TEACH US TO FISH AND FARM: MODEL FOR ENTREPRENEURSHIP EDUCATION IN GHANA

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ABSTRACT

Ghanaians live in a world of change. The challenge to schools is to equip young people to deal with this change in new and novel ways. The basis of this change is entrepreneurship education. The aim of this conceptual paper is to provide a model for entrepreneurship education for schools in Ghana. The paper proposes what schools must teach. It also propose show schools must create conducive teaching and learning environments to facilitate and promote entrepreneurial behaviour. Further, it proposes show teachers must implement the curriculum and how they must assess learning outcomes. The paper concludes that in the proposed model, the school becomes a place for experimenting. In addition, the school becomes a place to develop and take part in project-based learning environments. Finally, the school becomes a place where entrepreneurship education is part of organisational life and culture and where everyone behaves entrepreneurially.

Keywords: Assessment of student learning, curriculum development, entrepreneurship education, Ghana ,pedagogy and teaching.

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Introduction

According to the 2014 Ghana Demographic and Health Survey (GDHS), more than 66% of Ghanaians were young people between 15 and 34 years of age (Ghana Statistical Service [GSS], National Public Health and Reference Laboratory [NPHRL] and Ghana Health Service [GHS], 2015). In addition, the 2014 Ghana Living Standards Survey Round 6 (GLSS6) estimates that about a quarter of Ghanaians were poor in 2012/2013 (GSS, 2014). Furthermore, both the 2010 Population and Housing Census (PHC) and the 2014 GLSS6 results showed that many young persons (including school leavers and school dropouts were unemployed in 2010 and 2014 respectively (GSS, 2013; 2014).

High levels of unemployment and poverty are frightful because they can cause social unrest. There is therefore the need to ensure that the Government creates many jobs to absorb the unemployed youth. Alternatively, the Government must provide an enabling environment for individuals, particularly the youth, to create their own jobs.

According to Brown and Lauder (2009), entrepreneurshipeducation (EE) prepares people for the world of work. It is an alternative mode for creating jobs, reducing income inequality, and alleviating poverty (Charney & Libecap, 2000; Kuratko, 2003; Lüthje & Frank, 2002; Rae, Martin, Antcliff & Hannon, 2012; Spinelli & Adams, 2015). This paper examines the state of EE in Ghana. It proposes a model for EE for schools in Ghana. Specifically, the paper addresses the question "How can schools prepare students to enable them meet the challenges of an increasingly flexible and turbulent labour market?"The paper contributes to the debate on the curriculum content, methods of teaching EE, target groups and method of assessingstudents in EE.The rest of the paper is organised as follows. Section Bexamines the nature of EE. Section Creviews existing practices of EE in Ghana. Section Dprovides a model forEE for schools. Section Eis on methods of teaching EE. Section F discusses assessment of learning outcomes in EE. Section Goffers suggestions on how to implement an EE curriculum.

Nature of EE

Entrepreneurship educationis an approach to learningby students (Kauffman Foundation, 2009). The European Commission (2015) defines it as

all educational activities that seek to prepare people to be responsible, enterprising individuals who have the skills, knowledge and attitudes needed to prepare them to achieve the goals they set for themselves to live a fulfilled life (p.3)

This paper looks at EE as an education/training programme that seeks to provide students with desirable knowledge, skills and attitudes for creating value and behaving as entrepreneurs in business and non-business organisations. It involves four things (Williams-Middleton, 2014). First, it means education 'about' enterprise. Second, it means education 'in' enterprise. Third, it means education 'for' enterprise. Fourth, it means education 'through' enterprise (Bolton & Thompson, 2013; Heinonen & Hytti, 2010; O'Connor, 2013;Piperopoulos & Dimov, 2015). Education 'about' enterprise creates entrepreneurial awareness and business insight among students (Hytti & O'Gorman, 2004;Mwasalwiba, 2010). It encourages students to choose entrepreneurship as a potential career choice (Fayolle & Gailly, 2015). Furthermore, it encourages studentsto consider self-employment and business creation from a theoretical perspective (Klapper & Tegtmeier, 2010). Education 'in' enterprise seeks to make persons become more entrepreneurial in their existing firms or workplaces (Henry, Hill, & Leitch, 2005a, 2005b; Kirby, 2004; Mwasalwiba, 2010).Education 'for' enterprise seeks to give the vital skills and knowledge to potential entrepreneurs (Hannon, 2006; Kirby, 2004; Kyrö, 2005;Mwasalwiba, 2010). It therefore prepares and encourages students to go into self-employment (Gibb, 1993; Harkema & Schout, 2008). It also encourages students to start, manage, and develop a business (Sewell & Pool, 2010).Education'through' enterprise develops the entrepreneurial competencies of established entrepreneurs (Bridge, Hegarty & Porter, 2010) and encourages studentsbehave as entrepreneurs (Bloom, Canning & Chan, 2005; Vincett & Farlow, 2008). It therefore promotes personal skills and qualities in individualsthrough the actual entrepreneurial learning process (Kyrö, 2005) and supports new venture creation (Kirby, 2004; Lundqvist & Williams-Middleton, 2013; Mwasalwiba, 2010).

Existing Practices of EE in Ghana

Entrepreneurship education is not part of the school curricula in basic schools and Colleges of Education in Ghana.At the secondary schools and technical institutes, business students study small-scale business as part of business management.

The current strategy of studying small-scale business in secondary schools and technical institutes offers little opportunity to students to experience entrepreneurship. First, the subject matter content is limited in scope. Second, the curriculum does not provide enough knowledge and skills to students to enter into self-employment. Third, many teachers have limited or no technical and pedagogical skills for teaching EE. Above all, teaching is teacher-centred and assessment of learning outcomes is not authentic. The existing secondary and technical school systems therefore inhibit entrepreneurship. In addition, they do not foster the development of an enterprise culture among students.

Students in vocational institutes in Ghana study EE.Though the content of the curriculum is broad, it also suffers from the weaknesses of the secondary/technical schools' curricula. For example, many teachers lacked the technical and pedagogical skills in EE. In addition, teaching is teacher-centred and assessment of learning outcomes is not authentic. Above all, the existing vocational education system does not provide adaptive skills and enterprise culture to students to enable them transit smoothly from school to self-employment.

The curriculum for EE in higher education(HE) differs in structure and content across different schools. Some schoolsoffer EE as a standalone degree programme. Other schools offer it as a compulsory separate subject with a strong business focus. However, no school offers it as part of preparation for employment. The curricula of the various schoolsfocus on becoming an entrepreneur instead of becoming entrepreneurial. In addition, teachers place emphasis on cognitive learning without any provisions for affective and conative learning. The curricula also lacked other content areas such as change management, stress management, family business, IT, organisational design, and social entrepreneurship.Teaching is also teacher-centred and assessment of learning outcomes is not authentic. Above all, the existing HE system does not equip students with adaptive skills and enterprise culture. This makes it difficult for students to transit smoothly from school to self-employment.

Entrepreneurship education is also characterised by certain common weaknesses at all levels of the education system. First, there is a high student-teacher ratio in the schools. Second, there are expanded admission quotas that are beyond the carrying capacities of the facilities available at

the schools. Together, these factors make it difficult for schools to emphasise the practical components of EE. Third, there are no co-curricular activities such as entrepreneurship clubs, business plan competitions, internships, and business incubators. Absence of co-curricular activities is a key drawback to practical EE in Ghana.

Model for EE in Ghana

This section describes the assumptions underlying the proposed EE model. It also describes the curriculumcontent and arrangements.

Assumptions Underlying Proposed EE Model

Eightassumptions underlie the proposed EE model. These are:

- Manystudents have latent entrepreneurial talents. Entrepreneurship education can become the energizer todevelop these inborn talents.

- Thebest way to develop positive attitudes in business is during the early years of adolescence (Lee & Wong, 2005). Entrepreneurship education blends attitudes with knowledge and skills. These features develop at an early age. Therefore, it is necessary to expose basic and secondary school students to entrepreneurship sentiments. In addition, it is at this stage that teachers must condition the students to consider self-employment as the ultimate path for a successful and respectable career.

- Integration of academic and entrepreneurial studies can lead to increased interest in entrepreneurship careers and EE (Bernstein, 2011).That is, a close link between theory and practice allows students to achieve a balance of skills and knowledge related to enterprise awareness, entrepreneurial mindset and entrepreneurial capability. It also allows students to work on concrete enterprise projects and activities and acquire specific business skills and knowledge of how to start a business and run it successfully.

- Many credit facilities exist for existing and potential entrepreneurs.Existing and potential entrepreneurs must take advantage of these credit facilities to start, grow and develop their businesses.

- Potential entrepreneurs learn best through business experiencing. Thisencourages students to behave entrepreneurially within an opportunity-based context such as small businesses, social enterprises, non-governmental organisations and charities.

- Interaction between potential entrepreneurs, the business community, and private associations and organisations enhances business creation. Collaboration, networking, and the promotion of enterprise culture change the mindset of students. They also increase the number of entrepreneurs who, in turn, start new businesses.

- Teachers cannot teach how students should behave entrepreneurially unless the teachers themselves have the entrepreneurialmindset,knowledge, skills and attitudes. Teachers must therefore possess a range of skills and methods that enable them to develop an entrepreneurial approach to teaching and learning.

- Traditional forms of assessment have no specific application in most workplaces. Rather, authentic assessment helps students contextualise their learning. It also helps them to see how real-life conditions or situations affect their theoretical knowledge. As students draw together their knowledge and skills to engage productively and solve problems, their behaviour clearly shows the level of capacity or competency they have gained.

Curriculum Content/Arrangements

The curriculum content of EE varies widely (Bellingham, et al., 2012; Koch, 2003; Saks & Gaglio, 2002). Some include instruction in opportunity recognition, commercialising a concept, marshalling resources in the face of risk, and starting a new business (Jones & English, 2004; Organisation for Economic Cooperation and Development (OECD), 2010). Others include various courses (Bernstein, 2011; Vazquez, Lanero, Gutierrez, & Garcia, 2011) that enable students to develop entrepreneurial mindsets, attitudes and skills (Fayolle, 2009; Heinonen & Poikkijoki, 2006; Jones & English, 2004; Wilson, 2008).

Lee and Wong (2005) posit that students develop positive attitudes in business when they are young. Thus, EEmust begin in the last year of primary schooling when students are about 12 years old. Atthe basic schools, EEmust involve "exploration"or "enterprising qualities". Itmust focus on 'about' entrepreneurship, knowledge and skills. In addition,it must be inter-disciplinary; where, teachers teach it throughout all subjects and co-curricular activities. At the junior high schools, it should be possible to integrate EE within mathematics, English language, integrated science, social studies and basic design and technology (BDT),which are core subjects for all students.

In the second cycle schools, EE must focus on 'about' and 'for' entrepreneurship, knowledge, skills and attitudes. In addition, the curriculum must be inter-disciplinary, where EE is included in both core and elective subjects. Alternatively, it should be possible to integrate it with the core subjects, which are compulsory for all students.

At the Colleges of Education and teacher training universities, EE must be compulsory for teacher-trainees. It should focus on 'about', 'in', 'for' and 'through' entrepreneurship, knowledge, skills and attitudes. As Shulman (1987) puts it, the curriculum must includecontent knowledge, general pedagogical knowledge (including classroom management) and curriculum knowledge. It must also contain pedagogical content knowledge, knowledge of learners and their needs, knowledge of educational contexts, and knowledge of educational ends, purposes and values. In addition, there should be minimum standards to ensure quality teacher education in EE. Like the basic and second cycle schools, the curriculum must cut across all education and non-education subjects.

Inother higher educationalinstitutions (HEIs), EEmust be cross-curricula. In addition, HEIsshould offer a range of compulsory introductory courses in EE for all fresh students. The focus for fresh students should be 'about', 'in' and 'for' entrepreneurship and knowledge,includingsocial entrepreneurship. The focus for continuing and final year students should be 'through' entrepreneurship, knowledge, skills and attitudes. These students should also learn innovation management, corporate entrepreneurship, entrepreneurial management, entrepreneurial marketing/finance and corporate succession.Curriculum content must also include gender/female entrepreneurship, indigenous entrepreneurship, minority entrepreneurship (e.g., for persons with disabilities, persons with educational difficulties, persons with economic/geographical obstacles, and immigrants). Other content areas are youth/student entrepreneurship, sport/health entrepreneurship, family-based businesses,entrepreneurship in IT, and entrepreneurship and sustainable development.

At the workplace, EE should focus on 'through' entrepreneurship, knowledge and skills. For all students in secondary schools, Colleges of Education, and other HEIs, there should be extra-curricular activities, business plan competitions and other activities that link the business

community with the school environment.In addition, curriculum planners must adapt EE to different target groups by level (e.g.,certificate, diploma, undergraduate, masters, doctorate) and by field of study (e.g.,arts, business, economics, humanities, science, and technical/vocational education). Above all, there should be vertical and horizontal articulation in curriculum content across levels and disciplines.

Teaching and Learning Practices

Many methods exist for teaching EE (Carrier, 2007; Hindle, 2007; Fayolle, 2007; Fayolle & Gailly, 2008). Some of these methods include the traditional, lecture method. Others include the modern, action-oriented method (Mwasalwiba, 2010). In Gibb's (2010) view, teachers shouldmove away from the traditional method to the modern method. Based on Gibb's suggestion, this paper proposes amode of lesson delivery through(a) interactive classroom activities and projects, (b) business experiences and internships, (c) invited entrepreneurs or role models, (d) field visits, (e) business competitions, (f) business games and simulations, and (g) independent projects and operation of micro-businesses.

Additional strategies to use to promote entrepreneurial behaviours are:

i. Teachers situate the learning in the context of its real-world use (Donovan,Bransford, & Pellegrino, 1999; Mordedzi, 1999). This enables students to become perspective. Students ground their learning in the context of real-world situations and acquire new knowledge, skills, and behaviours that they can transfer to otherwork sites.

ii. Teachers require students to have in-depth understanding of concepts or issues. This makes the students innovative. It enables students to draw upon ideas from other areas, explore connections with workplace uses, and devise ways to address workplace issues.

iii. Teachers provide learning activities that enable students to use their preferred learning styles (Mordedzi and Mireku, 2015). This enhances students' creativity. It encourages students to pursue their unique learning styles of discovery and draw upon them to produce results.

iv. Teachers make the classroom student-centred. Student-centred classroomspromote experiential, active, and action learning(Kolb & Kolb, 2005b),constructivist or cooperative learning (Santrock, 2010; Taber, 2006). Student-centred classrooms also place the responsibility for learning on students (Bennett, 2006; Mordedzi, 1999;Mwasalwiba, 2010). They afford opportunities for students to be self-regulated and self-engaged (Mordedzi, 1999) in establishing

their own learning objectives and strategies for achieving them. These enable students to explore, seek and use information, and develop independence.

v. Academiccontent and entrepreneurial knowledge are integrated. The integration of academic content and entrepreneurial knowledge allows students to make action-oriented responses to tensions and conflicts in business.

vi. Teachers become coaches and mentors rather than dispensers of knowledge. They also become facilitators of learning rather than instructors (Mordedzi, 1999). Thus, students become confident because they have received support from their teachers.

vii. Students collaborate and work with others(Santrock, 2010; Taber, 2006). Collaboration and teamworkenable students to build positive relationships with others. Such collaborationand teamwork enable students to develop an entrepreneurial spirit, discover the world of work, prepare for their own future career choices, or search for jobs. They also encourage new ideas, creativity, and risk taking.

viii. Students build networks. Establishingnetworks with others helps students to establish connections and build professional relationships. It also helps students to have a list of people to draw on for advice, opportunities, references, and other help when it comes to job searches. Students' exposure to role models, alumni, employers and business and, in particular, interaction with the outside world gives them the skills they will need for the world of work and in establishing successful businesses.

ix. Schools, teachers and students establisha culture of enterprise or work values in schools to achieve high academic standards devoid of cheating in examinations or student projects. Attaining high academic standards rooted in enterprising cultures and values reflects students' perseverance for high-quality achievement that goes beyond documentation of competence.

x. Teachers engage students in exploration, inquiry, problem solving, and reflection. The effect is that students become thinking students and problem solvers rather than rote learners. According to Naipaul and Youcheng (2009), students with the abilities of self-discovery, critical and creative thinking become future entrepreneurs, managers and leaders because they are able to think outside of existing business practices and paradigms.

xi. Students organise entrepreneurship competitions. The organisation of entrepreneurship competitions propels students to engage in entrepreneurial projects orproject-based learning

(Helle, Tynjälä & Olkinuora, 2006). Moreover, the competitions enable students to develop entrepreneurial skills in education before they enter the world of work.

xii.   Students establish mini-businesses. Giving students the chance to build their own businesses encourages them to suggest ideas and topics that they are interested in that can form business activities. It also gives them opportunities to obtain financial support from the business community and other organisations. In small groups, students work as managers or leaders on specific areas ofentrepreneurship to build, influence and lead their own understanding of what constitutes an enterprise.

xiii.   School administrators organise seminars and workshops for students and their teachers on establishing and runningstudent/teacherenterprises. The seminars and workshops enhance the entrepreneurship skills of students/teachers and develop their decision-making skills. In addition, school administrators build the skills of the teachers through capacity building, competence development, practical experiences and research, and a professional continuing training in innovative teaching and learning methods.

Assessment Practices

Table 1 summarises the various types of assessment methods that teachers can use to assess the knowledge, skills and attitudesof students in EE.

Table 1: Assessing Students' Knowledge, Skills and Attitudes in EE

Assessment Method	Learning Objective/Outcome		
	Attitude	Knowledge	Skills
Informal			
Observation, using checklist/rating scales	●	●	●
Dialogue/Creative Questioning	●	●	●
Student Self-assessment, using'Enterprise Balance Sheet'/checklist or similar tool	●	●	●
Peer-assessment, using'Student Audit Sheets'/checklist or similar tool	●	●	●
Progress Chart/Competency Record	●	●	●
Video/Audio Tapes	●	●	●

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Business Competitions	●	●	●
Posters/Exhibitions	●	●	●
Critical Incident Analysis (CIA)	●	●	●
Concept Maps		●	
Formal			
Questionnaire (Objective tests)/Essays		●	●
Portfolios		●	
Personal interviews	●	●	●
Assignments/Practical Exercises/Business Plans		●	●
Student Diaries/Reflective Log Sheets/Learning Guides	●	●	●
Case Studies	●	●	●
Individual&Group Projects/Debates/Oral Presentations	●	●	●

Implications for Educational Policy and Curriculum Development

i.   Implementing an EE curriculum depends on various stakeholders in education. To facilitate teaching and learning, these individuals/bodies must support schools/teachers. For example, they must provide teachers with guidelines, teaching materials, assessment instruments, and handbooks related to EE.

ii.   Governmentmust review the various laws on schooling in Ghana to make schools the epicentres of EE. In addition, government must adopt laws that support relations between private businesses and schools. This partnership should include allowing teachers to work part-time with business. It should also include allowing members of business associations to teach entrepreneurship inthe schools. Government must also mandate the National Accreditation Board to develop an accreditation system to validate non-formal learning and practical activities that favour entrepreneurship development.

iii.   The educational reforms in Ghana must embed elements of entrepreneurial behaviour in students by integratingEE in the existing curricula at all levels of education. In addition, the reforms must allow schoolsto create EE departments to serve as entrepreneurial hubs and spread the teaching of entrepreneurship so that EE becomes an integral part of the identity, ethos and culture of the schools.

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iv.　　　Governmentmust invest in the training, upgrading, updating, and support of teachers as a prerequisite of the successful delivery of EE.　Government must also give teachersin HEsabbatical leave in business.　Furthermore, there should be international exchanges of teachers.　Among the existing criteria for promoting teachers, education authorities can also tie teachers' promotion to their contribution to the development of entrepreneurship in schools.

v.　　　Government and other stakeholders must give incentives/awards to schools, teachers and students.　This gives schools, teachers and students the opportunity to gain funding for pilot projects as a first step to embed EE in the curriculum.　It also energizesschools and teachers to develop a variety of programmes to promote EE.　Again, it propels teachers and students to exploit business opportunities.

vi.　　　Different student groups have different needs within the education system.　Therefore, policy makers and curriculum planners should tailor curriculaobjectives and content in EE to the needs of diverse groups of students.　.　This means that curricula objectives and content must differ for students at each level of the education system.

vii.　　　Variousfactors affect curriculum decision-making.　Apart from changing any negative perceptions that policy makers and curriculum planners may have about EE, they should set clear curriculum goals and objectives.　They should also establish strategies/action plans and set timelines for the launch of EE. These actions will make EE the energizer for transforming the country.

Conclusion

The workplace provides many challenges than anybody can imagine.　These include uncertainty and change at work.　Equally important is the increasing growth in a youthful population, a large pool of unemployed youth, and high levels of poverty.　These problems mean that workers can meet these challenges only if they are innovative, well educated, and entrepreneurial.　This can only occur through EE.　Thus, EE is essential to shape the mindsets of Ghanaians.　It is also important to provide the skills and knowledge that are central to developing an entrepreneurial culture.

Innovative, well educated, and entrepreneurial Ghanaians have the spirit and inquisitiveness to think in new ways.　They also have the courage to meet and adapt to the challenges they face.　In

addition, a dynamic Ghanaian economy and innovative society has the ability to create the jobs that Ghanaians need. However, job creation requires the availability of a large pool of young people who are willing and able to become entrepreneurs. In addition, successful job creation requires Ghanaiansto launch and develop their own ventures, or to become innovators in the organisations in which they work. Because education is vital to shaping the attitudes, skills, and culture of the youth,EE must be part of schooling.

The existing mode of providing EE in Ghana is fraught with problems. This paper therefore addresses the what, how, for whom, why and for which results ofEE. It develops a model for EE for basic, secondary and higher education in Ghana. The proposed model seeks to emphasise attitude change. It also seeks to focus onidea generation and opportunity creation, business information and environmental awareness creation, motivating students, and integrating technical skills and business experience with entrepreneurial focus. In addition, it seeks to imbue in students the skills for developing business plans and project, building enterprising cultures, networking, and resource management before they complete school. The important features of this model are:

1. Participative approach, where many stakeholders are involved in developing and implementing EE programmes,

2. Countrywide coverage, where EE is delivered in all schools (both public and private) as well as by private and voluntary organisations and to all students,

3. Strategic use of existing schools, where EE is implemented through the existing infrastructure in schools,

4. Institutionalisation of EE, which requires compulsory study and certification of students in EE at all levels of formal and informal educational settings,and

5. Replication, where it is possible to replicate EE at all levels of formal and informal educational settings.

The paper also offers a number of useful suggestions for policy makers, curriculum planners, educational administrators, teachers, and other stakeholders in education.Though the paper's

focus is Ghana, the ideas are global; hence, other countries can benefit from exploiting the opportunities it offers.

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