



**Intervention Report on
Know About Business Sri Lanka**

March-July 2008 by MDFSA

4 August 2008

MDF South Asia

137, Old Nawala Road, Nawala, Colombo, Sri Lanka

Tel: +94 11 4404017 / 2808121 Fax: +94 11 4404016

E-mail: mdfsa@mdfsa.lk Web: www.mdfsa.lk

Written by Caspar Groeneveld

(caspar@mdfsa.lk) and

Susanne van Lieshout (susanne@mdfsa.lk).

Contents

Abbreviations	3
1. Background.....	4
History of Know About Business in Sri Lanka.....	4
Methodology	5
Questionnaire and group discussions with former KAB students.....	5
2. Enter-Growth's plan and intervention	6
Target groups	6
Embedding in the institutions	7
KAB training methods and topics	7
KAB implementation modalities.....	8
3. First signs of impact	9
3 a. Students' satisfaction and relevance	9
3 b. Learning.....	10
3 c. Attitude towards business.....	11
3 d. Knowledge about business	14
3 e. Improving KAB	15
4. Conclusions, learning and next steps	16
Sustainability.....	17
Recommendations.....	18
KAB Training in practice.....	18
Recommendations.....	18
Annexes.....	20
Annex 1 – Case studies.....	20
Case study 1 – Kingsley.....	20
Case study 2 – Chathura	20
Case studies of employers	21
Case study 3: “In Aire” AC Repair	21
Case study 4: “In Style” Aluminium Works	21
Case study 5: KAB Projects at the VTA	22
Annex 2 – Questionnaire in English.....	25
Annex 3 – Guidelines for Students	29
Annex 4 – List of KAB Modules	30

Abbreviations

CEFE	Competency-based Economics through Formation of Enterprises
CITI	Clothing Industry Training Institute
ILO	International Labour Organization
KAB	Know about Business
KSLTVTI	Korea Sri Lanka Technical and Vocational Training Institute (Makola)
M&E	Monitoring and Evaluation
NAITA	National Apprentice and Industrial Training Authority (Colombo)
NVTI	National Vocational Training Institute (Colombo)
PRET	Project for Rehabilitation through Education and Training
SIYB	Start and Improve Your Business
ToT	Training of Trainers
VCD	Video Compact Disc
VTA	Vocational Training Authority
WUSC	World University Service of Canada

1. Background

Know About Business (KAB) is one of the components of ILO's Enter-Growth project. Within the Enter-Growth's three entry points, the KAB project addresses the second: strengthening enterprise culture. The component is national in scope. Although there has been a focus on the four project districts in terms of training of trainers, the ultimate aim is to have KAB implemented nationally, in partnership with the Start and Improve Your Business (SIYB) Association.

Entrepreneurship does not have as positive an image in Sri Lanka as it has in many other countries. Many starters on the job market prefer white collar jobs above being an entrepreneur, for reasons of job security, peace of mind and status. Being a businessman is not preferred, since businesspeople sometimes have an image of exploiting others, and doing dirty, low status work. A-level and university graduates will often prefer government jobs, if they can, above starting their own business¹.

ILO Enter-Growth implemented the Know About Business (KAB) training package in Sri Lanka. This KAB package forms an integral part of the Small Enterprise Development programme SEED within the Job Creation and Enterprise Development Department (EMP/ENTERPRISE). KAB in Sri Lanka aims at four objectives:

- Create awareness of enterprise and self-employment as a career option for students in vocational and technical training institutions.
- Develop positive attitudes towards enterprise and self-employment.
- Provide knowledge and practice of the required attributes and challenges for starting and operating a successful enterprise, particularly a small business.
- Prepare students to work productively in small and medium enterprises and more generally for an environment in which formal, full-time wage employment may be scarce.

The objective to develop positive attitudes towards enterprise is not always part of the basic KAB objectives. Although in some countries this objective is left out, in Sri Lanka this objective is the most important one, since enterprise and business often invoke negative opinions or attitudes among Sri Lankans.

History of Know About Business in Sri Lanka

KAB was first piloted in Sri Lanka in 2004 by the Start and Improve Your Business project by conducting a trainers training seminar from 16th to 27th August 2004. Twenty trainers from 12 vocational training institutions were trained in KAB delivery in this ToT program. Secondly, the SIYB Sri Lanka Association with the technical assistance from the ILO Enter-Growth project introduced the KAB to the World University Service of Canada (WUSC) by training 20 vocational training instructors on KAB from 28 November to 7 December 2005. Then the ILO Enter-Growth project with the assistance from the SIYB SL Association introduced KAB to the vocational training institutions operating in the project area by conducting two KAB ToT programmes. These two programmes were conducted during 14 December 2005 and 17 February 2006 and 35 trainers were trained. Another ToT programme was conducted by the SIYB SL Association for the WUSC Tamil vocational training instructors from 24 January to 2 February 2006. There were 22 Tamil participants in this programme. The Vocational Training Authority (VTA) and the National Apprenticeship and Industrial Training Authority (NAITA) also received assistance from the Enter-Growth

¹ Reinprecht, K. & Weeratunge, N. (2006). Design of a strategy to promote enterprise culture in Sri Lanka: Socio-cultural assessment results. Retrieved April, 28, from www.entergrowth.com/project_library.php.

project and the SIYB SL Association by training 38 of their instructors in two ToT seminars to deliver KAB in nation wide. These two ToT seminars were conducted from 14 to 23 June 2006 and from 10 to 19 July 2007, respectively. Furthermore, the SIYB SL Association trained another group of 17 Tamil VT instructors on KAB delivery for WUSC in 2008.

In addition, there are now five master trainers in Sri Lanka, which means that Sri Lanka is self-sufficient in maintaining and training KAB with 152 trainers and 5 KAB Master Trainers., of which two are women and three are men

Purpose of this Intervention Report

This intervention report aims to evaluate the KAB project and make a qualitative assessment of the outcome of the project interventions, taking into account the immediate objectives and indicators, and draw relevant lessons. An assessment of the ultimate impact of the project will not be part of this Intervention Report.

Methodology

The methodology consisted of:

- Sessions where students were asked to come to an institution on a Sunday, for
 - Questionnaires assessing the background of the students, measuring their knowledge about business and their attitudes to business. Students who had not done the KAB training were also invited to these sessions, to compare their knowledge and attitude about business with those who did. The questionnaire can be found in Annex 2 – Questionnaire in English.
 - A guided group discussion about their opinions, likes, dislikes, ideas etc. about the KAB programme. Guidelines for these sessions can be found in Annex 3 – Guidelines for Students.
- Case studies of two former KAB students who have started businesses.
- A meeting with parents.
- A group discussion with KAB trainers.
- Case studies of employers of students.

Indicators that will be researched are the Outcome indicators (see 2. Enter-Growth's plan and intervention).

Questionnaire and group discussions with former KAB students

The questionnaire given to the KAB students measured both attitudes towards and knowledge about business with scaled items, and asked open questions about what they liked best about the course, how it had helped them and how they thought the course could be improved. Annex 2 – Questionnaire in English

The questionnaire was taken from 77 students in total: 40 former KAB students, and 37 former and current non-KAB students for comparison. Of the students, 84 % were male, a large majority, both of the former KAB students and the non-KAB students. This reflects the make up of the mostly male students who took the technical courses where KAB had been adopted by 2007. The questionnaire was taken in several group settings. 14 former KAB students took the questionnaire on 9 March at the VTA in Colombo, 8 on 6 April at the KSLTVTI in Makola and 18 former KAB students, who studied at the VTA, KSLTVTI or in Rajagiriya were visited individually by an interviewer between 20 and 25 June 2008. The 37 students who did not do the KAB training filled in the questionnaire in group settings on 9 March at the VTA, on 4 June at the VTA, or on 16 June at NAITA.

Because of the small numbers, especially of girls and women, no analysis by sex was attempted.

Group discussions were held after filling in the questionnaires with former KAB students on 9 March and 6 April. In both cases, students became more open after sending out the trainers. There were two group discussions with former KAB students: the first was conducted at the VTA, with 16 participants, of whom three were women, and the second at the KSLTVTI, with six male participants. A third discussion was held at the VTA with 4 former students who had not done the KAB training, all male. The students trained at the VTA received around 100 hours of KAB training over the period of a year, while the students trained at the KSLTVTI received around 60 hours over the period of 4 months. The KSLTVTI's students had finished only five of the KAB modules (for a list of the eight modules, refer to Annex 4 – List of KAB Modules). Annex 3 – Guidelines for Students.

2. Enter-Growth's plan and intervention

Table 1 shows the objectives and outcome indicators have been defined by the project.

Table 1 - Objectives, sources and indicators

Objectives	Sources	Outcome indicators
<ul style="list-style-type: none"> • Create awareness of enterprise and self-employment as a career option for students in vocational and technical training institutions 	<ul style="list-style-type: none"> • Group discussions with former students 	<ul style="list-style-type: none"> • Students indicate awareness of enterprise and self-employment
<ul style="list-style-type: none"> • Develop positive attitudes towards enterprise and self-employment 	<ul style="list-style-type: none"> • Questionnaires • Group discussions with former students 	<ul style="list-style-type: none"> • Attitudes towards business and self employment are significantly more positive among former KAB students than among students who did not do the KAB
<ul style="list-style-type: none"> • Provide knowledge and practice of the required attributes and challenges for starting and operating a successful enterprise, particularly a small business 	<ul style="list-style-type: none"> • Questionnaires • Group discussions with former students • Case studies of students who started their own businesses 	<ul style="list-style-type: none"> • Knowledge about business and self employment are significantly more positive among former KAB students than among students who did not do the KAB • KAB students who started a business report they KAB helped them in starting or managing their business
<ul style="list-style-type: none"> • Prepare students to work productively in small and medium enterprises and more generally for an environment in which formal, full-time wage employment may be scarce 	<ul style="list-style-type: none"> • Discussions with employers • Group discussions with former students 	<ul style="list-style-type: none"> • Employers appreciate the skills their employees acquired in the KAB training

Target groups

The programme is targeted at students in vocational training institutions. Typically, they will be aged 17 or over, and have at least O-levels as an education level.

KAB has been designed to cover 120 hours, or four hours per week during one academic year. Institutions have freedom on how to carry out the training, and some choose to conduct the training in a two week intensive course, while others spend two to three hours per week on the training for a full year. See the heading "KAB implementation modalities" for differences in implementation at various institutions.

Embedding in the institutions

The VTA (Vocational Training Authority), a national governmental technical training institution was the first institute to adopt the KAB programme island-wide. The extent to which the other selected institutions have implemented KAB varies. The NVTI in Colombo has incorporated KAB in some of its courses and reports 700 students trained in 2005 and 2006, and are continuing in 2007.

The National Apprentice and Industrial Training Authority (NAITA) in Colombo has 19 trained trainers and is systematically incorporating KAB in its computer, motor mechanics and wiring courses. NAITA has been covering various parts of the country, with 11 courses reaching 250 students in 2007. Further, one batch of Tamil-medium trainers were trained on KAB in 2006.

Apart from KAB, NAITA is also conducting CEFE² courses to raise entrepreneurship awareness in the northern and eastern Tamil-speaking parts of Sri Lanka, including in Jaffna.

The KSLTVTI stopped conducting KAB trainings after the first year, because trainers were promoted to managers and there had been changes in the curriculum. In other words, the KAB implementation depends on the trainers' willingness and availability in those institutions where the KAB training is not embedded in the curriculum. Commitment of the head of the organization is necessary to guarantee continuation of the project once trainers get promoted or change jobs.

Besides these institutions, KAB trainings are conducted with assistance from the WUSC. WUSC has incorporated KAB into its vocational education system called Project for Rehabilitation through Education and Training (PRET). They conducted 50 vocational training courses in 2006 for 1000 students, including KAB.

KAB training methods and topics

To deliver KAB to the students, trainers in Sri Lanka use various methods to transfer knowledge and skills. Since young people are not keen to listen to long lectures, the KAB trainers use methods that were introduced in the KAB ToT, including case studies, brainstorming, role play and exercises. Most KAB trainers in Sri Lanka appear to stick to the 'standard' KAB curriculum and have not introduced new or adapted KAB methods, such as in countries like China where KAB has apparently been internalized to such an extent that there are KAB contests, clubs and KAB competitions going beyond the regular KAB training curriculum. Still, in the VTA two master trainers who also conduct KAB trainings, have elaborated on the "KAB Projects" of the KAB training, which are meant to be an integral part of the programme but have not been taken up by other trainers. With the "KAB Projects", groups of students are encouraged to set up and conduct an actual business activity for profit. As such, groups have organized movie nights, have sold biscuits, printed t-shirts and done other profit generating business activities for learning purposes. Case study 5: KAB Projects at the VTA gives a detailed description of how "KAB Projects" are done at the VTA.

²

See <http://www.cefe.net/>.

KAB implementation modalities

Interestingly, KAB is being implemented differently in the various institutions in Sri Lanka. Table 2 gives an overview:

Table 2 - Implementations of KAB in various institutions in Sri Lanka

Name institute	KAB duration	Reported period	Comments
Korea-Sri Lanka Technical Institute	75 – 100 hours	Weekly 2 hrs per week during school year	<i>About 60 hours were given</i>
Electro technical institute	100 hours	Every week 2 hrs for 1 year	<i>3 weeks of the month KAB manual, last week SIYB Game</i>
Clothing Industry Training Institute (CITI)	60 hrs	6 hrs per day during 10 week	<i>Fridays only</i>
Vocational Training Authority (VTA)	60 hrs	2 to 3 hrs per week during 6 months	<i>Short version, only essential topics</i>
	100 hrs	Full version (one school year)	
National Apprentice and Industry Training Authority (NAITA)	60 hrs in courses < 1 year	8 consecutive days	<i>Courses started in 2007</i>
	90 hrs in courses > 1 year	12 consecutive days	

While KAB has originally been designed to cover 120 hours, or four hours per week during one academic year, all institutions spend less time on the training, with some institutions only allocating half the expected time.

Reliable numbers of trainings are not always available. Though reports from the training institutions state that at least 700 students were trained through the VTA and related institutions in 2005 and 2006, only 103 students could be traced through the ILO, SIYB Association and VTA.

Most KAB ToTs have included a session on how to use the KAB monitoring and evaluation (M&E) system. A KAB Entry form, aimed at establishing a baseline on attitudes towards entrepreneurship and knowledge about business start-up has been developed, translated into Sinhala and introduced. However, none of the current KAB trainers is using that form. As became clear from earlier discussions with KAB trainers, the form was considered too long, with too many similar kinds of questions which made it difficult to properly translate into Sinhala. Instead, each KAB trainer has his or her own 'monitoring' system. Some are using daily evaluation forms; others use only end of training evaluations. Some institutions let their students make a presentation about one of the KAB topics and assess them; others collect students' comments on KAB in a notebook. Most of these students' comments are positive and appreciative of the programme as well as the trainers. Typical or informative



Figure 1 - Meeting with KAB trainers

student remarks were “I learned a lot about business,” “I never thought of doing a business as a job later”, “businesses are needed to build the society” or “why doesn’t the teacher do a business himself, with all that he knows”. None of the interviewed training institutions were doing any follow-up or impact assessment with their students after KAB.

3. First signs of impact

3 a. Students’ satisfaction and relevance

In answer to concrete quantitative questions in the questionnaire on duration and the complexity of the KAB training, two thirds thought that the duration was good and a third considered it too short, while three quarters thought the difficulty was good and a quarter of the students indicated that they thought it was too easy.

At the group discussion at the KSLTVTI, students had only done about half of the training. Their main comment in the discussion was that the time allocated for the training was too short and that they could therefore not fully appreciate the training.

Of the modules of the training, module 6, “How do I organize an Enterprise?” was clearly considered most helpful of the modules and named as the most useful by over a third of the students. Modules 1 “What is an Entrepreneur”, 4, “How do I become an entrepreneur” 5, “How do I find a good business idea” and 7. “How do I operate an enterprise?” each were seen as helpful by the interviewed students. The modules considered less helpful were module 3, “Who are entrepreneurs?” and module 8, “What are the next steps in becoming an entrepreneur?”, both selected by a minority of interviewed students. This is a little surprising when looking at the trainers comments: they feel that module 3, which explains and discusses entrepreneurial characteristics such as risk-taking, decision making and perseverance is among the most important ones. From the group discussion with students however it became clear that they value the practical, skill-based modules most, perhaps the entrepreneurial characteristics module it more theoretic and attitudinal which is appreciated by trainers and less by students whose age varies between 17 and 20 years. It is however not to say that theory and attitudes are less important or useful, it is exactly the combination between theory and practice which makes KAB attractive.

A few students commented after the KAB training that they still do not think that the KAB training applies to them, as they thought that their profession cannot be practiced in self-employment. For example, some students commented they thought that training in business is very important, but since they do AC repair or aluminium fabrication, they would end up with an employer and did not think that self-employment would be an option for their profession. Although they actually can practise as independent businesses, they apparently did not realize that this is a valid option for them (from the interviews).

Further, both students who did the KAB and a few students who had not done the KAB course, but were otherwise comparable, commented in the group discussion that entrepreneurship has a bad image, especially in rural areas, and that residents considered self-employed work indecent, irrespective of the higher earnings they could make, compared with white collar jobs (a finding also reported in reports, e.g. Reinprecht and Weeratunge, 2006³). This led student to comment and agree that there was a need for raising business awareness in Sri Lanka and that the KAB training was relevant.

³ Reinprecht, K.& Weeratunge, N. (2006). Design of a strategy to promote enterprise culture in Sri Lanka: Socio-cultural assessment results. Retrieved April, 28, from www.entergrowth.com/project_library.php.

3 b. Learning

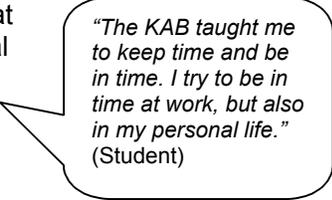
Students' perspective

In answer to the open question in the questionnaire as to what students have learnt from the KAB training, roughly half of the answers that students gave related to technical skills students have acquired with the technical training, such as operating machines, drafting or the usage of certain tools, instead of one of the KAB elements. The researchers realised this too late to be able to address this by further explaining the question or probing.

Knowledge about business or being an entrepreneur formed about a quarter of the answers, as did general remarks about having improved their work styles, such as being professional or more self-confident. Although answers about technical skills do not refer to any of the KAB subjects, the answers about work style may indirectly do so, with some answers mentioning professionalism, time planning, financial planning etcetera.

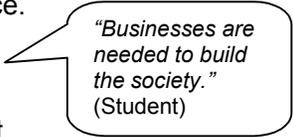
These business skills were also found especially in the answers to the open question asking how the KAB training has helped them in their lives. The answers were diverse and ranged from working better or doing a better job, financial management, business knowledge, to helping with life's challenges and being a good citizen.

In the group discussion, former students reported in general that they found KAB helpful and that time management and financial management were among the subjects that helped them most. As for time management, many reported that their increased awareness of time management and planning has also helped them in their private lives, outside their work.



"The KAB taught me to keep time and be in time. I try to be in time at work, but also in my personal life."
(Student)

In spite of the KAB training, some students did not see how business awareness was applicable to them, since by profession they did not create anything, but offered a service, and they did not see how one could start a business offering a service. Still, they testified that they thought KAB was helpful and needed.



"Businesses are needed to build the society."
(Student)

Trainers' perspective

At the trainers' meeting, KAB trainers agreed that the most important KAB topics were:

- The characteristics of entrepreneurs (risk taking, information seeking, decision making)
- Role of entrepreneurs in society (how entrepreneurs contribute to development of the country)

Trainers noted that these two topics influenced their students most. In Sri Lanka, entrepreneurial culture is largely lacking and entrepreneurs have a negative image. There is great need to raise awareness about entrepreneurship as a serious option. However, trainers also agreed that their students were too young and too inexperienced to start their own businesses after their vocational training. Therefore, the entrepreneurial characteristics (information seeking, decision making, risk taking) were more relevant to find good job opportunities than for self-employment. Although trainers agreed that most students are too young to start a business, students reported that they would like to have had the KAB training earlier in life. Of course the skills and attitudes learned could well make a difference in starting a business once graduates have had a few years of work experience.

The importance trainers attached to the characteristics that entrepreneurs should have are discussed mainly in the third module of the KAB training: Who are entrepreneurs? Students, however, consider this module one of the two least helpful modules. It is possible that this

module was less concrete or practical than others and that for that reason they did not think it was as helpful.

Parents' perspective

The interviewed parents were all enthusiastic about the programme. They were supportive of their children and committed to their education, evidence of which was given by their travelling to Colombo for the discussion. The parents who came were all businesspeople themselves, which may indicate that as businesspeople they were more aware of negative attitudes in society about business and entrepreneurs. Still, none of the parents who came gave evidence of trying to push their child into a certain direction, but were supportive of the choices their children might make.

"If Chaminda wants to start his own company, we would support him with our own money. Not that we have much, but we will help him. But at the moment he is only 19, and he first needs more working experience."
(Parents of KAB-student)

Quality of KAB trainers

During the assessment, trainers were asked to answer a few technical questions about the contents of KAB. Generally, trainers were able to answer questions, yet it should be noted that not all trainers were accurate on their KAB knowledge. Entrepreneurial characteristics were mixed up with entrepreneurial skills, direct and indirect costs were not clearly distinguished and the roles of the entrepreneurs (for example for generating jobs, contributing to economic development of the country or using local resources) were not answered unprompted. This observation gets support from five students who recommended that trainers should enhance their skills as suggestions for improvement of the KAB training (see 3 e. Improving KAB). This has to be taken into account when designing the KAB refresh programme for trainers.

Another weakness of some KAB trainers (self-admittedly as well as identified by their students) is their lack of business experience and exposure. All trainers regularly receive the question from their students: "why are you not in business, with all that you know". This seemed to embarrass them.

3 c. Attitude towards business

Attitude was measured with an Attitude questionnaire, constructed for this study. The question "After my school, I will try to get a secure and permanent job" was removed for low reliability and positive responses by all respondents, after which the reliability of the attitude questions had an alpha of .67.

Interestingly, there was no significant difference found for the remaining 13 questions on attitude towards business between the students who had done the KAB training and those who had not, when these were recoded into one variable. There are informative results in the individual questions and the answers students gave.

The two groups of students both considered being successful in business a matter of luck. This indicates that the KAB training in this sample did not increase the level of influence students think they have over their own lives or businesses, but that both groups attribute success externally. However, the item "I prefer to have my own business than to be employed by a boss" did show a clear trend with a more positive attitude by former KAB students⁴. In spite of not feeling able to greatly influence their own success, this still suggests that former KAB students would be more inclined to start a business.

⁴ ($t_{(2.164)} = -1.893, p = .062$)

This is further supported by the similar level of confidence in both groups, while the group of former KAB students clearly thinks they are more knowledgeable about starting a business. Both groups scored similarly on the item “I am confident that I can start a business”, but the former KAB students indicated that they knew better how to start business by their higher score on the item “I know how to start a business”⁵. At the same time, however, they appeared to think that managing a business was more difficult⁶. The reason for this may be that getting classes about business may confront students with the challenges of starting a business. Figure 2 shows the differences in attitude for the three discussed items. The third item is recoded, which means that former KAB-students believe it is more difficult to manage their own business than non-KAB students.

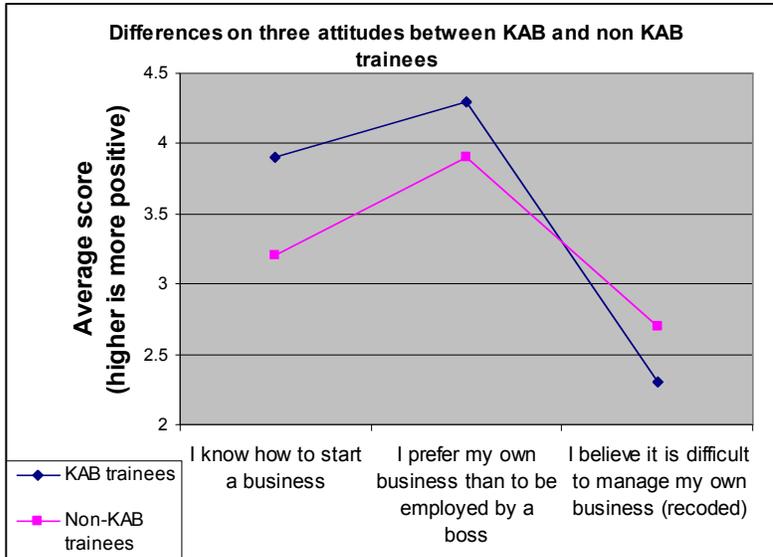


Figure 2 - Differences in attitude between former KAB and non-KAB students

In short, both groups showed the same attitude towards business in the sense that they were equally positive and confident, but the former KAB students, in spite of having the same value attitude towards business, still indicated that they knew more about business and were more likely to start one. Table 3 shows the scores of the two groups and the significance on the different attitude questions. Items starting with an “R” were recoded, which means in practice that in the table a higher score always indicates a more positive attitude towards business.

⁵ ($t_{(13.731)} = -3.080, p = .003$)
⁶ ($t_{(3.686)} = 1.795, p = .077$)

Table 3 - Attitude scores and significance for KAB and Non-KAB students

	Average score for KAB students	Average score for Non-KAB students	Significance*
All items	3.5	3.5	.803
After my education, I will try to get a permanent and secure job	<i>Deleted for lack of variance – all scored high on this item</i>		
I know how to start a business	3.9	3.2	.003
R - Being a successful entrepreneur is a matter of being very lucky	3.3	3.5	.463
I admire people who are successful business owners	4.3	4.5	.388
R - Large companies are more important for society than small ones	3.2	3.6	.224
I am confident that I can start a business	4.0	4.0	.993
R - Being self employed means that you are unable to find a good job	3.5	3.2	.231
If you have a good idea, it is easy to start and manage a good business	3.7	4.0	.227
My past experiences help me to start or manage a business	4.0	4.0	.908
Business owners are only interested in making money for themselves	2.7	2.3	.141
R - I do not know enough about the world of business	2.3	2.3	.989
I prefer to have my own business than to be employed by a boss	4.3	3.9	.062
R - I believe it is difficult to manage my own business	2.3	2.7	.077
Successful entrepreneurs care about their employees	4.3	4.2	.886

* If $p > .05$, the result is considered not statistically significant, and no significant conclusions can be drawn based on any difference. If $p > .05$, but $p < .10$, we can speak of a trend.

Besides the questionnaire, an open question was asked on why former KAB students had not started or did not start a business. The 40 respondents often gave more than one reason for not starting a business, so the total number of reasons may be larger than 40. Out of 40 respondents, 19 indicated that they lacked money or funds, by far the most often cited reason; 6 indicated they were still students, 3 that they wished to work abroad, 3 that they were happy with their jobs, 3 reported a lack of experience, and 3 had no land or location for a business. Finally, 4 reported a lack of skills or knowledge, and 1 said that he planned on starting a business after coming back from the army.

Table 4 - Why did former KAB students not start a business?

Reason for not starting a business	Frequency
Lack of funds	19
Still studying	6
Not enough skills or knowledge	4
Wish to work abroad	3
Are happy with their current work	3
Not enough experience	3
No location or land for business	3
Will start after the army	1
<i>Total</i>	42

The two groups did not show a difference in their plans for the future. Almost half indicated that they plan on finding work abroad, almost a third that they want to find a good job, and a sixth that they want to continue in their current jobs. Eight students, of whom five did the KAB training, indicated that they plan on starting their own business.

Case studies – visits to young entrepreneurs

Two young entrepreneurs, who had done the KAB training at the KSLTVTI, were visited. These case studies can be found in Annex 1 – Case studies. In both cases, the young entrepreneurs came from entrepreneurial families, which suggests that their business attitude has been shaped not only by KAB, but by their family background as well. Both were helped by their families with establishing their businesses by their families.

Still, KAB helped one of the two young men to consider starting a business, an option he had not seriously considered before in spite of his family background. This indicates that the KAB training can help to promote starting an enterprise as a career option.

Case studies – visits to employers

Two employers who employ former KAB students were visited and asked about their experiences with KAB trained employees and for their opinions on the training. These case studies can be found in Annex 1 – Case studies.

The employers were not aware of the KAB training that their employees had received. Both say they are happy with the level of autonomy and initiative of their employees, and believe that KAB is a useful and important contribution to Sri Lankan education.

3 d. Knowledge about business

Knowledge was measured with a constructed Knowledge questionnaire. Of a total score of 8 points for 8 correct answers, the average correct answer for both former KAB students and non-KAB students was 5.1. However, there was great inconsistency among the students in the answers, and the scale was not reliable, which means that the scale as such cannot be considered a proper measure for knowledge about business. Three items had to be removed since the answers to these showed no variance.

On the two questions that gave a different score for the two groups, former KAB students scored better than non-KAB students, indicating that when it comes to concrete, factual knowledge about terminology concerning business, former KAB students are better informed.

As for notable findings from the knowledge questions, it was unexpected to find that students who had done the KAB training think more often (though not significantly so) that it is not possible for small businesses to get loans, in response of the item “A small business cannot obtain a loan from a bank”. This can be a reflection of the fact that banks have a reputation of not always taking small businesses seriously, and of obstacles created by banks that are difficult to overcome by small businesses. Also, the fact that these students have been working to make a budget and were encouraged to think about funding may have caused them to anticipate more problems in getting funds. This is further supported by the consistent answer to the open answer questions that ‘lack of funding’ is seen as one of the most important constraints to start a business (see Table 4). Table 5 shows the scores of KAB and non-KAB students on the knowledge questions. Items starting with an “R” were recoded, which means in practice that in the table a higher score always means more knowledge about business.

Table 5 - Knowledge scores and significance for KAB and Non-KAB students

	Average score for KAB students	Average score for Non-KAB students	Significance*
All items			
Credit sales is money that is outstanding	<i>Deleted for lack of variance – all scored high on this item</i>		
R - An air conditioning repair shop is a manufacturing business	.38	.16	.037
R - The most important person in the business is the owner	.30	.46	.153
A good entrepreneur is able to take risks	<i>Deleted for lack of variance – all scored high on this item</i>		
A hobby or a favourite pastime can become a good business idea	.83	.89	.409
R - Once you have your own business, you should avoid contact with competitors	.78	.86	.313
R - Small businesses do not need to register	.70	.81	.266
R - A small business cannot obtain a loan from a bank	.78	.81	.703
R - A cash flow plan shows how much profit a business makes	<i>Deleted for lack of variance – all scored low on this item</i>		
The costs of a rental for a small shop are considered indirect costs	.72	.62	.378
If a supplier sends you an invoice, he becomes a creditor	.65	.46	.095

* If $p > .05$, the result is considered not statistically significant, and no significant conclusions can be drawn based on any difference. If $p > .05$, but $p < .10$, we can speak of a trend.

3 e. Improving KAB

The most frequent comment on how the KAB training could be improved in the questionnaire was, as in the group discussions afterwards, that students would like more practical exercises, more field trips, and more exposure to real businessmen and entrepreneurs or visits to them. Fourteen students commented that the course should be given more time, should be extended or should be taught more frequently than now is the case. A few students suggested that the programme should be offered country-wide, should be conducted earlier in the academic career, and that it should be included in study programmes so that it can be part of the 'changing society'. Lastly, five students suggested that trainers should improve their skills.

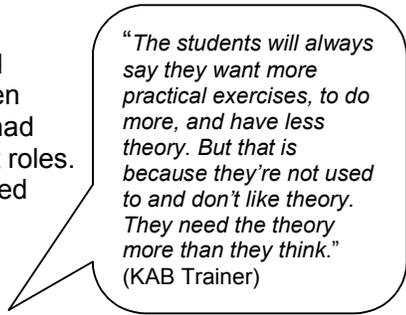
"There should be more practical work and less theory. Attention should be paid to the education level of the students."
(KAB student)

In the group discussions, students consistently suggested that more knowledge and information is needed before they feel confident to start a business. Even the few students who have started businesses reported that they do not feel confident and feel that they lack the basic knowledge to manage their businesses successfully or effectively. Reported hiatuses in business knowledge were quite specific and ranged from legal knowledge on starting a business, financial administration, more practical knowledge or how to write invoices, to how to deal with clients. As for the timing, most students thought that a KAB-like training should be part of the high school curriculum already, contrary to the suggestion of the discussion leader that it should perhaps come later in life.

Like the students, trainers indicated a need or desire among students for additional topics as requested by their students and the training institutes' managers. They include labour regulations, investing in markets and shares, legal knowledge on business start-up and quality management. However, considering the actual level of the trainers (see below) and the needs of the students, these do not seem to be essential topics at this stage in time.

Practical Exercises

Students very much enjoyed the “KAB Projects”, which are not used in every institution, but which were used exhaustively by the trainers in the VTA. In these “KAB Projects”, a number of students did an exercise in which they started a small enterprise together, made a business plan, kept track of finances, assumed different roles within the business and actually performed business activities, in some cases even leading to a small profit. Students said that the exercise had taught them to take risks and to work together in different roles. Still, students who participated in this activity often reported wishing they had had more practical exercises, as did students who had not participated in this activity. Many students commented that they would have liked a visit from real, successful businessmen and entrepreneurs to ‘see’ an entrepreneur and learn from his or her experiences. However, a few students reported that the practical exercises had actually come too soon, and that they did not feel ready for them. Still, the KAB package does contain practical exercises, such as the KAB projects, but since the institutions generally allocate less time for the KAB courses than the KAB package calls for, it is likely that these time consuming exercises are the first to be cancelled. A more in-depth discussion on the “KAB Projects” in the VTA can be found in Case study 5: KAB Projects at the VTA.



“The students will always say they want more practical exercises, to do more, and have less theory. But that is because they’re not used to and don’t like theory. They need the theory more than they think.”
(KAB Trainer)

It should be noted that the criticism of lack of practical exercises applies to the vocational trainings themselves as well. Students reported that the technical or vocational training itself, such as welding, drafting or motor mechanics, is also rather theoretical, and that they only really learn their profession during their internships. Although the students almost without exception professed a preference for more practical information or exercises, one trainer remarked outside the discussion that the students will always prefer to have more practical exercises, since they are not used to and do not like theory, but that they need theory more than they think.

4. Conclusions, learning and next steps

Early signs of impact

A number of early signs of impact of the project and effects of the training have been observed. It should be noted that a large impact cannot be expected at this moment, since courses have only started in 2005 and are just now being implemented on a wider scale.

These impacts and effects can be linked to the four objectives of the project:

- Create awareness of enterprise and self-employment as a career option for students in vocational and technical training institutions.
- Develop positive attitudes towards enterprise and self-employment.
- Provide knowledge and practice of the required attributes and challenges for starting and operating a successful enterprise, particularly a small business.
- Prepare students to work productively in small and medium enterprises and more generally for an environment in which formal, full-time wage employment may be scarce.

Changes in attitude were observed in former KAB students. Former KAB students clearly indicated that they are more likely to start their own business and are more knowledgeable about starting businesses. This increased likelihood of starting their own business was found both in the questionnaire and in discussions, where KAB students commented on the

negative image of business that prevails in Sri Lanka, and the importance business has for developing the country. This change in attitude, particularly the greater likelihood of starting their own business, is an early sign that in the long term the first and second objectives of the project, awareness of enterprise as a career option and more positive attitudes towards business, may be fulfilled.

The KAB students show higher scores on knowledge questions, which corresponds with their view, expressed in the attitude questionnaire, that they indeed know better how to start or manage a business than others, thereby giving an early sign of fulfilling the third objective of the project.

However, no early signs of impact were found for the fourth objective of the project: working better and more productive. Employers were not aware of their employees having had a business training, nor did they observe a difference in work style between these employees and others when they were informed of these trainings. Even so, employers, who were businesspeople themselves, expressed support for business trainings for their workers and noted the importance of business for society.

Sustainability

KAB is on its way to being institutionalized, although institutions vary in the extent they have made it part of their programme. When institutions have not made the KAB part of their curriculum, it may depend on the enthusiasm of individual trainers whether the training will be given. The growing number of institutions that are embedding KAB in their programme do not always allocate enough time for the course, resulting in trainers not being able to complete the full course period. In the visited or contacted institutions, a clear implementation of the KAB training in the programme went together with a higher time allocation, and gave room for more practical exercises such as the “KAB Projects” or the SIYB Game.

The administration, organization of training of KAB trainers and quality control is done by the SIYB Association. The SIYB Association is the custodian of the KAB work in Sri Lanka and concentrates on training trainers, assisting institutions and providing material. Two master trainers at the VTA have built and maintain a database for the VTA with all students, addresses, institutions where they were trained and their trainers.

This VTA database allows for better monitoring and evaluation (M&E). Though monitoring and evaluation were done ad hoc and differently in the different institutions, a database such as this allows for keeping track of trainers, students and output of affiliated institutions. This VTA database now contains records for 490 students, trained in 8 centres by 15 trainers. Still, although this database allows for keeping track of the KAB trainings, there is not yet a clear M&E procedure for all institutions in the country.

The presence of master trainers is another condition necessary for the continuation of the KAB programme in Sri Lanka. With the presence of currently five master trainers to train trainers, the programme can sustain itself and this condition is met.

Presently, there seems to be little exchange or networking among KAB trainers in Sri Lanka. Although trainers expressed clear interest in getting together more often to discuss the progress and quality of the KAB programme, little initiative has been shown during the past three years. There is a clear attitude of dependence on the ILO and SIYB Association regarding the development of KAB.

Recommendations

- Make clear where ownership of the KAB training in Sri Lanka lies, and have the owner create clear protocols, procedures and define duties.
- Introduce a clear, simple and practical monitoring and evaluation system, so that the owner can keep track of trainers, students and the quality and effect of the trainings. At the same time, such an M&E system should be precise enough to extract correct data from respondents. Data should at least include basic information about the trainees (number of students, gender, age and type of study), basic training information (duration, modules, modality, trainers)
- Further embed KAB in the institutions' programmes, if possible, to ensure continuity. Commitment of management of institutions is a condition for this.
- Create mutual exchange or networking activities among KAB trainers in Sri Lanka. Consider exchange with trainers in countries with an active KAB culture like.

KAB Training in practice

Most reports from institutions state that less than the desired time period has been spent on KAB. Students also sometimes comment that the time spent on the KAB training was too short to cover everything, both students who did the one year version and students who did a shorter version of the training.

Students generally say that they do not feel the KAB training is sufficient to start or manage a business, again both students who did the 100 hour and who did a 60 hour programme. The KAB training package does involve practical exercises, but not all of these are used in the Sri Lankan context, and legal, financial and practical questions remain after the training. Since the KAB training is not meant to be a 'business start-up package' but rather an attitudinal and basic knowledge package, this is not a shortcoming of the training, but rather caused by incorrect expectations or a lack of available follow-up training.

Moreover, a clear wish from students is to have more practical exercises, real life examples, field trips and exposure to 'real' businesspeople and entrepreneurs. Concrete examples and instructions will be needed for trainers to accomplish this. An exercise like the business exercise (KAB Projects) conducted by VTA trainers might serve as an example (see Case study 5: KAB Projects at the VTA).

Sri Lankan education traditionally has a theoretical, unidirectional approach without asking for or requiring input from students. Although KAB already is a good step in the direction of more inclusive training, a practical or more participatory approach will require an attitudinal and behavioural change in many of the trainers. Concrete suggestions and ideas for trainers on how to implement practical exercises in the class setting will be needed to make this possible.

Recommendations

- Create correct expectations, and inform future students what the purpose and goal of the training is: an introduction to business thinking rather than a comprehensive business training.
- Inform students about follow-up courses and other services, including contact information on service providers, and which steps to take if they want to inform themselves better on conducting a business.
- Consider linking those students who are thinking about starting a business to the SIYB association.

- Further embed KAB in the institutions' programmes to allocate enough time to conduct the training.
- Include practical exercises, field trips and visits from real businesspeople.
- Create capacity among trainers to be able to conduct more participatory, practical classes.

Annexes

Annex 1 – Case studies

Case studies of young entrepreneurs

Case study 1 – Kingsley

Kingsley, a 19 year old man from Makola, has been trained at the Korea SL Technical and Vocational Training Institute in Construction. His father owns a business and Kingsley has grown up sometimes helping out in the family business. Still, Kingsley said he had not seriously thought about starting a business himself, until he did the KAB training at the institute.

Kingsley mentioned that the main lesson learnt of the KAB training is that anyone can start a business. You do not need high level skills or knowledge, but it is more a matter of having the right attitude. Although his father has never learnt to have a business, still he has worked hard to build his company. “When I grew up, I did not have the ambition to have a business, like my father, but now I see the good things businesses bring for society and for myself as well, although at times I have to work very hard.”

Kingsley has started a small construction business together with a friend. They are subcontractors building parts of houses such as window frames, or other construction jobs they can manage. He states that he did not need a considerable starting capital, as he does not need to rent a place yet and works from assignment to assignment. His business sometimes hires extra hands when a job requires that, but otherwise he does not have any other staff. He does not yet know for sure whether he will want to keep doing this business and expand it or move on to something else in the future, although he would prefer working abroad in the future. He does not yet know what kind of profession this will be, but he shows ambition: he is now studying for his Bachelor in Business Administration (BBA) degree in Colombo. Although the training has helped him develop his opinions about business, he still thinks that he lacks a lot of practical knowledge and skills on financial management, hiring people, or getting the right clients.

Case study 2 – Chathura

Chathura, 19 years old, has been trained at the Korea SL Technical and Vocational Training Institute (KSLTVTI). After taking a technical course in electronics and the KAB in the second semester of 2005, Chathura started a business in telephone and electronic repairs and selling VCDs and stationery. He has his shop in his village close to the KSLTVTI. His shop is situated in the second story of a small two story building, of which his mother occupies the ground floor for her small clothes shop. After a career in security abroad, his father works as a manager in security at the industrial area next to the school.

The son of an entrepreneur, Chathura is no stranger to the idea of owning a business, nor does he have a negative or indifferent attitude towards entrepreneurs. Starting the business in 2005 has not been problematic for him, as he



Figure 3 - Chathura in front of his business

could find a location to house his shop in a building that is also occupied by his mother's shop; nor has funding been an issue, as he reported getting a sufficient loan from the bank, in the range of 50,000-100,000 rupees.

Chathura reports that he would like his company to grow somewhat bigger in the future, with a few employees, although he doubts whether there is much room for growth in his village. Whether he will want to stay in the village or move to a larger town he does not yet know.

Chathura explains that he thinks that the KAB is very useful for people doing a technical training, but that for him it was not necessary, since he already knew most of the things he had learned in the KAB training. This is not to say that he had always known he would become an entrepreneur, as he has come to this idea only in the past few years, supported by his both parents.

Case studies of employers

Case study 3: "In Aire" AC Repair

Nilanga (19) and Tusharanga (20) are two Sri Lankan students who had been trained in KAB in 2006. KAB was part of their course on Air Conditioning Repair and Maintenance. The training was delivered by the Vocational Training Authority (VTA) in Colombo.

Upon finishing their technical course, the students were both employed by In Aire, a medium-sized company (23 staff) that installs and maintains air conditioners (AC's) in and around Colombo. In Aire's chief engineer Lesly has hired the two young men through his contacts with the VTA.

Nilanga has been with the company for 4 months, he works on-site to install air conditioners, while Tusharanda has been employed for over one year. Tusharanga has just completed an important job at the national hospital's cardiological theatre. He is now responsible for a theatre's maintenance and is on-call in the evening and weekends in case there is a power or AC failures.

Nilanga and Tusharanga's manager Lesly is pretty satisfied with the performance of the two KAB students. He says they are eager to learn and want to get information, which could be a result of the KAB session on entrepreneurial traits. Both would like to work in the Middle East for a few years. They are asking Lesly's help to find information on job opportunities. Lesly believes the students show some initiatives and are creative. This too could have to do with the KAB training, however, when asked, Lesly was not aware that the students had followed KAB during their technical training.

When asked about the use of the KAB training or any business training for vocational training students, Lesly mentioned that it is highly relevant as students in Sri Lanka are not very independent and only show little initiative, and they do not consider business a good option, while it is a good option, as can be seen by his success with his business.

Case study 4: "In Style" Aluminium Works

Lahiru is 19 years old. He was trained by the VTA in aluminium works in 2006. KAB was part of that course; for 6 months he received KAB modules during 2 or 3 hours per week. After completing his training, he got a job at a metal workshop where he stayed for one year. He did not like working there at all. The place was messy, disorganized, the workers were smoking and the boss was scolding and shouting at his workers. But Lahiru was young (18) and decided to stay for one year. Then he found another job, through his own initiative, He

now works for In Style, a company with more than 25 workers and an office in Dubai. In Style makes aluminium window frames. With quite a few large construction projects ongoing in Sri Lanka and Dubai, the company is doing well.

Even though Lahiru is earning less compared to this job at the previous company, he prefers this job because the company is clean and well-organized. The owner of the company Mr Silva, is a role-model for Lahiru.



Figure 4 - Lahiru at "In Style" Aluminium Works

When talking to Mr Silva, he says Lahiru is an honest boy, though not always very efficient. In general, Mr Silva is facing a lot of trouble with his workers, who are often absent, come late and do not work efficiently. Mr Silva also admits that when the same Sri Lankan labourers are working in his Dubai office, they work hard, efficient and more than full weeks, which has to do with payment.

Mr Silva was not aware about Lahiru's KAB course, but he strongly believes in the value of a training programme on enterprise performance: to explain how an enterprise works and how poor performance affects the enterprise. He said that on the one hand he would be happy to assist employees who wish to start their own businesses, if he knew them to have had business training and performed well as employees, and if he would think that they have the necessary skills and attitude to become an entrepreneur. On the other hand, he did not want his employees to be disciplined and not too entrepreneurial, since they need to focus on their work, which is of a more mechanical and practical type and does not require them to be innovative or creative.



Figure 5 - Mr. Silva, owner and manager of "In Style" Aluminium Works

Case study 5: KAB Projects at the VTA

At the VTA, the two master trainers Anusha de Silva and Rassika Wijegunewardena have implemented a KAB module called KAB Projects. The aim of the project is to have students get practical experience in setting up and managing a business. The KAB Projects was developed as a practical learning exercise.

Implementation

The KAB Projects is part of and embedded in the KAB course at the VTA. A few months into the course, students start working in groups on their business plans, which altogether lasts around half of the period of the KAB course.

Implementing the exercise in the KAB course entailed administrative problems. Since students are required to follow the classes inside the VTA premises, permission had to be obtained to allow for this real life experience where students had to go outside and actually

execute their business plans, with the condition of having close supervision as much as was possible.

The VTA has allocated weekly sessions for the duration of a year. Since the KAB Projects require time for the planning and execution of the business plans, it will be difficult to implement it in KAB courses that are allocated half a year or less in time.

The exercise does not entail setting up a virtual business, but it is set up in such a way that students actually have to start a real business with a small group, in which they end up with the possibility of making a profit.

Learning

Students were without exception enthusiastic about the KAB projects in the discussions. The KAB Projects satisfies their wish for more practical exercises and less theory. In all discussions, students commented that they would prefer less theory and more practical exercises.

Students reported learning a lot from this exercise. Having different roles within a group or a company was named by several students and by the trainers as learning experiences. Some students changed roles within their group at times and learned that different roles have different requirements, and that the group works together better or worse depending on how well they execute their assigned role, rather than all acting as managers. Also, dealing with customers, and how you should talk to them, was mentioned by students as an important learning point. Sharing money was another, practical, learning point. Although students had their own money invested in different amounts, no conflicts on finances were reported. Finally, taking real financial risks and managing them together was a frequently mentioned learning point.

Since the students are young adults who are about to start working and not academics, it is important to keep the adult, or experiential, learning cycle in mind, with its alternation between experience and observation on the experience. The KAB Projects alternates well between experience and reflection on the experience. In their weekly class sessions, the students get theory that they can apply in their businesses, and they can discuss their experiences.

The practice

Students work together in a small group of about five students, with different students having different roles. With this group, students first decide on the type of 'income generating activity' that they want to start. These businesses vary from showing films for a fee, printing t-shirts or selling snacks to other activities. With the group, a business plan is then written, including a detailed budget, a clearly defined goal of the business, and a distribution of roles. Since the business plan is to be carried out, students need to be realistic and practical in their proposals, their budgets and their time allocations, which is a major difference with business plan exercises without a practical follow up. After writing the business plan, the group actually starts carrying out the business plan and execute the plan.

Funds needed for the investments of the business were paid for by the students themselves, with students investing around 500 to 1,500 rupees each. It is allowed, and does usually happen, that different students within one group invest different amounts, and are entitled to a different share of the profit when any is made. For example, one of the businesses invested 5,000 rupees in 1,000 bookmarks (5 rupees each) and had these printed, after which they were resold. Not every student invested the same amount, but investments were either 500 or 1,000 rupees. Unfortunately, this business did not generate a profit.

Annex 2 – Questionnaire in English

The following is the questionnaire that was taken from students in English.

Know About Business Impact Assessment Form

Please tick the correct answers as follows: Date _____/_____/_____

Facilitator _____

Skills training in _____

<p>1. Name:</p> <p>2. Male <input type="checkbox"/> Female <input type="checkbox"/></p> <p>3. Age: <input type="checkbox"/> under 16 <input type="checkbox"/> 16-25 <input type="checkbox"/> 26-35 <input type="checkbox"/> 36-45 <input type="checkbox"/> 46 or older</p> <p>4. Highest education completed (before course in which KAB was given) <input type="checkbox"/> None <input type="checkbox"/> Primary <input type="checkbox"/> O-level <input type="checkbox"/> A-level <input type="checkbox"/> Higher</p>	<p>5. When did you follow the KAB modules? From _____/_____/_____ to _____/_____/_____</p> <p>6. Which KAB modules did you follow? (please circle)</p> <ol style="list-style-type: none"> 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 in becoming and Entrepreneur <p>7a. Which module did you find most useful</p> <p>7b. Which module did you find least useful?</p>
<p>8. Before the course, what was your occupation?</p> <p><input type="checkbox"/> Student <input type="checkbox"/> Working for employer <input type="checkbox"/> None/nothing <input type="checkbox"/> Self employed</p>	<p>9. Why did you choose the technical course you followed?</p> <p><input type="checkbox"/> To find a new job <input type="checkbox"/> To improve my existing job <input type="checkbox"/> To start my own business <input type="checkbox"/> Other</p> <p>_____</p>
<p>10. What is your current occupation?</p> <p><input type="checkbox"/> Student (go to 12) <input type="checkbox"/> Working for employer <input type="checkbox"/> None/nothing (go to 12) <input type="checkbox"/> Self employed / own business</p> <p>If you are employed, name of company _____</p>	<p>11. If you started your own business, when did you start it?</p> <p>a. _____(month) _____(year)</p> <p>b. Is the business registered? <input type="checkbox"/> Yes</p>

23. I admire people who are successful business owners	1	2	3	4	5
24. Large companies are more important for society than small ones	1	2	3	4	5
25. I am confident that I can start a business	1	2	3	4	5
26. Being self employed means that you are unable to find a good job	1	2	3	4	5
27. If you have a good idea, it is easy to start and manage a business	1	2	3	4	5
28. My past experiences help me to start or manage a business	1	2	3	4	5
29. Business owners are only interested in making money for themselves	1	2	3	4	5
30. I do not know enough about the world of business	1	2	3	4	5
31. I am confident that I can start a business	1	2	3	4	5
32. I prefer to have my own business than to be employed by a boss	1	2	3	4	5
33. I believe it is difficult to manage my own business	1	2	3	4	5
34. Successful entrepreneurs care about their employees	1	2	3	4	5
35.					

BUSINESS KNOWLEDGE	
Please read the statements and circle 1 (True) or 2 (False)	
True	False
40. Credit sales is money that is outstanding	1 2
41. An air conditioning repair shop is a manufacturing business	1 2
42. The most important person in the business is the owner	1 2
43. A good entrepreneur is able to take risks	1 2

44. A hobby or a favorite past time can become a good business idea	1	2
45. Once you have your own business, you should avoid contact with competitors	1	2
46. Small businesses do not need to register	1	2
47. A small business can not obtain a loan from a bank	1	2
48. A cash flow plan shows how much profit a business makes	1	2
49. The costs of renting a small shop are considered indirect costs	1	2
50. If a supplier sends you an invoice, he becomes a creditor	1	2
51. Please describe briefly what you have learned from KAB (maximum 3 points)		
▶		
▶		
▶		
52. How have KAB learning points helped you in your life or work?		
53. What do you think of the complexity of KAB?		
<input type="checkbox"/> Easy <input type="checkbox"/> Alright <input type="checkbox"/> Difficult		
54. What do you think of the duration of KAP		
<input type="checkbox"/> Too short <input type="checkbox"/> Alright <input type="checkbox"/> Too long		
55. Do you have any suggestion to improve KAB?		
56. Do you have any other comment?		
T H A N K Y O U F O R Y O U R A N S W E R S		

Annex 3 – Guidelines for Students

Subjects to be discussed

Attending: Caspar Groeneveld, Susanne van Lieshout, the trainers and students who received a KAB training

Introduce the session:

You have followed a vocational training at the NVTI and the *Know about Business* training. The aim of the KAB training was to help you in your working life and help you understand what a business is and how businesses work.

Points to discuss:

What did they like?

- Has the KAB course helped you with work or with your own business?
- In what way has the KAB helped you with that?
- Which tools or knowledge has helped you in your business or working in a business that was not part of the KAB course?
- What did you like best about the course? Which module was most helpful?
- Has the KAB made it easier to be in business yourself? Do you feel enabled to face challenges of business life? And if you think so, why is it easier to be in business? How has it helped you?
- Are you thinking about starting a business yourself? Were you thinking about that before you took the course?
- Do you think the things you learned made the course worthwhile? Is the time you spent on the course worth the knowledge or benefits it gave you?
- Do you think the training came at the right moment?
(It came together with the vocational training. Would they think it is better to get the KAB, for example, after working for a few years?)

Which tools were helpful?

- Some of you had a 'business experience' during the course, in which you created and worked in your own business for while. Has this business experience helped? If so, how? Do you think this experience resembles a real business experience?

What did you miss?

- Which are other things that should have been included in the course?
- What was the worst thing about the course?
- What could have been helpful, but was not dealt with sufficiently in the course?
- Which other suggestions can you make to improve the KAB course?

Annex 4 – List of KAB Modules

The Know About Business package consists of the following eight modules:

- 1 What is an 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 becoming an entrepreneur?