Context and Rationale

According to Agenda 2063, entrepreneurship will be a key driver for Africa’s structural economic transformation with the potential to create millions of jobs and generate innovation. To achieve the Agenda 2063 aspirations, technical and vocational education and training (TVET) will be the most practical avenue for acquiring entrepreneurship skills. Therefore, an understanding of the factors behind entrepreneurship education and how it impacts entrepreneurship skills development is important for TVETs and policymakers in Africa.

- Can entrepreneurship education help with increasing economic growth and innovation in Africa?
- Can TVETs provide students with the chance to develop entrepreneurship skills?

Theoretical Framework

The study uses the conceptual framework of entrepreneurship theory with the global competitiveness index to compare entrepreneurship skills development in three African countries using regression analysis.

Findings

- Entrepreneurship education is positively associated with overall economic growth and innovation.
- Students from underperforming countries do not have the adequate entrepreneurial skills in comparison with higher-performing countries.
- Most of the differential across these countries is attributable to entrepreneurship education characteristics, such as curricula and pedagogy, as opposed to those of the TVET institution.

Discussion and Conclusion

From a policy perspective, the findings support the need for implementing the right entrepreneurship curriculum and pedagogy in TVETs that develop relevant entrepreneurship skills that are an important part of the country’s economic growth and innovation.

Method

This study is based on an analytical review of the rich literature on TVETs in some African countries, career and technical education (CTE) in the post-secondary sector in the United States of America (USA), global competitiveness index, World Bank’s TCdata360 provides open data on trade and competitiveness and, the concept of entrepreneurship theory.

References