



Know About Business

International Labour Organization

Region	MENA
Country	In over 50 countries, including Algeria, Egypt, Islamic Republic of Iran, Iraq, Jordan, Lebanon, Morocco, Oman, Saudi Arabia, State of Palestine, Syrian Arab Republic, Tunisia and Yemen.
Organization	International Labour Organization (ILO)
Name	Know About Business (KAB)
Category	Other: entrepreneurship
Start date	1996
End date	Ongoing
Partners	Government and relevant ministries
UN involvement	ILO
Contact	Rania Bikhazi, Enterprise Development Specialist bikhazi@ilo.org

1. Background and description

The Middle East and North Africa (MENA) region has the highest youth unemployment rates in the world, reaching 27.2 per cent in the Middle East and more than 29 per cent in North Africa.² The alarming unemployment rates are coupled with an absence of an entrepreneurship culture and the lack of an enterprise-enabling environment. At the same time, the region is experiencing an unprecedented ‘youth bulge’ which, if addressed with relevant and efficient social and economic initiatives, could support the social and economic development of individuals and communities at large.

Know About Business (KAB) is a classroom-based entrepreneurship education programme developed by the International Labour Organization (ILO) and implemented in partnership with national counterparts – ministries of education and labour and relevant education institutions. The overall goal of the programme is to contribute to the creation of a culture of enterprise by strengthening the capacities of Governments and tripartite constituents to provide entrepreneurship education to youth, raise their awareness about the opportunities and challenges of entrepreneurship and promote self-employment as a potential career option. The KAB training package, which is designed to be delivered in 80-120 hours, comprises eight modules, each representing a key lesson in entrepreneurship, accompanied by support materials for the learner and instructors.



Introduced in the early 1990s in Kenya, KAB currently exists in over 50 countries around the globe. In the MENA region, KAB operates in 13 countries: Algeria, Egypt, Islamic Republic of Iran, Iraq, Jordan, Lebanon, Morocco, Oman, Saudi Arabia, State of Palestine, Syrian Arab Republic, Tunisia and Yemen. The degree to which KAB has been incorporated ranges from awareness-raising workshops to the pilot phase, as in Morocco, Jordan and Lebanon, and roll-out, i.e., incorporation into the national curriculum as in Oman, State of Palestine, Syrian Arab Republic, Tunisia, Saudi Arabia (in process) and Yemen.

Beyond the MENA region, KAB has been implemented in South and East Asia and the Pacific (Bangladesh, Cambodia, China, Indonesia, Lao People's Democratic

Republic, Mongolia, Pakistan, the Philippines, Timor Leste, Viet Nam); Latin America and the Caribbean (Bolivia, Costa Rica, Haiti, Peru, Trinidad and Tobago); and sub-Saharan Africa (Kenya, Senegal, South Africa, Uganda).³

Organization profile

Founded in 1919, the ILO is “devoted to promoting social justice and internationally recognized human and labour rights, pursuing its founding mission that labour peace is essential to prosperity”. Its main aims are to “promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues”.⁴

2. Goal and objectives

2.1. Goal

The overall goal of the KAB training programme is to “contribute towards the creation of entrepreneurial cultures in ILO member states”.⁵

2.2. Objectives

As stated by the ILO, the specific objectives of the KAB programme are to:

- Develop positive attitudes towards enterprise and self-employment among youth;
- Create awareness about working in enterprises and self-employment as a career option for young people;
- Provide knowledge and practice of the required attributes and challenges for starting and operating a successful and sustainable enterprise that provides a decent work environment for workers;
- Develop entrepreneurial skills and traits among youth and prepare them to become better employees and work productively in small and medium enterprises.⁶

³ For a full list of countries, see Asad, S., Rose-Losada, V. (2013).

⁴ ILO mission statement. www.ilo.org

⁵ Rezende, T.L.; Christensen J.D. (2009).

⁶ Ibid.



3. Target group

The KAB package has two main targets group: (1) teachers and instructors in general secondary education, higher education and technical and vocational education and training (TVET) institutions, who are trained to deliver KAB and can be certified as KAB national facilitators; and (2) young women and men enrolled in the educational institutions who will be taught the KAB material.

3.1. Age group

The core target are young people aged 15-25 years, regardless of socioeconomic background or education/occupation. KAB is designed for students who do not have business or enterprise experience but who have been enrolled in formal education. They generally possess or are on their way to possess a minimum of 12 years of formal education.

3.2. Gender considerations

The KAB package is conceived to address men and women on equal terms, with no discrimination against religion, nationality or socioeconomic group. In some countries, the curriculum has required some level of adaptation to cultural norms. For instance, in Saudi Arabia, KAB taught in non-mixed classrooms where women teachers taught young girls.

In the curriculum, gender was mainstreamed in the latest version of the KAB package dated 2015.

3.3. Ethnic / disability considerations

KAB is implemented through secondary educational institutions and as such,

reaches out to youth with minimal disabilities. The programme does not target those with particular needs as they would require special teaching staff and follow-up. As part of the latest version of the curriculum, disability is mainstreamed throughout the content.

3.4. Targeting the most marginalized / most at risk

The curriculum was built on the concept of reaching out to all young men and women through its implementation in schools and vocational training centres. There is no particular focus on the most marginalized or vulnerable; thus, the programme's ability to reach the most marginalized or most at risk is dependent on the implementation modality agreed with the national counterpart. The programme has been conceived as a methodology which can be implemented in remote/rural areas and in some unstable countries, provided that basic school infrastructures are available.

In certain contexts, KAB has been introduced to particular marginalized groups. For instance, it was introduced in Jordan through a collaboration with the Business Development Centre (BDC), targeting unemployed school dropouts enrolled in the National Company for Employment Training (NCET) who were undergoing training to enter the labour market.¹⁰ Upon completion of the KAB pilot, some of the enrolled youth established start-ups in their respective sectors, and the NCET requested the inclusion of KAB in its curricula targeting all technical specialties. The successful results of this pilot led the way for other entrepreneurship education projects under the Ministry of Education,



the Ministry of Higher Education as well as the Development and Employment Fund in collaboration with the Vocational Training Corporation, targeting vocational training centres in the Hashemite Kingdom of Jordan.

3.5. Human rights programming

The programme is anchored in a human rights-based approach including the right to work, which is the core mandate of the ILO. KAB promotes the human rights and dignity of Arab youth by building their skills and knowledge to choose career options and earn a living. It also builds capacity and empowers them to take initiatives and when appropriate, develop their own enterprise and create decent work opportunities.

3.6. Adolescent and youth involvement

Youth are the core of the KAB programme. The latter has participatory teaching techniques that revolve around the students and ensure their undivided attention and commitment. Regular evaluations are conducted at classroom level to receive feedback from students on potential adjustments to the programme.

3.8. Values orientation

The KAB programme promotes decent work throughout its topics. It stresses on workers' rights, social protection, safeguarding the environment and providing equal opportunities for young women, men and youth with disability to consider self-employment as a potential career option.

4. Strategy and Implementation

4.1. Strategies / theoretical approaches / methodologies

The underlying principle of KAB is its integration into the education systems for young people, particularly TVET, general secondary education and higher education. The introduction of KAB within a new country is grounded on a needs assessment which includes an analysis of the country's unemployment rate and the mismatch between the skills of graduates and the needs of the labour market. It can also come as a result of school to work transition surveys if undertaken. Implemented through the education systems, KAB requires at the onset the approval by the Government and relevant ministries, in most cases, the ministries of education and/or labour to initiate a pilot phase. During that phase, ILO collaborates with national implementing partners and involves all relevant stakeholders in order to establish a country-specific KAB programme action plan, thus ensuring ownership and commitment to the programme.¹¹

The implementation of KAB ideally takes place in three phases: awareness-raising workshops; a pilot phase; and a roll-out. The modalities and timeframe vary from country to country. KAB can be delivered as an elective or mandatory course and as a graded or non-graded course. At the successful completion of the pilot phase, the ministries of education/labour are expected to incorporate KAB into the national education curriculum. Alternatively, private and/or public education and training institutions can also deliver KAB separately to their beneficiaries, with or without a fee depending on their mandate. Currently none

¹¹ Rezende, T.L.; Christensen J.D. (2009); ILO (2011).





of the ILO implementing partners charge a fee for delivering the KAB programme, but remain free to do so if it enables them to sustain the programme and increase outreach. In many cases, governmental and non-governmental institutions carry out the implementation jointly.

The awareness-raising workshops target policymakers and education representatives and introduce them to the KAB programme and implementation requirements. Following these workshops, a decision is taken by the Government on whether to engage with the ILO in the pilot testing of KAB. Consequently, resources are mobilized for the pilot phase.

During the pilot phase, which lasts approximately one to two years, the concerned national institution works closely with the ILO on the implementation of KAB. Information workshops are organized to sensitize the partner education institutions on the role of entrepreneurship education in national youth employment and the relevance of the KAB programme. During this pilot phase, the curriculum is reviewed and adapted to national socioeconomic and cultural specificities, including translation as appropriate. The training of teachers/facilitators also takes place at this stage over a period of two weeks where technical content of the programme and its participatory teaching techniques and games are covered. Once the above has been completed, the ground is set and KAB is ready for the pilot test in the classrooms, usually over one to two school years in grades 11 and 12 (exceptionally, some interventions have been made targeting grade 10 students). The evaluation of this pilot phase involves an assessment of attitudinal changes and improved knowledge of students, as well as review of

feedback from the implementing teachers and schools. Depending on the results from the pilot phase, the Government decides whether or not to introduce KAB into its national education curricula as a regular academic subject and replicate the programme countrywide. Depending on the availability of funding, ILO can undertake impact assessment tracer studies to capture the influence of KAB programmes in graduates' choices of careers and enterprise set-up.¹²

4.2. Activities

The promotion and dissemination of KAB relies on a network of trained and ILO-accredited key facilitators. Through 2013, KAB had trained approximately 13,161 teachers across the world.¹³ They are trained through annual international KAB training-of-trainers workshops at the ILO International Training Centre in Turin or in regional or national workshops. The teachers/facilitators, selected based on already established criteria, come from ministries of labour/education; local governments; TVET, general secondary education, higher education; and not-for-profit organizations and NGOs working on youth employment.¹⁴ The workshops last for two weeks, and accreditation is based on demonstrated teaching/training competencies and acquisition of roles and responsibilities as a facilitator.

Four levels of facilitators have been put in place:

- International key facilitators, whose main role is to promote KAB as an entrepreneurship training programme in TVET and similar education settings. They are involved in all stages, from the promotion of KAB to revision of materials,

13 Rezende, T.L.; Christensen J.D. (2009); ILO (2011).

14 Participants refer to: teachers, teacher educators and entrepreneurship education promoters (key facilitators) Rezende, T.L.; Christensen J.D. (2009); ILO (2011).





training of facilitators and coordination of impact assessments in more than one language and region;

- Regional key facilitators or teacher educators have similar roles, but they operate in a limited number of countries within one region;
- National key facilitators conduct teacher training within their own countries.
- National key facilitators who teach students in the classrooms.

The criteria for selection of teachers include the person's dynamism, willingness to adopt innovative teaching techniques and good teaching skills. Generally, teachers who are at the beginning of their career are prioritized, as this ensures the sustainability of the programme throughout their career. Teachers who are trained and run the KAB curriculum do so on a voluntary basis and belong to the national educational system; they deliver the KAB programme within their pre-established teaching hours/workload. The teachers and key facilitators who have delivered the KAB programme to students and teachers respectively, have the opportunity to participate in refresher training workshops where they share lessons learned, reinforce their teaching skills and familiarize themselves with updates to the KAB curriculum.

Programme content

The latest version of the KAB package is in Arabic and includes new topics such as 'green enterprises', social protection, gender, people with disabilities, social entrepreneurship and social dialogue. The eight modules of the KAB package and support materials are:¹⁵

1. What is enterprise?
2. Why entrepreneurship?
3. Who are entrepreneurs?
4. How do I become an entrepreneur?
5. How do I find a good business idea?
6. How do I organize an enterprise?
7. How do I operate an enterprise?
8. What are the next steps to become an entrepreneur?

The support materials include:

- A business game, which simulates transactions in a business environment where enterprises produce, sell and compete thus raising the awareness about students' own ability and readiness to operate in a business world where various products are demanded, competition is fierce and calculated risk-taking needs to be applied.
- A business plan template;
- Learner's workbook (optional): the compilation of the student's worksheets and additional readings throughout the modules;
- Promotional video which explains the concept of entrepreneurship and what the students will learn from the KAB programme;
- Facilitator's handbook: an introduction to entrepreneurship education and KAB, an overview of the course structure, duration of modules and training methodology;
- Key facilitator's guide, which describes step by step the duties and responsibilities for training of trainers and follow-up activities;
- Games guide, which outlines the instructions and materials required for

¹⁵ Ibid.



each game, in addition to its relevance to the topics and the lessons learned.

KAB can be provided as an elective or required course depending on a national decision taken after the pilot phase. The time required for the delivery of the programme ranges between 80 and 120 hours, with the course given weekly over a scholastic year.

4.3. Innovativeness

The programme applies and introduces innovative teaching/training techniques in an interactive method in which both facilitators and learners have participatory roles. KAB is not a top-down approach, but rather seeks interaction with and constant feedback from learners in order to adapt and improve the methodology.

4.4. Cost and funding

Cost and funding are country-specific, and the budget for the adaptation and implementation of the programme may entail the mobilization of national budgets or external funding. In the case of the State of Palestine, the programme was evaluated to be relatively cost-effective.¹⁶ The implementation materials have a low cost, require little use of technology and no new infrastructures, as KAB is delivered through existing educational institutions: a) the teachers are not paid any fees in addition to their salaries; b) the programme materials are printed locally in the implementing country; c) the technical content is already available thus minimal curriculum development funds are needed to contextualize/adapt the material if needed. Funds are raised at national/international levels for implementation of the pilot phase and potentially for initiation of the roll-out phase.

4.5. Sustainability

KAB does not create any new structures and is delivered through existing educational centres and institutions. The modules remain the same, although they are adapted to the national context. The incorporation of KAB in the national curricula of either the ministry of education or labour is at the core of the programme's sustainability as it needs government buy-in for national roll-out.

In the State of Palestine for example, following the successful pilot testing of KAB, the Ministry of Labor and the Ministry of Education and Higher Education incorporated the programme into their national training curricula, thus ensuring its sustainability. The training of national key facilitators is another important component for the sustainability of the programme, as the aim is to have a national task force of teacher educators who can train additional teachers, if and when needed, who in turn teach students.

4.6. Replicability

In the MENA region, the package has been introduced in 13 countries. It has been rolled out, i.e., integrated into the national curricula in Egypt, Iraq, Oman, State of Palestine, Syrian Arab Republic, Tunisia, Saudi Arabia (in process) and Yemen. The pilot phase is underway in Islamic Republic of Iran, Jordan, Lebanon, Morocco and Algeria.

Prior to replication, the content and means for implementing KAB are adapted to

the local socioeconomic and cultural contexts. To date, KAB has been translated into 22 languages.

5. Evaluation of effectiveness

The outreach of KAB in the MENA region includes implementation in 498 schools, 1,930 teachers certified and 184,330 students trained.¹⁷ It is worth noting that after an implementing country undertakes the nationalization of KAB, it no longer reports to the ILO regarding the number of sessions performed and students reached. However, it can still seek support and assistance from the ILO when necessary.

Key figures by country:¹⁸

Country	Launch of KAB	Level of implementation	Education sector*	Institutions	Facilitators, key facilitators, promoters	Number of students trained
Algeria	2008	Awareness	TVET, GESE, HE	0	0	0
Egypt	2008	Roll-out	TVET, HE	105	427	54,400
Iran, Islamic Rep. of	2008	Pilot	TVET	2	66	22
Iraq	2008	Pilot	TVET, HE	5	25	394
Jordan	2011	Pilot	TVET, HE, GE	29	132	857
Lebanon	2010	Pilot	GESE, TVET	-	66	669
Morocco	2008	Pilot	HE, TVET	19	107	73,229
Oman	2007	Pilot	TVET, GESE	7	64	N/A
Saudi Arabia	2011	Roll-out	TVET	70	180	---
State of Palestine	2009	Roll-out	GESE, GESE, TVET	102	192	6,244
Syrian Arab Rep.	2006	Roll-out	TVET, GESE, HE	90+	520	33,839
Tunisia	2008	Pilot/Roll-out	HE	24	48	5,147
Yemen	2008	Roll-out	TVET	205	283	9,529
Total				498	1,930	184,330

* TVET- technical and vocational education and training; HE- higher education; GESE - general secondary education.

The long-term impact of KAB, i.e., its effect on unemployment levels and enterprise

¹⁷ Figures from ILO Outreach Report (2013) are 366 institutions, 1,148 facilitators and 149,612 students trained as it only covers the period 2009-2012, excluding Syrian Arab Republic, Oman, Algeria and Islamic Republic of Iran.

¹⁸ Figures for Syrian Arab Republic, Oman, Algeria and Islamic Republic of Iran were retrieved from the 2009 report - Rezende, T.L.; Christensen J.D. (2009). Figures for Egypt, Morocco, State of Palestine, Tunisia, Yemen, Iraq, Jordan, Lebanon were retrieved from the 2013 global outreach report - Asad, S., Rose-Losada, V. (2013).



development among the youth, cannot be directly measured, as this requires time and the attribution effect remains a challenge due to the influence of external factors, among which the county's enterprise-enabling environment and stability. However, several independent country assessments have measured the impact of KAB on students' attitudes and behaviours.

Evidence from State of Palestine and Syrian Arab Republic

Against the backdrop of severe unemployment rates among young people, 62.2 per cent for females and 34.5 per cent for males, the State of Palestine launched the KAB pilot project in 2009 with the training of 25 key facilitators from the vocational training centres of the Ministry of Labour and the technical and industrial schools under the Ministry of Education and Higher Education. The results of the impact assessment conducted in 2010 confirmed the readiness for nationalization of the package.

Key positive results were the training of 192 teachers or KAB facilitators and the eventual certification of 11 national key facilitators, the largest number in the region. Some 6,244 Palestinians were trained through 2013 and the ILO delivered the distribution and printing licence to both ministries, reinforcing national ownership and the sustainability of the KAB programme.²⁰

The results of an independent evaluation of the KAB programme²¹ in February 2012 showed that KAB students tended to develop more positive attitudes about the role of entrepreneurs and small business in society and entrepreneurship as a career (impact on males more positive than females),²³ and students reported an increase in knowledge of

business (higher impact among females). The evaluation also concluded that the introduction of KAB was very relevant and appropriate, and had benefited from the close collaboration and inclusion of government stakeholders from the onset of the project. However, it also highlighted the challenges in implementation related to instability, restrictions on movement and the limited number of experts with Arabic language skills available to travel to the State of Palestine. Indeed, one of the recommendations from the evaluation was the strengthening of a regional pool of KAB facilitators who could create a community of practice.²⁴ In turn, the evaluation also highlighted the good practice of engaging native Arabic speakers in key staffing positions, facilitating the delivery of the programme and reducing costs related to translation.

This evaluation highlights a fundamental issue with regard to the impact of future KAB implementation. It concluded that "the likelihood that KAB alone will generate significant youth employment impact is not very high. In fact, the likelihood that any type of stand-alone activity will significantly enhance youth employment. Bearing this in mind, future KAB programmes (or other entrepreneurship education programmes) could more actively anticipate linking entrepreneurship education interventions with other enterprise development activities such as business start-up funding, coaching and business clinics. Cross-impact analysis would also be useful to analyse more systematically any given setting (country, region, etc.) with regard to youth unemployment, and identify the most influential factors, instruments and methods that could be

19 Asad, S., Rose-Losada, V. (2013).

20 Ibid.

21 ILO (2012).

22 This was an independent evaluation and the causes for this finding were not further explored.

23 Interview with Rania Bikhazi, Enterprise Development Specialist (21 October 2014).

24, 25, 26 ILO (2012).





used to trigger employment initiatives in the given setting.”²⁵ In this type of analysis, the factors that are assessed include the labour market’s supply and demand features, business cycles and structure of the economy, and the extent to which there is an enabling business environment and space for entrepreneurship.²⁶

The Syrian Arab Republic implemented KAB in 2006 and integrated it into the national curriculum between 2007 and 2008, becoming the national champion of the programme in the region. Even during the ongoing conflict, KAB is still being taught in vocational schools and a request was formulated by the University of Damascus to include it (after adaptation for higher education) among its courses. In 2009, the country was selected to assess the medium-term impact of KAB on post-secondary vocational intermediate institutions. As of 2010, KAB in the Syrian Arab Republic had trained nearly 1,000 people and reached a total of 66,000 young people.²⁷ During the impact assessment, quantitative and qualitative data²⁸ were collected, revealing that KAB had “a positive impact on participants’ knowledge, skills and attitudes towards starting a business 18 months after completing the programme”²⁹

The quantitative results showed higher levels of awareness of the type of skills and knowledge KAB graduates needed to develop when compared to non-KAB graduates. KAB graduates also registered higher knowledge scores about the functions and operations of sustainable enterprises.³⁰ In terms of preferred sectors, KAB graduates were more likely to point to the private sector.

KAB graduates were more likely than non-KAB students to start a new business within the next three years – 61 versus 50 per cent – and were also more likely than the non-KAB group to consider establishing their own business – 46 versus 37 per cent.³¹

Some 89 per cent of interviewed KAB graduates found the programme to be very useful for preparing their own business and 80 per cent found it a useful preparation to enter the labour market. It is worth nothing that participants also found that the biggest obstacle to starting their own business was lack of funding, and that the major challenge in finding a job was lack of equal opportunities and lack of knowledge about available jobs.³²

However, it is worth mentioning that at the level of impact, the evaluation found that there was no significant difference in labour force outcomes. This is due to several factors, namely that 18 months is a relatively short time and that the KAB programme objectives were not aligned towards this end.

The evaluation in the Syrian Arab Republic concluded that “the effectiveness of KAB projects in supporting national policies for employment, vocational training and small business creation have been limited to the extent that existing policies have allowed for the adoption of KAB, and KAB itself has not led to the formulation of specific policies”.³³

The qualitative evaluation of the Syrian experience also highlighted that the KAB programme helped students to increase their knowledge of career options. They reported themselves to be more confident in establishing their own business instead of waiting for a public

26 ILO (2012).

27 Bikhazi R., Kabbani, N. (2010). N.B. These figures are from 2010. The Syrian Arab Republic had an independent, fast scale-up of the programme in those years.

28 A survey of 138 questions was distributed to a sample of 1,009 students, followed by face-to-face interviews.

29 Bikhazi R., Kabbani, N., ILO PowerPoint presentation.

30 Haddad (2011).

31 Ibid.

32 Haddad (2011).

33 Ibid.





or private sector job. While participants demonstrated awareness of the fact that KAB by itself would not lead them to a job, they also reported that the programme had “changed their way of thinking and promoted teamwork skills and respect for others people’s opinions”.³⁴ The interactive nature of KAB was appreciated by students as well as the sense of being part of and working in teams.

Monitoring and evaluation

The programme should not be assessed on the basis of number of enterprises and jobs created taking into account that the attribution effect remains a challenge. KAB is only an education and awareness raising programme encouraging students to consider self-employment as a potential career option. The qualitative analysis of the programme remains core and focuses on the changes of attitudes and behaviours among students vis-a-vis the business world, enterprise development and self-employment.

Consequently, the programme uses extensive qualitative evaluations, such as the pre- and post-KAB questionnaires used to assess the students’ changes in attitude.

The KAB package includes monitoring and evaluation tools, and as part of the programme, facilitators are trained to conduct the monitoring and evaluation themselves.

- Interactive, learner-centred and participatory methodology of teaching;
- Simple and straightforward content;
- Complete set of programme material and requirements available to teachers;
- Step-by-step training for teachers/trainers/

professors;

- Flexibility and adaptability to the requirements of national curricula;
- Can quickly achieve scale and sustainability, given its implementation through national educational structures and the availability of national key facilitators who train other teachers at the national level;
- KAB methodology updated every two years.³⁵

7. Challenges

Overall, one of the fundamental challenges KAB has faced is the complexity of integrating the curriculum into national frameworks. Some of the reasons include: (1) absence of a strong commitment from the concerned ministries to integrate the material and sustain its implementation; (2) availability of time (hours) within national curricula for inclusion of new programmes; (3) maintenance costs of the programme, i.e. printing materials and games and maintaining the training rooms; and (4) teachers’ readiness and willingness to



³⁴ Haddad (2011).

³⁵ ILO (2011).



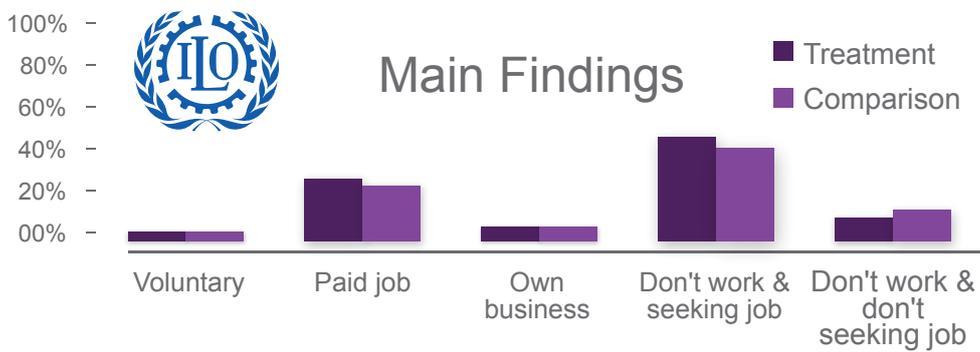


Main Findings



- KAB increased thinking/ expectations about starting a business
- There are gender difference in programme impact

Main Findings 2 – Bikhazi and Kabbani – Differences in labour force outcomes



- No significant difference in labor force outcomes: employment, taking steps to start a business (not shown), private sector work.
 - Note 1: 18 months not much time.
 - Note 2: these were not programme objectives. KAB should be combined with access to finance; mentorship, etc.

change their teaching techniques and learn new technical content.

Some institutions where KAB was implemented encountered reluctance on the part of school managers who initially opposed the innovative approach of KAB. Information and awareness-raising sessions were held to explain the different way of delivering training and the rationale behind the curriculum.

8. Next steps and the way forward

- Increase outreach to include countries where the programme is not implemented;
- Potential delivery of KAB in a blended approach to increase outreach and decrease costs (distance learning combined with classroom teaching);
- Strengthen and activate a knowledge-sharing platform for practitioners and promoters;³⁶
- Increase the number of KAB key facilitators in the MENA region;
- Development of a 'Know your Cooperative' module³⁷ to incorporate in the KAB.

9. Lessons learned and recommendations

Documented key lessons learned that have emerged from previous experiences include:

- The need to work closely with the relevant ministries and involve them from the onset of the project to ensure their ownership and commitment;
- The collaboration with a national implementing partner (including

ministries) ensures continuous monitoring and follow-up and decreases the cost of direct implementation by an international organization;

- The importance of conducting awareness-raising workshops to project partners to ensure their understanding and lead to a smooth implementation.

A key recommendation is the need to work on promoting entrepreneurship education in all Arab countries to decrease the dependency on public sector employment and economically empower Arab youth. One of the key recommendations of the evaluation of the KAB programme in the State of Palestine³⁸ was to combine the programme with other enterprise development support interventions to maximize the likelihood of impact.

10. Components to consider for scale-up in MENA

- Transfer of training potential to national constituents through building core groups of KAB key facilitators inside the education system;
- Ownership of KAB by the national Government from the pilot stages and integration of the package into the national curricula;
- Raising awareness of the benefit of KAB among all stakeholders – school administration, teachers, parents and beneficiaries themselves;
- Working directly in Arabic with the target group as was the case in State of Palestine, Syrian Arab Republic and Yemen.

36 Ibid.

37 The Know your Cooperative module will introduce students to the principles of establishing and running a cooperative, i.e., a group of people operating a business through a jointly owned organization.

38 ILO (2012).

11. Resources

- KAB training package;
- Evaluation tools and materials.

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Telephone interview with Rania Bikhazi, Enterprise Development Specialist, ILO (21 October 2014).

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