

**ENRI-report no. 11/2008**

# **Evaluation of Pedagogical Entrepreneurship**

**Evaluation of the Preparatory Work on  
Introducing Entrepreneurship in Namibian  
Junior Secondary Schools**

**by**

**Vegard Johansen**

**and**

**Tuva Schanke**

# Eastern Norway Research Institute

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**Summary:** The project assignor for this study is the Namibia Association of Norway (NAMAS). NAMAS is an international non-profit organisation started as a solidarity organisation for the people of Namibia in 1980. NAMAS is currently working on four education projects in Namibia, one of which is "Pedagogical Entrepreneurship".

In 2004, the Ministry of Education of Namibia (MOE) decided to introduce Entrepreneurship as a new subject in Junior Secondary Schools. The National Institute for Educational Development (NIED) was tasked to put this decision into practice. The preparatory work on the introduction of Entrepreneurship was completed in the period 2006-08. In this period, NAMAS has provided direct economic assistance, strategic assistance, and has supported an expert group from Hedmark University College (HUC) with its involvement in the process of pre-service training, in-service training, and the development of teaching methods, curricula and other written materials.

In May 2008, the Eastern Norway Research Institute was chosen to evaluate the role of NAMAS in assisting the MOE with the introduction of Entrepreneurship. Our work is finalised with this report. The conclusions in this report are based upon the following data gathered in Norway and Namibia: Individual interviews with two teachers involved in the pilot group; three group interviews with learners; a group interview with representatives from one College of Education; and individual interviews with the chair of the steering committee, the Entrepreneurship coordinator (leading the pilot group), the director of NAMAS and the project leader from HUC.

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## Preface

The project assignor for this study is the Namibia Association of Norway (NAMAS). NAMAS is a small international non-profit organisation. NAMAS supports the Namibian people and other people in Southern Africa working for democratic development, respect for human rights, and economic and social justice. The organisation has four employees in Namibia and three employees at the main office in Elverum (Namibiahuset). Currently, NAMAS is working on the following ongoing education projects: Indigenous peoples programme with the Himba and San peoples focusing on education and strengthening civil society; Traditional Life Skills Project for Karas and Erongo Regions; and Pedagogical Entrepreneurship with a national approach.

In May 2008, the Eastern Norway Research Institute (ENRI) was chosen to evaluate the role of NAMAS in assisting the Ministry of Education of Namibia in the area of Entrepreneurship. The time period to be assessed was 1 January 2006 to 30 June 2008. In the planning phase (2006-08) a pilot group was appointed. This pilot group included members from seven Junior Secondary Schools and two Colleges of Education. In the period 2006-08, NAMAS provided direct economic support, was a strategic partner, and paid for expertise from Hedmark University College (HUC) for assisting in the process of developing teaching methods, pre-service training, in-service training and development of curricula and other materials.

ENRI would like to thank a number of people for their contribution to the success of this evaluation. Special thanks go to the director of NAMAS, Svein Ørsnes, for his initiative regarding this evaluation and collaboration during the process. We also thank David Groenewald for organising the field study in Namibia. In addition to Svein and David, we would like to thank all informants for their participation.

Lindsay Wærø has helped with the editing of the report.

Lillehammer, October 2008

Torhild Andersen  
Head of research

Vegard Johansen  
Head of project



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# 1 Introduction

In 2004, the Ministry of Education of Namibia (MOE) decided to introduce Entrepreneurship as a new subject in Junior Secondary Schools. The National Institute for Educational Development (NIED) was tasked to put this decision into practice. From 2008, Entrepreneurship has been introduced in the 8<sup>th</sup> Grade. It will begin in the 9<sup>th</sup> Grade in 2009 and the 10<sup>th</sup> Grade in 2010. The main concern of this evaluation and this report is the period of planning and implementation (2006-08).

From 2006 to 2008, the Namibia Association of Norway (NAMAS) provided direct economic assistance, strategic assistance, and paid an expert group from Hedmark University College (HUC) and Hedmark County for their involvement in the process of pre-service training, in-service training and development of teaching methods and curricula. As such, NAMAS has played an active part in the development of pedagogical entrepreneurship in Namibia.

The Eastern Norway Research Institute was appointed to evaluate the assistance provided by NAMAS to the MOE in the time period 2006-08.

This report is based upon qualitative data gathered in Norway and Namibia. We have carried out individual interviews with two teachers involved in the pilot group, the chair of the steering committee, the Entrepreneurship coordinator (leading the pilot group), the director of NAMAS and the project leader from HUC. We have also performed three group interviews with learners, and a group interview with representatives from a College of Education,

This chapter introduces Namibia, the background for introducing Entrepreneurship in Namibian Junior Secondary Schools, and the relevant parties working with the planning and implementation of Entrepreneurship. The last section discusses the structure of the report.

## 1.1 Some facts about Namibia

Colonised by Germany in 1884, Namibia was administered by South Africa from 1917 to 1990. From 1966 to 1989, the liberation movement (Swapo) struggled against South Africa. Namibia became independent in 1990 (Namibia Tourism 2008). Although Namibia is free, many social structures are still coloured by the after-effects of colonial times and the apartheid regime.

Namibia is geographically situated along the south-western coast of the African continent. The country has borders with Angola, Zambia, Botswana and South Africa. For administrative purposes, Namibia is divided into 13 regions. Namibia has an aerial surface four times the size of Great Britain, but there are only around 2.2 million residents. There are some densely populated areas in the North, whilst areas in the South are very sparsely populated (ibid.).

13 ethnic groups live side by side in Namibia, adding to the cultural diversity. 87 percent of the population are black, 6 percent are white and 7 percent are mixed. The mean and median age is comparatively low, as 38 percent of the population are less than 15 years of age, 58 percent are between 15 and 64 years, and only 4 percent are 65 years or older (NAMAS 2006).

All Namibian ethnic groups have their own specific languages, and as many as 28 languages are spoken. Under the rule of South Africa the official language was Afrikaans, but English became the official language following liberation. Still, most Namibians prefer to speak Afrikaans to English, and Afrikaans is the lingua franca between most population groups (ibid.). At the same time, the fact that English is the official language of Namibia makes it easy for Norwegians to cooperate with Namibians. German is also widely spoken.

The Namibian economy centres around agriculture, fishing and mining, accounting for more than 25 percent of GDP (Namibia Tourism 2008). The Namibian democracy is approaching its second decade, and that is a sign of political stability. Since independence, there have been huge improvements in sectors such as health and education and transportation systems (roads). However, there are also many unresolved issues, including HIV/Aids, distribution of land and extreme unemployment rates (NAMAS 2006). Namibia has one of the highest levels of inequality in the world (Gini = 0.74) (UNDP 2008).

We end this section with a brief discussion about education. Following independence, the Namibian education system was transformed. Education was now supposed to be offered to every child. This was a fundamental change compared to the previous regime. Furthermore, ten years of schooling was to be obligatory (lower primary school to upper secondary school) (NAMAS 2006). In the last decades, much has been done, but there is still a long way to go before all Namibian children complete ten years of education. According to the UNDP, the adult literacy rate is 85 in Namibia, and education is the dimension where Namibia performs best on the Human Development Index. Namibia performs less well on the other two dimensions, life expectancy and standard of living (UNDP 2008).

## **1.2 Background for the subject Entrepreneurship**

Since Schumpeter produced his ideas on economics, it is generally considered that entrepreneurial activity is important for economic growth and the creation of more and better jobs. In the US, entrepreneurship education has been an area of commitment since World War

II. In Europe, many countries and the European Union holds that entrepreneurship education should be one of the core fields in a nation's education policy (Johansen et al. 2008).

Entrepreneurship education is intended to develop young people's entrepreneurial competences, i.e. their personal abilities (general entrepreneurial abilities); knowledge/skills on how to establish and run an enterprise (specific entrepreneurial abilities); and attitudes towards entrepreneurship (be aware of/desire to choose a self-employed career). Many empirical studies have shown that entrepreneurship education contributes positively to young people's creativity and self-respect, as well as their skills in cooperation and decision-making. They have also demonstrated that this education changes young people's attitudes towards entrepreneurship, and young people who participate in entrepreneurship education are also more likely to become entrepreneurs compared to the general population (see e.g. Johansen et al. 2007).

The idea of Entrepreneurship as a subject in Namibian schools dates back to 1999, when the Presidential Commission of Enquiry into Education recommended that the development and implementation of Entrepreneurship should be accessible to all learners (Groenewald 2006, 2007, 2008). Some years passed, with discussions on how to strengthen entrepreneurial skills in schools. In 2004, the Ministry of Education decided to introduce Entrepreneurship as an optional and promotional subject, to replace Business Management in Grades 8-10. Entrepreneurship thus became one of three subjects in the major option, Commerce.<sup>1</sup> It was also decided to integrate entrepreneurship principles into the practical subjects Home Ecology, Design and Technology and Elementary Agriculture in Grades 5 to 7 (ibid.).

The main reason for focusing on entrepreneurship education is economic. Namibia's economy is dominated by imports and by a few large companies owned by previously advantaged groups. Most school leavers and graduates with higher education prefer to hold a secure job as a wage earning employee. The expectation (from politicians and bureaucrats) is that Entrepreneurship will promote innovation and increase the number of Small and Medium Enterprises (SMEs). As the unemployment rate at the national level stands close to 40 percent, and at 50 percent among young people, it is particularly important to increase the number of self-employed young people. Changing the mindsets of young people with regard to entrepreneurship requires a new concept in education and training (Groenewald and NIED 2007).

Another reason for focusing on entrepreneurship is to tackle drop-out rates. Like Norway, Namibia has a huge problem with school drop-outs. Some Namibian children leave school for reasons such as: the need to fulfil tasks at home (e.g. taking care of younger siblings), getting a paid job, parents who are negative about educational training, school fees, discipline and physical punishment. There are also some children who drop out because of unqualified teachers, unsuitable teaching methods, and books and curricula that are considered to be too theoretical (NAMAS 2006; Ødegård 2008; interviews at NIED). The subject Entrepreneurship may reduce drop-out rates, since this subject is more practical than other subjects, the teaching methods used are innovative, and the learners are introduced to the business sector.

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<sup>1</sup> From 2008 the major option Commerce includes the subjects Accounting, Keyboard & Word Processing and Entrepreneurship. Entrepreneurship is offered as a major specialisation (NIED 2007).

A third motive for introducing Entrepreneurship is addressing personal skills important in business, in the public sector or private life. Theoretical subjects such as mathematics, language and technology are traditionally prioritised in Namibian schools. Soft subjects have been looked upon as less important even though the school is supposed to address social skills, cognitive skills and communicative skills. Introducing the subject Entrepreneurship is an attempt to address different types of personal skills, because it focuses on the ability of the individual to spot opportunities, develop solutions, and be creative and innovative (NIED 2006).

Still, there is no doubt that the economic perspective is the most important. Children and young people are to be encouraged to believe in their own creative abilities and be stimulated to take risks so they can create values and workplaces for themselves and others. The importance of creating new SMEs for social and economic development, in particular for reducing unemployment and thus alleviating poverty, is the main goal of the subject Entrepreneurship. Human capital in the form of competence and manpower is one of Namibia's most vital national assets, and educating a new generation of entrepreneurs is a strategy for future financial growth and value creation in Namibia (Groenewald and NIED 2007).

### **1.3 Key actors**

The process of implementing Entrepreneurship in Namibian schools has involved a number of different actors. David Groenewald (NIED), Svein Ørsnes (NAMAS) and Inger Karin Røe Ødegård (HUC) have provided different documents enabling us to get the full picture about key actors and their involvement.

The decision to introduce Entrepreneurship was made by the Ministry of Education (MOE). The MOE is represented in the Entrepreneurship Steering Committee (ESC) and they are responsible for all decisions made concerning the introduction of Entrepreneurship.

The National Institute for Educational Development (NIED) is a Directorate within the MOE. NIED has the continuous task of ensuring that education in Namibia is developed and improved in accordance with the needs of the Namibian people and with developments in education. NIED is responsible for evaluating, designing and developing curricula, introducing teaching methods and educational research, and preparing and coordinating pre-service and in-service teacher education. They also provide training in educational management. NIED has led the process of introducing Entrepreneurship to Namibian schools.

NIED established the Entrepreneurship Steering Committee (ESC) to monitor the development and implementation process. This committee is led by William January (CEO of Curriculum Research and Development at NIED) and includes representatives from the MOE, Bank Windhoek and NAMAS (ESC 2005-08).

NAMAS is a Norwegian non-profit organisation. Its aim is to support the Namibian people and other people in Southern Africa working for democratic development, respect for human rights,

and economic and social justice. NAMAS is not a big fund-raising organisation, but has a strong network of expertise to draw on (including resource people at different education institutions, children's rights organisations and environmental organisations in Namibia and Norway) (NAMAS 2006). NAMAS' main projects are: Indigenous peoples programme with the Himba and San peoples focusing on education and strengthening civil society; Traditional Life Skills Project for Karas and Erongo Regions; and Pedagogical Entrepreneurship with a national approach. Connected to development projects, NAMAS has four employees in Namibia and three at the main office in Elverum, Norway.

A group of entrepreneurship experts from Hedmark University College (HUC) was hired by NAMAS to guide the process of development of Entrepreneurship. HUC has been involved in the project since late 2004, and it became a key actor from 2005. HUC has been involved in the process of developing teaching methods, pre-service training, in-service training and development of curricula and other material. Its participation in the project includes annual work trips to Namibia (four trips), as well as organising a visit from the pilot group (PG) in Norway. All of these trips have been packed with seminars, workshops, school visits, meetings and writing material for colleges and Junior Secondary Schools (Ødegård 2005; 2008).

The PG was appointed by NIED. It is led by the Entrepreneurship coordinator David Groenewald. He was appointed in 2005 and his position is sponsored by NAMAS. In addition to Groenewald, the PG included one teacher from each of the seven pilot schools and two teacher educators at the two colleges. The PG comprised: Windhoek Teacher College, Ongwediva Teacher College, Hage Geingob Secondary School in Windhoek (Komas Region), M&K Gertze Secondary School in Rehoboth (Hardap Region), J.G. v.d. Wath Secondary School in Okahandja (Otjozondjupa Region), Erundu Secondary School in Oshakati (Oshana Region), Heroes Private School in Ondangwa (Oshikoto Region), Namib High School in Swakopmund (Erongo Region) and Kolin Foundation in Arandis (Erongo Region)

In addition to these actors, there are some other relevant parties. These parties are not directly involved in this report, but they should nevertheless be mentioned for their input to the project.

The United Nations Industrial Development Organization (UNIDO) and its representative Billy Butamanya has been a member of the project group since 2006. Mr Butamanya has been involved in the process of creating the teacher's guide and other study material, as well as holding courses and workshops. Mr Butamanya has played an important part in relating Entrepreneurship to an African context (Groenewald 2006, 2007, Ødegård 2008).

Bank Windhoek is the private sector partner (Groenewald and NIED 2007). It has been involved in the entire process of implementing Entrepreneurship. Among other things, it contracted a consultancy firm – DECOSA – to investigate the problems and opportunities for strengthening Entrepreneurship skills in schools.

DECOSA presented its report in 2004. It concluded that the existing educational programmes did not assist in developing an entrepreneurial culture (DECOSA 2004). DECOSA also presented a long list of recommendations to strengthen entrepreneurship education.

Other parties to the preparatory phase that we must mention are Shell Namibia and the German consultants InWent. InWent contributed to the “In-service Training of Teachers” in January 2008 and June-July 2008.

## **1.4 Structure of the report**

Namibia has come a long way since it decided to introduce entrepreneurship education. In 2008, Entrepreneurship has been implemented in Grade 8 in “all” Namibian schools. To accomplish this, many different activities have been important. NAMAS (directly or via HUC or the Entrepreneurship coordinator) has been involved in the following:

- In-service teacher training: Courses, workshops, and school visits in the PG, as well as two-week courses for selected Business Management teachers (45 from all regions) to be trained as “Trainers of Trainers” in order to carry out regional in-service training
- Pre-service training: Courses and workshops at the Colleges of Education (which will deliver future teachers with competence in teaching Entrepreneurship)
- Curriculum/syllabus development: NIED, HUC and UNIDO have developed curricula, syllabi and teachers’ guides for Junior Secondary Schools and Colleges of Education
- Financial costs: NAMAS has sponsored the Entrepreneurship coordinator position and paid for materials and courses
- Strategic input: NAMAS has presented its views in the ESC

The point of this evaluation is to discuss the assistance provided by NAMAS to the MOE in the area of Pedagogical Entrepreneurship. The period to be assessed is 2006 to 2008. The “Terms of Reference” (Ørsnes 2008) states that the scope and areas to be looked at include:

- The function of pre-service training
- The function of in-service training
- The use and integration of entrepreneurship methodologies in teaching
- Advice for the continuing work on Entrepreneurship in Namibia

## 2 Method

The evaluation of Pedagogical Entrepreneurship is based on “Terms of Reference” provided by NAMAS and NIED (Ørsnes 2008). In this document it is made clear that the evaluation is to be qualitative, undertaken using interviews. Different role players are suggested for interviews, including learners, teachers at Junior Secondary School, Teacher Educators at the Colleges of Education, and representatives from NIED, Bank Windhoek and UNIDO. Representatives of NAMAS and HUC should, of course, be added to this list.

Even though this is a reasonably small evaluation, we decided to include a number of different types of informant. Our selection of informants included different parties: a) learners and teachers from the pilot group, b) lecturers from a College of Education, c) representatives from NIED, d) a representative from HUC, and e) a representative from NAMAS. Some of our informants have been interviewed individually, whilst others have participated in group interviews. We have carried out five individual interviews and four group interviews:

- Individual interview with a representative from NAMAS
- Individual interview with a representative from HUC
- Individual interview with two Junior Secondary School teachers from two pilot schools
- Individual interviews with two representatives from NIED
- Group interviews with three groups of learners from two pilot schools
- Group interview with lecturers at a College of Education

### 2.1 The semi-structured interview

Interview as a method for data collection can be divided into structured, semi-structured and unstructured designs. We use a semi-structured design. The semi-structured design is typified by an interview guide with some pre-designed topics and sub-questions. The semi-structured design has several positive sides. First, pointing out certain topics is advantageous as it ensures that the interview covers important issues that need to be addressed. Second, the researcher is quite flexible in the sense that she might allow the dialogue between researcher and informant to be “free”. Third, a semi-structured design allows new topics to be discussed, and it allows the informant to talk about such topics at some length. This is important because it might reveal new aspects that the researcher was not aware of (or thought to be less relevant).

This latter point allows for a hermeneutic process (Postholm 2005). Before our first interview, we used document studies to build the interview guide. After this first interview (representative from NAMAS), new topics were added and addressed in the next interview (representative from HUC). Using both interviews and document studies we were able to cover many important aspects in our interviews in Namibia.

## **2.2 The phenomenological interview**

Furthermore, we have tried to capture the essence of the phenomenological approach in the data collection and analyses. Phenomenology is used to describe people's constructions of meanings from different experiences or a certain phenomenon (ibid.). The psychological-individual approach attempts to capture each individual's experience. It shows if the phenomenon is experienced differently or the same way by different informants.

The interview is the most common data collection method in phenomenological studies. In the selection of informants we have focused on people who have taken part in the project and its processes. Our interviews are focused on descriptions of participation, goal achievement and challenges, and recommendations for the further process of implementing Entrepreneurship.

In phenomenological studies the researcher tries to approach the topic in a naïve and open way. It is advisable to make a thematic list of what to cover during the interview. Although the researcher tries to have an open mind she will always carry a pre-understanding of the topic with her. To be aware of your own position as a researcher is a way to secure the quality of the analyses of the material, as well as to build awareness to the area of objectivism.

## **2.3 Group interview**

In addition to producing individual interviews, this evaluation also covers four semi-formal group interviews. The group interview is a qualitative data collection technique with the purpose of interviewing more individuals together as a group. It is often used to help informants to retrieve information from each other's shared experiences. We will discuss some of the benefits and challenges of group interviews, starting with the positive sides.

First, the group situation allows the informants more influence over the dialogue compared to the individual interview. Wilkinson (1998) elaborates on this, and he says that group interviews have a democratic aspect where the balance of power is more equally distributed compared to the individual interview. This is so for three reasons: a) the research participants are in the majority, b) they are able to choose when to respond, and c) they are able to give feedback to other informants' comments and not only be led by the questions from the researcher. From the



other side, it must be noted that the researcher could be seen as an expert and an authority. This expert role might influence the group members' behaviour vis-à-vis the researcher.

Second, group interviews produce a great amount of information in a short time. In particular, group interviews are well suited to producing data about interpretations, interactions and norms/beliefs of social groups (Halkier 2002). The participants in a group interview are often people who have taken part in the (same) project or event. They have had access to the same activities and can speak to each other about this and share their experiences. In this way it is possible for the researcher to study the members' social interaction and their way of speaking about the topic.

Third, Guldvik (2005) points out that a group interview gives the informants opportunities to supply, correct, challenge and reassure each other's narratives. The group situation involves a certain degree of social control, and this helps to make data more realistic. The group situation also allows the researcher to analyse interactions and possible disagreements, alliances and the use of irony and humour. Halkier (2002) points out that a group interview makes it easier to study the complexity of a topic, and that it is advantageous to have a group of people who can elaborate on each other's experiences.

There are also challenges when conducting group interviews. In the process of analysing data, it is important to be aware of these. We will point out three of the main challenges.

First, group interviews are less suited to producing information about individual "lifeworlds" (Halkier 2002). This is due to the group situation and the fact that each member of the group is given less time to speak on their own behalf (compared to the individual interview). Also, in the individual interview, the researcher is given the opportunity to respond on each point that the informant makes. This is problematic when there are many informants.

Second, compared to the individual interview, the group situation sets "a longer distance between the researcher and the informant". Rubin and Rubin (1995) points out that this is the case since the researcher lacks the time to build a trustful relationship with each member in the group. The researcher must function as a facilitator who takes care of the dynamics in the interaction between the informants, as well as ensuring that all group members have a chance to share their opinions.

A final challenge is group polarisation or group conformity. Polarisation is the tendency of people to state opinions that are more extreme when they are in a group as opposed to opinions made alone or independently. Conformity is the tendency that people tend to follow (what they think is) the dominating opinion. Both polarisation and conformity are about less healthy social control. Healthy social control occurs when members of the group adjust each other comments or experiences so that the researcher does not get one "right" answer from the group.

## 2.4 Norway and Namibia; challenges across borders

The language skills of our informants were one of our greatest concerns before the interviews. We heard different stories, and thought that language would be a barrier. It was not. All the informants in Namibia spoke fluent English.

As mentioned before, a qualitative interview is about searching for the informants' real or actual experiences. Our aim was to capture the experiences of informants in the pilot group, and to compare the opinions of people holding different positions (learner, teacher, bureaucrat). The PG-members and the learners were promised anonymity, whilst it is more difficult for representatives from NIED, NAMAS and HUC to remain anonymous. All informants might, on the other hand, hold some information back, in particular if they are critical of the work done in the pilot group and the choices made by political authorities and officials in the education system. After all, the introduction of Entrepreneurship is supported by high ranking politicians and authorities in the education system.

A final challenge was the organisation across borders. We corresponded via e-mail with the Entrepreneurship coordinator (David Groenewald), and he organised the interviews. We managed to conduct all interviews as planned, except for a group interview with teachers in Junior Secondary School. Instead of this group interview, we did individual interviews with the teachers at the visited schools. Furthermore, due to exams and preparations for exams in August, we did not observe how Entrepreneurship was taught at Junior Secondary Schools.

One issue was logistics. We had one week in which to conduct all interviews, and therefore we chose schools and colleges that were quite close to each other.

Another issue was the hierarchic structure. At the schools and the college there were some uncertainties about the evaluation and we had to introduce ourselves and the project to the principal. After these short meetings, everything was approved and we were allowed to proceed.

Most of the interviews went according to our plans regarding time, size of the group and location. We did, however, have some difficulty at one interview with learners. We were supposed to interview 6-8 learners in one of the pilot schools, but on arrival we found that the whole class had been waiting for us. There must have been some misunderstanding, as 35 learners were waiting in anticipation for their "class interview". We decided to not let the learners down, and we conducted an interview with the whole class. This was a challenge, but we tried to share the attention between the ones who wanted to speak all the time and those who were quieter. In the end, we feel that we gathered a credible impression of this class's experiences with the subject Entrepreneurship.

### 3 NAMAS

The Namibia Association of Norway (NAMAS) was established in 1980. Before the liberation of Namibia in 1990, NAMAS mainly worked for Namibians in exile. Its work centred on educational activities and practical support (bringing food, clothes and furniture) for the refugee camps. Since liberation, NAMAS has worked with many education projects and has financed teaching materials in English and technical equipment for use in vocational subjects. The participation in Pedagogical Entrepreneurship is part of NAMAS' vocational strategy. Since 2002, NAMAS has also had a strong programme on Indigenous people (NAMAS 2008).

NAMAS was asked to join the project on Pedagogical Entrepreneurship in 2004. NIED knew NAMAS' work on vocational education very well and wanted to use this expertise. NAMAS decided that this project was worth funding, both with regard to economic support and thematic expertise. NAMAS contacted HUC because it had some of the most competent individuals in Norway in the area of entrepreneurship. The snowball then started to roll. NAMAS and HUC were soon deeply involved in the project and NORAD provided economic funds for the Norwegian participation. In the period 2006-08, NAMAS has played different roles:

1. Economic: Paid for materials and building of competence through courses
2. Thematic expertise: Paid consultants from HUC
3. Organiser: Paid the salary of the Entrepreneurship coordinator (recruited by NIED)
4. Programme Committee: NAMAS is represented in the ESC

To NAMAS, Pedagogical Entrepreneurship is a medium-sized project. But it is an important project since NAMAS can see that the project could have positive consequences for Namibia and particularly young people. Let us look at the economic facts (NAMAS 2007):

Our mission is to look at the budgets from 2006 to 2008. In this period, NAMAS received around NOK 3.2 million from NORAD for this project. In addition, NAMAS received approximately NOK 0.4 million from other funds – a total of NOK 3.6 million.

Of this income, around NOK 1.9 million is spent on the local budget in Namibia (salaries and project activities), NOK 1.0 million is spent on the consultancy services from the expert group at HUC, approximately NOK 0.3 million is spent on information and this evaluation, and around NOK 0.3 million is spent on work done in Windhoek and Elverum (indirect costs).

In June, we interviewed the director of NAMAS at the main office in Elverum (Namibiahuset). The interview took approximately 1.5 hours. The themes of the interview included overall experiences, cooperation with different parties and future challenges of introducing Entrepreneurship.

### **3.1 Overall experience**

The informant from NAMAS does not think that the project has produced a mindset change regarding the focus on a practical approach among entrepreneurship teachers in Namibia. Such changes take time. On the other hand, he finds it impressive that NIED has introduced the subject in all Namibian schools in such a short period of time. All (500) teachers may not be ready, but nearly all have received some training. NIED is building up a new subject, Teacher Advisors are coming, and they work on promoting the subject all over the country.

To the informant, there is no doubt that if NIED was economically independent, management of the project would have been easier. It has also been a challenge for NAMAS to cooperate with many parties. On the other hand, strengths have developed from cooperation with so many parties. An example is the work with UNIDO, which has contributed to the project in an excellent way. This has been of great value to the project.

The transfer value is a strength of the project. Namibia has gained knowledge about how to implement Entrepreneurship into the school system. Their knowledge and experiences with the introduction of Entrepreneurship should and could be shared with other countries that have similar visions and goals about entrepreneurship education.

### **3.2 Cooperation with different parties**

According to the informant, working with NIED has been very straightforward. NAMAS knows who to talk to, and the lines of command are known due to former projects. A reason for the good cooperation in this particular project is the small number of people involved in the project at NIED. Another positive feature is the fact that these people have been engaged in the project throughout the entire preparatory phase.

The cooperation with HUC has worked well. HUC brings the thematic expertise, and NAMAS is expected to connect them with the relevant institutions/individuals in Namibia. According to the informant, the cooperation with Ødegård and the others has been an educational experience.

The ESC was established as a cooperation organ between NIED and Bank Windhoek. After a short period of time, NAMAS was included in this group. The ESC has functioned as the place

to be, as all important decisions and budget matters have been discussed before they are taken to the MOE. NAMAS has played an active role in the ESC.

The cooperation with the other parties in the ESC has, from NAMAS' point of view, been very fruitful. One important issue for NAMAS has been that Entrepreneurship should be a practical subject that could fit into a rural context. NAMAS has not posed specific demands when it comes to the content of Entrepreneurship, but it has been important for the organisation that the subject is not too theorised. According to our informant, NAMAS is very satisfied with the outcome, i.e. the way Entrepreneurship is presented in teacher guides, curricula and examinations.

### **3.3 Future challenges**

One important thing NAMAS provided was funding of the Entrepreneurship coordinator position in Namibia. According to our informant, the Entrepreneurship coordinator is very important for the future success of the project. However, the informant fears that too much knowledge about the project is placed in the hands of one person. Either one has to try and retain Mr Groenewald's competence, or one has to involve more people and delegate work. NAMAS is currently busy with an application for future funding of Mr Groenewald's position.

A second point is that political actors and MOE (and NIED) have focused on Entrepreneurship as a means to solve structural labour market problems, such as high unemployment rates for young people and low levels of entrepreneurial activity. The informant hopes that the project Pedagogical Entrepreneurship will contribute positively to the economy in the long run, but he believes some parties' expectations of the project may be too high.

Finally, the informant sees a challenge in involving local businesses in the project. Schools and enterprises have not cooperated well in the pilot period, and this is something that must be looked at more closely. The informant suggests that there might be a need for partnership agreements at the national or regional level, to make it easier for schools and local businesses to cooperate.



## 4 HUC

This chapter presents the roles played by the expert group from Hedmark University College (HUC). This group was led by assistant professor Inger Karin Røe Ødegård (HUC), with group members Peter Lexander (lecturer at HUC) and Yvonne Bunes (teacher at Øvrebyen Upper Secondary School).

The role of HUC in the Entrepreneurship projects is well presented in a series of annual reports written by Ødegård (2005; 2006, 2007, 2008). In addition to investigating these reports, we interviewed Ødegård prior to our field study in Namibia.

The interview took approximately two hours, and was based on topics raised in the reports from the expert group and questions to be dealt with according to the “Terms of Reference” to the evaluation (Ørsnes 2008). The interview guide covered the following themes: the role of HUC; overall experiences with the pilot group; challenges and success factors; cooperation with NAMAS, the PG and other relevant parties; and future visions with regard to Entrepreneurship.

### 4.1 The role of HUC

As discussed in Chapter 3, NAMAS was asked to assist with the introduction of the subject Entrepreneurship in 2004. Via NAMAS, HUC was invited to assist NIED with advice and guidance in the development of a plan for introducing Entrepreneurship at the Colleges of Education and as a subject at Junior Secondary Schools. In November 2004, representatives from HUC met with representatives from NIED. This turned out to be a fruitful dialogue for both parties. NIED presented its goal of implementing Entrepreneurship as a subject in Junior Secondary Schools, and HUC-representatives discussed the Norwegian way of practising Entrepreneurship. From February 2005, HUC was employed by NAMAS to assist NIED with counselling and guidance when implementing Entrepreneurship as a subject in Junior Secondary Schools and at the Colleges of Education. In May 2005, a project for the period 2006-2008 was financed and most actions for this period were decided upon.

The expert group from HUC has been involved in different parts of the work done in the phase of planning and implementation of Entrepreneurship. One important part has been in-service

training. This has consisted of courses and workshops with teachers and learners in the seven secondary schools in Namibia and training of 45 teachers from all 13 regions of the country.

Another important area is pre-service training. This has consisted of courses and workshops with teachers and students at the two Colleges of Education in the pilot group.

A third area is written products. HUC has been involved in the development of a teacher's guide and curriculum and syllabus in Entrepreneurship, both at the level of College of Education and in Junior Secondary School.

The project group from HUC had four field trips to Namibia (July 2005, February 2006, February 2007 and February 2008). In cooperation with NAMAS they also organised a visit from the PG-members to Norway (October 2005). In between these trips, HUC was mainly in contact with the Entrepreneurship coordinator (telephone and e-mail). The group has also tried to follow up on the PG-members by way of e-mail correspondence.

## **4.2 Overall experiences and success factors**

Ødegård states that the method of using pilot schools is uncommon in Namibia. At the same time, when HUC presented the idea, it seemed that NIED's representatives found it interesting. She hopes that the method of using pilot schools to gather knowledge and experiences might be something to consider for future school projects in Namibia.

The thing our informant finds most admirable is that NIED and the MOE have managed to introduce the subject in all schools. HUC did not expect them to succeed by 2008, but they did. At the same time, the system is very dependent on a few key individuals. The Entrepreneurship coordinator is one resource person to be mentioned. In the years to come, the Colleges of Education that will carry out the pre-service training will also play an important role.

The informant is certain that HUC has played its intended role. One of the most satisfying things for her personally, is that all pilot schools have been visited during the period, and that all workshops and courses have been held as originally planned. This has certainly had a positive effect. She is also satisfied with the mutual understanding between HUC and the Namibian partners (NIED and the PG), about the content and the goal of the subject Entrepreneurship, about the curriculum and the assessment of learners, and about the methods used when teaching the subject.

Our informant is convinced that the quick establishment of the syllabus in teacher training was a success factor for the project. Having created a syllabus (together), the lecturers and the students have been given a way of positively affecting their education and training. Another success factor was the political support for the project. From the start, the intention with the subject has been to establish more new enterprises and thereby increase the Namibian GDP and lower



unemployment rates (among young people). As MOE, NIED and partners from the private sector support the project, it makes it easier to implement the subject. A third success factor was the Training of Trainers (TOT) course held in 2007. This course was developed by HUC and organised by NIED. 45 teachers from 13 different regions received training in the Entrepreneurship curriculum and methods. A fourth success factor for the role played by HUC in the project is the close cooperation with NAMAS.

### 4.3 Challenges

There is always the possibility of cultural clashes when people from completely different parts of the world work together. According to Ødegård, HUC did not experience very problematic issues. However, their Namibian counterparts may have experienced some cultural clashes, but this is something our informant is unaware of.

During the visits to Namibia, Ødegård mentions some smaller challenges. One thing was the language, as Afrikaans and all the different Namibian dialects influence the participants' spoken English. Another thing was difficulties when carrying out the workshops in schools, where there were 40-50 learners in each class. She also points out challenges with regard to hierarchic structures at schools, long distances, lack of food and lack of materials.

Namibia is one of the world's most sparsely populated countries and the long distances were a difficulty in conducting the field trips. With pilot schools in different regions it was hard to visit all representatives of the PG during every annual trip. At the same time, it was a positive experience to see the different parts of Namibia, and understand regional differences as regards education in general and specifically the work on Entrepreneurship.

School visits were an important part of the working trips to Namibia. At some of these visits, the hierarchic structure at schools was a challenge. HUC had to meet and discuss with both the principal and the PG-teacher. Ultimately, most principals found it quite pleasing that their school was handpicked for this project, and tried their best to help during the visits.

One issue at some of the workshops was the lack of food. As the learners are supposed to work on tasks for many hours, it is important that they have enough to eat. HUC made deals with the school leadership to ensure sufficient food was available during the workshops.

As with the issue of food, there was also a lack of other resources, such as teaching materials. This turned out to be a trivial problem that actually produced positive outcomes: The teachers and the learners had to be creative and to see the opportunities in their local environment. Materials like rocks, leaves and sand turned out to be very effective materials to work with and importantly, such materials are always available.

## **4.4 Cooperation with NAMAS**

HUC and its teacher education centre have cooperated with NAMAS for decades. This is because many NAMAS projects have been about education and school development. According to the representative from HUC, it has been a great experience working with NAMAS. She has found that NAMAS has been a constructive key player in the work done by HUC.

Firstly, NAMAS has an excellent reputation in Namibia. Thus, to be hired by NAMAS in this project has placed HUC in a favourable position.

Secondly, NAMAS has held a steady hand over the project, and it has been supportive and easy to deal with. Ødegård particularly mentions the support from the director of NAMAS.

A third point is the way that NAMAS develops its projects. NAMAS focuses on designing projects based at the premises of local (Namibian) participants. As a consultant on a NAMAS-project, it was important for HUC to present different suggestions and give advice, but never to “decide” on what was to be done. As such, the decision makers have always been NIED and MOE, and the pilot group members have been treated like “equals” and not “learners”. Thus, it is to the Namibian parties’ credit that they have managed to introduce Entrepreneurship in 2008, whilst NAMAS and HUC have facilitated the process.

## **4.5 Cooperation with PG and NIED**

Most of the communication between HUC and the PG has been with David Groenewald. Ødegård has many positive things to say about the Entrepreneurship coordinator. Groenewald has played a key role, as he knew the topic, had a clear idea about the subject, and he has also managed to coordinate the work done by many different parties. Most importantly, he has an entrepreneurial personality: nothing is too difficult and everything is resolved eventually.

NIED chose the representatives of the pilot group. The representatives had regional diversity and they had to be willing to try out a new practice and new learning methods. Still, Ødegård’s first comment about the PG-teachers is that she found it so nice to see the change in the mindset among the teachers. Some members of the PG were deeply sceptical of this new subject, but during the trip to Norway in 2005, they started understanding what Pedagogical Entrepreneurship was all about. During this trip, the group visited schools, attended seminars and the PG-members began the mental work. Ødegård finds it to be of the greatest importance for the PG-members to see how Entrepreneurship was being practised in a Norwegian classroom with teachers and pupils who were well informed about the subject.

During the time period 2006-08, it has mostly been a pleasure to work with the teachers. According to Ødegård, the cooperation has been an interesting learning process for both the

participants from HUC and the members of PG. She points out that HUC has assisted the PG-teachers on their own premises and secured a democratic development.

Two Colleges of Education also participated in the PG. Ødegård says that HUC has received assessments showing that both lecturers and students are satisfied with the course and the pilot, and they are motivated by the subject. At the same time, she pinpoints that it was easier to implement Entrepreneurship in Ongwediva College than in Windhoek College. From the very beginning, authority figures at Windhoek College were not very impressed by the project. The piloting of Entrepreneurship in the college was allowed – as it is supported by the Government – however it was not a popular venture. In the years to come, it is important that the work done in the colleges is followed up (either by NIED or the Namibian University).

The cooperation with NIED has also been a pleasure. HUC has, among other things, given advice to NIED with regard to curriculum development and it has been interested in the Norwegian perspective. A broad understanding of Entrepreneurship – focused upon in the teacher's guide, in the curriculum and in text books – is presented by HUC. Another important idea from HUC was to place more focus on practical tasks instead of theoretical issues.

## **4.5 Visions for the future**

The final theme of the interview (as well as the final report from HUC) was the work ahead. According to Ødegård, Namibia has made an excellent start, adhering to all deadlines and introducing the subject in 2008. At the same time, the project is very fragile. Much of the insight, competence and coordination on Entrepreneurship as a subject has been built up around the position of Groenewald, and there is a need to be less dependent on key individuals in the years to come.

Another issue is that more courses and guidance for all 500 teachers of Entrepreneurship (and their principals) are a necessity, as the competence so far is based on just one two-week long course. There is potential to use the PG more actively. These people have put a lot of effort into their training, and in conjunction with HUC they have constructed a mutual understanding of the broad concept of Entrepreneurship.

Ødegård and HUC are also proud of their own work thus far. However, at the same time, Ødegård feels that the work of HUC is not finished. It is common to have a pilot, then have an evaluation and then make adjustments. She feels that HUC can participate in the process of making adjustments and hopes to take part in the project in the future.

When asked, Ødegård points out a few important areas for the continuing work with Entrepreneurship in Namibia.

- First, Entrepreneurship enjoys political support, but it may be an idea to create a binding political document or a strategy on Entrepreneurship, much in the same way as it is done in Norway (MER, MTI and MLGRD 2006).
- Second, it is important to inform relevant parties about the subject and the goals of introducing Entrepreneurship. There are still many parents who are sceptical about the subject.
- Third, a mindset change among school principals is necessary, and there is also a need for partnership agreements between schools and enterprises at the municipal or regional level.
- Fourth, PG and TOT participants should be used more actively to share their experiences with new teachers.
- Fifth, there is some work to be done in the Colleges of Education that did not join in the planning and implementation of Entrepreneurship. The teachers at these colleges should receive guidance before they conduct pre-service training.

## **5 NIED**

The National Institute for Educational Development (NIED) is a Directorate within the Ministry of Education (MOE). NIED has led the process of introducing Entrepreneurship in Namibian schools. Among other things, NIED established the Entrepreneurship Steering Committee (ESC) and the pilot group, and has led both groups. In addition, NIED has worked with developing teaching material, curricula and syllabi, and been involved in pre-service and in-service training.

During the visit to Namibia, we spent one day at NIED, interviewing the Entrepreneurship coordinator (leader of the PG) and the CEO of Curriculum Development (leader of the ESC): both informants spent approximately one hour with us.

### **5.1 Entrepreneurship coordinator**

The position of Entrepreneurship coordinator is sponsored by NAMAS, but the coordinator is part of the staff at NIED. The coordinator has a varied background, including work within Junior Achievement, experience as an entrepreneur, and work at NIED. He is experienced in curriculum and syllabus development, and has also written textbooks.

#### **5.1.1 The overall experience**

Our informant tells us that his experiences and broad network have helped him significantly in the position as Entrepreneurship coordinator. He knows people in enterprises at the local, regional and national level, he is familiar with the organisation at NIED and who to talk to, he is close to important bureaucrats, and he also knows the Minister and other important politicians personally. He is also experienced in the area of writing textbooks and curricula.

We ask him to tell us about the highlights. The first thing he mentions is the fact that NIED has convinced the examination board to make the subject a practical one. A second issue is the new and improved syllabus. A third highlight is the work done in the PG. Finally, at a more general level, he is very pleased that NIED is on time with regard to printed textbooks, the curriculum and other teaching materials. The in-service training also seems to work out well, and there are currently 11 Advisory Teachers promoting the subject and helping/advising the Entrepreneurship-teachers at the regional level.

In talking about challenges in the pilot period, it seems that most of them have been overcome. At the same time, the informant explains that introducing a new subject is a challenging task, and there are still many pitfalls. The most demanding job has been to promote Entrepreneurship, and this job continues. There are many teachers, principals, learners (and their parents) that do not understand the point of this new subject. Radio and newspaper articles have helped to some extent, but there is still much work to be done in promoting the subject.

When speaking of promotion, it is also relevant to talk about the challenges in involving the private sector. According to the informant, the business culture in Namibia is not focused on sharing information and experiences with people outside the corporation. This challenge is dealt with now on three levels. First, learners/students are told to ask more process-oriented questions, instead of specific questions about the products and the money the enterprises are making. It is hoped that this will help increase participation from local enterprises. Second, NIED advises teachers to involve the parents of the learners. Among them, there are many entrepreneurs who could share their experiences. Third, there are talks with the Namibian Chamber of Commerce Industries to reach an agreement in which they become a link, creating cooperation between small and medium enterprises and the secondary schools.

### **5.1.2 Cooperation in the PG**

The Entrepreneurship coordinator believes that it was the right choice to involve former Business Management (BM) teachers in the PG. These teachers knew about BM and thus, they were also familiar with some of the aspects of Entrepreneurship. The main challenge for the BM-teachers was to change their methods of teaching. Our informant comments that the challenge would have been bigger if the teachers had to learn both about the content and the methods of Entrepreneurship.

The informant feels that the PG-teachers were easy to train, and that the workshops (particularly the week in Norway) helped them to understand the basic idea about Pedagogical Entrepreneurship and the practical part of the subject Entrepreneurship. At the same time, our informant says it would have been better if the PG-teachers had worked more independently. Nevertheless, these teachers have the experience of teaching Entrepreneurship and the PG is made up of resource people that NIED will use for the future development of the subject.

### **5.1.3 Cooperation with HUC and other actors**

The Entrepreneurship coordinator is pleased with the support from HUC. He finds that the Norwegian expert group has played a very important role for the development of the project. He makes clear that he likes their approach; they came up with suggestions but not fixed answers, and they gave much freedom to the PG. Furthermore, they did an excellent job in including both learners and teachers in their workshops, and they also played an important role in the training and development at the colleges.

The workshops in Norway were a success factor for the project. It was an important learning experience for the PG. Still, the PG-teachers had quite a challenge in implementing what they had learned in Norway into practice in Namibia.

As regards NAMAS, the informant is impressed with the fact that they do not present fixed programmes. Since Namibia's liberation, donors often have specified how they wanted things to be done. NAMAS does not. It presents ideas on how to do things, and issues are then sorted out through discussions. NAMAS is easy to work with, it presents clear guidelines (no grey areas), and it allows the Namibian actors to take the leading role.

From what our informant can tell, NIED has been very supportive and helpful. Only during times of budget arrangements there have been some disagreements. But as our informant underlines, this is very natural due to tight budgets and the many areas for improvement.

MOE is also supportive. The Minister is a great enthusiast of the subject, and even the Prime Minister is involved in its development. The informant is satisfied that politicians support the project and are serious about the introduction of Entrepreneurship. A great deal of money is being put into this project, but it is also likely that politicians have higher expectations about the effects of Entrepreneurship over the short term than are achievable.

UNIDO and Billy Butamanya have also played an important role. He has developed the European ideas and placed them in an African context. In Namibia, there are many different cultures so there are a lot of adaptations required, for example with textbooks and information about the subject for parents. Overall, however, this process has been going very well.

#### **5.1.4 Future visions**

The Entrepreneurship coordinator is pleased with all the goals that have been reached. They have managed to keep the subject a practical one, and the future is bright.

A continuing success factor is good coordination between all the different actors. The organisation of the project has to be in place for future success. Our informant tells that in his role as the coordinator, he often has too much to do. It is a personal hope for him that the person who follows him as the second coordinator, will to be one of the members of the pilot group.

The Advisory Teachers are in place, and they will play an active role in receiving knowledge about the subject and building strong and competent teachers. They will also be key actors in the continuing process of promoting the subject and training teachers.

Another important issue is the involvement from the private sector. At the moment there is considerable political support, and this must be used. The right people must be placed in the right positions and there must be enthusiastic and knowledgeable teachers in the schools.

There is a special need for training and development in the colleges. There is also a need to develop more teaching materials. Our informant suggests that Advisory Teachers may start becoming involved in developing teaching materials.

## **5.2 Chair of the ESC**

The chair of the ESC is the CEO of Curriculum Research and Development at NIED. The committee consisted of representatives from NIED, the MOE, Bank Windhoek and NAMAS.

### **5.2.1 Overall experience**

It is essential that learners acquire the skills that will empower them for the world of work. Entrepreneurship is a subject that empowers young people.

The informant begins by pointing out the differences between Business Management and Entrepreneurship, and why it was necessary to have international support. The subject Business Management, which has been offered since independence in 1990, was taught in a theoretical manner, whilst Entrepreneurship is much more practical. To be able to find efficient methodologies, NIED needed to have a group of experts from abroad and to have the Colleges of Education on board, as well as motivated people (be they students or teachers). He is very satisfied that NIED managed to assemble a fine group of teachers in the PG, and he is also pleased with the cooperation with HUC, UNIDO and DECOSA.

To our informant, one main highlight is the fact that NIED has managed to implement the subject. To have pilot schools is unusual in Namibia. It is therefore even more satisfying that it has gone so well. An additional benefit is that the subject is considered practical. Our informant is also proud that – through the Education and Training Sector Improvement Programme (ETSIP) – textbooks are provided to every child now participating in Entrepreneurship classes and that NIED will train all teachers teaching the subject.

At present, Entrepreneurship is taught well at the seven pilot schools. NIED is now introducing the subject in Junior Secondary Schools (Grades 8-10), in more than 500 schools. This involves significant planning and there are many challenges. The pilot schools and its teachers will play an important part in bringing their experience to the table. Other teachers are looking forward to understanding what this subject is really about.

Important work is also done at the colleges. They teach the future teachers of Entrepreneurship. It is currently being debated if the colleges are going to be part of UNAM (University of Namibia), and this could improve the teaching of Entrepreneurship. At the same time, NIED will have less control over the way Entrepreneurship is taught.



### **5.2.2 The PG**

The informant says it was necessary to create a pilot group to gather the information needed. They wanted to know more about the different methods to be used, and in particular how they functioned in practice. A pilot group gave the opportunity to test out these different methods and it was also very useful in other ways. This group could create valuable materials for use in implementing the subject in the rest of the Namibian schools. The PG-teachers will also be important advisors and trainers for the new teachers.

### **5.2.3 Cooperation with HUC**

Our informant is satisfied with the work done by HUC. He finds that HUC has provided interesting ideas on the education aspect of the subject, whilst DECOSA has brought the business perspective. This has been good for the progress and development of the subject. However, our informant sometimes wished for a closer cooperation between NIED and HUC.

HUC has an educationally sound approach to the teaching and learning of Entrepreneurship, although the long distance between Norway and Namibia and the cost of travelling have created some difficulties during the course of the pilot project. The informant would like to have HUC on board up to 2010. HUC may assist with monitoring – or at least create the instruments for monitoring – the future progress of Entrepreneurship. There is a research unit at NIED and it is suggested that HUC could assist this unit in the assessment of the subject. Other experts could also be involved in the process of creating a way of evaluating the progress of implementing Entrepreneurship. Our informant also says that closer cooperation between HUC and the Colleges of Education would be favourable.

### **5.2.4 Politicians**

Though it has worked well with a pilot group, our informant thinks the expectations from politicians regarding this project are somewhat unrealistic. According to our informant, some of the politicians seem to believe that Entrepreneurship is a quick fix for solving youth unemployment. He also comments that it should not be the primary goal to teach learners how to set up a business. Instead, Entrepreneurship should give the learners a tool to use in whatever job they end up having, so that they can be entrepreneurial in their work and in their everyday life. At the same time, it is an advantage to have political backing. The Government is fully committed to the implementation of Entrepreneurship in Namibian schools.

### **5.2.5 Future visions**

At present, it is questionable whether the newly trained teachers will teach the subject the way it is meant to be taught, i.e. in a practical way. Our informant thinks that some teachers will go back to the theoretical way they knew before. This concern could be addressed through constant support and monitoring by Advisory Teachers. The informant strongly believes that significant competence has been built up among the PG-teachers and other facilitators, in particular

Advisory Teachers. These people must be involved in the continuing process of developing the subject.

Another challenge is to give the learners some exposure to what is going on in the real world. To make this happen, the private sector must become involved. The informant argues that there is still a long way to go before effective partnership agreements are signed between SMEs and schools throughout Namibia.

Our informant makes several suggestions about how to achieve sufficient private sector involvement. First, the subject has to be more popularised. Second, the subject could focus more on a community level. Third, Advisory Teachers could be involved in reaching agreements between the schools and regional and local enterprises.

## 6 College of Education

The pilot group (PG) included members from two Colleges of Education.<sup>2</sup> Due to the long travelling distances between the colleges, we did not have time to visit both of them. We chose to spend a day at one of the colleges, accomplishing a group interview with three members of staff. These women have been involved in the development of the new syllabus and curricula on Entrepreneurship now taught at two Colleges of Education in Namibia.

The group interview involved four topics: overall experiences with the pilot group, challenges, cooperation with other parties in the pilot, and future visions with regard to Entrepreneurship (incl. key success factors). The interview took approximately 2.5 hours.

### 6.1 Overall experiences with the pilot group

The trip to Norway in 2005 and the visits to Norwegian upper secondary schools are mentioned as an eye-opener. The teacher at the College of Education participating on this trip found the school visits to be a discovery, and she learnt a lot from the workshops held in Norway. In duplicating and then developing the practical examples taught to her in Norway, she feels that she has become a better instructor and teacher.

At their College of Education, the two participants have been supported in the process. The Head of Department is positive and the Dean of the College is proud of the work that is being done. The Head of Department and the Dean do not always know how to help the teachers with different challenges when teaching Entrepreneurship, but they try their very best.

At the general level, the three informants find that the PG has worked reasonably well. But they mention two issues. First, it seems that, compared to the Junior Secondary Schools, the colleges have had less contact with the Entrepreneurship coordinator. They feel that he has been preoccupied with the Secondary schools. Second, compared to the informants from HUC and NIED, the informants from the college are more critical of the understanding of Pedagogical Entrepreneurship among most of the PG-teachers. Even though these teachers have learnt the subject over a two-year period, the representatives of the College of Education fear that they

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<sup>2</sup> Rundu College of Education and Caprivi College of Education do not offer this field of study at this point in time, but there are plans to introduce it at these colleges soon.

(the teachers) are still more centred on the traditional way of teaching Business Management. The informants argue that perhaps not all the PG-teachers are ready to teach Entrepreneurship.

Obviously, the situation in all the non-pilot schools is worse. According to our informants, currently most Entrepreneurship courses in Namibian Junior Secondary Schools are taught in a non-entrepreneurial traditional way, e.g. exactly the same way as Business Management was taught. The change, however, will begin when the students from the Colleges of Education have finished their last exams and start replacing the Entrepreneurship teachers of today.

As such, the informants at the college believe that this project began the wrong way. They feel that it was a mistake to have Business Management teachers on board from the start. The right way would be to have all Colleges of Education included in the project, and use the first two-year period to qualify new teachers. It would be much better to have a group of new enthusiastic teachers instead of the difficult task of transforming former Business Management teachers.

## **6.2 Experienced challenges**

Although the informants at the college were positive about the new subject, they wanted to talk about different challenges. Thus, most of the dialogue at the college dealt with challenges that had already been experienced when implementing Entrepreneurship, as well as future challenges.

One issue is the syllabus and the examination. According to the informants, the main problem is that the “new” syllabus does not fit in with the Namibian school system. The syllabus is not coordinated with the rules of the examination procedure, and this has led to much confusion regarding the exams. Furthermore, they argue that there is an urgent need for better coordination between the college and MOE, in particular the Board of Examination.

A second issue is that cooperation between schools and local enterprises has been a complete catastrophe. One of our informants tells that she has spent much time trying to make appointments with the private sector, but has mostly been met with negative responses and people cancelling appointments at the last minute. It seems as though there is a lack of enthusiasm and feeling of obligation from local enterprises to support this project.

A third challenge experienced at the Junior Secondary Schools is the timetable. According to our informants, the subject must be taught for longer than one period at a time. At the college itself, this is not an issue as double periods are standard when teaching Entrepreneurship. A related problem is the fact that classes in Namibia are so large (40-50 learners). This makes it very difficult to teach Entrepreneurship in a successful way.

### **6.3 Cooperation with other parties**

The informants from the college tell us that they have had contact and exchanged ideas with some of the pilot schools. To them (college staff) it seems that a few PG-schools work well with Entrepreneurship, but most do not. They have not had very much contact with the coordinator.

Our informants comment that the cooperation with HUC was very fruitful. The workshops made the PG-members understand “learning by doing”, and during these workshops they learnt activities that have been important in the subsequent teaching. In the last year, there has been less contact between the informants at the college and HUC.

Compared to HUC, DECOSA had a different approach to Entrepreneurship. The informants found the ideas from DECOSA interesting, but they disagreed with DECOSA's theoretical approach. The practical approach from HUC was found to be more effective, and the practical approach also corresponded to the vision of Entrepreneurship presented by NIED.

### **6.4 Needs for the future**

There is a clear opinion among our informants that this project requires monitoring and continuous coaching. There is also a wish for stronger communication between the different parties involved, especially between the colleges and NIED and MOE. At the same time, what our informants find most disturbing is the fact that there are no experts in Pedagogical Entrepreneurship in Namibia.

Another important issue is the struggle to get the private sector involved in the project. For their own teaching, they have put a great deal of effort into making appointments (that are not kept) and arranging for the students to meet with entrepreneurs and managers of small and medium enterprises. As this has been a problem for all the members of the pilot group (both teachers at colleges and teachers at secondary schools), our informants worry that cooperation between schools and the private sector will not work as well as they hoped when initiating the subject.

According to our informants, it is a hopeless project to have cooperation between schools and the private sector all over Namibia, unless there are some agreements made between municipalities and the business sector. By way of Partnership Agreements one might be able to have “forced” volunteers from the private sector. Another suggestion is to employ someone whose job is to arrange meetings between the private sector and schools and colleges.

The role of NAMAS and HUC was also discussed to some extent. All three informants find it to be a necessity that HUC (and other independent evaluators) plays an important part in the continuing process of implementing Entrepreneurship. They state this even though the Norwegian experts are very expensive, and they have been given the opportunity to consider

other ways to spend “the same amount of money”. The informants have this positive opinion of HUC for the following reasons:

First, if NAMAS is to provide more money for the development of Entrepreneurship, it is important that such extra funding is not wasted. Money spent on e.g. many computers in schools is a waste, due to security issues as well as electricity restrictions. On the other hand, money spent on monitoring the process of implementing Entrepreneurship is not a waste. Workshops to increase knowledge and motivate teachers are also good ways of spending resources.

Second, most members of the PG and the Advisory Teachers are not sufficiently trained in Entrepreneurship to guide and help the new teachers of Entrepreneurship (in all Namibian schools). These teachers (PG and Advisory Teachers) can play a day-to-day role in giving some advice, but there is a need for specialists with international experience to hold workshops and develop the subject further. It need not only be HUC that act as an international expert, but HUC has already invested in this project and knows Namibia, and that is an advantage.

Our informants feel that the most important job in the coming years is to assess the process of implementing Entrepreneurship, and to have regional and/or national workshops to increase the teachers’ enthusiasm and knowledge about the subject and Pedagogical Entrepreneurship. In the workshops, they find it of great value to continue working with the Norwegian experts. The Norwegian experts could also help in assisting the assessment or evaluation of the work done in the schools. One way to achieve this could be a collaboration between teachers and students at the Colleges of Education and HUC. The teachers and students could collect data, and HUC and the teachers from the colleges could analyse the material. HUC could also perform field work in Namibia during such an evaluation. Another long-term project could be to analyse what happens to the learners when they have finished school (e.g. how many become entrepreneurs?)

## 7 The teachers

The pilot group (PG) included seven secondary schools. In each of these schools, one Entrepreneurship teacher was appointed to participate in the project. The appointed teacher was generally a former teacher of Business Management.

In the planning phase of the evaluation, different ideas on the involvement from the teachers in the PG were discussed. The chosen approaches included observation of two classes (and thereby the teacher) and a group interview including all teachers in the PG. Just before we started the field study in Namibia we received the message that neither observation of classes nor the group interview with members of the PG could be accomplished during our stay. The reason was all the exams that are conducted at the beginning of August.

To involve the teachers we had to come up with an alternative plan. We decided to conduct longer individual interviews with the teachers in the two schools we were visiting. Consequently, after the group interviews with learners, we sat down with their teacher and did semi-structured interviews. Each interview took around 1-1.5 hours. The individual teacher interview guides were based on the prepared teacher group interview guide. It had five topics: overall experiences with the pilot group, teaching Entrepreneurship, cooperation in the PG, cooperation with other relevant parties, and future visions with regard to Entrepreneurship.

It must be stated that it is difficult for us to conclude if the teachers interviewed are “good” or “bad” representatives of the members in the PG. On the other hand, the whole idea about the typical PG member is irrelevant for this study. When using qualitative methods one might at best perform some “theoretical generalisations” (although that is also quite a contested discipline), and that is not our intention with this section.

The chosen teachers have spoken on behalf of their own experiences in the project and provided us with their insights. Other PG members might have had quite different experiences, but their stories will (unfortunately) be left untold in this evaluation.

## **7.1 Teacher 1**

The first teacher interview took place straight after our group interview with learners. The informant was a woman. She was one of the teachers in the PG who had taught Business Management prior to teaching Entrepreneurship.

### **7.1.1 Overall experiences with the pilot group**

Since the informant presented herself as a former Business Management teacher, we found it interesting to compare Business Management with Entrepreneurship. According to the informant, it took some time to become familiar with and interested in Entrepreneurship. First, she had problems grasping the difference between Business Management and Entrepreneurship, since both subjects had similar topics. Second, she was sceptical about the practical part of the new subject and the new teaching methods. This inner resistance probably made her less concerned with the new subject. Third, she did not have any experience with pilots.

After the first workshops she changed her mind. She was no longer resistant towards the topics and the teaching methods. This small “transformation” was based on the experiences of meeting Ødegård and Lexander from HUC, and learning about Entrepreneurship from them.

### **7.1.2 Teaching Entrepreneurship**

Compared to her former and more traditional way of teaching, the informant finds that she now puts “the learner centred approach” into practice. This approach has been theoretically taught at Colleges of Education and UNAM since liberation in 1990, but with Entrepreneurship, the learner centred approach is applied more in practice. Furthermore, she no longer only has a theory-based end-exam, but combines the final exam with essays/cases solved during the whole school-year (continuous assessment).

The teacher points out that she feels more confident in her teaching. And as a result of being a member of the pilot group she also experiences that the Head of Department is happy, and the Head advises other teachers at her school to come to her for advice and observe her new teaching methods. According to the informant, her learners tell her that they have experienced a change in the way she teaches, and most of them are very satisfied with the guidance, support and tuition she provides.

Even though being part of a pilot group has been very fruitful, she has also experienced some challenges in teaching Entrepreneurship. In particular, she mentions the issue of single periods and the use of laptops. The informant tells that such issues are of general concern to the pilot schools.

First of all, time is a key factor when teaching Entrepreneurship. Single periods (40 minutes) are not satisfactory given the intention of applying entrepreneurship methods. In single periods,



much time is also spent on the basic theory, and less time on problem solving and the practical examples. Her double periods, on the other hand, are much better. Having 80 minutes at her disposal fits much better with the intention of addressing both theory and practice.

A second challenge concerns the laptop and the digital projector. Our informant has learnt to use these teaching aids, but it is difficult to practise using them, since this is time consuming, i.e. much time goes to waste at the beginning of the period when she sets up the laptop and the digital projector. It would perhaps have been easier to have had a permanent computer in the classroom. In addition, the learners cannot fully appreciate the laptop since it is not connected to the internet. Although they enjoy its general features, the learners cannot use it to search for the different types of information that the web has to offer.

### **7.1.3 Cooperation within the Pilot Group**

According to the informant, cooperation between the PG-teachers worked well. The PG-teachers have tried to work as a group, and provided support to each other during the project. During the course of the project they have learnt each other's strengths and weaknesses, so they know who to contact when challenges arise. Most of the contact has been by telephone.

David Groenewald has been an inspiration for our informant. She tells us that the Entrepreneurship coordinator visited her class at the beginning of the pilot period. At that time, the learners were shy and not really responding to the new subject and the methods. During his visit, Groenewald talked to the learners and inspired them. In the following period, the learners became much more enthusiastic about the subject. The informant tells that when Groenewald came on a second visit, he was amazed by the learners' enthusiasm and their adaptation to the new learning methods.

### **7.1.4 Cooperation with other parties**

The teachers have cooperated with different parties from 2006 to 2008. These parties include school management, the local private sector, NIED, MOE, NAMAS and HUC.

The informant tells that she feels support from the management of the school, and that they have a positive attitude to the project. At the same time, she points out that it would have been an advantage if the school's leadership had attended some of the workshops. Sometimes it feels like they only have an imaginary picture of the whole project. The problem with single periods is one example of the lack of common understanding of the requirements of this subject.

Cooperation with local enterprises has been a challenging task. The informant tried to include many managers/entrepreneurs at the beginning of the project period, but she did not get the response she wanted. The managers/entrepreneurs she spoke to did not believe in the potential of the subject, and they did not find that participation would be beneficial for them. Those who were positive and agreed to hold presentations did not appear when they were supposed to. This situation is better today, and there are some enterprises that have taken part in school activities.

However, most enterprises refuse to open their doors for the learners and will not participate in the project.

The informant has had little contact with the MOE, but she received some advice from a subject advisor. She has cooperated with the Entrepreneurship coordinator at NIED, but nobody else. She told us more about the cooperation with HUC and UNIDO.

HUC's representatives have been very important to our informant. From them, she has learned the methods, techniques and activities that she now uses when teaching Entrepreneurship. Through the work in the pilot group, and HUC's involvement, she has increased her self-confidence and become a better teacher. From HUC's representatives, the informant has also learned by observation. She has looked at Ødegård and her movements, her eye contact and body language, and learnt from her way of holding lectures.

In considering the future role of HUC in this project, the informant is convinced that HUC must play a part. She finds that she has much to learn from Ødegård and Lexander. She suggests that it would be particularly beneficial if HUC could help/support in the process of implementing the new teaching methods at the school level. School management still requires some convincing, and HUC could help in debates on how to set up Entrepreneurship (e.g. inform management of the advantages of double periods and the necessity of involving local enterprises).

### **7.1.5 Visions for Entrepreneurship**

According to the informant, the pilot group reached all its goals. This is best seen through her learners. She is proud to tell that they have changed a great deal during the two-year period. She tells us that other PG-teachers also point out that this subject has increased the learners' self confidence, problem solving skills, creativity and positive attitude to the future (including a positive attitude to self-employment).

Although the informant is proud of these efforts, she still feels that there is a long way to go. One challenge is the time issue. The informant is very clear on this matter, and states that double periods are a prerequisite to teaching Entrepreneurship the way it is supposed to be taught. A second challenge is to make better use of computers, a third challenge is cooperation with local enterprises, and a fourth challenge is the spreading of knowledge from the pilot schools to the schools that have just introduced Entrepreneurship. We shall look into the two latter issues, and how these issues might be solved.

The cooperation with local enterprises has been a challenging task. The informant finds it necessary to involve school management. Ideally, school/enterprise cooperation would be arranged by the MOE. There is also a suggestion of involving parents, as there are many existing entrepreneurs among this group. They may be willing and able to participate in the subject.

The final challenge is the introduction of Entrepreneurship in all schools. The new teachers have much less experience in teaching Entrepreneurship compared to the members of the PG. The PG-teachers are active in sharing their thoughts and experiences, and they should be used as a resource group vis-à-vis the new teachers. In addition to using the skills and competence that the PG-teachers have, the informant finds it of relevance to look to Norway and hopefully still have involvement from HUC.

## **7.2 Teacher 2**

The second teacher interview also took place after the group interviews with learners. This informant had some experience with entrepreneurship projects prior to becoming a member of the PG. At the same time, she was one of the PG members that did not teach Business Management.

### **7.2.1 Overall experiences with the pilot group**

At the beginning of the interview, the informant tells us that “Entrepreneurship” is her “baby”. Obviously, the subject means a lot to her, and she is very enthusiastic on behalf of herself and the learners. She feels that during the course of this project, she has developed as a teacher, and that the learners have developed with her. In particular, the learners are more confident and outspoken, and they have learnt how to work together as a group, and how to communicate. For this informant, the main benefit (and success) of the project is seeing her learners grow.

### **7.2.2 Teaching Entrepreneurship**

The informant tells us that she has always used “the learner centred approach”, but is now more aware of the benefits of putting it into practice. Her biggest motivation is the enthusiasm from her learners. They tell her that they love the subject and want to learn more about Entrepreneurship. She says that they have the “entrepreneurial spirit” within them, and she has seen a huge positive development in their personal abilities over the past three years.

She mentions time as a key factor when teaching entrepreneurship. In 10<sup>th</sup> Grade she has had single periods (40 minutes), and that is not satisfactory. In the 9<sup>th</sup> Grade she had double periods (80 minutes), and that was much better. In two periods she was able to spend some time on the basic theory, and more time on practical activities.

A constraint to her teaching is the lack of resources, particularly the internet. There is so much available on the net that she would like to show the learners. Also, when creating assignments, she has to assess if the learners have a good chance of finding useful information sources. With a reliable internet connection, the learners do not have to struggle so much when seeking information.

A very positive development in the class has been the improvement of a particular couple of girls. They are now extremely good leaders, and also outstanding in the subject. The traditional Namibian school system favours boys, and for our informant it is a benefit to see these strong girls becoming the future entrepreneurs (and perhaps future leaders).

### **7.2.3 Cooperation within the pilot group**

The pilot that the schools were invited to participate in was a so called “learning by doing” project. Whilst the members of the PG were implementing entrepreneurship in their respective classes, they were also expected to share their experiences with each other. In this way the group was meant to build up competence from their own experiences, where practice and theory together could build an understanding of Entrepreneurship.

According to the informant, the cooperation between teachers in the PG worked well. The problem of working within the PG was physical distance, but by using the telephone frequently they managed to keep in touch between the workshops. She tells us that she learnt a lot from the other PG-teachers, but also that she contributed to the betterment of the group. One of her strengths was knowledge about the learner centred approach, as well as assessment.

She feels that the PG has much to offer the new Entrepreneurship teachers. This year, as Entrepreneurship became a national subject (Grade 8), she has received many phone calls from teachers experiencing the same challenges that she did previously. She has also been involved in a couple of seminars (trainings for the new teachers), both at the national and regional level. At such events she usually presents her class and their accomplishments.

### **7.2.4 Cooperation with other parties**

The teachers have cooperated with different parties, including school management, parents, the local private sector, NIED and HUC.

The informant is glad to have support from parents (she had a meeting and explained the intention of the subject) and from school management. On the other hand, she finds it problematic to connect with local businesses. Many managers and entrepreneurs are busy people that do not take time to share their ideas and knowledge.

The contact with NIED has been with the Entrepreneurship coordinator. He has supported her and the class when that was needed, and he has quite regularly checked the state of affairs. She had less contact with the MOE and NAMAS.

She is very satisfied with the cooperation with HUC. It has provided her with a great deal of information on how to teach Entrepreneurship, including practical activities. Additionally, during the visit to Norway, she experienced a very strong level of entrepreneurial attitude at schools, and she learnt much from that experience.

Considering the future role of HUC in this project, she is convinced that they should still play a part. Although the PG-teachers are empowered and the subject is set up, there is still a need for someone from the outside to monitor and support the further development of the subject. One way could be further cooperation between the pilot schools and HUC through seminars on “the good examples of teaching Entrepreneurship”, and the PG-teachers could then present these good examples to other Namibian teachers. Another (and more economical) way would be to maintain contact through e-mail. The representatives from HUC could then be contacted regularly for advice on different problems that arise.

### **7.2.5 Visions for Entrepreneurship**

According to the informant, the pilot group reached most of the goals they set. She also feels that she and the other teachers, as well as the Entrepreneurship coordinator and the representatives of the two colleges, have much to offer in the forthcoming processes of introducing Entrepreneurship in all Namibian schools. She says that the PG-teachers are ready to support and guide the new teachers, to make the implementation as smooth as possible. She also feels that the PG has already spent much time training (seminars) and supporting (answering questions) other teachers.

At the same time, she is aware that it will take some time before Entrepreneurship is taught the way it should be all over Namibia. The pilot schools have come a long way, but it will take time for the other teachers to reach their level. Mindset changes takes time.

In relation to this, there is a challenge that Entrepreneurship is taught in one way, whilst all the other subjects are taught in a more “traditional” way. Her hope is that the content of Entrepreneurship might be used for interdisciplinary projects. For instance, the process of setting up a company could involve different subjects such as English, Accounting and Mathematics, in addition to Entrepreneurship.



## 8 The learners

The first days of the field studies in Namibia were spent at two of the pilot schools. Due to ongoing examinations, we could not observe the teaching of Entrepreneurship. Instead we settled with group interviews with learners, as well as individual interviews with their teachers. We were quite satisfied with this solution. We spent around 2.5-3 hours at each school.

In this section, we will focus on the interviews with learners. The interviews were semi-structured and dealt with four themes: entrepreneurial competences, business start ups, relations between learners and between learners and teacher, and challenges and highlights regarding the subject Entrepreneurship.

### 8.1 School 1

In the first school, the group interview was conducted with the whole class. Thus, the setting was a “group interview” with 35 learners, in 10<sup>th</sup> Grade, in their classroom.<sup>3</sup> There were several disadvantages of having so many informants. We could not develop a good group process, the learners had to raise their hands before they could speak, some learners did not pay much attention in the end phase of the interview, and some learners did not say anything at all. The only advantage of having an interview with the whole class was that the learners were able to reach consensus on some important topics and that everyone had the opportunity to participate.

#### 8.1.1 Highlights and entrepreneurial competences

Most learners were of the opinion that Entrepreneurship had been an interesting subject, and that “learning by doing” was an interesting method. When challenged with the question “why is Entrepreneurship interesting?” different informants provided varied insights.

One point, mentioned by several learners, was the positive, practical side of Entrepreneurship. These informants found Entrepreneurship particularly useful as they had problems in the other, more theoretical subjects. Some learners pointed out that the subject was “easy”, and some

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<sup>3</sup> Of course this was problematic, but we did not feel that we could pick a group of 5-8 learners (as originally intended). After all, the learners were finished with their school day and had waited for us, the Norwegian researchers, for some time. When we suggested a smaller group, we could see disappointment among the learners and therefore decided to go on with the whole class.

found it too simple or “too easy”. After a discussion on the term “easy”, the learners found that Entrepreneurship was “easy” because they found it fascinating and consequently spent a considerable amount of time on the subject.

Some other highlights of Entrepreneurship were presented. One learner pointed out the democratic aspect, e.g. that all learners were free to express themselves and state their opinions. Another found it very useful to hold presentations in front of the class, and she got many nods from her classmates. To hold presentations was something many learners feared, but they had overcome their fear and their “shyness” through Entrepreneurship.

Moving on to entrepreneurial competences, the learners told us what skills they found themselves developing through the course of having Entrepreneurship. They found that practical knowledge on how to start and run an enterprise was important. Some found the lessons on creating a comprehensive business plan most useful. Others pointed out the experience of selecting business ideas, and some pointed out knowledge on formalities when establishing an enterprise. Of the more general entrepreneurial abilities, one of the informants talked about social skills, problem solving and cooperation abilities. Her classmates responded to a lesser degree to these suggestions. Their focus was not on developing their general abilities, but developing their specific entrepreneurial abilities that could be used for business start ups.

### **8.1.2 Challenges**

For some informants, the field visits to enterprises had been quite a success, and one informant pointed out that a presentation from a manager of a local enterprise was a highlight. Still, most learners had bad experiences with regard to cooperation with the private sector. Some had been refused entry to enterprises when they came to visit (even though they had made appointments), and others could not get in and talk to managers. Some learners experienced that people from the private sector did not show up to appointments and presentations, e.g. at the school.<sup>4</sup>

The cooperation between the school and the private sector constitutes one challenge. Another big challenge was group work. In the 8<sup>th</sup> and 9<sup>th</sup> Grade the learners did considerable group work, but the cooperation did not go very well in many groups. One problem was that some learners did “all the work” whilst others were lazy. In the 10<sup>th</sup> Grade each learner had to work individually, and most of the learners found that this was the better way. One might refer to Aristotle and his fundamental rule of justice: With individual work unequals were treated unequally (with regard to grades), whilst with group work, the lazy learners were treated equally to the worker bees.

A third challenge was the method “learning by doing”. Most learners found it interesting to “look for information themselves” and not be “provided information by the teacher”. At the same time, most learners had difficulties when they were tasked with solving problems that did not have any “correct answer”.

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<sup>4</sup> This was also clarified by their teacher who told us about many problems when cooperating with representatives from the private sector who had no “self-interest” in meeting the learners.



### **8.1.3 Business start ups**

When discussing the usefulness of Entrepreneurship, an evaluator must discuss the potential of future entrepreneurs. Among the 35 learners that we met, approximately 20 stated that they had a desire to start their own business, 10 did not know, and five wanted to be employed. Those that did not know, or did not want to start a business, told us that their critical position on self-employment was based on the amount of work that is necessary to establish and manage a business.

Those 60 percent (20 learners) that wanted to be self-employed had different motives. Some boys talked about earning a lot of money, the status that followed from being a boss, and the opportunity to work when they wanted to. Some girls talked about helping their fellow Namibians by creating a workplace (for themselves and others), and that it would be an interesting experience. Both girls and boys found that they possessed the skills required to start and run their own business, and also that they had learnt that it was quite easy to set up a business in Namibia (as compared to many other countries).

We were also given examples of different ideas for future enterprises. All of their ideas were focused on the service sector. One boy wanted to have his own cinema, another boy wanted to establish a casino, a girl wished to be a hairdresser, and there were other ideas of companies such as selling swimming pools, houses, and a company specialising in food.

### **8.1.4 Class relations**

On the issue of the relationship between learners and teacher, the learners did not say much. Some informants said that they were satisfied with the support and guidance from their teacher, and some had seen her teaching methods and confidence developing in the last two years. Most learners nodded and showed support for this statement. At the same time, a few learners were less impressed by their teacher's skills. These learners did not enjoy the subject Entrepreneurship.

On the issue of relations between learners, the informants ended up commenting on problems with group work once more. They did not say anything about either positive or negative effects with regard to the class environment (e.g. friendships, less bullying, working towards mutual goals). It was obvious that group work had been quite problematic.

## **8.2 School 2**

In the second school, we performed two group interviews with learners. One interview included eight learners and the other interview included seven learners. The group dynamic was very good in these groups. We found that "all learners" in this class were outspoken and confident about participating in group interviews. It is of limited value to discuss the lessons of the group

interviews separately in this report. Thus, in the following section we have treated the interviews at this school collectively.

### **8.2.1 Highlights and entrepreneurial competences**

All learners at the school found Entrepreneurship to be an interesting subject. Most of them thought it was the single most interesting subject they had ever had. Of the many highlights, the learners mentioned role plays, Market day (including performing a market analysis and then talking to customers and selling products), Entrepreneurship day (presenting a business plan and new products), learning debate techniques, holding presentations for adults (e.g. for teachers at the in-service training) and short-term projects like cleaning the school (to learn the value of employment and that all kinds of work are respectable).

We would like to mention how they learnt debate techniques. The class was divided into two groups. One group was asked to make the argument that corruption in Namibia was increasing and the other group that corruption was decreasing. The learners had to be active in getting information and talked to different people on this subject. The project ended with a class debate on the issue, in which facts and analyses were presented.

At the more general level, the learners found it to be very positive that the subject was so practical. Another positive side was the “learning-spiral”; the learners were taught the same topics each year, with new pointers/knowledge added each year. Group work was also mentioned as a positive process. The learners were split into groups according to their strengths and weaknesses, and thus had the ability to work with something they were good at and liked. A final positive side was holding presentations in front of the class, which increased the self-confidence of many learners.

When talking about entrepreneurial competences, some learners commented upon their own development. They had become less shy, nervous (when talking to “strangers”) and much more confident. Most learners also nodded to the suggestion of one of the girls that their problem solving abilities, cooperation abilities and respect for all kinds of income generating work had been strengthened through the project. At the same time, the most important thing they had learnt was specific entrepreneurial competences; e.g. learning how to make a business plan, performing a market analysis, talking to customers and presenting a product, as well as setting up a budget and doing the accounting.

### **8.2.2 Challenges**

For some informants, talking to managers of enterprises had been a success. They had met friendly managers who had spoken to them about the positive and negative sides of running a business. Other learners did not meet friendly managers. They could not complete their school task of talking to representatives from the private sector. At the same time, most learners thought that it had been of value to learn how to approach “important and busy people”.

Another “negative” side to having Entrepreneurship was that it was stressful at times. Before the in-service seminar (presentation for teachers), the Market day and the Entrepreneurship day (preparing and running a business), the learners had much to do. At the same time, they pinpointed that it had been great fun to prepare for these events. As such, when Entrepreneurship was stressful it was also fun.

### **8.2.3 Business start ups**

As stated before, the political emphasis on Entrepreneurship is the somewhat unrealistic idea that the school, through the teachings of Entrepreneurship, will be able to erase the problem of youth unemployment. In both group interviews at this school it was made clear that most learners wanted a self-employed career. One of the learners had already set up his own kiosk (a store selling snacks such as chocolate, popcorn and ice cream).

In addition to this young manager, the other learners also presented different business plans. One boy wanted to “pimp up cars”, another one wanted to have his own construction company, a girl planned to start a Namibian model agency (after completing university), whilst another girl wanted to go into the tourism industry and rent lodges. At the same time, most learners were aware that it was not that easy to set up a business in Namibia. Forms and regulations seemed to be quite easy to handle, but the main problem was finance. According to our informants, many entrepreneurs had been turned down by banks and investors, and their business ideas had not been realised.

All learners wished to start their own business. The motives varied from person to person. Both girls and boys commented on the value of being their own boss (and not taking orders), a girl talked about the experience that she would gain by setting up a company, whilst a boy pointed out that it would be interesting to use the basic knowledge learnt from having Entrepreneurship. This section ended with a boy pointing out that to start a company was his duty and his way of contributing to bettering the Namibian economy. Since he learnt Entrepreneurship – i.e. was in possession of the basic competence and know-how with regard to setting up a business – he felt strongly that he should be a job-creator and not job-seeker. Other Namibians, who did not acquire these skills, should have the opportunity to seek a job at his company.

### **8.2.4 Class relations**

On the issue of the relationship between learners and teacher, the learners could not stop praising their teacher: “She is the best, she is so much better than the other teachers at the school, she is like a second mother, she is so supportive” etc. More precisely the learners talked about their teacher’s ability to make the subject fun, to understand their problems, to “force” all learners to be involved in class discussions, to use good examples, and to be able to go into detailed questions when that is necessary. Moreover, all learners trust their Entrepreneurship teacher, and she is involved in much more of their lives than just what happens at school.

Compared to the other school, this class had much more fun when doing group work. Largely due to the way groups were set up, and that the learners had been taught to respond to each other with courtesy and respect. The constant focus on group work was very positive for the class environment, as well as very positive for the individual learner with regard to his/her ability to “listen, give advice, take the initiative, and be open to other people’s perceptions”. Another unifying factor was working towards mutual goals, and the learners had experienced that cooperation might yield a much better result compared to individual work.

## 9 Summary

The point of this evaluation is to discuss the assistance provided by the Namibia Association of Norway (NAMAS) to the Ministry of Education (MOE) in the area of Pedagogical Entrepreneurship. The period to be assessed is 2006 to 2008. NAMAS has provided:

- Direct economic assistance: Paid for materials, courses and building competence
- Indirect economic assistance: Paid HUC and the Entrepreneurship coordinator
- Strategic assistance: NAMAS is represented in the ESC.

This chapter presents a short assessment of the chosen areas examined in the evaluation.

### 9.1 The function of pre-service training

NAMAS was involved in the pre-service training via HUC and the Entrepreneurship coordinator. This pre-service training included school visits, courses and workshops at the Colleges of Education. Pre-service training is of huge importance since the colleges are to deliver teachers in future who are competent to teach Entrepreneurship.

We visited one college. The informants from the college feel confident in their teaching of Entrepreneurship, and they feel that they are supported by influential people at the college. At the same time they felt that NIED did not support them enough in the process of implementing the syllabus and the new method of examination. Our informants address the need for closer contact between them and MOE and NIED. Referring to the PG, they feel that the coordinator focused mainly on the development in the Junior Secondary Schools. As for their involvement in the PG, the informants felt that the colleges were “sidelined”. A positive thing was that one PG-teacher let students from the college visit during an Entrepreneurship class.

To the PG-member, the trip to Norway was a highlight and an eye-opening experience. She learnt a lot from the experts from HUC, and had developed her teaching skills. In the latter period of the project, the college had less contact with HUC. Still, the cooperation between HUC and the informants was very fruitful, and they would like to have further cooperation with HUC. In particular, the informants point out the need for monitoring the project. The monitoring could be in the form of a project where students and teachers assist HUC.

## 9.2 The function of in-service training

NAMAS was also involved in the in-service training via HUC and the EC. This in-service training included school visits, courses and workshops in Norway and Namibia, with the members of the pilot group. In addition, this training included a two-week course of selected Business Management teachers (TOT seminar with a total of 45 teachers from all regions).

We begin with TOT from 2007: From the internal evaluation we understand that this course was very well received by the participants. Both the informants from HUC and NIED are proud of the work that was done by them and the representative from UNIDO. To us it seems that more was accomplished at this intensive course than had been expected. At the same time, it is of course questionable whether a two-week course is adequate to create sufficient knowledge and understanding of Pedagogical Entrepreneurship.

According to the representatives from NIED and HUC, the in-service training in the PG has worked well. Both NIED and HUC are satisfied with the entrepreneurial development of the PG-teachers, and they want the PG-teachers to play an important role in the forthcoming work on developing the subject. The informants from the college are somewhat less impressed. They think that some of the PG-teachers are entrepreneurial in their approach to teaching, but also that some of the PG-members did not get as far as one might have hoped they would.

The teachers themselves feel confident in teaching Entrepreneurship. Both teachers interviewed thought that they had learnt a lot as members of the pilot group. One of them was initially very sceptical about the subject Entrepreneurship, but she was convinced of its importance during the trip to Norway. The other teacher was more open from the beginning. Both informants pointed out that Entrepreneurship has helped them to implement the learner centred approach in their teaching. This is supposed to be integrated in all teaching in Namibia, but it was the in-service training from HUC that provided those “good examples” of the method. Both informants also found that the PG was a success. This group has been an area for discussions and sharing of experiences. The challenge of geographical distance was solved by frequent telephone contact.

Both teachers are very satisfied with the role played by the Entrepreneurship coordinator. To them and their learners he has been a support and inspiration. They are also very happy with the role that HUC has played. There are no Pedagogical Entrepreneurship experts in Namibia, so it was a necessity to learn from the “best” (as one informant put it).

Both informants are concerned that HUC must play a role in the future. One informant points out that she thinks there is a need for monitoring of the project, which could possibly be done by HUC. The other informant thinks that HUC should be involved in workshops for school management and other teachers so they can be more updated on entrepreneurial practices. Both teachers also mentioned that easier access to the internet would make a huge contribution for communication between Norway and Namibia, and the future development of content and methods in Entrepreneurship.

### **9.3 The use and integration of methodologies in teaching**

The representatives from NIED, from HUC and from the Colleges of Education agree that there is much work to be done before all schools in Namibia teach the subject Entrepreneurship in the practical way that is intended, with the use of entrepreneurship methodologies. NIED and HUC think that the PG and TOT members have come a long way. The informants from the college believe it will be the newly examined students at their college that might make a difference.

To us it seems plausible that most teachers attending the seminar in February 2008 have not changed their ways of teaching significantly. It is also likely that many of the chosen teachers at the TOT seminar in 2007 have not come very far. This we know less of. However, one should be able to safely assume that the PG-teachers and Advisory Teachers have learnt a great deal.

The informants at the college expressed that they lacked complete instructions and guidelines for the successful implementation of Entrepreneurship. There is much uncertainty around the content and assessment, and they would like more support and information about Entrepreneurship from NIED and the MOE.

At the pilot schools it appears that the main challenges were time and resources. At one school there were 40 learners in one class, and the teacher had only one double period at her disposal. Although she did a good job, she lacked some support from school management to make the implementation of Entrepreneurship a success. The other teacher had a smaller class, and this school had come further in their implementation of Entrepreneurship. In this school, the learners participated in a wide range of activities and school management supported “good ideas”.

Regarding the learners, both teachers agree that Entrepreneurship has developed the learners in a very positive way; providing them with more self confidence, and belief in their creative abilities and problem solving skills. At one school, the learners have become far better at working in groups and communicating with each other and the teacher.

Most of the learners were very positive about the subject, and overall they thought that their teachers were excellent. Among the highlights were entrepreneurial methodologies such as holding presentations, expressing themselves in debates, having market days, and conducting different kinds of projects. The subject's practical aspect was positive since it provided useful knowledge for their future working careers. As regards group work, there were different experiences at the schools. In one of the classes all of the learners were pleased with group work. They worked according to the principle of sharing tasks and responsibilities. The other class had mixed experiences with group work, and most learners preferred individual work.

The most important skills learned in Entrepreneurship were how to create a business plan and knowledge about the formalities of setting up an enterprise. Some informants mentioned social skills. When asked about their future plans for work and business, the majority of the learners said that they wanted to be self-employed. Some learners thought they already had enough knowledge to set up a business in Namibia.

## 9.4 Advice for continued work on Entrepreneurship

NAMAS thinks in the context of long-term projects, and it also does so with regard to the project Pedagogical Entrepreneurship. This project started with a pre-pilot period in 2004-05, followed by the preparatory phase (2006-08). The question is if NAMAS will be involved in the years to come.

On the positive side, the subject Entrepreneurship is fully accepted by both school authorities and politicians, it has already been introduced in all schools, and all teaching materials are provided in a timely manner. On the negative side, the subject is not fully accepted by school administrations, local companies are sceptical about cooperating with schools, and only a minority of teachers are sufficiently trained in Entrepreneurship methodologies. NAMAS can play different roles in the continuing work with Entrepreneurship. Also of importance is that all parties (teachers, colleges and NIED) wish to continue the cooperation with HUC and the Entrepreneurship coordinator.

1. It is important to work with the school administrations. They need to be informed about the subject and what it entails, as well as be advised regarding favourable conditions for teaching Entrepreneurship. The task of convincing school administrations is first and foremost one for NIED and perhaps the Entrepreneurship coordinator and his group of Advisory Teachers. It might also be a good idea to invite HUC to become involved, as the Norwegian group knows this type of work very well.

2. It is also important to work with the Namibian private sector. From all informants we are told that most business people do not want to use their time (for earning money) in schools teaching youngsters (future competition) about their experiences as entrepreneurs. As the Namibian business culture is a closed one, it is perhaps necessary to create Partnership Agreements between schools and the business sector at the national, regional or local level. This process of reaching out to businesses (national/regional organisations) could be conducted by the Entrepreneurship coordinator and his group of Advisory Teachers. One informant suggests employing a separate person specifically to engage enterprises with the subject and to arrange meetings for the learners/students.

3. It is also important to work with the teachers, both students (pre-service) and current teachers (in-service). It is reasonable to assume that there are many teachers in Namibia questioning the use and value of Entrepreneurship as a subject, and for this reason it seems to be very important to have good information and good training available for these teachers. The PG-teachers and the Advisory Teachers are trained to perform this training themselves, but it would be beneficial if someone with more experience also became involved. We believe that HUC can play an important job in motivating and in explaining Pedagogical Entrepreneurship. Furthermore, the colleges are important institutions. They want closer cooperation with NIED and the Entrepreneurship coordinator, and say that they would feel more confident if the cooperation with HUC continued.



4. The Advisory Teachers should receive further training. Their positions in the 13 regions, as links with schools, directors, principals and teachers are vital for the future success of the subject.

5. NAMAS can fund the development of teaching aids and other materials. Developing teaching aids and other materials is an ongoing activity, as the subject is linked to an ever-changing field.



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### **Evaluation of Pedagogical Entrepreneurship. Evaluation of the Preparatory Work on Introducing Entrepreneurship in Namibian Junior Secondary Schools**

The project assignor for this study is the Namibia Association of Norway (NAMAS). NAMAS is an international non-profit organisation started as a solidarity organisation for the people of Namibia in 1980. NAMAS is currently working on four education projects in Namibia, one of which is "Pedagogical Entrepreneurship".

In 2004, the Ministry of Education of Namibia (MOE) decided to introduce Entrepreneurship as a new subject in Junior Secondary Schools. The National Institute for Educational Development (NIED) was tasked to put this decision into practice. The preparatory work on the introduction of Entrepreneurship was completed in the period 2006-08. In this period, NAMAS has provided direct economic assistance, strategic assistance, and has supported an expert group from Hedmark University College (HUC) with its involvement in the process of pre-service training, in-service training, and the development of teaching methods, curricula and other written materials.

In May 2008, the Eastern Norway Research Institute was chosen to evaluate the role of NAMAS in assisting the MOE with the introduction of Entrepreneurship. Our work is finalised with this report. The conclusions in this report are based upon the following data gathered in Norway and Namibia: Individual interviews with two teachers involved in the pilot group; three group interviews with learners; a group interview with representatives from one College of Education; and individual interviews with the chair of the steering committee, the Entrepreneurship coordinator (leading the pilot group), the director of NAMAS and the project leader from HUC.

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