

Contents, Curricula, and Teaching Methodologies Of Entrepreneurship Education in Kenya

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Abstract

Most economies across the globe rely on entrepreneurship for growth. There is evidence to suggest that entrepreneurship creates job opportunities and spurs economic growth and development (Pacheco, Dean, & Payne, 2010; Mojica, Gebremedhin, & Schaeffer, 2010, and Solomon, 2007). Even though entrepreneurship is one of the fastest growing education disciplines globally, researchers are still divided on what should be taught and how it should be taught in institutions of higher learning. Entrepreneurial decision-making is laced with uncertainty and drawbacks. Hence, entrepreneurship learners must be taught using practical and conceptual methodologies to equip them with the requisite knowledge and skill that will enable them to confront such challenges in their entrepreneurial activities. This calls for entrepreneurship teachers to be innovative and to also encourage their learners to be innovative as entrepreneurship involves the generation of new business ideas.

This paper sought to examine teaching methodologies for entrepreneurship education in institutions of higher learning in Kenya. A mixed-method approach that involved triangulation as the main data collection technique was used. Interviews were administered with teachers and learners of entrepreneurial education in Kenya, with a view to identifying the most commonly used teaching methodologies of entrepreneurial education and their shortcomings. Course outlines and curricula borrowed from twenty (20) institutions of higher learning in Kenya were reviewed. Results indicate that entrepreneurial education in Kenya is largely theoretical and does not meet the needs of the modern entrepreneur. The paper therefore recommends innovative teaching methodologies of entrepreneurial education that can be utilised by the teacher to prepare students adequately to generate entrepreneurial ideas and to identify entrepreneurial opportunities. For this reason, the paper recommends the use of such methodologies as business plan generation, idea generation, innovation, creativity, networking, opportunity recognition, expecting and embracing failure, and adapting to change.

Introduction

Taking off on a new venture, though potentially rewarding, is laced with enormous challenges, partly because of the uncertainty of the business environment (Timmons et al., 2011). Entrepreneurs start and manage businesses for growth and profit-making. The net effect is the economic growth of the nation. There is sufficient empirical evidence to suggest that entrepreneurship is a key driver of a nation's economic development agenda (e.g., Schumpeter, 1950; Christensen et al., 2002). This evidence shows that entrepreneurship is beneficial to the entrepreneur and the nation's economic development (Hisrich & Peters, 1995; Gorman et al., 1997; Jack & Anderson, 1998 & Henry et al., 2003). Studies in Europe have shown that small businesses that entrepreneurs create are a source of employment and a precursor to national wealth generation (e.g., Garavan, et al., 1997). Studies in the United States also show that national economic growth is directly proportional to entrepreneurial growth (Gavron et al., 1998).

In Africa, entrepreneurship is considered a key driver in alleviating poverty, economic development, and the growth of pluralistic and democratic societies (Nelson & Johnson, 1997). Developed countries are therefore providing funding to small and medium-sized enterprises (SMEs) in Africa to promote entrepreneurial development with the net effect of alleviating poverty in those countries. For example, Germany (German Technical Cooperation Agency, GTZ), USA (United States Agency for International Development, USAID), United Kingdom (Official Development Assistance, ODA), and Sweden (Swedish International Development Cooperation Agency, SIDA) have all been involved in providing funding to SMEs in Africa. Likewise, the African Development Bank, the United Nations Development Program, and the World Bank have all assisted these SMEs in the recent past.

A report by the World Bank in 2015 showed that SMEs in Africa were the key drivers of economic growth (World Bank, 2015). The report also showed that SMEs in developing economies contributed over 45% to total employment in those economies. Viewed in this perspective, entrepreneurship is therefore both a form of investment and an employment opportunity. This explains why international donor agencies and developed countries support entrepreneurial activities in developing countries (Khrystyna Kushnir, 2010). Entrepreneurs, however, cannot succeed without the requisite skill and knowledge on how to start and manage such entrepreneurial activities. The growing rate of unemployment among the youth in African countries, despite the presence of entrepreneurial opportunities to exploit, points towards inadequacy of skill and knowledge in starting and managing entrepreneurial activities in African countries.

This paper, therefore, seeks to examine the nature, content, and teaching methodologies of entrepreneurial education in Kenya and their effect on the status of entrepreneurship in the country. In particular, the paper will examine how entrepreneurship is taught in institutions of higher learning in the country to determine their efficacy towards inculcating the requisite entrepreneurial skills among graduates in those institutions. The paper will then recommend innovative methodologies in the teaching of entrepreneurship in institutions of higher learning in the country.

Entrepreneurship and socioeconomic development in Kenya

In Africa, where the rate of population growth is indirectly proportional to the rate of employment, entrepreneurship conspicuously stands out as a crucial instrument for enhancing employment creation and poverty alleviation (Halim, et al., 2014). The question as to how entrepreneurship leads to socioeconomic development has been asked severally. From the outset, entrepreneurs start new businesses that in return create new jobs and enhance productivity and competition in the market. Entrepreneurs start these new businesses after identifying glaring gaps in the market. These gaps are a result of needs and demands for certain products that are either not on offer or are unsatisfactorily offered. The fact that such entrepreneurs are able to tap into opportunities in the market and utilise them for productivity is beneficial to the economy. The population requires access to goods and services to be productive. Entrepreneurs make these goods and services available to the populations. Even when entrepreneurs launch products in the market out of necessity and not as a result of an opportunity in the market, they make it easy for the population to access their goods and services in the market.

Kenya's economic growth experienced a dip after the 2007-2008 post-election violence but has since picked up to reach 5.7% in 2019 and is expected to rise to 5.9% in the medium-term of 2020 and to 6.0% by the end of the year 2020. This growth will be propelled by the current increased investor confidence, stable macroeconomic development, and a resilient services sector. Despite this promise in economic growth, the World Bank documents that a big percentage of Kenyans still live below the poverty line. However, the statistics show that the percentage of Kenyans living below the international poverty line has declined from 46.8% in 2005/06 to 36.1% in 2015/16 (World Bank, 2018). This percentage has declined to 29.2% in 2018, although the World Bank still considers it to be high. The World Bank report continues to note that Kenya will not achieve its goal of eradicating poverty by the year 2030, according to its Vision 2030.

Kenya's Vision 2030, the country's economic blueprint, provides that one of the strategies towards achieving Vision 2030 is to inculcate an entrepreneurship culture in which the performance of SMEs will be enhanced to promote the creation of employment opportunities, boost economic growth, and to reduce poverty in the country. One way of doing that would be to improve the human resource attributes of the entrepreneurs. A specialised training to the entrepreneurs and their membership organisations would be offered to equip them with the requisite entrepreneurial skills. To achieve this goal, an entrepreneurial subject would be initiated in institutions of higher learning to facilitate the development of a wide range of entrepreneurial culture. Since the greatest hurdle towards starting a business is the unavailability or inadequacy of capital, the government would enhance the existing Women and Enterprise Fund. The government would also encourage Financial and Micro Financial Institutions to extend affordable credit to Kenyan entrepreneurs.

Towards this end, the Youth Enterprise Development Fund was established in 2006 while the Women Enterprise Fund was established in 2007. The Uwezo Fund on the other hand was established in 2013 to facilitate access to enterprise funds by women, youth, and people with disabilities. Clearly, therefore, access to funds is not the main barrier towards entrepreneurial development in the country, considering that foreign aid providers are also ready to provide funds to Kenyan entrepreneurs.

After re-election in 2017, the Jubilee Government designed what has now come to be referred to as "The Big Four Agenda", comprising food security, affordable housing, manufacturing and universal healthcare. The government

hoped that these agenda would facilitate the creation of jobs for Kenyans. Manufacturing, for example, would enable the government to focus on key areas of job creation such as leather and textile industry, agro-processing, and the blue economy. In housing, the government targets 500,000 Kenyans to own affordable houses by 2022 when the current government's term comes to an end. The government therefore intends to invite innovative ways of constructing affordable houses for its citizens. This is a good opportunity for entrepreneurs. Under affordable healthcare, the government intends to provide medical cover for all its citizens by 2022. It is not clear how the government would achieve this goal as it has not put in place concrete plans in medical education, innovation in medical practice, and the cost of medicine in the country. The final pillar of the Big 4 Agenda is food security in which the government would promote large scale commercial farming to increase food productivity. This would therefore call for innovation in farming, for example to generate seeds that require short rains to mature, fertilisers that can help on producing high yields and other innovative farming methods.

Clearly, therefore, the unavailability of funds for start-up capital, lack of government support, and lack of opportunities, among other reasons, cannot be the reasons for the slow pace of entrepreneurial development in Kenya. There are immense entrepreneurial opportunities in the country, the government has offered its support through its economic blueprints, finance and microfinance institutions are ready to provide support, and foreign aid providers are also willing to facilitate entrepreneurial development in Kenya. There is need to explore other reasons for the slow pace for entrepreneurial growth in the country. The section that follows will explore entrepreneurial education as a possible reason for the slow pace of entrepreneurship in the country.

Entrepreneurial education

Globally, entrepreneurship education is not a recent phenomenon. The history can be traced to Shigeru Fujii of Kobe University in Japan in 1938 (Solomon, et al., 2002) and also to Myles Mace at Harvard Business School in 1947 (Katz, 2003). This was done in what has now come to be referred to as “innovation-driven” countries. It was initially believed that entrepreneurship cannot be taught in schools, especially when Steve Jobs and Bill Gates dropped off to start their own businesses. Later, it was discovered that these two could not represent typical entrepreneurs across the globe and that entrepreneurship education was important. Entrepreneurship has therefore been a subject in most institutions of higher learning across the globe. In these innovation-driven countries, entrepreneurship education is at an advanced stage and attention has now turned to assessing the efficacy of entrepreneurship programs with a view to improving them. Several studies have been carried out in these countries in the past, for instance, in the UK (Jones-Evans, et al., 2000), German-speaking countries (Klandt, 2004), Australia (Jones & English, 2004), and Oman (Khan & Almoharby, 2007).

Entrepreneurship education is offered to students to boost their entrepreneurial spirit and behaviour through effective training. Learners are therefore equipped with knowledge and skill required for setting up and running a business (Zabihi & Moghaddasi, 2006). An entrepreneur should be able to look at the environment, identify new business opportunities, gather resources, and design an action plan to utilise those opportunities. The entrepreneur is therefore a creator of job opportunities, a contributor to the development of the nation, and a role model to members of his/her society. The entrepreneur must therefore possess certain qualities. First, he/she must have self-

confidence. Self-confidence involves such attributes as confidence, independence, individualism, optimism, and dynamism. The entrepreneur must also be original in their innovations. This requires the entrepreneur to be innovative, creative, resourceful, initiative, and knowledgeable.

An entrepreneur must also be people oriented. This calls for such an entrepreneur to be flexible, able to get along with other people well, and responsive to suggestions and criticisms. Entrepreneurs are also required to be task and result oriented. Attributes for such an entrepreneur include being a hard worker, possessing high energy and drive, persistent, perseverant, determined, profit-oriented, and having a desire to achieve the goals that they have set. An entrepreneur must also be a risk-taker. The entrepreneurship environment involves taking risks. This calls for the entrepreneur to like facing new challenges and the ability to take new risks.

Can these qualities be taught in school? Is there a difference between entrepreneurial capabilities and technical skills that an entrepreneur must possess? Most entrepreneurship education programs in Kenya and in Africa at large have been designed for people who are already in entrepreneurship. Whereas learners continue taking these programs every year, there is little progress in entrepreneurship development. Very few can identify business opportunities in the market and utilise them effectively. The nature and purpose of entrepreneurship education must therefore be examined in the section that follows.

The nature and purpose of entrepreneurship education and training

Entrepreneurship education may take different forms, and, for the most part, depends on the education level in which it is being offered. For example, primary school pupils in Scotland are offered a subject referred to as “enterprise education” where they are taught about being entrepreneurial and enterprising in a general sense, and not necessarily knowing how to start and manage a business. Some institutions of higher learning, especially those in Kenya, offer entrepreneurial education from a theoretical perspective. Such institutions teach their learners “about” entrepreneurship. These universities do not, therefore, teach their learners such concepts as idea generation, creativity, innovation, opportunity recognition, business planning, sources of funding for a business venture, and managing the business. Other institutions teach their learners “how-to” do entrepreneurship. Universities under this category allow their learners to participate in the learning process by putting into practice what the teacher is teaching them.

Discussions about entrepreneurship education must focus on course objectives. According to Jamieson (1984), the objectives of the entrepreneurship course are: education “about” entrepreneurship, education “for” entrepreneurship, and education in enterprise (Jamieson, 1984). Education “about” entrepreneurship requires teachers of entrepreneurship to enlighten their learners on what entrepreneurship is, its procedures and features, among other theoretical aspects. Learners are therefore not enlightened about “how-to” do entrepreneurship (Kailer, 2009). Education “for” entrepreneurship requires entrepreneurship teachers to expose their learners to the creation of ventures that they can claim ownership. This kind of education questions the traditional approaches to entrepreneurship education and therefore calls for a paradigm shift from the traditional instruction methods such as the use of lectures to innovative ways of teaching the subject to ensure that the learner participates in the process

(Mwasalwiba, 2010). Education in enterprise, on the other hand, exposes learners to participate in the creation of their own ventures.

Regarding “what” to teach, Sexton (1997) carried out a study on this topic and identified the ten most important areas to be taught in entrepreneurship (Sexton, et al., 1997). The topics discovered in this study were mainly related to business, for example, training employees, managing cash-flow, financial growth, and selling. Further research has shown that entrepreneurship education and training need to be broader than this to encompass leadership skills and confidence, creative thinking, and opportunity recognition (Stevenson & Gumpert, 1985). The main course objective should therefore be to promote creativity, innovation, and self-employment.

Traditional entrepreneurship education was teacher centred. The teacher was (and has been, for those who still make use of this methodology) the expert and the sole source of feedback. Students played (and continue to play) a very passive role in the education system. Written texts in the form of books and journal articles are referred to by both the teacher and the students to facilitate the learning process. The teacher does not assess the students for any immediate goals, because assessment will take the form of a written test in the middle or at the end of the semester. The methodology is less involving for the teacher and less expensive for the institution. It does not require inviting guests who may come at a fee, purchasing materials for demonstrations, procuring entrepreneurship plans to act as samples for the students or attaching the students for internships in entrepreneurship firms. By its very nature therefore, the traditional methodology of teaching entrepreneurship is poorly responsive to entrepreneurial needs and it only prepares students to look for jobs once they complete school and not to create them. Worse still, such students may also not be adequately prepared to take up their employment positions as they lack the requisite skill and knowledge.

Perhaps this traditional methodology of teaching entrepreneurship is what Paulo Freire was alluding to in his masterpiece, *Pedagogy of the Oppressed*. Freire refers to this methodology as “narration” in which the teacher mechanically narrates to their students about the content, expecting the students to memorise and regurgitate such content in the exam (Freire, 2006). This student will never understand the essence of such a narration. Viewed in this perspective, education therefore becomes an act of depositing, so that students are the depositories, and the teacher is the depositor. The teacher narrates, the students listen, receive, memorise, and then repeat the narration in the examination. He refers to this phenomenon as the “banking concept” of education. Under this concept, it is only the teacher who can “deposit” education to the student. The teacher is all-knowing, and the student knows nothing. By so doing, the teacher denies the students an opportunity to innovate, be creative, critique and identify gaps that need to be filled.

Freire proposes that the banking concept should be rejected in its entirety, and instead, adopt a methodology that takes men and women as conscious beings. Under consciousness, teachers should pose real-life problems to their learners to solve. This is the “problem-posing” methodology of education. The teacher subjects their students to a dialogue, so that the teacher learns from the students and the students learn from the teacher. In this kind of a discussion, the students are set free to think. And they express their thoughts through the dialogue with their teacher. Hence, the concept of “authority” derived from readings does not arise. Instead, students and the teacher together find a new way of solving real-life, world problems in a manner that has not been done before. Entrepreneurship

education would immensely benefit from such kind of a methodology, owing to its practical nature. Instead of entrepreneurship students being taught about theories that exist in books and journal articles, they are taken through practical steps of idea generation, opportunity recognition, problem-solving, and critical thinking, to mention a few. This paper will recommend innovative methodologies of teaching entrepreneurship education in Kenya.

Methodology

This is a mixed-method research of an exploratory kind. Exploratory research design was selected because entrepreneurial education has not been extensively examined in Kenya. Therefore, this topic sought to have a better understanding of the nature of entrepreneurial education and the teaching entrepreneurial methodologies in institutions of higher learning. Exploratory research design seeks to investigate a problem that has not previously been thoroughly researched in the past in the chosen research area. Both primary and secondary research techniques are used in collecting data for an exploratory research design. Since the aim is to explore a rarely explored problem in the research area, the researcher can make use of both qualitative and quantitative methods. For the current research, qualitative research techniques were used. The aim of using qualitative research techniques was to establish the nature of entrepreneurial education, how entrepreneurship education is taught in institutions of higher learning in Kenya, the teaching methodologies used by teachers of the subject, and the course content that the teachers use when teaching the subject. The aim was not to quantify issues in the topic; hence, quantitative research techniques were not preferred.

A sequential exploratory approach was adopted, involving two stages: The first stage involved a critical review of course outlines, syllabuses, curricula and teaching methodologies adopted by entrepreneurship teachers in institutions of higher learning in Kenya. This stage was entirely qualitative because the idea was to examine course outlines, curricula, and teaching methodologies and to juxtapose them with best practices that have been developed by theorists and researchers of the subject in the past. Course outlines and other materials from twenty (20) institutions of higher learning in Kenya were assembled and reviewed with a view to determining the teaching methodologies used by entrepreneurship teachers in those institutions. According to Mason (2002), qualitative research of this nature produces holistic understandings of rich, contextual, and generally unstructured, non-numeric data. This is because it enables the researcher to engage with participants and material selected as sources data to answer the research question (Creswell, 2009).

Case study approach was applied to enable the researcher to focus on the questions of how entrepreneurship education is taught in Kenyan universities and why certain methodologies are preferred to other methodologies. According to Myers (2009), case studies are essential in descriptive and exploratory research designs because they focus on the “why” and “how” questions. Stake (2005) writes that a case study approach can be used to describe processes, individual or group behaviour, and the frequency with which the behaviour occurs. Case study approach also supports theory building (Ying, 2009) and theory testing (Eisenhardt, 1989). Professor Bitange Ndemo’s methodologies of teaching entrepreneurial education were utilized in this study as best practices and therefore a relevant case study in entrepreneurial education in Kenya.

The second stage involved a review of relevant literature in entrepreneurial education. Data was collected through triangulation method. Triangulation is the most suitable data collection technique for mixed-method research (Tashakkori & C., 2003). This involved a review of literature, course outlines, curricula, syllabuses, reports, investigation of theoretical and empirical models, interviews with students and experts in the field of entrepreneurship and enquiries by sending emails to researchers and entrepreneurial teachers. Triangulation is the use of more than one approach in research to increase confidence in the research as results of the research are subjected to more than one independent measure of confirmation and verification (Williamson, 2005). It is submitted that literature in this area is vast, but none has made recommendation for innovative teaching methodologies in entrepreneurial education in Kenya, hence, exploratory research design is preferred. The findings were synthesised and presented in the sections that follow.

Entrepreneurship education in Kenya

Entrepreneurship education in Kenya has developed over time. The development of the education curriculum of the country has largely informed the development of entrepreneurship education. Several studies to change the education system of the country have been carried out in the past, and reports generated. The Ominde report of 1964, recommended that there should be more practical subjects in the curriculum and that the education curriculum should be tailor-made for creating employment opportunities for Kenyans (Ominde, 1964). The report did not, however, address the issue of inculcating practical skills to learners, as it focused more on white-collar jobs. The National Commission on Educational Objectives and Policies (NCEOP) (Gachathi Commission), on the other hand, focused on national development and education objectives and recommended an improvement on equal distribution of income, equal opportunity for all citizens, freedom from poverty, social justice, promotion of cultural heritage, religious freedom, and political equality (Gachathi, 1976). In particular, the report recommended the teaching of vocational subjects in the technical, agricultural, and business fields. One other important recommendation was to put more emphasis on the teaching of science subjects in schools. These recommendations were not implemented as the death of Kenya's first president shifted focus from education to politics.

When the new president assumed office, the need for the establishment of a second university took centre stage. The new university would be technology-based. The Mackay Commission of 1981 was therefore appointed (Mackay, 1981). This commission recommended the education curriculum to be changed from 7:4:2:3 to 8:4:4. This was implemented in 1985. The idea behind the change of the system was to produce self-reliant individuals who could fit in different working environments. This system turned out to be very costly to parents, leading to several students dropping out from school. It had to be implemented, nonetheless, owing to the one-party rule that was hardly questioned. In 1998, the Koech Commission was established to determine the status of the implementation of this system. The recommendations of this commission were deemed not favourable to the one-party rule and, expectedly, were never implemented (Okech & Asiachi, 1992).

Throughout this journey, three reports stood out as the precursors to the teaching entrepreneurial education: the Ominde report, the Ndegwa report, and the International Labour Organization report of 1964, 1971, and 1972, respectively. These three reports recommended the introduction of the teaching of business studies in schools. This

would be a good strategy of promoting entrepreneurship education in schools. The Kamunge report of 1988 was particular regarding entrepreneurship education: entrepreneurship education should be introduced in all schools and all levels to equip students with practical skills and training. The then Ministry of Technical Training and Applied Technology therefore took the mandate of creating awareness about and introducing entrepreneurship education in all vocational and technical training institutions in the country. The United Nations Development program (UNDP) played a key role in funding this education which was implemented by the International Labour Organization (ILO). In 1990, entrepreneurship education was introduced in all vocational and technical training institutions as a compulsory subject. Students were required to draft proposals for business ventures of their choice under the guidance of their tutors.

The government is committed to providing entrepreneurship education as a way of achieving its Vision 2030 economic blueprint. Vision 2030 provides that entrepreneurial development programs will be introduced in schools and institutions of higher learning to foster the development of skills for job creation among the youth. Currently, entrepreneurship education is offered both as a stand-alone course and as a subject in almost every institution of higher learning in the country. Even where students are taking a different course in institutions of higher learning, the institutions require the students to take entrepreneurship education as a common course, without which they are not allowed to graduate. With this kind of background, this paper will examine the curricula, content and teaching methodologies of entrepreneurship education in institutions of higher learning in Kenya.

Curricula, content, and teaching methodologies of entrepreneurship education in Kenya

Curricula and content

A total of twenty (20) course outlines from different institutions of higher learning in Kenya and their contents were reviewed in this research. Fifteen (15) of these course outlines were picked from universities while five (5) were picked from middle-level colleges that are offering entrepreneurship education in the country. In addition, a total of 10 entrepreneurship teachers were interviewed with a view to determining the content that they deliver to their learners. A total of thirty (30) learners, comprising twenty (20) from universities and ten (10) from colleges, were also interviewed to ascertain the kind of entrepreneurship education they undergo. The results of the interviews and course contents are discussed below:

Review of course outlines

90% of the course outlines and syllabi that were reviewed showed that the teaching of entrepreneurship education in Kenyan institutions of higher learning is largely theoretical. The commonest topics that are taught in these institutions are: meaning of entrepreneurship, nature, theory and philosophy of entrepreneurship, types and characteristics of entrepreneurs, evolutionary nature of entrepreneurship, importance of entrepreneurial activity in social, economic, ecological and political development, policy and conceptual framework for promotion of small businesses in Kenya, approaches to understanding entrepreneurship, challenges and rewards of entrepreneurship, entrepreneurial behaviour, government and entrepreneurship, and how to become an entrepreneur. Modes of assessment in these course outlines include, an end-of-semester exam requiring students to sit for a written exam for 2 hours, group presentations, sit-in CATs at the middle of the semester, and individual presentations.

A minority of the course outlines, one of which is used as a case study in later sections of this paper, had very practical topics. These topics include evaluating entrepreneurial opportunities (including business idea generation), selecting suitable markets, business plan development, the entrepreneurship personality, creativity and innovation, opportunity recognition and analysis, strategies for a new venture, and negotiation and deal structuring. Assessment in these practical course outlines is still theoretical because it is based on the university curriculum in which all students must sit for an end-of-semester exam worth 70 marks. Entrepreneurship teachers are not given room to be different and instead administer a project to the students in which the students can apply the concepts learnt in the course of the semester to identify a business opportunity and generate a business plan, for example. Examining entrepreneurship students through a sit-in exam, however practical the exam may appear, does not help them because the exam is timed to at most 2 hours and the students will still be expected to memorise and regurgitate concepts in the exam. This reflects the “banking concept” that Freire developed (Freire, 2006).

Results from interview with entrepreneurship teachers and students

92% of entrepreneurship teachers stated that Kenya’s entrepreneurship is still founded on the education curriculum of the country and the curricula provided by university management. In most universities, lecturers are given a curriculum that they are required to use to generate their course outlines. Most of these curricula are still theoretical and therefore most teachers are misled into adopting the theoretical teaching methodologies. Asked about what informs their choice of topics to teach in entrepreneurship education, the teachers responded that the university curricula already have proposed topics and that a teacher can only deviate a little from the proposed topics. Hence, they end up teaching theoretical aspects of entrepreneurship. Regarding evaluation, these teachers stated that they are bound by the university curriculum to administer an end-of-semester exam to be done between 2 and 3 hours. This means that they are not at liberty to administer term projects that are reflective in nature and which require students to draft, design, and present entrepreneurial concepts for evaluation.

95% of entrepreneurship students indicated that they enjoyed the contents and curricula as it was easy for them to pass exams, owing to the availability of notes. Students who are fond of committing themselves to other activities at the expense of attending classes were the most joyful as they are able to borrow notes in soft or hard copy and still pass their exams. In addition, the content that is taught in these institutions is readily available through online platforms and they can just search for such content by themselves. The content does not require any creativity, innovation, or presentation. It therefore means that students can read the same notes over and over again and still pass their exams. Passing exams is the most coveted thing among these students because their transcripts will show that they worked hard and deserve employment. Problems usually arise where such students, while in employment, are asked to create or innovate new products. It becomes very difficult for them to do that because they only memorised content to sit for and pass their exams. This kind of learning is also reminiscent of the “banking concept” that Freire developed (Freire, 2006). It does not pose problems to students to solve.

A review of teaching methodologies for entrepreneurship education

98% of the course outlines reviewed, and the responses received from interviews with entrepreneurship students and teachers, shows that the most prevalent teaching methodology in entrepreneurship education in Kenya is the traditional lecture method in which discussions are led by the lecturer, students can take notes, the lecturer may or may not send notes in hard or soft copy version, and questions are asked by students and answered by the lecturer. The appearance of the course outlines reviewed in this paper also shows that the teaching methodologies are theoretical. Images of two of these course outlines are shared below:

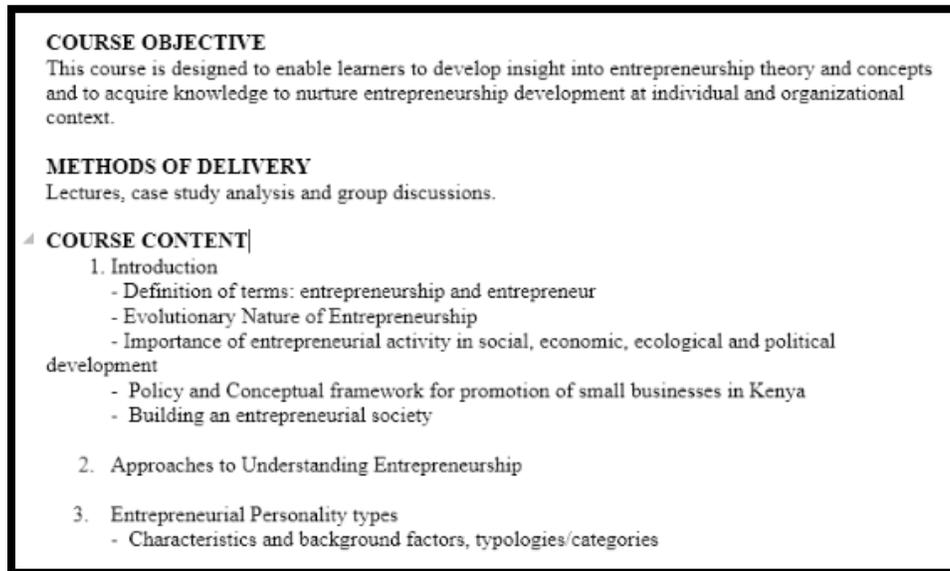


Image 1: A course outline in one of the universities in Kenya

The entire course outline is 2 pages long and the Course Title is Entrepreneurship Theory and Concepts. The lecturer has stated that the methods of delivering the course are lectures, case study analysis and group discussions. These are the most prevalent methodologies used in delivering courses in institutions of higher learning in the country. On evaluation, the lecturer has stated that students would sit for two (2) CATs and an end-of semester examination. One of the CATs would be group presentations.

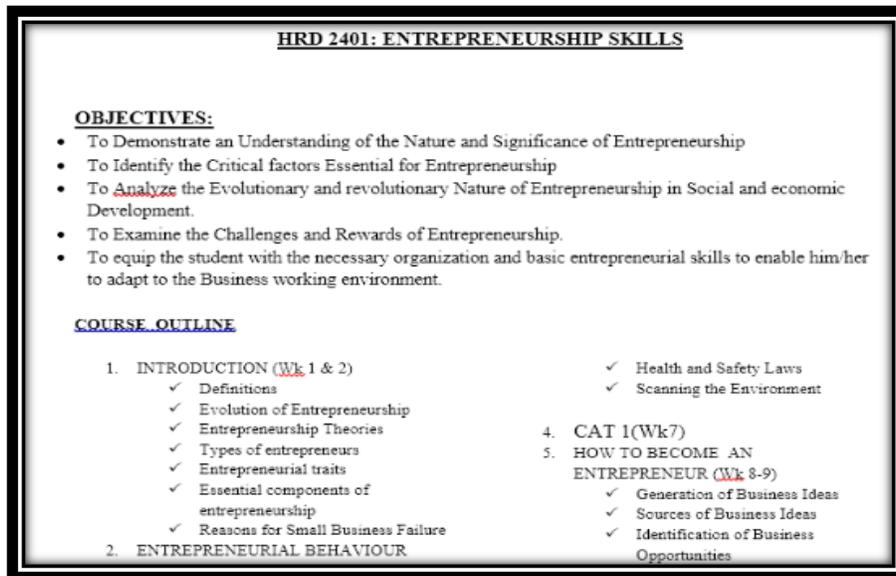


Image 2: A course outline in another university in Kenya

The above course outline has listed several objectives of offering this course to students. The listed objectives do not show any sign that students will be taken through practical activities of opportunity recognition, critical analysis, innovation or business planning, yet the course title is “Entrepreneurship Skills”. There is every reason to believe that the course delivery methodology is a traditional theoretical one in which the lecturer is in charge and the students are just recipients of content from the lecturer.

The course objectives in the above course outline, for example, require a closer examination. The first objective is to demonstrate an understanding of the nature and significance of entrepreneurship. A lecturer seeking to achieve this objective with their entrepreneurship students may want to lead the students in understanding what entrepreneurship is, the role of entrepreneurship in individual and national development, and how to identify entrepreneurial opportunities in the market and utilise them to introduce new products. This is not the case for the lecturer who taught entrepreneurial education in the above course outline. The lecturer took the students through definitions of terms, significance of entrepreneurship as discussed by various scholars, and a theoretical approach to the study of entrepreneurship. The lecturer was in control of the discussions and student questions were answered without any further probing and criticality. The second, third, fourth and fifth objectives are also theoretical in approach and do not present any need for practicality or innovative reasoning. Concepts like “evolutionary” and “revolutionary” nature of entrepreneurship and “challenges and rewards of entrepreneurship” are also largely theoretical. A third course outline is presented below:

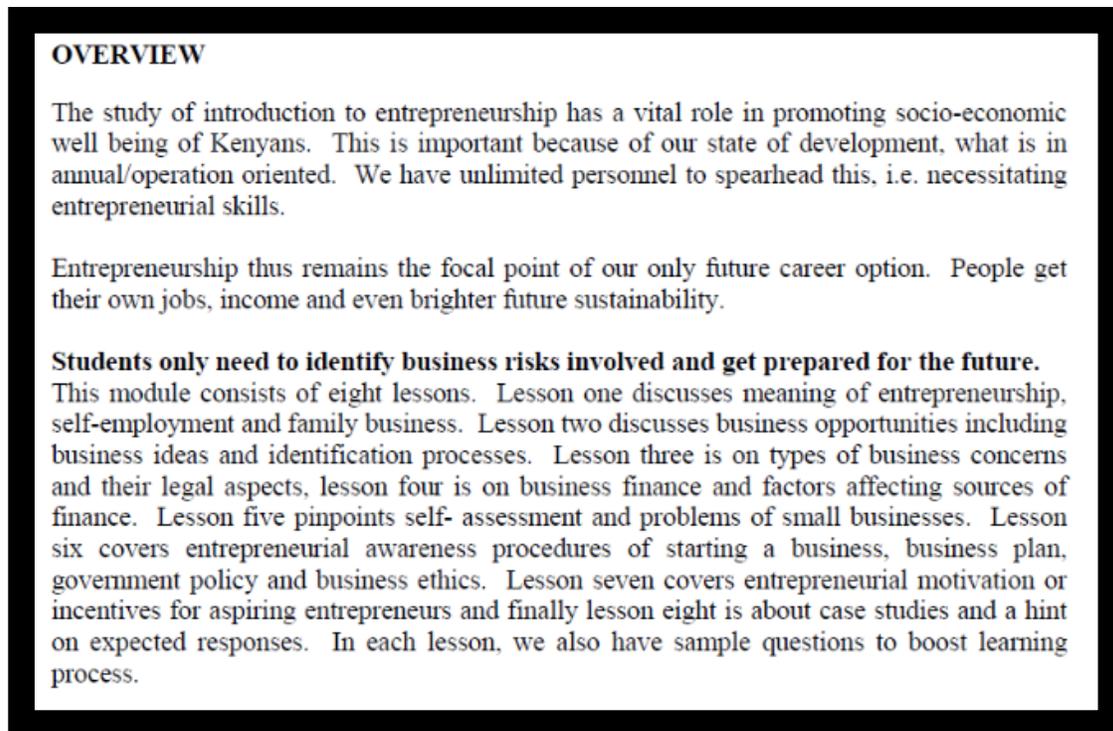


Image 3: A third course outline in a university in Kenya

The course outline recognises that entrepreneurship is vital in promoting the socioeconomic well-being of Kenyans. It is, however, not clear what the lecturer who designed it meant by “what is in annual/operation oriented”. The outline further recognises that “we have unlimited personnel to spearhead this, i.e. necessitating entrepreneurial skills”. It is also not clear what this means. Is the lecturer saying that personnel and entrepreneurial skills are coterminous? Does having adequate personnel translate to adequate entrepreneurial skills? A critical examination of the entire course outline does not show how the lecturer intends to deliver the course content, that is, the teaching methodologies that the lecturer would utilise in delivering the course content. The entire outline does not also indicate whether students would be required to demonstrate their innovation and creativity by getting involved in the practical aspects of entrepreneurship under the guidance of the lecturer. Most of rest of the course outlines used in this research are similar to the ones presented above.

The commonest entrepreneurship education methodologies in institutions of higher learning in Kenya are therefore the traditional lecture method in which the lecturer is in control and students are mere recipients of content, group presentations in which students are assigned a topic to research on and present in class as the lecturer listens and awards marks, individual presentations in which individuals are assigned topics to present in class, and general discussion in which the lecturer sends notes in advance for students to read in readiness for class discussion led by the lecturer. However, one course outline stands out from the rest, and will be briefly discussed in the section that follows. This case study presents a different dimension in the teaching of entrepreneurship education in Kenya.

Prof Bitange Ndemo’s methodological approaches: A case study

Out of the course outlines reviewed in this paper, Professor Bitange Ndemo's course outline, teaching materials and teaching methodologies stand out. Another outline and teaching materials that stand out are the ones prepared by Mr. Cliff Onsongo of Mount Kenya University for the distance learning program of the university. This section will use Professor Bitange Ndemo's teaching methodologies as a case study. Professor Ndemo is, at the time of writing this paper, an Associate Professor of Entrepreneurship at the University of Nairobi's Business School. Besides being a Professor of Entrepreneurship, he has been a Permanent Secretary in the Government of Kenya for over eight years where he oversaw the launch and development of several entrepreneurial projects, among them being the launch of the M-Pesa project, a mobile-money project that has now become very famous in Kenya and the globe at large. His research work on entrepreneurship is also conspicuous among in the midst of a growing body of literature on the subject. Some of his publications on entrepreneurship include: *The Promise of New Entrepreneurial Models in Africa's Digital Future* (2018), *Small and Medium Enterprises in Kenya: Current State, Opportunities and Challenges* (2018), *Digital Entrepreneurial Behaviour and Government Support in Kenya* (2018), and *Entrepreneurial Education and Innovative Pedagogy: A Case Study of Mpesa Foundation Academy* (2019).

In the last three years, Ndemo has taught the following subjects, at bachelors, masters, and Doctorate level: Entrepreneurship, Entrepreneurship Theory and Practice, Entrepreneurial Seminar, Managing a Growing Business, New Venture Creation and Development, Global Business Seminar, Theory in Global Business Management, Seminar in Entrepreneurship and Small Business Development, and Conceptual and Theoretical Foundations of Entrepreneurships And Small Business Development.

Ndemo's course outline on Entrepreneurship for bachelor's level has both theoretical and practical topics. The topics include: the nature of entrepreneurship, entrepreneurship personality, creativity and innovation, opportunity recognition and analysis, business planning, financing a business venture, strategy for a new venture, managing growth of a business, and negotiation and deal structuring. Under creativity and innovation, Ndemo teaches creativity and the process of innovation and methods of enhancing creativity and innovation. Materials that the researcher accessed confirm that Ndemo takes his students through a practical and reflective procedure to enable them to appreciate the creativity and innovative procedure. Reflective questions are provided in the last two slides of the lecture materials. Under opportunity recognition and analysis, Ndemo teaches such ideas as the opportunity recognition framework, sources of opportunity, sources of entrepreneurial ideas, sources of competitive advantage, measuring success, and keys of enhancing opportunity recognition. These topics, among others, make Ndemo's course content very different from his counterparts in other universities in the country whose content is largely theoretical.

With regard to teaching methodologies, Ndemo utilises a variety of methodologies in his content delivery. Students are required to individually generate business ideas to facilitate their understanding of course contents. They do this through identifying opportunities and analysing them under the guidance of the lecturer. They are also required to draft business plans and identify sources for new venture financing. Student contributions are very valuable in Ndemo's classes as they define the direction the lecture takes. In a discussion with some of his students, it was clear that they enjoyed his classes. Besides utilising the traditional lecture method and class discussions, Ndemo invites guest lecturers to talk to his students. Such guest lecturers are usually selected from among the business community

to enable students to interact with real-life entrepreneurs. In an interview with one of his students, it was clear that his students enjoy this departure from ordinary lectures because it enables them to learn from successful businesspeople in the market. These methodologies are reflective of a paradigm shift from the traditional lecture method where the lecturer is always in charge and students play a passive role.

Towards an innovative pedagogy in the teaching of entrepreneurship education

Empirical research is replete with evidence that entrepreneurship education, when taught the right way, can lead to the creation of entrepreneurs, increase in entrepreneurship activity, and creation of more jobs in the economy. Gerba (2012) notes that promoting entrepreneurship is now a matter of public policy. According to Matlay (2006), public policy makers believe that entrepreneurship education fosters the growth of both the quality and quantity of entrepreneurship activity. Sardeshmukh and Smith-Nelson (2011) have therefore argued that there is need to teach entrepreneurship education in a manner that fosters innovation and creativity to enable students to identify, analyse and implement entrepreneurial opportunities. This view is also shared by Kirby (2002), Blenker et al. (2006) and Shambare (2013). Mwasalwiba (2010) concedes that entrepreneurship teachers face a big challenge when selecting the most suitable teaching methods that take into account the course objectives, types of students in the program, and the environment.

Considering the drawbacks of the traditional methods of teaching entrepreneurship education, Lourenço and Jones (2006) recommended that an enterprise methodology should be adopted. To them, an enterprise methodology involves the students learning by doing. It is also based on the cognitive learning model. Instead of being passive, they recommend that learning be made to be goal-oriented, constructive and dynamic. The process is transformative, and students are engaged in the construction of knowledge all through the learning process. This is an approach that is worth adopting in teaching entrepreneurship education because it allows students to own the learning process by actively participating in it.

Mwasalwiba's (2010) dichotomy on teaching methodologies on entrepreneurship education being either traditional or innovative illuminates on how modern entrepreneurship education should be taught. On innovative pedagogy, Mwasalwiba argues that the teacher need not dominate the learning process, and that he/she only needs to stimulate the learners' minds and then allow them to discover concepts on their own based on attitude, knowledge and abilities. Learning should be student-centred, other than teacher centred. He, however, notes that innovative methodologies are expensive and may not fit into the university curricula. They include personal and group projects, business plan development, role play, computer simulation of business games, workshops, new business creation, visitation to entrepreneurs, invitation of entrepreneurs to deliver guest lectures, creation of new ventures by students, and participation in behavioural simulations. Therefore, a model that comprises both enterprise and innovative methodologies can be created to facilitate the teaching of entrepreneurship education. This model is presented below:

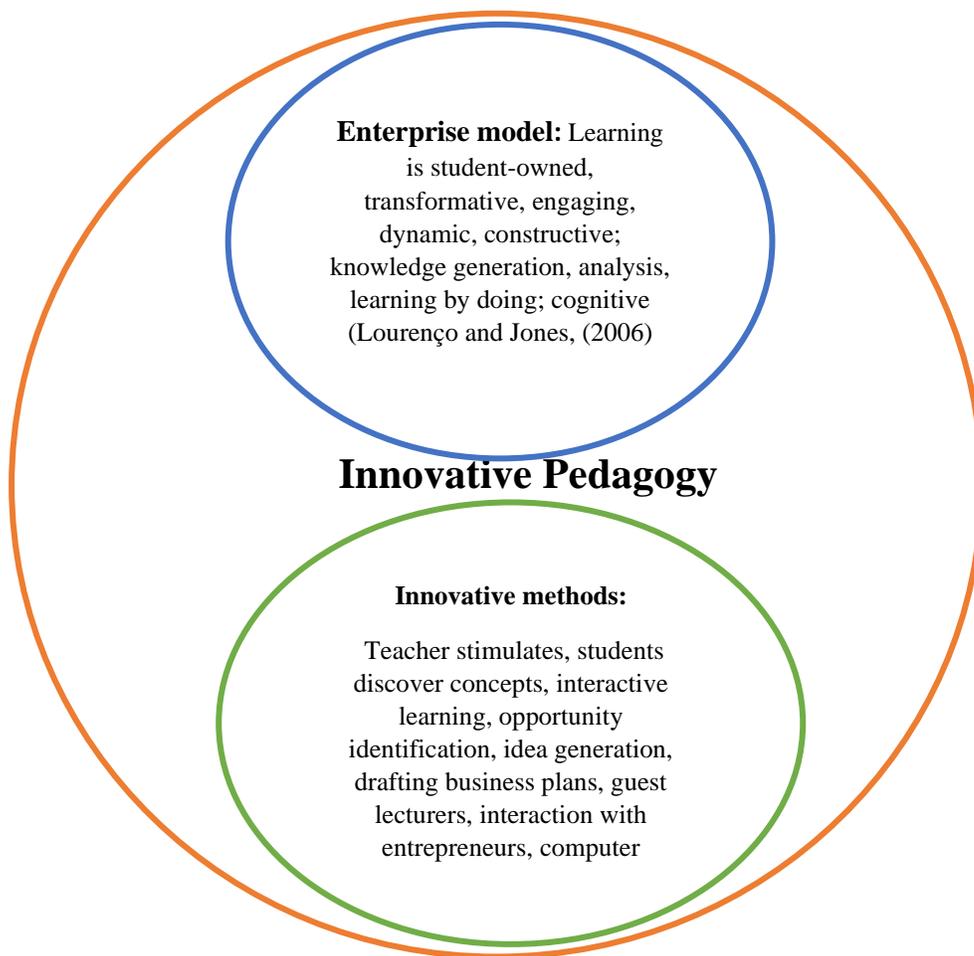


Figure 1: A model on Entrepreneurship Education

Conclusion and recommendations

This paper sought to examine the nature, curricula, content, and teaching methodologies on entrepreneurship education in Kenya. It established that Entrepreneurship education in Kenya is offered in almost every institution of higher learning in the country. It also established that the country's economic blueprint of Vision 2030 recognises entrepreneurship as a key driver towards the ultimate goal of economic development. In this regard, entrepreneurship education becomes a crucial tool towards realising this goal. Concerning the relationship between entrepreneurship education and economic development, empirical research is replete with results that show that entrepreneurship education equips potential entrepreneurs with the knowledge and skill that they require to identify business opportunities, generate ideas, analyse them, and implement them.

Findings from the research show that entrepreneurship education in Kenya has been, and continues to, largely theoretical, which means that learners are taught “about” entrepreneurship and not “for” entrepreneurship. The contents, curricula, and teaching methodologies in entrepreneurship education in the country reflect an education system that largely teaches entrepreneurship theory about what entrepreneurship is, what it means, and when it is taught. For this, the paper recommends that contents and curricula of entrepreneurship education should be redesigned to include practical concepts about how learners can become entrepreneurs. Such contents and curricula should include items on entrepreneurial idea generation, creativity, innovation, opportunity recognition and analysis, business planning, financing a business venture, strategy for a new venture, managing growth of a business, and negotiation and deal structuring. By carefully implementing a curriculum of this nature, learners will not only have been taught about entrepreneurship education but also how to become entrepreneurs.

To implement the contents and curricula in the right manner, the right teaching methodologies must be used. They include requiring students to individually generate business ideas to facilitate their understanding of course contents. The student should do this by identifying opportunities and analysing them under the guidance of the lecturer. They should also be required to draft business plans and identify sources for new venture financing. This will enable them to put into practice what they have learnt in class and from books. Another approach would be to invite guest lecturers selected from the business community to enable students to interact with real-life entrepreneurs.

Whilst merging concepts from previous empirical research on enterprise model (Lourenço and Jones, 2006) and innovative methods (Mwasalwiba's, 2010), the paper concludes that entrepreneurship education can be taught through innovative pedagogies with elements from both enterprise and innovative models. For purposes of future research on this topic, only selected institutions of higher learning were used in the process of collecting data for this research because of time and funding constraints. This might have affected the quality of the data gathered. Future researchers may want to either collect data from all institutions of higher learning in Kenya or improve on the number of institutions that the current research used.

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