The State of Entrepreneurship Education in Higher Education Institutions of Africa

By Buzeye Zegeye & Manjit Singh

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Abstract- The purpose of this study was to provide a detailed insight about the common practices of entrepreneurship education curriculum contents and pedagogy in Africa by adopting systematic literature review (SLR). SLR was chosen to help the review of the literature transparent and unbiased. Accordingly, 30 articles and conference papers whose primary research objectives were investigating entrepreneurship education, entrepreneurship education curriculum and related fields in Africa and published in different journals were reviewed under three themes, i.e. teaching about entrepreneurship, teaching for and through entrepreneurship. The result of the review revealed that entrepreneurship education in Africa seems traditional, indifferent from other general management study courses and the pedagogy is teacher-centered, which implies, predominantly focus on teaching "about "entrepreneurship, which is ineffective.

Keywords: entrepreneurship, education, content, pedagogy, africa.

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I. Introduction

Youth employment is at the center of the policy agenda around the world (Premand et al., 2012). In developing countries especially Africa, graduation rate from university and the unemployment rate among tertiary educated youth have been increasing steadily. Hence, there is the need for entrepreneurship to solve social issues such as unemployment through creating jobs has become obvious, especially in developing countries such as Africa. It is to infer that entrepreneurship education is critical for developing entrepreneurial skills, attitudes and behaviours that form the basis for the economic growth of a country (Lekoko, Rankhumise and Ras, 2012). Because, entrepreneurship education is about creating an entrepreneurial mindset/culture that fosters innovation, problem solving and active citizenship and where individuals have the self-confidence and belief in their ability to succeed in whatever they choose (El-Kiswani, 2013). Hence, it has been noted that a significant number of entrepreneurship courses have been introduced worldwide (Zondo, 2017) and higher education institutions systems need to reoriented their content and pedagogy to foster entrepreneurship. Despite the fact that entrepreneurship education becomes an important tool to create innovative society, job creators’ graduates, entrepreneurially equipped youth, however, youths at the university were taught little or nothing about how they become entrepreneur. Cognizant of this, Dubbini and Iacobucci (2004) argued that compared to developed countries, entrepreneurship education is scarce and sometimes non-existing, in most developing countries.

According to the argument of Hinson, Bawuah and Buame (2006), the curricula, content and context conveyed are that students must be prepared for careers in which they will be working for an existing private business or a public institution. The education for entrepreneurship was and is to a large extent absent. But, it is having the knowledge, skills, and abilities about entrepreneurship that are needed to create jobs which are lacking in most all African countries.

The lack of education in entrepreneurship also has consequences for many students from rural areas finish tertiary education without any desire to go back to the village or towns they came from because there are no jobs and the living conditions there are not good. They aspire to get big jobs with good living conditions in the big cities or urban areas (Hinson et al., 2006). However, there is little known about the state of entrepreneurship education in the continent. Therefore, the purpose of this research is examining the entrepreneurship education in Africa using previously published empirical findings on the same topic in the continent as primary data sources.

II. Literature Review

a) Contents Entrepreneurship Education

It is certain that the course content will depend on the course objective (Pardede and Lyons, 2012). There are a variety of recommendations and finds provided from previous researches on the contents of entrepreneurship course. However, despite empirical evidences and individual suggestions, there is no comprehensive list of contents to be taught throughout entrepreneurship education. These discrepancies in the contents, may be due to the fact that, the objective of the course aimed at different target of groups is different, or there is little consensus on the meaning of entrepreneurship and entrepreneurial activities (Pittaway and Cope, 2007), the difference may be also due to the fact that teachers own preference (Hannon, 2006; and Sexton and Bowman, 1984).

Therefore, as indicated in some previous researches, developing and refining entrepreneurship
course curriculum should be based on the evidence that prepare students to “make-jobs” rather than “take-jobs” (Kourilsky and Walstad, 2000). The content of an entrepreneurship course throughout the universities is expected to be different, but should be aligned to the intended objectives and audiences. In this regard, Egbe and Uzoegwu (2014) posited that entrepreneurship education should not be taught as a general studies course, hence it should be domiciled in the students’ department or faculties. Thus, the content also can be designed in line with reflecting the students’ discipline. Accordingly, Lukoko et al. (2012) believe that in order to make teaching entrepreneurship effective, its content should cover aspects such as idea generation, business planning to the identification of the products or services, how to conduct market research and how to write business plan. Entrepreneurship education (course) at university level must include skill building […] (contents) business plan. Entrepreneurship education (course) at how to conduct market research and how to write planning to the identification of the products or services, should cover aspects such as idea generation, business and Uzoegwu (2014) posited that entrepreneurship intended objectives and audiences. In this regard, Egbe entrepreneurship course from general management to discovery, business plan, managing growth, and risk and rationality respectively from most to least commonly identified lists.

The study of Samuel Mwasalwiba (2010) reviewing 21 articles that are related to entrepreneurship education, some commonly stated content of entrepreneurship is summarized. Accordingly, financing and marshalling resource are the most focused topics in entrepreneurship education (16 per cent). Other commonly identified contents under the reviewed articles are marketing, idea generation/opportunity discovery, business plan, managing growth, organization and team building, new venture creation and risk and rationality respectively from most to least commonly identified lists.

Watkins (2006) in the study of “Best practices and pedagogical methods in entrepreneurship education in Europe” identified creativity, entrepreneurial thinking and skills, negotiation skills, opportunity-analysis, venture success and failure analysis, creation of high-growth firms, new ventures – start-up, growth, human resources, marketing, accounting, legal considerations, finance (fund-raising, venture capital, financial plan), intellectual property issues, mergers and acquisitions, internationalization of SMEs or high-growth firms, exit strategies, project management and evaluation, innovation and knowledge management, business valuation, business plan development, family business, and social entrepreneurship as contents of entrepreneurship education.

b) Teaching Methods of Entrepreneurship

The limitations of traditional methods of teaching in one hand, and lack of differentiating entrepreneurship course from general management courses on the other side triggered the need for a paradigm shift to the new pedagogy of entrepreneurship, resulting in the creation of graduates with a skill set and knowledge base which is appropriate (Cooper et al., 2004). These authors posited that the introduction of various new teaching methods of entrepreneurship facilitates entrepreneurial learning that help the students to bridge the acquisition of theoretical knowledge and experience generated by hands on practice.

For this research purpose, the term experiential learning, learning by doing, action-oriented learning, active and innovative learning/teaching methods are used to refer similar thing. In many cases, traditional classroom-based learning/teaching is teacher centred, resulting students remain passive in the learning process (Cooper et al., 2004) and ineffective teaching method in entrepreneurship education. According to Dhilliwayo (2008), student-centred teaching methods that focus on action, encourages experiential learning, problem solving and creativity. The assumption of experiential learning in this case is, in order to learning to take place experiences have to occur (Ibid). Cooper et al. (2004) also suggested that deeper and robust learning results from an active participation of learners in the learning process. According to Cooper et al., experiential learning is perhaps the most powerful learning methods, that creates the situation for active involvement with an entrepreneur company, enable students to acquire knowledge about the business environment and to develop questioning and problem-solving skills in a real-life setting. Supporting this argument, Olokundun (2018) also posited that teaching method that centres on experience increases the propensity of students to engage in entrepreneurship after graduation. Bosma (2013) under Global Entrepreneurship Monitor report also affirmed that entrepreneurship education to be effective, it must be practical, and students must have meaningful interactions with entrepreneurs, involved in actual entrepreneurial projects, and work in multi-disciplinary project teams.

Accordingly, many previous researchers have suggested various approaches of innovative teaching methods of entrepreneurship. For example, Sirelkhatima and Gangi (2015) review 97 entrepreneurship education articles and revealed that simulation, networking and team building are the most commonly suggested teaching “for” entrepreneurship, and business plan is one of the highly suggested, followed by cases studies and guest speaker if learning is “about” entrepreneurship. It is explicit here; the method of teaching is determined by the objective of the course as it is discussed in the above section. In the literature of Albornoz (2011) simulations, panels, symposiums, role playing, and games are identified among the common method of teaching entrepreneurship.
After reviewing of 60 entrepreneurship education programmes in Europe, Hytti (2002) documented that various types of teaching methods which includes, but not limited, workshops, mentoring, study visits, setting business, simulation and internships. Mentoor and Friedrich (2007) also favour individual and group projects, cases, guest speakers, entrepreneur interviewed by students, and business plan.

Cheung (2008) conducted a research on entrepreneurship education curriculum in secondary curriculum: possibilities and limitations, and identified that of the total schools engaged in teaching entrepreneurship 46 per cent of them use workshop to teaching entrepreneurship, 67 per cent let their students learn through competition and cases studies, mentoring 71 per cent, 88 per cent of the schools let their students to engage through project learning and 92 per cent of the schools business creation and of students who participated in business creation, 32 per cent of them have actually started their own businesses.

From the review of Samuel Mwasalwiba (2010), business simulation, videos and film show, role models and guest speakers, business plan creations, projects, real venture setting up, game and competitions, workshops, presentations and case studies are identified among frequently cited teaching method of entrepreneurship. In the review of fourteen articles, business simulation, discussion and group work as well as videos and film show have received among the highest.

The most commonly cited experience base/innovative method of teaching in order to enable entrepreneurship education effective are presented as follows in a more detail ways.


### III. Methods

The following approaches were adopted step-by-step in order to search exhaustive and comprehensive literatures to the topic. Accordingly, searched using electronic databases including EBSCO host Database (Academic Search Complete and Business Source Complete), JSTOR, ABI/Inform, ProQuest Dissertations and Theses, Social Science Index Citation, Science Direct, Web of Science, and Google searching was conducted. Accordingly, 30 research articles published in different journals, and conference papers specifically on entrepreneurship education, pedagogy of entrepreneurship and entrepreneurship education curriculum focusing on only African countries reviewed. The 30 reviewed research articles were from South Africa (5), Ethiopia (2), Kenya (3), Nigeria (6), Botswana (3), Ghana (4), Tanzania (3), Sudan (1), Namibia (1), Rwanda (1) and Tunisia (1).

### IV. Tools for Data Analysis

The content analysis using coding, labelling and sorting in the form of themes. The themes were created on the basis of literature review. Thematic analysis was used in identifying and describing both implicit and explicit ideas within the data which are referred to as themes. Repetition of terms and recurrence of ideas was employed to generate themes. The Thematic analysis
focused on entrepreneurship educators’ perceptions of the influence of the course contents of the entrepreneurship programme on students’ entrepreneurial development. Open coding was employed to develop relevant categories. The developed codes were used to represent the identified themes and the reports were structured in terms of the main themes emerging from the semi-structured interviews.

V. Results

The contents taught in entrepreneurship education generally grouped into three main themes: (a) theoretical-oriented courses that teach or teaching “about” entrepreneurship, practical-oriented courses that teach “for” entrepreneurship, and (c) “through” entrepreneurship, which aim to graduate entrepreneurs. Due to the fact that the course content inevitably depends on the course objective (Pardede & Lyons, 2012), the themes in this discussion of this article will be linked to its proposed objectives.

Table 1: Contents and Pedagogy of Entrepreneurship Education in Africa

<table>
<thead>
<tr>
<th>Contents and Pedagogy</th>
<th>Per centage</th>
<th>Learning “about”</th>
<th>Learning “for”</th>
<th>Learning “through”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature and scope of entrepreneurship</td>
<td>40</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovering one's potential as a future entrepreneur</td>
<td>24</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Innovation and creativity</td>
<td>32</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Business planning</td>
<td>68</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Opportunity recognition</td>
<td>48</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Ethics and Social responsibility</td>
<td>8</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The characteristics of a successful entrepreneur</td>
<td>8</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Small business management</td>
<td>68</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Marketing</td>
<td>32</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Resource need assessment</td>
<td>16</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Product development/new venture creation</td>
<td>52</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Finance</td>
<td>32</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Guest speaker/role modelling</td>
<td>40</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Role playing</td>
<td>24</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Networking</td>
<td>16</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Internships</td>
<td>16</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Game/Simulations</td>
<td>16</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Case studies</td>
<td>40</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Video recorded/ film show</td>
<td>32</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Seminars/workshop</td>
<td>24</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Lectures</td>
<td>52</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Group assignments</td>
<td>40</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Discussion</td>
<td>24</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Risk management</td>
<td>8</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Individual assignment</td>
<td>40</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Problem-solving-based teaching</td>
<td>8</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Project-based teaching</td>
<td>8</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Web-based learning</td>
<td>16</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
VI. DISCUSSIONS

According to this research, teaching “for” entrepreneurship seems dominantly used in African higher education institutions. However, the most frequently cited contents and teaching methods inclined to the evidence towards the predominance of teaching “about” entrepreneurship. This is because, teaching students about business planning 68 per cent, small business management 68 per cent and nature and scope of entrepreneurship 40 per cent are among the highest cited contents, and lecture 52 per cent, individual and group assignments 40 per cent are the highest cited pedagogy of entrepreneurship education in the continent. This theme as also suggested by Cooper et al. (2004) directly implies that teaching entrepreneurship in Africa is mostly dependent on knowledge transferring not equipping students’ practical entrepreneurial skills. Further, teaching entrepreneurship primarily using lecture, and reading assignment are ineffective to produce entrepreneurial youths as the teaching process is teacher-centred where students remain passive.

Similarly, according to this research themes related to teaching “for” entrepreneurship found to be less cited and only few innovative/experiential teaching methods are also used in teaching entrepreneurship. None of the reviewed articles found that any university used business start-up based-learning, storytelling-based learning and problem solving-based learning. However, these type of teaching approaches in entrepreneurship are crucial to foster entrepreneurial attitudes and self-confidence. Based on the pedagogy, its possible to conclude that entrepreneurship education in Africa is still lagging behind and purely traditional. Finally, it possible to suggest that teaching entrepreneurship through is very rare.

VII. CONCLUSIONS

Based on the fining of this research, the following key conclusions were drawn:

- The contents of entrepreneurship education predominantly inclined to towards teaching about entrepreneurship. This implies that, in the continent, entrepreneurship education is not yet different from other general business study courses. Which further presupposes that, graduates still are taught how to become a good job employee not how to become an entrepreneur or intrapreneur.

- Generally, the states of entrepreneurship education in Africa revealed at its infant stage, and needs the continent to go a long way.

VIII. RECOMMENDATIONS

Despite assessing the state of entrepreneurship education in different universities in African countries, most of the preview researches did not show what is/are the contents and pedagogies must be adopted and used in to improve the existing entrepreneurship education. Therefore, based on the finding of this review and observed review gaps, the research recommended the following entrepreneurship course contents and pedagogy, which compiled from Empretec entrepreneurship training programme and review literatures in this work. There is also strong need con conduct more research in this area in the future to explicitly fill the gap of a pool of knowledge and to develop a better entrepreneurship education programme in the continent. Finally, countries in Africa and higher education institutions shall bring a paradigm shift in their entrepreneurship education to tackle unemployment problem through producing entrepreneurially equipped graduates. And, the higher education institution’s systems need to reoriented their content and pedagogy to foster entrepreneurship.
**Table 2:** Entrepreneurship education course outline (guidelines)

| Objectives (know-why) | • To stimulate entrepreneurial skills, competencies and behaviours  
| • To increase entrepreneurial spirit/culture and attitude  
| • To motivate students towards an entrepreneurial career  
| • Giving individuals the opportunity and the tools to shape their own lives  
| • To develop empathy with an entrepreneurial way of life,  
| • To understand the venture creation process  
| • To develop personal relationship and networking skills,  
| • Creating sustainable growth and development, culturally, socially and economically  
| • Increasing creativity and innovation |

| Core contents (know-what) | • Business plans/building a profitable business model  
| • New venture creation/legal entity, contracts and IP protections  
| • Goal setting  
| • Social entrepreneurship  
| • Corporate entrepreneurship  
| • Systematic planning and monitoring  
| • Taking calculated risk and rationality  
| • Idea generation/opportunity seeking and initiatives  
| • Information seeking, researching and testing the market |

| Pedagogy (know-how) | • Demand for efficiency and quality  
| • Persistence  
| • Commitment  
| • Self-confidence and independence  
| • Persuasion and Networking  
| • Marketing  
| • Synergy  
| • Game/simulation-based learning  
| • Problem solving based learning  
| • Project based learning  
| • Business planning  
| • Group/team-based learning  
| • Storytelling  
| • Internship/field visit learning  
| • Guest speaker/role modelling  
| • Business creation/business start up  
| • Seminar/ workshop |

**IX. Challenges**

There are adequate of literature exist in USA and Europe which make the work of review easy. However, very limited publications found in entrepreneurship education and curriculum in Africa, which makes the attempt to take more sample of publications challenging and difficult. It is a signal research and publication on entrepreneurship education in the continent is at infant. Hence, there is a need to conduct more researches in this area in Africa in the future.
References Références Referencias


27. Pardede, E., & Lyons, J. (2012). Redesigning the assessment of an entrepreneurship course in an information technology degree program:


