

Triodos Facet

You need to listen to each other's music to compose easy listening Enterprise Education programmes

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We hear all kinds of music in the Netherlands, music that comes from all parts of the world; and it comes to us through all kinds of channels: on radio, TV, I-Pods and internet; we even try to dance on it, despite the sense of rhythm we may have

But it never really blended into something new, that we can sell as ours, like the Brazilians did with the *lambada* and *samba*, or the Jamaicans with the *reggae*, or the Peruvians with the *marinera*, or the Congolese with the *soukous* (or *kwassa kwassa*)

There is no Dutch fusion music.....

Our Volendam-bolero and street organ sounds are the only genuine products we have produced..... what do the Dutch do when they want to show the world their way of living? Yes, we are nothing more than a crowd of people swaying back and forth on our old-fashioned wooden shoes.

And it seems to me that something similar may have been happening with enterprise education.....

Currently, we see a growing number of initiatives to develop enterprise education and training and entrepreneurship development programmes in the Netherlands such as the ones started a few years ago under a subsidy scheme administered by Senter Novem and financed by the Ministries of Education and Economic Affairs. True, that is laudable. But... is it really? We are rather late if we see what has been done already in developing countries. Over the past decade countries like Tanzania, Indonesia and many others have integrated entrepreneurship education into their national education policies. In the Netherlands, on the other hand, we have not arrived at a Dutch approach. Stronger than that: we have not even arrived at an approach fitting our situation.

Of course, I would not propagate a one-size-fits-all policy. But, if we go around in the Netherlands and study the curricula labelled Entrepreneurship at universities, Hogescholen (Universities of Applied Sciences / Polytechnics), ROCs (VTCs) it is difficult to detect a common denominator reflecting a vision in our society on the role of entrepreneurship. There is indeed a common wish to develop and design EET programmes but no clarity is given about the underlying assumptions, the training methods or pedagogical approaches, and the way programmes developed will be rolled out.¹

¹ Normally ample reference is made to various studies or best practices about the importance of EET such as the EU communication , on Mini Companies in Secondary Education (September 2005), but no immediate insight is given on the assumptions adopted

Interesting enough there is indeed a wealth of practice based knowledge, but it is all within individuals, they know how to play the EET music in various countries and programmes but..... there is very little recording of that music and very little efforts to blend it all into new approaches ... and yet there is so much wealth in mixing the tunes!

Many experiences carried out in industrialised countries and in developing countries; but rather isolated from each other; we do not listen to the other music.....

There are no podia where the various experiences are being presented neither from DCs nor from industrialised countries

I had a look into the EET development projects in Tanzania:

- All financed by one single donor i.e. NUFFIC
- Spread over 11 training institutions (universities, polytechnics, vocational training centres) co-responsible for developing and implementing the new programmes
- All running for about three years and all starting around 2004

How many had systematised and documented their approaches and the materials developed? And how many have taken steps to consult others and building up together a knowledge base that in turn can be used by others again?

I made an quick evaluation and found out that only like the EUVETA programme discussed more in detail in one of the workshops -; but even here only the training and instructor's manuals, not the process to arrive at it, neither the objectives and assumptions.

The same I did for a selection of pilot projects carried out in the Netherlands all funded under a government scheme (ministries of respectively Economic Affairs and Education)

Can we already listen to the music recorded? What are the EET tunes they are playing?

Selected sample for assessment	Tanzania/ Rwanda/ Indonesia	The Netherlands
Number of EET pilot projects	9	28
Overall funding	~€ 11 million	~€ 17 million
Funding source	Dutch Government through programme of International Education (NPT/ Nuffic)	Dutch Government through programme of Ministry of Education and Ministry of Economic Affairs (Senter Novem)
Lead partners ²		
Universities/ University of Applied Sciences	2	6
Vocational training centres/ROC		5
Secondary education		8
Primary education		9
Private firms (consultancy and/ or training)	6	None
Others (CINOP/ HBO raad)	2	
Sharing experiences		
Number of approaches documented and made public	1	
Number of EET training manuals developed and made available in final print	1	
Number of events where lead organisations of pilots shared experiences in structured manner	2	
Forum used to share experiences (directly and indirectly)	2	2

Taking a closer look into those samples two issues of major concerns emerge that I want to discuss here³:

- There is little cooperation between various actors;
- There is hardly any exchange of experiences neither between the organisations taking charge of the EET projects nor between those participating in developing such programmes.

All play their own music without listening to each other. I will elaborate a little more on that

A few remarks about the organisational set up

Let us look at the projects in the South first:

- In the South all projects are implemented in cooperation with partners (higher education institutes and private companies) from the North.
- All 10 projects in Tanzania, Rwanda and Indonesia were undertaken by different consortia.
- Only two of these projects were led by Dutch higher education institutes. The others are led by Dutch private consultancy firms specialized in EET.

² In almost all pilots cooperation is sought with private sector but not necessarily to engage them in development and design but rather as examples/ recipients of interneer

³ In addition we may observe that there is no fundamental debate about the underlying objectives of EET programmes; something to be discussed at an other occasion

- The Dutch private partners working in the South (Triodos Facet, MsM, MDF) are professional companies working primarily in the field of development and have experience in EET in the South, the Dutch educational institutions normally not.
- Almost none of the Dutch institutions working in the South are engaged in developing and designing EET in the Netherlands;

Now, let us look at the projects in the Netherlands:

- All implementing bodies in the North are educational institutions; none of them work structurally in EET programmes in the South (although some staff members have been exposed to such work)
- In the North none of the consortia has a partner from the South
- In the North none of the key partners in the consortia is a private company

A few remarks about sharing experiences

The many initiatives offer a wealth of expertise and opportunities to learn from each other but to my great surprise (we were dealing here with institutes of learning!) one may wonder why there is so little of this happens:

- In Tanzania one meeting with all projects dealing with EDP was held; this was more of an informative character. No experiences were exchanged. Over a pilot period of three years the EDP/ EET partners in the South never met officially to share lessons learned and experiences gained; nor did the partners in the North; There is no cooperation between the various projects from different countries
- The northern partners working in the South do not consult each other; neither do they send staff to each other's programmes. In the North the same applies.
- There is no exchange in a structural way between EET experiences in the South with that of EET experience in the North, except for an incidental study tour by staff of the South but then in combination with trip to other EET project in the South – but instigated by the Northern partner.

A good example: Triodos Facet's exchanging of experiences

Only in a second phase of one project in the South we see now cooperation between Triodos Facet and MsM emerging to ensure transfer of experience from Tanzania to Zambia following a staff visit from Tanzania to Zambia in the first phase.

In one of the pilot projects (EUVETA) a complete set of training materials for student and teaching staff has been developed, systematised, documented and produced in both English and Swahili and was subsequently printed to distribute to a growing number of VTCs that decided to take up EET in their curriculum.

The training materials will now be made available to a sister organisation in Zambia during a second phase of a EET development programme after the lead organisation of the first phase in Zambia decided to invite the lead organisation in Tanzania to join hands; a suggestion that was welcomed by the Zambian institution and supported by the funding agency. The idea is to develop a programme adapted to the Zambian situation based on the Tanzanian materials. As a first step the TOTs from Tanzania are now being offered to the Zambian staff and the Zambian TTC has even now decided to send staff to Tanzania for further orientation.

One of those pilots will be discussed in the one of the workshop as I mentioned.

Looking at the two samples I remain with the challenging question how we can mix experiences and come to a new funky fusion?

- *How can we eliminate the reluctance of universities and training institutions in the North to work together with private sector organisations?*

Developing EET programme is a profession (and not a way to generate additional income for the implementing partners) and specialised – international knowledge based - agencies must play a critical role in the programmes. It is not just something we can leave in the hands of good willing teachers and professors. Of course they are specialist in education and EET training, but we can observe that they struggle with the requirements of designing, developing and integrating EET.

And they are not that inclined to bring international developments to the attention of the cooperating partners.

- *How can we boost processes that result in a structural way in sharing experiences between training institutes and come to real knowledge management?*

First of all it requires openness without the fear among participating partners of losing know-how or even identity while searching one's own development path.

North has to be willing to learn from South and share its experience - South has to be willing learn from North and share its experience. This also implies that we need to take a pro-active stand in inviting and incorporating partners from developing countries in web-based exchange systems like www.dynamicbusinessplan.com/entrepreneurship or the ones on inclusive entrepreneurship promoted by Peter Ramsden cs.

In the design of EET programmes more attention need to be paid to those issues; it must be an integral part of terms of references (and hence be part of the budget as well) and be taken seriously in evaluating proposals. And all partners whether they are public or private entities must be stimulated to make their built up know how an expertise available to a wide(r) public

The financing parties must acknowledge the above as well and reward it. By rewarding that they can play a key role: new music can be then be composed by all involved, fit to the public is was intended for and blended with easy listening sounds from all over the world, music.

If we fail to do so, we will end up with an enormous gap between audience, conductors and musicians.