralises its operations through the establishment of regional offices for ease of coordination.
- Advice on how to access funding becomes an integral part of the programme
- It conducts needs assessment and outreach surveys to determine the progress of the programme
- There is monitoring and mentoring of trained entrepreneurs who are establishing themselves so that there is continuity.

### **Summary of all suggestions**

- The organisation must develop a close knit relationship with the schools through a strong partnership that ensures that both parties are involved in decision making
- Teachers should receive incentives for their continuous input
- The organisation should decentralise for ease of co-ordination
- There should be monitoring and mentoring of trained entrepreneurs who are establishing their businesses to ensure continuity
- The organisation should be involved in research
- Advice on how to access funding for business start-ups should be an integral part of the programme.