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# Entrepreneurship Education Program in a Refugee Camp

A Case Study of How to Design an  
Entrepreneurship Education Program for  
Refugees Living in Refugee Camps.

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## Assignment Text

Since 1970s, there has been huge interest in entrepreneurship. Both public and private actors have initiated entrepreneurship education programs to train people to become entrepreneurs. Students and youth are showing more interest in entrepreneurial careers now than ever before. It is argued that adequate education in entrepreneurship has a positive impact on creating new business venture, self-employment, economic growth, recognizing profitable opportunities and possibly increasing the chances of entrepreneurial success. Refugees in refugee camps face the problems of joblessness, corruption, crime, violence, drugs, frustration, boredom and economic challenges. Entrepreneurship is linked to self-employment, innovation, profitable opportunity identification and creation, creativity, empowerment, new venture creations, economic development, social welfare, stability and creation of new jobs. Therefore, Entrepreneurial activities and education can help refugees to become self-employed by creating their own jobs, recognize and create opportunities and become economically self-sufficient. However, the question is how to design an entrepreneurship education program that will suit the refugees who live under uncertain circumstances in refugee camps.

This thesis has addressed the following:

- Current literature within the research field of entrepreneurship education is explored.
- A conceptual framework is developed based on the current literature.
- Empirical data is collected to answer the research questions.
- The empirical findings are analyzed and discussed combined with the findings from current literature.
- A revised conceptual model is developed based on the new findings.



## Preface

This thesis, written by Sonia Ahmadi; a master student at the Norwegian School of Entrepreneurship (NSE), is a compulsory assignment in the Innovation and Entrepreneurship, master thesis “TIØ4945”. The goal of this thesis is to investigate the important factors that should be taken into consideration while designing an entrepreneurship education program for refugees living in the refugee camps. The literature review and the planning of research method for this thesis was conducted in the autumn, 2017.

I want to thank my supervisors, Øystein Widding and Gunn-Berit Sæter, for their supervision, constructive feedback and guidance throughout the autumn of 2017 and spring of 2018. They have encouraged me throughout the year to think independently and creatively. It was their belief in me that made me believe in myself. Their support, guidance and motivation will be always admired. In addition, I want to thank all the informants who participated in the interviews and shared their experience and knowledge with me. I also want to thank the Department of Industrial Economics and Technology Management for supporting the thesis financially. This made it possible for me to travel to Chalmers School of Entrepreneurship in Sweden and conduct the interviews with experts whose knowledge and experience proved to be essential for this thesis. At the end, I want to thank my dearest son whose existence, love and patience has made me a better person who constantly strives to make the world a better place, be it through my job, start-up or my master thesis. It is also noteworthy to mention that my own experience as a refugee for most of my life proved to be relevant for both selection and completion of this research topic.

The author,  
Sonia Ahmadi  
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## Abstract

Entrepreneurship can be considered as a part of the solution to the problems of millions of forcibly displaced refugees who live in the refugee camps and face the problems of unemployment and poverty. Current literature lack in-depth studies on entrepreneurship education in a refugee camp, which underlines a need for an empirical research in this area. The purpose of thesis is to investigate how to design an entrepreneurship education program that benefits refugees. Two research questions are designed to fulfil this purpose, where the most suitable type of education for refugees and the most important factors for the design of such a program have been investigated. To answer these questions, a literature review and a qualitative research based on twelve semi-structured interviews with experts within four relevant areas of expertise are conducted. Based on this, a conceptual framework for the design of an entrepreneurship education program for refugees is being proposed.

Empirical findings show that entrepreneurship education program with a focus on business ownership and self-employment might be suitable for refugee. However, entrepreneurship education in general is assumed to improve their situation by enabling them to become problem solvers and change agents in their communities. Findings also suggest that one of the most important factors for design of a program for refugees is: adapting to the social and cultural context, but keeping the foundation of the entrepreneurship education intact. Another important factor is involving the refugees in the process of the design of the program to create a sense of ownership, which in turn is important for the acceptance and viability of the program. The important factors are divided into individual and societal levels and are discussed in detail. Main contribution of this thesis is to pinpoint the importance of entrepreneurship education in a refugee context. This thesis has also proposed a conceptual framework based on the literature review and empirical findings for design of an education program in entrepreneurship for refugees, which can be used by different institutions as a starting point. Moreover, a list of five various types of entrepreneurship education that are considered to be suitable for refugees are presented.

## Sammendrag

Entreprenørskap kan anses som en del av løsningen på arbeidsløshet og fattigdom, problemer som rammer millioner av tvangsplasserte flyktninger som lever i flyktningleirer. Eksisterende litteratur mangler dybdestudier på entreprenørskapsutdanning i flyktningleirer. Dette understreker behovet for empiriske undersøkelser av utdanning innen dette området. Formålet med denne oppgaven er å undersøke hvordan man kan utvikle et utdanningsprogram i entreprenørskap som kan være fordelaktig for flyktninger. Basert på dette formålet vil to forskningsspørsmål bli presentert. Det første omhandler hvilken type entreprenørskapsutdanning som vil være fordelaktig for flyktninger, og det andre involverer faktorene som vil være viktige for å utvikle et slikt program. For å besvare disse spørsmålene, har en litteraturgjennomgang og en kvalitativ undersøkelse basert på tolv semistrukturerte intervjuer av eksperter fra fire relevante områder blitt gjennomført. Basert på disse er et konseptuelt rammeverk for utviklingen av et utdanningsprogram for flyktninger foreslått.

Funnene viser at entreprenørskapsutdanning som fokuserer på foretningseierskap og å bli selvstendig næringsdrivende er best egnet for flyktninger. I tillegg viser funnene at entreprenørskapsutdanning gjør dem i stand til å bli problemløsere og endringsagenter i lokalsamfunnet. De vil altså ha tilegnet seg egenskaper som kan hjelpe dem og forbedre sine livsvilkår. Funnene impliserer at utviklingen av programmet bør tilpasses sosial og kulturell kontekst, samtidig som grunnprinsippene i entreprenørskapsutdanning bør beholdes. Dette ser ut til å være en svært viktig faktor for utviklingen av et bærekraftig program. Å involvere flyktningene i utviklingsprosessen rundt programmet skaper en eierskapsfølelse og er viktig for både designet og levedyktigheten til programmet på lang sikt. De relevante faktorene er delt inn i individ- og samfunnsnivå og diskutert i detalj. Hovedbidraget til denne oppgaven er å vise at entreprenørskapsutdanning i en flyktningleirkontekst er et viktig forskningsområde som må utforskes. Videre presenteres et konseptuelt rammeverk basert på litteraturgjennomgangen og de empiriske funnene. Dette rammeverket kan brukes av forskjellige institusjoner som et utgangspunkt for å utvikle et utdanningsprogram for flyktninger. Oppgaven presenterer også en oversikt over fem typer entreprenørskapsutdanninger som passer for flyktninger bosatt i flyktningleiere.



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# 1.0 Introduction

According to UNHCR (2017) reports, more than 65.6 million people throughout the world are forcibly displaced and had to leave their country of origin against their will because of either war, human rights violations or prosecution. People who are forcibly displaced become refugees and seek protection in other countries or sometimes within their own country. Most refugees live in temporary camps established as an institution to give people protection in cases of emergency (De la Chaux & Haugh, 2014). Refugees living in the temporary refugee camps are restricted to a limited area and mostly do not have access to the job market. Therefore, life in a refugee camp can be quite frustrating. Unemployment, boredom and frustration can lead to violence, economic problems and low quality of life (Betts, Bloom, & Weaver, 2015; De la Chaux & Haugh, 2014; Stearns, 2012). Entrepreneurship can be an alternative solution for the social and financial problems of the refugees living in the refugee camps. This is because entrepreneurship is associated with some good qualities such as: self-employment and creation of new jobs, innovation and creativity, opportunity identification and profitable opportunity creation, new business creation, economic development, social welfare, stability and empowerment (Acs, 2008; Desai, 2011; Ladzani & van Vuuren, 2002; Wasdani & Mathew, 2014; Wennekers & Thurik, 1999).

Additionally, scholars argue that proper education in entrepreneurship can be good both for the individuals and society because it can lead to creation of new and innovative business ventures, job creations, identification of profitable opportunities, and economic growth (Benus et al., 2008; Fairlie & Holleran, 2012; Garavan & O'Connell, 1994; Michaelides & Benus, 2012). Furthermore, literature suggests that in order to create better profitable opportunities and enhance the entrepreneurial performance, the entrepreneurship education should be embedded in its social and cultural context (Jack & Anderson, 2002; Yousafzai, Saeed, & Muffatto, 2015).

Therefore, entrepreneurial education and activities are considered to be helpful for refugees who live in the refugee camps. Entrepreneurship education is considered to help them become self-employed by creating new jobs through entrepreneurial activities and new business venture. This will, in turn, help them to create better opportunities for themselves and become economically self-sufficient both when they are in the camps and after returning back to their homeland.

Entrepreneurship education is defined as a program that prepares individuals to tackle real world problems in new ways through systematic training. It emphasizes on experience-based learning and individuals are taught to build a wide network and make contacts in the outside world. Through entrepreneurship education, individuals further develop the ability to deal with conflicts and make fair choices under stressful and uncertain conditions (Garavan & O'Connell, 1994). In this thesis, the author seeks to investigate how to design an entrepreneurship education program for refugees that is well- adapted to their cultural and social context and living conditions.

In the following part the background for selecting the topic of entrepreneurship education for refugees, the purpose of this thesis and the following research questions will be presented.

## 1.1 Background

Studies show that young unemployed individuals in the refugee camps get involved in crimes, drugs and violence due to their frustration (Betts, Bloom, & Weaver, 2015; Stearns, 2012; De la Chaux & Haugh, 2014). Education in general can contribute to improve their quality of life by getting them out of poverty, enabling them to make a living for themselves and using their time more effectively. Entrepreneurship education and entrepreneurial activities are considered to be an effective tool against unemployment and poverty (Ahmadi, 2017). Hence, entrepreneurship education that is adapted to the local and cultural context of a refugee camp can provide them with effective tools to solve their problems.

This thesis targets the context of the Kakuma refugee camp located in northwest Kenya. By assigning this thesis to the Kakuma context, the research contributes to the Kakuma-project initiated by the Centre for Engaged Education through Entrepreneurship (Engage) in cooperation with the Norwegian Refugee Council "Flyktningshjelpen". The aim of the Kakuma-project is to establish an entrepreneurship hub in Kakuma refugee camp with the purpose of providing the refugees living there with necessary education in entrepreneurship. Thus, enable them to create new markets, jobs, businesses and to become economically self-sufficient. It is noteworthy to mention that the entrepreneurship program for the refugees living in Kakuma camp is both planned and financed; however, it is not implemented yet. Kakuma camp was established in 1992 and is one of the world's largest refugee camps. This camp hosts around 180,000 refugees from various nationalities that includes; Burundi, South Sudan, Somalia, Ethiopia, Eritrea, Uganda, Rwanda,

and DR Congo (Jansen, 2008; UNHCR, 2016). The Kenyan government does not permit the refugees in this camp to either integrate in the host society or to work. Instead it transfers them to the camps that are under the maintenance of UNHCR. Transferring refugees to other camps under UNHCR and denying them the right to work is not a sustainable solution. Therefore, entrepreneurship activities and entrepreneurship education can be considered as an important part of the solution to the refugee problems (Juma & Kagwanja, 2003; Ahmadi, 2017). It is noteworthy to mention that NTNU School of Entrepreneurship, Engage and Business School of Nairobi are affiliated partners in this project.

The goal of the Kakuma-project, on the individual level, is to lift up the individuals and enable them to become self-employed. The entrepreneurship education program aims at creating entrepreneurial mindset among refugees who have experienced worst things and live under uncertain and temporary situation. This mindset will enable them to solve their problems and recognize opportunities in their current situation. These individuals will be trained to change not only their own fate, but also the fate of the entire community both when they are in the refugee camp and when they return back to their own countries of origin. In the long run; therefore, the goal of this training program is to lift the entire community. For the Kakuma-project in order to succeed, it is important to conduct a program that is aligned with the local and cultural context of the refugee camp. Therefore, this thesis seeks to investigate how to design an entrepreneurship education program for a refugee context. This will be done by exploring the literature on entrepreneurship education, its various types and the important factors that should be taken into consideration while designing such a program for refugees. Additionally, empirical data will be collected by interviewing experts in the field of entrepreneurship, experts who work with refugees and those who have experience in conducting entrepreneurship education in the less-privileged communities. The relevant theory and the empirical findings will enable the author to fulfill the purpose of this thesis and to answer the research questions.

In the following part, the purpose and the research questions of this thesis is presented.

## 1.2 Purpose & Research Questions

The purpose of this thesis is to provide a framework for how to design an entrepreneurship education program for refugees who live under uncertain circumstances in a refugee camp. In order to accomplish this goal, the literature on various types of entrepreneurship education that can be relevant for a refugee context are explained, and the important factors that should be taken into consideration while designing an entrepreneurship education program are identified. In addition, interviews are conducted with experts who have experience with different areas of entrepreneurship and with refugee context. In this manner, the thesis will offer insights into how to design an entrepreneurial training program for a refugee setting that attracts local ownership and guarantees sustainability in the long run.

The peculiarity of refugees in Kakuma camp, as mentioned above, is that there are people from several various nationalities. Thus, they have different educational and cultural backgrounds and speak different languages. Therefore, it is important to design an education program that is well-adapted to their context. Based on the purpose of this thesis, which is to create a framework to design an entrepreneurship program for refugees, there are two research questions (R1 & R2) that need to be answered:

RQ1: What types of entrepreneurship education program are most relevant for the refugees?

RQ2: What important factors should be taken into consideration while designing an entrepreneurship education program for refugees?

To answer these questions, current literature is reviewed and a qualitative case study is conducted to explore the various types of entrepreneurship education programs and the important factors for designing an entrepreneurship education program for refugees.

## 1.3 Contributions

Even though existing literature celebrates entrepreneurship as an important element for the economic growth and overall development of a society, there is almost no literature available on

either entrepreneurship programs for refugees who live in refugee camps or about designing entrepreneurship education programs for heterogeneous groups. This thesis contributes to fill this research gap that exists by studying entrepreneurship education in a refugee camp and by proposing a framework to design an entrepreneurship program for a refugee context. This thesis builds on the model from Ahmadi (2017) by including empirical data, providing a more nuanced framework for designing an entrepreneurship education program for refugees. Further, this thesis gathers new expertise insight into the topic of entrepreneurship education program for refugees and provides valuable insight to the process of designing such a program. The findings are especially valuable to Kakuma camp, but are also relevant for other refugee camps with similarities in terms of geography, culture, size, and diversity. According to the UNHCR (2017), Kakuma refugee camp has been around since 1992 and there are people who have lived there for most of their lives. Further, there are several other refugee camps around the world that hosts large numbers of people from different countries. Therefore, it is of great importance to explore solutions to the challenges that comes with living in a refugee camp. Entrepreneurship education is one such solution that can improve the quality of life for refugees and enable them to solve problems in their everyday life. This thesis has also provided an overview of five types of entrepreneurship education programs that are relevant for refugees living in refugee camps.

## 1.4 Limitations

The review revealed that the literature about refugee entrepreneurship is a limited field of research. Further, there is a scarcity of literature about entrepreneurship education programs for refugees in refugee camps. Therefore, studies on migrant and minority entrepreneurship are used in the absence of literature on refugee entrepreneurship. Furthermore, the author has single-handedly conducted the interviews and coded the data; however, the coding is performed in Nvivo for transparency and effectiveness. Originally, the author had also planned to perform interviews with refugees and employees in Kakuma refugee camp to get a better insight into their specific situation. However, due to the lack of sufficient funding, and dangerous riots in Kenya at the time of data collection, the author did not travel to Kakuma to perform the interviews there.



## 1.5 Structure

The following chapter presents existing literature on the importance of entrepreneurship and entrepreneurship education programs. Next, follows a presentation of the research method. Chapter four explores the empirical findings from the collected data through expert-interviews. Chapter five presents the analysis and discussion of the empirical data illustrated in light of the literature review, followed by the last chapter where conclusion, implications of the research and recommendations for further research and limitations will be presented.

## 2.0 Literature Review

This chapter initially explores the existing literature about entrepreneurship, the importance of entrepreneurship education, and different kinds of entrepreneurship education programs (hereafter EE). Further, literature on the importance of context and the theory of embeddedness will be presented, followed by a short elaboration on refugee context. Lastly, a theoretical framework for the design of an EE program for refugees will be presented.

### 2.1 Overview of Applied Literature

EE program for refugees living in a refugee camp is a relatively new field of study; therefore, it lacks both theoretical and empirical literature. Based on the research questions (RQ1 & RQ2), the author selected topics that are related to entrepreneurship, EE and the importance of context (Appendix 1). These themes are considered to be relevant for answering the research questions in this thesis. Even though, there exists plentiful of literature that is concerned with the EE and its importance, few of them are concerned with entrepreneurship and EE in a refugee context. Therefore, while searching for EE for refugees on scholarly webs such as Web of Science, only some results were shown that were considered as relevant for this thesis. Consequently, the articles that are used in this thesis hardly entail the theme EE program for refugees. However, there exist large number of articles that discuss the importance of EE in minority and less-privileged communities, and the importance of context for the success of an EE. The author has selected these

types of articles to link it to the refugee context. This reinforces the importance and relevance of this thesis.

## 2.2 The Importance of Entrepreneurship

Entrepreneurship is defined as "*the ability to create and build something from practically nothing. It is initiating, doing, achieving, and building an enterprise or organization, rather than just watching, analyzing or describing one. It is the knack for sensing an opportunity where others see chaos, contradiction and confusion*" (Timmons, 1989, p. 1). Recently, entrepreneurship has been seen as a national priority by governments in different countries; therefore, there is a wide interest in it in different parts of the world. Entrepreneurship is also linked to enhancing economic growth, economic prosperity, creating job opportunities, fostering innovation, and leading to the development of a country. This is because new ventures, small business owners and self-employed entrepreneurs create jobs both for themselves and for others (Birch, 1979; Reynolds, 2007; Fairlie & Holleran, 2012; Wennekers & Thurik, 1999; Garavan & O'Connell, 1994; Fairlie & Holleran, 2012; Birch, 1979). As a result, innovative and entrepreneurial activities are being supported and expanded to various settings to create more new ventures and businesses. In spite of all this positive attention, some studies do not link entrepreneurship to economic growth and argue that only few businesses grow larger and hence contribute to the economic growth (Wong, Ho, & Autio, 2005; Shane, 2009). Therefore, these studies do not consider entrepreneurship and new ventures as the cause of economic development and do not support expanding entrepreneurship to more communities.

According to current literature, entrepreneurship could be classified by its emergence from a necessity or an opportunity. Necessity entrepreneurship involves entrepreneurs who are not employed and turn to entrepreneurship out of necessity. Scholars argue that these entrepreneurs do not contribute to economic growth (Acs & Varga, 2005). On the other hand, opportunity entrepreneurship entails those who have innovative business ideas and act upon them. These types of entrepreneurs are called opportunity entrepreneurs and it is argued that some businesses based on opportunity entrepreneurship grow larger and lead to economic growth (Acs, Desai, & Hessels, 2008). In short, entrepreneurship is linked to promoting innovation, creating jobs, entrepreneurial and start-up activities and is hailed as a tool for contributing to the economic development in low-

income countries (Henricson & Palmås, 2012). Therefore, promoting entrepreneurship in a refugee context is considered as an important intervention for refugees and relevant for this thesis.

## 2.3 Importance of Entrepreneurship Education

Entrepreneurship education is viewed as an effective intervention to enable individuals to establish new business ventures. EE teach people entrepreneurial skills and qualities that includes; education for enterprise, education about enterprise and education through enterprise. Education for enterprise is concerned with developing business skills whereas education about enterprise more about knowledge and understanding of the business. Lastly, education through enterprise entails learning to become enterprising (Isaacs, Visser, Friedrich, & Brijlal, 2007). Lately, there has been increasing interest in entrepreneurship and it has received huge amount of support from both academia, policy makers, stakeholders, and governmental officials. As a result of which the demand for EE has also increased. (Vesper & Gartner, 1997; Mwasalwiba, 2010; Lackéus & Middleton, 2011).

Various terms are used to describe EE programs and some of the widely used terms are entrepreneurial education, training for entrepreneurship, entrepreneurship education, enterprise education and small business education. There are some conceptual differences of great significance between these terms; despite the fact that they are sometimes used interchangeably (Curran & Stanworth, 1989; Garavan & O'Connell, 1994).

Evidence from current studies show that EE teaches individuals to develop their entrepreneurial skills and to consider business-ownership as a career and become self-employed. They argue that EE has a positive impact on business-ownership and that the unemployed individuals benefit the most from EE programs because they have a strong desire for self-employment (Benus et al., 2008 & Benus, & Michaelides, 2012). Further, studies argue that EE leads to economic growth and that small- and medium-sized enterprises (SMEs) can contribute to the growth of a country if EE is taught as early as at school levels (Isaacs, Visser, Friedrich, & Brijlal, 2007). On the other hand, there are studies that argue that there is no link between business-ownership and EE (Karlan & Valdivia, 2011; Oosterbeek, Van Praag, & Ijsselstein, 2010; Fairlie & Holleran, 2012).

Based on current literature, EE programs have various goals and that each EE course is arranged to achieve its own goal. For instance, one of the goals of EE is to raise people's awareness about self-employment. EE aims at teaching people that they choose business-ownership as a career by starting their own business. Furthermore, EE helps entrepreneurs with business skills they need for starting their own businesses and aims to foster entrepreneurial personality characteristics such as: risk-tolerance, responsibility, innovativeness, and new thinking (Isaacs, Visser, Friedrich, & Brijlal, 2007). EE programs are also concerned with preparation of entrepreneurs for success in their career, building their capacity for learning more and aspiring them to start new ventures (Sexton & Kasarda, 1992; Garavan & O'Connell, 1994). According to Garavan & O'Connell (1994), some of the goals of EE programs include:

- Acquiring necessary knowledge about entrepreneurship.
- Being able to identify entrepreneurial opportunities.
- Developing support for various aspects of entrepreneurship.
- Encouraging new business ventures.
- Getting necessary skills to analyze business situations and schematize action plans.
- Recognizing profitable opportunities.

## 2.4 Various Types of Entrepreneurship Education

Current studies show that there exist several various types of EE programs that have various focus and goals. Most types of EE programs are concerned with creation of new business ventures with a huge emphasis on profitability, growth and innovation. One type of entrepreneurship education that can be relevant to this thesis is small business training. Small business training program is concerned with starting and operating small businesses (Neiman, 2001; Wilson, 2004; Ladzani & Van Vuuren, 2002). The terms entrepreneurship training and education program and small business training program are sometimes used interchangeably despite their different focus.

Five different types of EE programs that can be relevant for this thesis are shortly presented below:

## **1. Education and Training for Small Business Ownership**

The first type of EE is concerned with small business owners. Its purpose is to help individuals to become self-employed by starting their own businesses. Further, it helps entrepreneurs in new startups and teach how to raise funds, handle finances, recruit people, marketing, and legal regulations. The problems linked to this type of EE include opposing perceptions of the educators about how an EE program should be designed and how to designate the shortcomings of the existing programs. Furthermore, it is concerned with how long an EE program for small business ownership should be (Garavan & O'Conneide, 1994). The focus of this EE program is on: budgeting, cash flow, money management, people management, sales and marketing (Garavan & O'Conneide, 1994).

## **2. Continuing Entrepreneurship Education**

The second type of EE program is continuing small business education, which enable entrepreneurs to update and expand their entrepreneurial skills. According to current literature, many business schools offer this type of EE programs in the form of one-day workshop. The problem linked to this type of EE program is that it is challenging to organize this type of workshop because it is not as politically attractive as other traditional entrepreneurship programs. Traditional EE programs create new business ventures and are usually longer, whereas this form of training does not create any new ventures. Additionally, marketing this type of EE program is also challenging because small business owners have higher standards and can be disappointed if a one-day- program does not fulfill their needs (Garavan & O'Conneide, 1994).

## **3. Starting business program**

The third type of EE program is well-suited for the unemployed. This model is designed to help individuals with little or no work experience, little skills and with no capital. "Start your own business" program is for those individuals who cannot finance their business. The candidates for this EE program might have low level of self-confidence because of their lack of success in their previous ventures or because of low level of education. The educators who teach this type of EE

program use a “down to earth” approach. This approach is considered effective because the candidates get a practical and action-based training. The problem linked to this type of EE program is that it is not concerned with innovation (Garavan & O’Cinneide, 1994; Clark, Davis, & Harnish, 1984).

#### **4. Entrepreneurial Education**

Entrepreneurial education is concerned with innovation and creation of new business ventures. There exist some doubts whether traditional education can be helpful in teaching entrepreneurship since creativity is a trait that cannot be taught. Scholars also argue that genuine entrepreneurs have their own way of solving problems and formal education might not help entrepreneurs to enhance their true potential. This type of EE program is still very popular and many business schools offer this program (Garavan & O’Cinneide, 1994).

#### **5. Small Business Awareness Education**

The last form of EE program seeks to educate individuals who have sufficient knowledge about starting a business and consider it as a career. The aim of this form of EE is to raise the awareness of entrepreneurs about the business industry and the importance of small firms. This type of EE program is suitable for students at secondary school and undergraduate programs. However, the problem linked to this type of EE is that it provides a narrow understanding of the opportunities and problems related to starting a new business. The solution to this might be longer EE program, which will provide a wider understanding of the problems and opportunities associated to the formation of new ventures (Garavan & O’Cinneide, 1994).

The table below shows the purpose, learning goals, focus and challenges linked to the five different types of education programs.

<b>Type of Education</b>	<b>Aim</b>	<b>Learning</b>	<b>Focus</b>	<b>Challenge</b>
Small Business Ownership	Help individuals to become self-employed	Raising funds, legal regulations, recruiting and managing people, budgeting, sales and marketing	Small businesses	Difficult to measure the effect
Continuing Small Business	Update and expand	Expanding entrepreneurial knowledge by building on the existing skills	Small businesses	One-day training
Start your own business	Help individuals with little skills	Very specific and practical education programs	Small businesses	Candidates have no capital to finance their business
Entrepreneurship Education	New ventures	Creating new businesses by new-thinking and creativity	Innovation	Conventional education can kill the creativity
Small Business Awareness	Small businesses	Narrow understanding of the opportunities and problems linked to starting a business	Small businesses	Narrow understanding of the opportunities and problems linked to starting a business

*Table 1: List of the five types of entrepreneurship education programs*

However, EE is defined not only in terms of starting businesses, but also as a field of education that serves greater purposes such as developing entrepreneurial mindset, intentionality and skill

set, change in attitude, and practices that are necessary for starting new ventures (Neck & Corbett, 2018; Nabi et al., 2017). Furthermore, it is argued that EE is a practical field of education, where doing through practice is prioritized and several studies show that the awareness and perceptions of students change when they are involved in “*real-life experiential learning*” (Pittaway & Cope, 2007). As Neck et al. (2014) puts it; “*in order to learn entrepreneurship one must do entrepreneurship*”. Furthermore, studies show that there does not exist one best way in EE, but that there should be rather a variety in it (Neck & Corbett, 2018).

Therefore, it is noteworthy to mention that regardless of type of EE program, a practice-based EE will enable the students to become problem solvers and change agents through learning entrepreneurial skills.

## 2.5 Context and the Theory of Embeddedness

The original meaning of context in Latin is to weave something together or to “make a connection” (Rousseau & Fried, 2001; Welter, 2011). Context is also referred to as external circumstances, situations, surroundings or stimuli associated with a respective phenomenon that enable or constrain specific behaviours and exert either direct or indirect influences (Mowday & Sutton, 1993; Johns, 2006, Welter, 2011; Whetten, 2009; Zahra, Wright, & Abdelgawad, 2014). Context plays a central role in entrepreneurship because both the social and the economic aspect of entrepreneurship is equally important should be included in the discussions about entrepreneurship in all times (Brundin, Isaacs, Visser, & Wigren, 2005). It is argued that despite the fact that entrepreneurship is linked to economic growth, it can be destructive if is not well-adapted to the respective context (Langevang, Namatovu, & Dawa, 2012). Studies suggest that entrepreneurship has different contexts in different parts of the world; however, it is not being adapted to the social and cultural setting of those different places. Hence, entrepreneurship is considered as a phenomenon that is embedded in its social and cultural context (Ahmadi, 2017).

Embeddedness perspective explains the relationship between economic and social aspects of a society and how they are connected to their contexts. According to theory of embeddedness, all types of entrepreneurship are embedded in their cultural and political settings and are deeply connected to their environment. In this way, embeddedness is considered of great significance in shaping and sustaining business ventures because this connectedness to the social and cultural



context creates better business opportunities and improves the performance (Jack & Anderson, 2002; Yousafzai, Saeed, & Muffatto, 2015). Being embedded in the social and cultural context also helps entrepreneur to recognize profitable entrepreneurial opportunities that are specific to their environment (Jack & Anderson, 2002).

## 2.6 Refugee context

According to reports from UNHCR (2015), refugees are classified into three categories. The first category is consisted of people who are granted protection under national, regional, or international law. Protection is granted to individuals who are at risk of serious harm, prosecution or threat to their lives. The second category entails refugees who are granted temporary protection and who do not live inside their country of origin. The lives of these refugees might also be at risk. The third category includes refugees who have sought asylum and their applications are in the process. This thesis focuses on the second refugee category. Refugees who live in the refugee camps based on a temporary protection. These refugees might return back to their countries if it's safe for them. Studies shows that forcibly displaced refugees living in the refugee camps engage in entrepreneurial projects in spite of the insecurity, discrimination and financial loss they face in the host states. This show that refugees want to contribute to their community through income-generating activities and entrepreneurial projects (Betts, Bloom, & Weaver, 2015). Therefore, EE is relevant for them.

## 2.7 Adaptation

According to Ausrød, Sinha & Widding (2017), entrepreneurs should “*both adapt to and shape the context in which they are deployed*” in order to be able to create value. Adaptation is also important because of the constant environmental and societal changes where entrepreneurs are obliged to adapt entrepreneurship to the new environments. Furthermore, adapting entrepreneurship to a specific context or society and bringing about changes in the societal patterns are the factors that can determine the legitimization of entrepreneurship into that society (Etzioni, 1987). Adapting entrepreneurship can be both adaptation to the current context and the existing

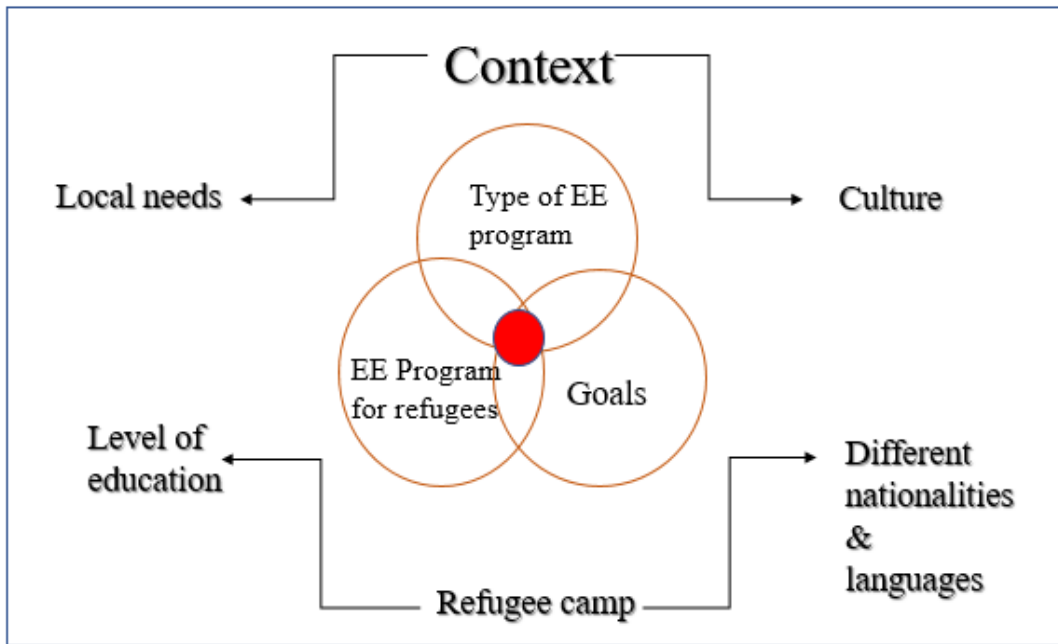
patterns, and it can be adaptation in the sense of bringing new changes in the already established patterns in order to make it compatible with the environmental changes (Etzioni, 1987). Entrepreneurs are the change agents who support the forces of adaptations in order to disrupt the old patterns with help of knowledge-based reasons, innovate, create something new and develop the economy in a society (Etzioni, 1987; Croitoru, 2012; Schumpeter, 1934). Entrepreneurial adaptation can be achieved by incremental and small adjustments as well as by revolutionary and disruptive ones that is appropriate for the new situation (Etzioni, 1987; Etzioni, 1986). Successful adaptation of entrepreneurship can lead to sustainable creation of new ventures and contributes to the creation of economic, financial, social and environmental values (Neumeier & Santos, 2018).

## 2.8 Conceptual Development

Literature review in this thesis presents the importance of entrepreneurship and EE combined with different types and the goals of EE as important factors for the design of a EE for refugees. In addition, the concept of embeddedness that makes contextual challenges in a cultural, social and structural setting understandable, is explained (Welter, 2011). Studies suggest that for businesses in order to succeed it is important to become socially and culturally embedded in a specific context. This will in turn increase chances of success and trust among people (Hart & London, 2005; Jack & Anderson, 2002). Based on the perspective of embeddedness, design of an EE for refugees is depended on the social and cultural structures of the refugee context.

Therefore, in accordance with the current literature, the author has developed a conceptual framework. As shown in *Model 1*, the relevant literature shows how an EE program is affected by different factors. The model shows the relevant factors for the design of an EE that includes: various types and goals of EE, and the importance of cultural context and local needs. Since this thesis is concerned about a refugee context, the important contextual elements are the different nationalities in the refugee camp, their cultural background, local needs and their levels of education. Based on the conceptual framework, the type of EE program that is selected for the refugees should be aligned with its goals and the program should be designed based on the social and cultural context of the refugees. The red spot in *Model 1* shows the alignment between the goals and type of the EE that is relevant for refugees. To summarize, there is a theoretical gap between entrepreneurship, EE and a refugee context. The conceptual model developed based on

current literature falls short in identifying some of the most important factors for the design of an EE program for refugees. This reinforces the need for conducting an empirical study in order to obtain deeper understanding of this theme.



*Model 1: Conceptual framework for development of an EE for refugees (Ahmadi,2017)*

## 3.0 Method

This chapter outlines the selected method for this thesis and the reason behind it. Firstly, the procedure for the search of relevant literature and its limitations will be presented. Then, the research design will be presented, followed by the presentation of selected cases, the conduction of interviews and the systematization of data analysis. Finally, a reflection on the challenges connected to the selected method will be presented.

### 3.1 Literature Review

During the autumn 2017, a pre-study was conducted to serve as a starting point for this thesis. The pre-study was a literature review, and its purpose was to obtain an overview of the current studies on the importance of entrepreneurship, EE and to explore the factors that can be important for the design of EE for refugees. A comprehensive literature search is considered to be important for the building-theory. As Wacker (1998, p. 368) puts it, *“For all stages of theory-building, the role of the literature search in the research procedure is extremely important since it provides the accepted definitions, domains of where a theory applies, previously identified relationships along with empirical tests, and specific predictions of other theories”*. Therefore, the author conducted a thorough search for definitions of the relevant concepts and theories connected to entrepreneurship and EE to use them as a departure point for further research. Findings from literature within entrepreneurship and EE are combined with theories of embeddedness and context to enable the author to develop a conceptual framework for designing an EE for refugees. Theories presented in this thesis include; importance of entrepreneurship and EE, importance of context, various types of EE for small businesses, and the theory of embeddedness.

In order to acquire relevant literature during the literature search, the author used one of the scholarly databases; Web of Science (ISI) because of its academic credibility. Initially, a structured literature search was applied to get an overview of the already existing literature in the field of research (Dalland, 2007). The literature search used different keywords connected to entrepreneurship, EE and contextualization of entrepreneurship (Appendix 1). Predefined search strings were used to identify relevant studies in databases. Furthermore, semi structured searches combined with snowballing have been applied to acquire relevant literature (Appendix 2). Since EE within a refugee context is a relatively new field of study, a combination of different methods

has been considered appropriate to obtain relevant literature within a larger scope of research. In addition, the author had made an inclusion and exclusion criteria to limit the search. Table below shows the criteria for what type of articles were included and what were not:

<b>Inclusion</b>	All the English and scholarly articles and literature that had empirical and theoretical focus on entrepreneurship and entrepreneurship education program were included. In addition, any article that had researched a different phenomenon such as business incubation or innovation center in a refugee context was also included as a source of motivation for this research paper.
<b>Exclusion</b>	Articles that had focus on entrepreneurship in developed countries, and with no full text available were excluded. In addition, articles that had mentioned the terms entrepreneurship, entrepreneurship education or context only in the abstract or introduction were also excluded.

*Table 2: Inclusion & exclusion criteria*

The literature on EE and its importance was quite extensive whereas the literature available on entrepreneurship in a refugee context was very limited. As a result, the author had to search each theme separately and then put them together and customize them for this thesis. Further, the literature search has been limited to NTNU databases, which might have resulted in missing out relevant literature.

### 3.2 Research design

This paper seeks to investigate how to design an EE program for refugees living in a refugee camp; therefore, the qualitative case study is selected as the research design to answer a “how” type of research question (Yin, 2003). Qualitative method also offers the opportunity of going into depth of the selected subject and enables the researcher to contribute to generating new theory (Dalland, 2012; Eisenhardt, 1989). Expert interviews are conducted as data acquisition method to gain qualitative evidence on entrepreneurship and EE in a refugee setting. According to Bogner, Littig, & Menz (2009), expert interviews entail interviewing persons who have expert knowledge about the specific research theme. The author conducted interviews with academic experts in EE, officials who work with “Innovation Projects” for refugees, officials who work in Kakuma camp and have first-hand experience with working in a camp, and experts who have long experience with conducting workshops and entrepreneurship trainings for less privileged communities in

Africa (Table 3). This is done to study what entrepreneurship-experts define as importance factors for design of an EE for refugees, how innovation projects improve their lives, how a refugee camp function, what their living situation and needs are and how others have experienced teaching EE in similar settings. The case study method provided a wide range of information and an understanding of the dynamics existing within single settings (Eisenhardt, 1989). In this manner, the author acquired generous amount of data about the well-suited type of EE for refugees and the important factors for the design of an EE for a refugee context.

<b>Informants</b>	Area of expertise: entrepreneurship education	Area of expertise: innovation projects for refugees	Area of expertise: Kakuma camp	Area of expertise: EE workshops for less-privileged communities	Area of expertise: design of EE program for refugees in Kakuma camp
Expert 1	<b>X</b>				
Expert 2	<b>X</b>				
Expert 3	<b>X</b>				
Expert 4	<b>X</b>				
Expert 5	<b>X</b>				<b>X</b>
Expert 6	<b>X</b>				<b>X</b>
Expert 7		<b>X</b>			
Expert 8				<b>X</b>	
Expert 9				<b>X</b>	
Expert 10				<b>X</b>	
Expert 11		<b>X</b>	<b>X</b>		
Expert 12		<b>X</b>	<b>X</b>		

*Table 3: Overview of informants and their areas of expertise*

### 3.3 Selection and Presentation of Cases

The selection of cases is viewed as a crucial aspect of theory-building and selecting limited number of cases might be useful to study extreme situations where the subject of interest is “transparently observable” (Eisenhardt, 1989). Thus, cases should be selected cautiously in order to be able to compare them and replicate findings through the cases (Yin, 2003). For this thesis, the author has selected to interview experts from the NTNUs (Norwegian University of Science and Technology) School of Entrepreneurship and Chalmers School of Entrepreneurship. Both schools have experience within designing EE programs and teaching entrepreneurship. Even though, there is a huge difference between a refugee camp and a Scandinavian context, the author selected experienced schools to learn more about the design of a successful EE program. In short, the reason for selecting two schools of entrepreneurship from a Scandinavian context is that the professors at these schools have long experience in design of entrepreneurship programs; thus, provided relevant information for this thesis. To obtain more knowledge about the refugee context and the phenomenon of an EE program in a refugee camp, the author interviewed officials from Norwegian Refugee Council (hereafter NRC), Kakuma refugee camp, Umnandi and TechBridge. The reasoning behind selecting these cases is that each of them provides unique and important information that enables the author to answer the research questions.

The first research question (RQ1) in this thesis, is concerned with the type of EE that is suitable for refugees living in a camp. Therefore, it was important to talk to experts who know about the situation either in a refugee camp or in a less-privileged community who are facing the problems of unemployment. Further it was important to talk to people who have worked with refugees and know their needs, challenges and aspirations. Lastly, it was also of great significance to get the perspective of those who have experience with arranging entrepreneurship workshops in similar contexts. Their experience can be used to save time and energy by building on their knowledge that they have acquired during their work. The second research question (RQ2) is concerned with the important factors for the design of an EE program for refugees. Therefore, it was important include experts in entrepreneurship, experts in innovation projects for refugees and people who have work with a similar phenomenon earlier. In the following part, each case along with its relevance and contribution to this thesis will be shortly presented:



## **1. Chalmers School of Entrepreneurship (CSE)**

CSE was founded in 1997 and is located in Gothenburg, Sweden. It is a two-year master program, which is integrated as a part of Chalmers University of Technology's strategy about being an entrepreneurial university. The main learning approach in CSE is learning through venture creation and they claim to have pioneered this method of learning. CSE is an international institution, which means it is consisted of students from all over the world. The teaching language is therefore, English. Four informants were interviewed from CSE, who have long experience in teaching and designing EE programs for their students. Their knowledge and experience with teaching entrepreneurship for students from different cultural backgrounds provided an insight that was useful for answering the research questions.

## **2. NTNUs School of Entrepreneurship (NSE)**

NSE was founded in 2003 and is located in Trondheim, Norway. It is a two-year master program provided by the Department of Industrial Economics and Technology Management at the Norwegian University of Science and Technology. This school also focus on "learning by doing" approach and creation of new ventures. As mentioned in the introduction chapter, NSE is affiliated with Engage and is cooperating with them in establishing an entrepreneurship hub in Kakuma, Kenya. Two informants were interviewed from NSE. Both of the informants have experience within teaching and designing EE programs and are involved in Kakuma-project. The reason for selecting two schools of entrepreneurship from a Scandinavian context is that the professors at these schools have long experience in design of entrepreneurship programs; thus, provided relevant information for this thesis. It is noteworthy to mention that there are more schools of entrepreneurship; however, for the study of a specific phenomenon, fewer cases will be selected than all those cases that exist (Stake, 2013).

## **3. Norwegian Refugee Council (NRC)**

NRC, or Flyktninghjelpen in Norwegian, was founded in 1946 and is located in Oslo, Norway. It is operating in 31 countries throughout Asia, Africa, Middle East and South America. NRC is an

independent humanitarian organization, which provides assistance and protects the rights of forcibly displaced people including refugees. In addition to providing humanitarian aid during an emergency, NRC also provides innovation projects for refugees to improve their living conditions. NRC has initiated the Kakuma-project that aims at establishing an entrepreneurship hub in Kakuma. NRC was a relevant case for this thesis because they have experience both with refugees and with education programs that are designed to improve the lives of refugees living in camps. Including this case provided important insight into the main challenges of displaced people, as well as knowledge about the processes of funding, initiating and executing such a project. In addition, the author interviewed officials who work in Kakuma camp. The officials interviewed shared their knowledge about the situation for refugees in Kakuma refugee camp, including their daily needs and challenges. One respondent from NRC and two respondents from Kakuma camp are interviewed.

#### **4. Umnandi**

Umnandi is a project that is initiated by the entrepreneurship students at the CSE. Their mission is to provide South African youths with entrepreneurial knowledge so that they can benefit their communities by establishing entrepreneurial projects and develop business opportunities. Umnandi collaborates with Engineers without borders in South Africa (EWB-SA) and another organization called Sci-Bono. They have so far conducted workshops in entrepreneurship in Johannesburg and Cape Town. This project has workshops for young people in vulnerable situation, and is thus selected as a case in the sample. The students have experience from short entrepreneurship education for less privileged youth. The information they have gathered through their experience with this project proved to be of great relevance to answering the research questions in this thesis.

#### **5. TechBridge Invest AS**

TechBridge provides entrepreneurship training programs for the university students in East-Africa. Through their project, they invest in areas where they have huge impact and where access to capital is scarce. Their goal is to strengthen the private sector and to create more jobs for the young people. Informants from TechBridge has a long experience with entrepreneurship education for the youth

in East Africa. Therefore, this case provided the author with some relevant and important information from those who have first-hand experience within designing and teaching entrepreneurship in challenging settings.

### 3.4 Data Collection

To collect data for this thesis, semi-structured interviews are conducted. Semi-structured interviews require the researcher to develop and use a structured interview guide with predetermined questions. This provides the researchers with clear instructions and results in reliable and comparable data. At the same time, the researcher is flexible and this gives informants the opportunity to lead the discussion. Meanwhile, the researcher can ask extra questions to follow up new leads (Flick, 2015; Tjora, 2013; Cohen & Crabtree, 2006). The author has developed an interview guide (Appendix 3) taking into consideration the research questions and the literature review to develop focused and perceptive questions about the subject matter (Yin, 2003). The interview-guide was developed based on the following categories: expert knowledge about EE program, local knowledge about Kakuma camp, knowledge based on practical experience within conducting EE course in a less-privileged community, general knowledge about refugee context and innovational projects for refugees. The purpose of this categorization was to conduct a systematic analysis of the empirical findings. The author has single-handedly done all the interviews. A dictaphone was used to record the interviews. All other informants were interviewed in their own workspaces except for four of them. One informant from NRC and two from Kakuma camp were interviewed through Skype, and the interview with the informant from TechBridge was carried out in a Cafe in Trondheim. There were totally twelve informants that were interviewed; where four were from CSE, two from NSE, two from Umnandi, two from Kakuma camp, one from NRC and one from TechBridge. Each interview lasted in average for 45 minutes. The respondents were informed about the purpose of the case study and about the ethical considerations of the study in the beginning of the interview. The respondents were further informed about their right to withdraw their information from the research at any given time (Appendix 3: Informed Consent Form).

### 3.5 Data analysis

Data analysis connects the collected data to the research questions. Therefore, the next step was to analyze the collected data. Empirical data is being systematically organized and analyzed in order to make it easy for others to understand how and why decisions were made (Dalland, 2012). After the completion of the interviews, the author transcribed the recordings and the notes from the interviews. Then, each case was summarized into reports that include transcription and notes from the interviews. According to Saunders (2011), summarizing texts into shorter reports is useful for understanding the relationship between themes that the researchers can validate. After summarization, the data was analyzed in an analysis program called Nvivo. This program is being used to categorize the empirical data. Next, the data in each case report was coded by labeling it to the relevant themes in Nvivo. The relevant themes included: contextualization, adaptation, sense of ownership, type of EE for refugees, importance of a clear goal, challenges, and other important factors. These themes were selected based on the information that was needed to answer the research questions (RQ1 & RQ2) in this thesis. This was done with the aim of identifying relationships and patterns in the data (Saunders, 2011). The data resulted into three categories: the importance of EE for refugees, the importance of a clear goal for an EE for refugees, and the important factors for design of an EE program. These concepts are derived from the transcripts and the case reports. Furthermore, respondents repeatedly pointed out these topics as important for the design of an EE for refugees during the interviews. The purpose of this categorization was to ease the interpretation of the different aspects of each case, and to enable a cross-case analysis to explore the similarities and differences between the cases (Baxter & Jack, 2008). The empirical findings are outlined as a summary of the informants' information and *quotes* are used to highlight their points. The names of respondents are not mentioned to ensure their anonymity. Qualitative research approach has provided comprehensive information and the data analysis has been used to identify the relevant data across the cases. This has led to a revised conceptual model for the design of an EE program for refugees with some new elements as the core of the design. Developing a conceptual model provides the opportunity for exploring the relationships and meanings (Gibb, 2002), and in this thesis, it is used as a framework for understanding what factors are important for an EE program for small businesses in a refugee context.

### 3.6 Reflections on the Method

While analyzing the data, it was initially classified into several categories. However, some of the categories were not relevant to this thesis and were therefore, not included. Three categories merged from the data that are considered relevant to this thesis. The timeframe for conducting the interviews and analyzing the data, which was from January 2018 to June 2018, has somehow constrained the author. Especially given the fact that the author did everything alone. This might, to some extent, have limited the number of cases and interviews. In addition, the author had planned a trip to Kakuma camp, where valuable and more relevant data could have been collected. However, as mentioned earlier, due to the lack of sufficient fundings and unstable situation in Kenya the trip did not happen. This affected a crucial aspect of the original plan for the research design and data collection. However, the author ensured the quality of the data by interviewing at least one informant from each relevant case and by making connections to the officials who work in Kakuma camp. This provided some important insights that proved to be of great importance for the completion of this thesis.

In the following subchapters, a reflection on the quality of the collected data is presented based on Lincoln and Guba's (1985) criteria for trustworthiness; credibility and transferability.

#### **Credibility**

Credibility shows the trust in the truth of the findings. The author has used a multiple case study method, which has provided multiple sources of information; thus, it can be considered as more trustworthy (Eisenhardt, 1989). The researcher has interviewed the academic staffs at NSE and NSE to gather information connected to the design of an EE program. This reinforced researcher's understanding of how and based on which criteria an EE program in a refugee context can be developed. This knowledge has added to the credibility of the conceptual model that is developed based on the empirical findings.

#### **Transferability**

Findings of a research are transferable if they can be applied in other contexts too. This thesis investigates to design an EE program for a refugee context. To fulfil this purpose, the researcher has sought to obtain relevant information by conducting interviews with experts that have provided high-quality and trustworthy knowledge about the subject of interest. This has been done by

developing interview-guide with specific and relevant questions based on the research questions. Further, the respondents were given the opportunity to both answers the questions and give details that can be relevant but are not asked about. At the same time, it is noteworthy to mention that the findings of a research are transferable if the informants are representatives of that particular group (Lincoln & Guba, 1985). To ensure the transferability of the research, the author have chosen experts and officials in organizations and educational institutions that are considered to be relevant for this thesis. This research is concerned with EE program in Kakuma camp, therefore, the findings in this research can be transferable to other refugee camps as well. However, it might not be a good idea to transfer it to other contexts rather than a refugee camp without any further assessments and adaptations.

## 4.0 Empirical Findings

This chapter presents the empirical findings from the collected data. *Quotes* are used to illustrate the statements made by informants. Each respondent is referred to in accordance with their area of expertise explained in *Table 3*. Each topic is viewed from the perspectives of the following categories; experts in EE, officials who work in Kakuma-refugee camp and have local knowledge, officials who work with “Innovation Projects” for refugees, and those who have experience with conducting entrepreneurship training programs for less-privileged youth. This to explain each topic from different viewpoints.

### 4.1 Importance of Entrepreneurship Education in a refugee camp

Empirical findings show that entrepreneurial activities and entrepreneurship is of great importance for the refugees who live in the camps. According to the experts in entrepreneurship from two prominent institutions; namely NSE and CSE, entrepreneurship education is beyond a profession and can enable individuals in a refugee camp to not only create their own jobs, but also be the change agents who bring about a positive change in their communities. They further elaborated that refugees with educational background in for instance Law, Engineering, Medicine or other vocational skills cannot find a job while living in a camp due to their limited access to the job market. Therefore, entrepreneurship education can help them to use their skills in a different way

and become self-employed. One of the professors (Expert 1, 1) stated, *“I think entrepreneurship education enables refugees to use their skills and educational backgrounds to benefit from the market inside the camp. They can be actually a bridge between the camp world and the outside world through entrepreneurship education”*. Regarding the importance of EE in a refugee camps, experts in entrepreneurship argue that entrepreneurship education enables refugees to learn how to recognize opportunities inside the camp and how to make profit from that. Further, they believe that through EE refugees learn entrepreneurial skills and mindset that enable them to expand their networks and thus become problem solvers through connecting to the world outside the camp. The professor (Expert 1, 2) continued and suggested, *“They learn networking, which is very relevant. Because if they have good network in the camp, then they have good potential in the outside community. So, it might enable them to act in the outside community based on those networks. So, entrepreneurship is not only about starting a business, but it is much more than that”*. The officials in Kakuma-refugee camp who work on the ground and have local knowledge about the refugee-situation also emphasized the importance of EE for the youth in Kakuma camp. One of the informants (Expert 11, 1) stated, *“The situation in the camp is preventing the young refugees from very basic opportunities for example getting a job. But there are also people who are passionate and want to reach up, they want to get education and get a scholarship. So, I think education in entrepreneurship can open new doors for them”*. This reinforces the importance of EE for individuals in the refugee camps. Further, the officials in Kakuma camp pinpointed that EE can provide additional training and possibility for the youth who are already attending the vocational institute. The respondent (Expert 11, 2) suggested, *“Entrepreneurship education in addition to the vocational trainings will offer any kind of job opportunity to the youth and will link their skills with the market needs and we will link these youth with market actors.”*

Norwegian Refugee Council (Expert 7, 1) that have a long experience with “Innovation Projects” for refugees living in the camps also underlined the importance of EE and stated, *“They are not allowed to work in the regular market. So, some of the thinking behind entrepreneurship education for refugees is to create opportunities for them to start their own businesses or to start online services, sort of create a market online”*. This emphasis on the importance of EE shows that entrepreneurship contributes in improving the lives of the refugees living in the camps. Furthermore, informants from two organizations that have experience with arranging

entrepreneurship training workshops for less-privileged youth both Umnandi and TechBridge Invest also discussed the importance of EE for individuals in less-privileged communities. One of the informants from Umnandi (Expert 8, 1) said, *“We want to teach entrepreneurship to underprivileged and low-income communities in South Africa because we know that the community will benefit from this type of program. The objective of this workshop is to enable people to help their communities through entrepreneurship and become self-employed”*. They described the challenges of youth in such communities to be either lack of access to the job market or no jobs available. Therefore, giving them entrepreneurial skills through EE can help less-privileged communities such as a refugee camp to solve their problem of joblessness by creating their own jobs.

## 4.2 Importance of a Clear Goal

Informants with experience in entrepreneurship from NSE and CSE further discussed the importance of having a clear goal for the EE for refugees. They underpinned that having a clear goal contributes in selecting the right type of EE and relevant entrepreneurship literature aimed at refugees. One of the informants (Expert 2, 1) suggested, *“Having a clear goal is also something you should take into account because it will help you in choosing the relevant entrepreneurship literature and where it comes from. What kind of entrepreneurs we are talking about? Are we talking about academic entrepreneurs or tech-based companies? Because some models of entrepreneurship trainings are really not suited for this group”*. Furthermore, the experts in entrepreneurship emphasized that having a clear goal helps in gaining the trust of the participants. One of the professors (Expert 3, 1) explained, *“A program with a clear goal of helping refugees is based on their local needs and in this way, it will bring more trust and a sense of ownership. So, design of the program should be tailored with the needs of the refugees to build trust among and within this group of people”*. Furthermore, the officials from Kakuma-refugee camp also discussed the importance of a clear goal to be a key element in creating the acceptance of the program among refugees. One of the informants (Expert 11, 3) stated, *“There is a big mix of people with different backgrounds, perspectives and different belief systems. So there has to be some kind of common purpose or common goal that people from different groups associate themselves with it and feel strongly about it”*. This shows that a clear goal for an EE is not only important for selecting the



relevant literature but also for creating trust, acceptance and sense of local ownership among refugees.

Experts in entrepreneurship also discussed that a clear goal will make it easier to design the EE program for the right focus group according to their skills and needs. One of them (Expert 3, 2) explained it as following, *“Do you want to help them (refugees) one step up so they have something, or do you want to help those who are already entrepreneurs to go up a level, or do you want to help the educated ones who are not getting a job? This question should be answered to make the goal of the program clear”*. This shows that a clarified goal for the EE will make the process more focused and thus more helpful for the participants. Additionally, the informants (Expert 5, 1) who are involved in the Kakuma-project through Engage, explained the goal of the EE for the refugees in Kakuma camp as follows, *“The goal of ‘our’ program will be initially to help the most resourceful individuals to become self-employed, but hopefully it will have some positive effects on the community as a whole as well. But I think it is easier or less challenging to set a goal with focus on individual level and then build on that”*. This shows that the goal of the EE in Kakuma camp is to help the resourceful individuals and therefore the program should be designed according to their needs. Furthermore, informants from both NRC, Umnandi and TechBridge supported the notion that an EE program for refugees just like any other education program should have a clear goal in order to make it work in the long run.

### 4.3 Key Principles in Teaching Entrepreneurship

This subchapter presents some of the teaching approaches that are considered as the foundation of EE and should always remain the same regardless of the context. The professors in entrepreneurship discussed approaches such action-based, team-based and learning-by-doing teaching methods to be important principles in teaching entrepreneurship in any context. One of the professors (Expert 1, 3) suggested, *“The foundations of entrepreneurship training programs are similar everywhere. You need to do some contextual adaptations and that's all. So, it's quite important to keep the program fairly real and action-oriented. So that students understand and experience entrepreneurial context properly”*. One of the professors (Expert 2, 2) went on and suggested, *“Make the educational training more action-based because this is one of the main*

*differences between entrepreneurship education and other types of education. Give them a dollar and see how much they can make out of that in one week*". Furthermore, several professors in entrepreneurship explained "learning-by-doing" approach as one of the main aspects of EE and said, *"learning through venture-creation and learning-by-doing is the key mechanisms for learning entrepreneurship and can be used in a refugee context as well"* (Expert 1, 4). The informants further explained that learning-by-doing approach encourages students to learn things by doing them and implement their education in their everyday life. One of the informants (Expert 2, 3) stated, *"Theoretical teaching is a more shallow approach to learning, so when you have practical teaching through learning-by-doing approach, I think there is more potential for having everyone to have a bit of a deeper approach to learning. Because everyone can more or less convert their practical experience into theoretical knowledge if the education program is designed well"*. This shows that some professors even position EE against cognitive and conceptual teaching methods that focus solely on theories and consider practical aspect as one of the important principles of EE.

Additionally, experts in entrepreneurship also suggested team-based method as one of the important principles of EE that should be the same in any context. One of them (Expert 1, 5) stated, *"Good learning mechanisms are important in entrepreneurship education, so we believe that ones you learn most from is actually your core team. That's why we prefer team-based teaching"*. One of the informants (Expert 2, 4) went on and made it clear that, *"Team-based work is one of the important rules in entrepreneurship education because you do want to capture all those perspectives and points of view to see how to move things forward through it"*. Another professor explained it very well why team-based education is important for a refugee context and how it can benefit them to understand each other's perspectives. He (Expert 2, 5) stated, *"It is a very serious context of how you build an understanding of other people's perspectives and how you can provide your reasoning and argumentation given those different perspectives. Team-based work should be facilitated, they should get tools to work effectively in the teams"*. Informants from Umnandi and TechBridge, who have experience entrepreneurship workshops also underlined that action-based and team-based approaches are the key principles of EE and should remain the same regardless of the context.

## 4.4 The Importance of Context

Context has been repeatedly described as one of the very crucial elements for the design of an EE for refugees. One of the professors (Expert 3, 3) in entrepreneurship explained it very well as follows, *“Cultural context is probably very important because there are different cultures and they prioritize different things, emphasis on different norms and values, like respecting teachers and elders and that influence the way information flows”*. Experts in entrepreneurship discussed the importance of understanding the differences between cultures within a refugee camp and to design the EE program according to those cultural assumptions. Regarding the importance of context and designing the EE program in accordance with the cultural context of a refugee camp, one of the professors (Expert 1, 6) suggested, *“You might get a lot of positive effects, but it has to be fitted into this culture”*. Another professor (Expert 3, 4) suggested not only the importance of cultural context, but also knowing the cultural context and local needs for the design of EE for refugees and stated, *“They can easily find their own needs and understand what their local customers need and want. Then they take action to alleviate problems that probably occurs in the camp by new ideas and so on. For instance, if they need sanitary materials, they won’t say in a formal interview so a female entrepreneur will understand and will cater to that needs”*. The informant (Expert 3, 5) insisted on the importance of some knowledge about the local context and put it as following, *“I think you need more local knowledge to know more about the local needs and local context of a refugee camp. Actually, talk to them about their culture and needs and what do they believe can be helpful for them.”*. One of the professors (Expert 2, 6) continued explaining the importance of understanding the refugee context and suggested that involving the locals while developing an EE might help in understanding it even better. He suggested, *“They are the experts, they know best what they need and they have a good insight of what will work for them. Therefore, it is important to work together with them to understand their culture”*.

Some experts in entrepreneurship pinpointed that understanding the refugee context and developing an EE according to that context can be important for creating local ownership among locals. One of the informants (Expert 3, 6) said, *“This is a classic thing that people come, they do their project and everyone know that it should be owned by the people in here, but as soon as you leave the country, it (the project) is dead. Because it is an issue of not understanding the context very well and thus not being able to create ownership”*. One of the professors (Expert 1, 7)

explained context as an important element that naturally comes with every new project, “*Context is very important thing and it always comes in. Sometimes it is difficult to design for a context except for bringing something that is authentic and then context comes with it. In a refugee camp, context is such a strong and prioritized aspect of that situation that should be definitely taken into account*”. Another informant (Expert 10, 1) who has experience with designing and teaching entrepreneurship training programs in different regions in Kenya through their investment organization; TechBridge also emphasized the importance of context and stated, “*Do not take the Swedish or Scandinavian culture down there. We have our opportunities and they do not have those opportunities. So, knowing your limits of what you can take to a refugee context and what you can't take is very important. Otherwise, the basics of entrepreneurship is the same*”. Furthermore, the informants from Umnandi also underlined the importance of local and cultural context. One of them (Expert 9, 1) stated, “*Context is very important, so you need to contextualize the program very well. For example, if you speak about IP in a refugee camp, that is irrelevant for majority of people out there. So, it is important to design the program according to the context and to the crowd so that they understand it*”. These informants who have first-hand experience with conducting entrepreneurship workshops in South-Africa put a lot of emphasis on the context and adapting the program to the local context. They discussed the importance of adapting the language and entrepreneurship terminology to make things more understandable. Speaking of this, the coming subchapter discusses adaptation as another important factor for the design of an EE for a refugee context.

## 4.5 Adaptation

Empirical findings identified adaptation as an important factor besides contextualization for the design of an EE program for refugees living in a camp. Several experts in entrepreneurship pinpointed adaptation of the program to the refugee context as a vital aspect and suggested, “*In a refugee camp there will be people with higher education and people who have not studied much. It does not mean that they cannot be entrepreneurs. So, the program should be designed in a way that caters to all those various levels. So, you need to adapt the program according to those needs*” (Expert 6, 1). The informant (Expert 6, 2) continued and said, “*Principals and the processes of the entrepreneurship training program remain the same and do not change. They are just slightly adapted to a refugee context. It is the same process to go from business idea to the market survey*

*and then to the business modelling with some adaptations”*. A well-experienced professor (Expert 5, 2) from NSE who is also involved in the design of the EE in Kakuma camp also emphasized the importance of adaptation and stated, *“So now I am teaching at NSE and based on that experience I can see it from different perspectives. This helps me to adapt the program to the refugee camps as much as possible, but I still need help from the locals to adapt the program to the refugee context”*. Furthermore, the experts in entrepreneurship who are also involved in the development of the EE program for refugees in Kakuma camp described the importance of adaptation to the relevant setting as follows, *“Examples from their own cultural contexts are very important for them to grasp the ideas. So, you have to adapt the cases according to their context and you have to use at least Nairobi business case in Kakuma”* (Expert 5, 3). Another informant (Expert 10, 2) who has experience with designing and teaching entrepreneurship training programs in Kenya emphasized the importance of adapting the program continuously and suggested, *“No matter how much you plan, it won't go that way. So be able to adapt as much as you can. This is an advice I am giving you based on our experience”*. Moreover, a local expert (Expert 11, 4) from Kakuma camp also discussed the importance of adaptation and said, *“A good understanding of the new ecosystem and environment in Kakuma should be taken into consideration and the program should be adapted in general to this context”*. This shows that almost all informants with different expertise focus on the importance of adaptation.

## 4.6 Involving the Refugees

This subchapter presents another element from empirical data that is considered as an important factor in designing an EE for refugees. During the interviews, it became obvious that there was a repeatedly focus involvement of the refugees in the development of the EE program. Furthermore, the informants argued how involving the refugees in the process can lead to local ownership, connectedness-, acceptance- and the sustainability of the program in the long run. One of the professors (Expert 1, 8) described it as follows, *“One of the reasons why we (CSE) became successful is because I know the culture here very well. I am very connected to this culture so I have been using that connectedness as one of the main tools to be able to develop our school, so I think if you are doing something similar in a refugee camp, you have to do it through involving the people in there”*. Another informant (Expert 3, 7) emphasized the importance of involving the refugees in the process and how it can lead to local ownership and suggested, *“There has to be a*

*local commitment and ownership and thrive. You have to be very careful if you want the program to succeed in the long run. You should involve the local people from the beginning*". Another informant (Expert 4, 1) carried on and explained how local ownership and connectedness to the program can be achieved by involving the locals in the process, *"I think it is more about local ownership and also making sure that it is a sustainable program. I am not the right person to keep the operation going in the refugee camp and it is about getting someone on the ground to keep this onward"*. According to another informant (Expert 7, 2), it is important to involve the refugees in the process so that they can have the sense of connectedness and ownership that is important for the success of the project. The informant puts it very well as follows, *"Whenever we want to start a new innovation project, we want to involve the refugees in it as well.... We call it co-creating with refugees and it is very important for our projects to succeed"*. All these findings illustrate the importance of involving refugees in the process in order to create a sense of ownership and connectedness to the program, which will be make the program sustainable in the long run.

#### 4.7 Challenging Factors

Empirical findings have also discovered some other factors that can affect the design and the sustainability of an EE for refugees. These factors are introduced as challenging factors because they can create some noteworthy problems both for the design and the execution of the EE in a refugee camp. Some of the challenging factors include: different languages, different nationalities, different levels of education, different cultures, legal restrictions, and limited access to the world outside the camp. One of the informants (Expert 11, 5) who work in Kakuma-refugee camp puts it this way, *"In Kakuma camp, there are demographic challenges, language barriers, different ethnic groups, most of them are from rural areas with very low levels of education. They do not have access to the basic facilities, most of them do not understand English. Even people from same countries belong to different ethnic groups and speak different dialects"*. The informant (Expert 11, 6) carried on and said, *"In Kenya, there are legal restrictions for refugees to access market jobs and to do business. The Kenyan government has created an encampment policy for refugees, which means the government restricts the participation of refugees in life like employment, self-employment and job opportunities. So, refugees cannot provide for themselves"*. This shows that refugees living in the Kakuma camp are facing many challenges on the daily basis and these

challenges are important to be taken into consideration while developing an EE aimed at refugees. All these challenging factors will be discussed in detail in the discussion chapter.

## 5.0 Discussion & Analysis

The purpose of this thesis is to investigate how to design an EE program for refugees living in the refugee camps. In this chapter, the two research questions (RQ1 & RQ2) are discussed in combination with the purpose of the thesis. The research questions are as follows:

RQ1: What types of entrepreneurship education programs are most relevant for the refugees?

RQ2: What important factors should be taken into consideration while designing an entrepreneurship training program for refugees?

This chapter will result in a new model explaining some of the most important factors contributing to EE programs for small businesses in a refugee camp. The important factors for the design of an EE for refugees are categorized into micro and macro levels.

### 5.1 Importance of Entrepreneurship for Refugees

This thesis is concerned with refugees who have lived in refugee camps for many years and do not have access to higher education. Thus, the focus of this thesis is directed at the practical aspect of EE to enable individuals to start their own small businesses and become self-employed.

Based on current literature, there are two types of entrepreneurship that explain the motivation behind entrepreneurial activities; namely, necessity and opportunity entrepreneurship (Acs, 2006). Necessity entrepreneurship is linked to survival whereas opportunity entrepreneurship is linked to economic growth (Langevang et al., 2012; Acs 2006; Acs et al., 2008). Therefore, necessity entrepreneurship can be linked to refugees because they are not allowed to work in the host states (Juma & Kagwanja, 2003). Refugees in the refugee camps sometimes get engaged in entrepreneurial activities out of necessity in order to create jobs for themselves and to improve their economies. As a result, entrepreneurship can be important for refugees both for their personal economic situation and for enabling them to start their own businesses. In this manner, entrepreneurship can be considered as a part of the solution to the social and economic problems of the refugees. Empirical findings also reinforce that entrepreneurship enables the unemployed refugees to become self-employed by starting their own business and thus improve their economic

situation. Several studies show that entrepreneurial activities lead to new venture creation, profitable opportunity recognition, social welfare and economic growth (Isaacs, Visser, Friedrich, & Brijlal, 2007; Birch, 1979; Reynolds, 2007; Fairlie & Holleran, 2012; Wennekers & Thurik, 1999; Garavan & O'Connell, 1994; Fairlie & Holleran, 2012; Birch, 1979). Further, studies claim that entrepreneurship education produces economic growth, self-employment and innovation among minority groups and strengthens their existing businesses in both private and public sectors (Mescon, 1987). Therefore, there has been a huge emphasis on developing minority entrepreneurship through EE programs lately. Refugees living in the camps is viewed as a minority group in this thesis; therefore, EE can be a part of the solution to their problems of joblessness as well. Empirical findings also support this claim that EE is important for refugees living in the camps. Experts in entrepreneurship and those who work with innovation projects for refugees reinforced the notion that EE programs can enable refugees to create jobs for themselves and become self-employed by starting their own businesses.

Moreover, studies show that there is a positive link between EE and business-ownership; therefore, it can be argued that EE is a good starting-point for promoting entrepreneurial activities in the refugee camps. Studies also show that the unemployed benefits the most from EE and that it enables individuals to become self-employed. Therefore, it can be concluded that adequate EE may contribute in increasing the chances of refugees to start their own businesses and become economically independent (Ahmadi, 2017).

As mentioned in the introductory chapter, the EE program for refugees in Kakuma camp as a part of the Kakuma-project, is already planned. However, the program is not implemented yet. There are several reasons for the delay in the implementation of the EE program despite its importance for the refugees living in Kakuma camp. One of the main reasons are due to the riots and unstable situation in Kenya. Further, interviews with NRC and the officials from Kakuma camp show that refugees in Kakuma camp need basic humanitarian aid such as food, water, shelter and basic education. Therefore, entrepreneurship education is not considered as their main priority. This is despite the fact that both existing literature and the empirical findings show that entrepreneurship is important for refugees and gives them the right tools to solve some of their problems. Therefore, this thesis questions why EE is not being prioritized in Kakuma camp even though strong project



partners are collaborating and are ready to implement the program? Further, it is important to ask what can be done about this situation? How should the project move forward? How should the EE program be executed despite all the daily problems?

9th of June this year, the author participated in the world's first ever TEDx event from Kakuma camp through a live broadcast on UNHCR's Facebook page. Some of the refugees in Kakuma camp shared their stories, where most of them emphasized on the importance of entrepreneurship. They pointed out that innovation is their only way to change their situation and transform their lives for better. They also pinpointed that EE programs can offer them something more than bare survival, and that is the opportunity to achieve their goals and dreams. An old proverb says, "Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime". This saying fit very well in the situation of refugees as well. Basic education and aid will help them to survive for as many days as the aid continues. However, education in entrepreneurship will enable them to solve some of their problems by themselves, both when they are in the camp and when they return to their homeland.

## 5.2 Goal of Entrepreneurship Education for Refugees

Current literature suggest that the goal of an EE program is to aspire individuals to start their own businesses and become self-employed (O'Connell, 1994). From the empirical data, it became obvious that having a clear goal is one of the very crucial factors for the design of an EE program for refugees. Findings argue that the goal of an EE for refugees will be to enable individuals in the camp to start their own business. Furthermore, empirical findings show that a clear goal of an EE for refugees contributes in selecting the right type of entrepreneurship literature for a refugee context. This is a crucial point to be taken into account while designing an entrepreneurship training program for refugees given the fact that they live under uncertain circumstances. Refugees face the problems of legal restrictions and limited access to the general market in the refugee camps. Therefore, an EE program with the right type of literature is needed to suit their needs and situation. For instance, an EE program that aims at teaching refugees to establish a firm legally despite the legal restrictions will enable them to start a business despite the limitations imposed on them. Furthermore, an EE with a goal of helping refugees to become self-employed will be

designed based on their local needs; thus, it will create trust and a sense of acceptance and ownership towards the program among refugees. In the long term, this trust and sense of ownership towards the EE program will be helpful for the sustainability of the program. The goal of the Kakuma-project is to enable refugees to become self-employed entrepreneurs and start their own small businesses by giving them the right tools and the right kind of EE. So that, this might hopefully contribute in the development of their entire community in the long run. However, it is important to pinpoint that due to the legal restrictions and encampment policy, where refugees are not allowed to leave the camp without permission, it might be more challenging for refugees in the camp to start a company than in any other context. However, the EE program will enable them to become problem-solvers and change agents in their community and improve their situation within the camp. Finally, it can be argued that both current literature and the empirical findings suggest that the goal of an EE program for refugees is to enable individuals to start their own businesses and to become successful entrepreneurs and that this, in turn, will benefit the society to grow economically and financially.

### 5.3 Entrepreneurship Education Program for Refugees

The first research question in this thesis aims at finding a relevant type of EE program for refugees who live in refugee camps. This is because the right type of EE program will enable them to become independent business-owners and create jobs both for themselves and possibly for others too. Based on the existing literature, there are several different types of EE programs. Each type of EE program has its own purpose, learning goals, focus and challenges. Studies suggest that most EE programs are concerned with creation of new business ventures and have a huge emphasis on profitability, growth and innovation (Ladzani & Van Vuuren, 2002). In this thesis, five types of EE programs that are considered relevant for refugees are presented in the literature review. One type of EE program that is presumed to be most relevant for refugees is EE for small business ownership. The purpose of this type of EE program is to enable individual to start their own small businesses and become self-employed (Neiman, 2001; Wilson, 2004; Ladzani & Van Vuuren, 2002). Empirical findings also empower this notion that EE in business ownership enables refugees to establish their own businesses and become self-employed.

Furthermore, both literature and empirical data suggest that EE program is about developing entrepreneurial mindset and skills that enable individuals to become change agents and problem solvers in their communities. In this way, EE will lead to improvement in their situation by both providing them with the right skills and changing their attitudes towards problems and providing them with necessary skills for business activities. Moreover, it is noteworthy to discuss that even though the EE program should be adapted to the refugee context, its foundation and key principles must still remain the same regardless of the context. The key principles such as action-based and team-based learning should always remain the same in a refugee context. This is because approaches such as learning-by-doing and teamwork make EE such a special field of study with focus on experimental learning. Current literature also supports this notion that EE is a practice-based field of education and that in order to learn entrepreneurial activities, one must practice entrepreneurship in real life (Neck et al., 2014). Even though a refugee camp is a unique setting with its own peculiarities and it might be best to do many contextual adaptations to the EE program, the core principles of the entrepreneurship should still remain the same. In line with current literature, the foundation of the EE for small business-ownership is to learn about raising funds, legal regulations, recruiting people, money management, budgeting, cash flow, marketing, sales and finances (Kiesner, 1985 and Carswell, 1987 in Garavan & O'Connell, 1994). Empirical data suggests that these foundations should remain the same, but must be adapted to the refugee context with some adjustments. In this manner, refugees will be able to learn about the important elements of starting their own businesses based on their own needs and cultural setting.

Since refugees living in refugee camps face the problems of legal restrictions and encampment policy, it can be argued that any type of EE that teaches refugees entrepreneurial skills and help them to become change agents might be suitable for them. Current literature also shows that EE programs are indeed suitable to learn different entrepreneurial skills and entrepreneurial mindset (Neck & Corbett, 2018) This entails that creating new ventures or business ownership might not be the only result of the EE. Perhaps individuals who participate in the EE programs might end up using their knowledge as change actors, enabling change in their communities. In this manner, they might use their knowledge to improve their everyday life not by owning a business but by new thinking and bringing about positive change. Empirical findings also support this notion that refugees learn many different skills through EE such as networking, effective problem-solving,

and bringing about positive change into their everyday life, among other things. Summarized, the EE program for refugees will enable refugees not only to start a new business, but also to become problem solvers and change agents and improve their communities.

## 5.4 Important Factors

As mentioned earlier in this chapter, the data gathered from the interviews have resulted in a new model that explains some of very important factors contributing to EE for small businesses in a refugee camp. The factors are categorized into micro or individual level and macro or societal levels.

### 5.4.1 Micro/Individual level factors

#### **Different Nationalities, Cultures and Languages**

As mentioned earlier, Kakuma camp has been around since 1992 and some of the refugees have lived almost all their life in that camp. In addition, people from several different nationalities reside in Kakuma camp; therefore, designing an EE for people from eight different nationalities is an important factor that can be viewed both as a challenge and as an opportunity at the same time. Based on the empirical findings, participants in an entrepreneurship course who come from different nationalities have different perspectives and each of them have a link to their respective groups. This can provide the entrepreneurs with an opportunity to expand their networks and businesses. On the other hand, the same factor can be a challenge for the design of an EE program for refugees. This is because different nationalities have different priorities and attitudes towards education and especially education in entrepreneurship. In addition, people from different nationalities have different cultures and speak different languages. Therefore, it is an important factor that should be taken into consideration while developing an EE for refugees.

As mentioned above, people from different nationalities have different cultures. The importance of the culture and the cultural context in a refugee setting has been named both in the theoretical framework and the empirical findings in this thesis. Initially, it can be argued that the EE program for refugees in Kakuma camp should be adjusted to their cultural context. However, the empirical

findings suggest that an EE program should be based on its principal keys and that the foundation of the program should remain the same regardless of the culture and cultural context. Thus, it is an assessment that must be done both before, while and after designing the EE program to see how important and when it is important to make cultural adjustments to the EE program without compressing its academic content.

People with different cultural backgrounds, who have come from different countries and nationalities speak different languages. This can be a huge challenge for the design and the sustainability of the EE program in a refugee camp. During the interview with one of the officials who work in the Kakuma camp, it became obvious that not only people from different countries speak different languages, but sometimes even people from the same country have different dialects and do not understand each other well. Therefore, language is an important factor on the individual level that should be taken into consideration while designing an EE program for Kakuma camp. At the same time, empirical data shows that refugees living in Kakuma camp has a common language called Swahili. Most of the refugees can speak and understand Swahili and that some of them can speak English as well. For an EE program to benefit refugees living in a camp it is; therefore, important to be taught in a language that is common and understandable for all the participants.

### **Different levels of education**

Besides having different cultural backgrounds and different languages, refugees living in Kakuma camp also have different levels of education. Both reports from UNHCR (2017) and the empirical data show that there live people who have higher education in high-status professions such as Law, Medicine, Engineering etc. At the same time, there live people with very low to almost no education at all. This variation can be viewed as a challenge for the design of the EE program for refugees. However, experts in entrepreneurship and current studies show that people with any level of education and from any educational background can become an entrepreneur. EE is concerned about offering entrepreneurial skills and educating people to start their own businesses. Therefore, level of education and educational background might not be a challenge for the design of the program. However, it is definitely an important factor to be taken into consideration while developing the EE program.

#### 5.4.2 Macro/Societal level factors

##### **Contextualization & Adaptation**

Based on theory, context has an important role in entrepreneurship. Scholars argue that if entrepreneurship is not adapted to the cultural and social context, then it can be destructive (Langevang, Namatovu, & Dawa, 2012). Empirical data also supports this argument and suggests that an EE program for refugees should be adjusted to the refugee context. At the same time, it is argued that the key factor in the design of an EE is the foundation of entrepreneurship along with its key principles and that this should remain the same regardless of the context. In the previous conceptual model (Model 1), context had the central role. Based on the existing literature, contextualization of the program is considered as an important factor in the design of an EE for refugees. Model 2, based on the empirical data, suggests that there should be done some contextual adaptations to an EE program, but the core of an EE program is the foundation of entrepreneurship that should not be changed. Therefore, it can be argued that context do play an important role in the design of the EE for refugees and is considered as one of the important factors, but it is not the core of the program. The core of the program is entrepreneurial principles and the factors such as context, culture, social and economic aspects, adaptation, language, level of education and diversity in nationalities are important in the success and sustainability of the program.

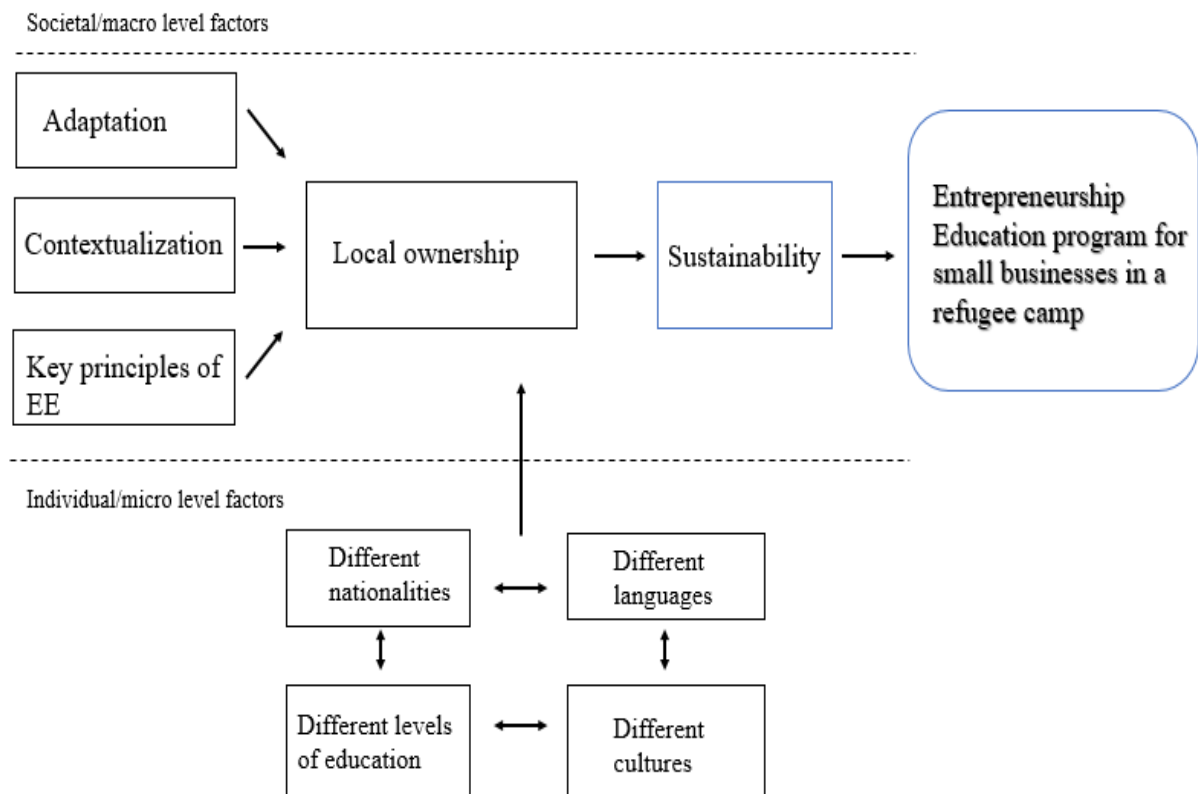
Additionally, based on the empirical data, an EE program should not be designed for a context, a program should be initially designed based on entrepreneurial principles and then it can be adjusted to the context to make it successful. Speaking of adjustment, adaptation is another as important factor to be taken into consideration while developing an EE as contextualization. Current literature defines adaptation as either a small adjustment or a disruptive change and that adaptation of an EE can lead to generate new businesses (Etzioni, 1987; Etzioni, 1986; Neumeyer & Santos, 2018). Empirical data also reinforced the importance of adaptation for an EE for refugees. Adaptation is effective for two reasons; firstly, for the EE to be adapted to an already existing context of a society or a culture and secondly for the EE to be adapted to new situations and new trends in the modern days. Based on empirical evidence, the EE for refugees should be adapted both to the refugee context and to the new environment and ecosystem in Kakuma camp.

In accordance with literature, which suggests that successful adaptation leads to creation of sustainable new ventures, empirical data also proposes that adaptation and contextualization can lead to the sustainability of the EE program in a refugee camp. Thus, it can further lead to creation of new businesses and jobs in the camp. In addition, it was argued that an EE program for refugees that has a strong foundation and is adapted to the refugee context will lead to local ownership. A sense of local ownership can also be achieved through involving the refugees in the process of designing and implementing the EE program. In the coming part the importance of the involvement of refugees and the local ownership for the sustainability and success of the EE program will be discussed.

### **Local ownership**

For an EE program in order to succeed, it is very important that it is locally accepted by the people. Local ownership is considered as an important factor for the sustainability of the EE program in a refugee camp according to the empirical data. The term sustainability was also discussed and it was proposed that a well-designed EE program for refugees must have the prospect of sustainability in the long run. Sustainability leads to the success of the EE program and local ownership leads to sustainability. Therefore, both these factors are considered to be of great importance and should be taken into consideration throughout the design and the execution of the EE program in the refugee camp.

Based on the empirical data, the involvement of the locals will provide the EE program with crucial local knowledge. In the long run, the involvement of the locals will make them more connected to the program and it will create a sense of ownership among them. Both connectedness and local ownership will in turn lead to the success of the design and sustainability of the EE program for the refugees. Therefore, it is suggested that the locals should be engaged in the development of the EE program in order to create local ownership. The following Model illustrates the important factors for the design of an EE for refugees on both micro and macro level:



*Model 2: Conceptual framework for design of an EE for refugees*

Model 2 sums up the discussion chapter and shows how both individual- and societal factors influence the sustainability of the EE program for small businesses in a refugee camp. It illustrates how different nationalities with their different cultural and educational backgrounds and different languages can impact the sustainability of the EE for small businesses in the refugee camps. Moreover, it illustrates how an EE that is adapted and contextualized to a refugee setting and entails the key principles of entrepreneurship learning leads to the local ownership of the EE, which in turn leads to the sustainability of the program.



## **Challenges**

As mentioned earlier, a refugee camp is a complex context. Kakuma refugee camp in Kenya, for instance, is consisted of people from many different countries. Based on the empirical data, there is some tension between the host community in Kakuma and the refugees in the camp. Due to the scarcity in the resources and jobs, Kenyan government has issued the encampment policy. This means that refugees are not allowed to leave the camp without permission. There is a very limited area that they can move and besides there are some other legal restrictions imposed on them. One of the other main challenges of refugees in Kakuma camp is that they are not allowed to work or study outside the camp in Kenya. This creates some challenges both to the design, implementation and the sustainability of the program. Therefore, these challenges are also important factors that should be taken into consideration while developing an EE for refugees in Kakuma camp.

In the coming chapter, the findings, implications and further research, and the limitations of the study will be summed up.

## **6.0 Conclusion**

This thesis has answered the two research questions (RQ1 & RQ2) based on the purpose of the thesis, which was to investigate how to design an EE for refugees living in the refugee camps. The first research question (RQ1) is concerned with the types of EE programs that are suitable for refugees. The empirical findings combined with current literature suggest that EE focused on business ownership suits the refugees best. Through this type of EE program refugees will be able to start their own businesses. At the same time, it is being discussed that EE will not only enable refugees to start their own businesses and become self-employed, but it will also teach them to become problem solvers and change agents. This will in turn turn enable them to improve their lives and communities for the better. The second research question (RQ2) wants to explore the important factors for the design of EE programs for refugees. The findings, based on empirical data and literature review, suggest that some of the most important factors include: contextualization of the EE program into a refugee camp, adaptation to the local needs, local culture, and social context of a refugee camp, maintenance of the key principles of EE that shapes the foundation of it, and involvement of refugees to create sense of ownership which will then

contribute to the sustainability of the EE program. The important factors are divided into individual and societal levels. Each level illustrates certain sub-factors that play important role in the design and sustainability of the program. Further all the aforementioned factors are connected with each other as shown in the model presenting the framework (Model 2).

## 6.1 Implications and Further Research

This thesis further proposed a revised conceptual framework that can be applied while developing an EE program for refugees who live in the refugee camp regardless of where the camp is located in the world. It can be used by higher education institutions, non-governmental organizations, and private investment organizations. However, the applicability of the conceptual model is limited to a refugee context and cannot be transferred to other settings. For the further research, it would be interested to test the conceptual model in a refugee context. In this manner, the framework can be improved based on the practical implication. Furthermore, since entrepreneurship in a refugee camp is a new field of research, it would be interesting to explore other aspects of EE programs for refugees such as; the selection criterion, the duration of the program, the assessment of its success, and the prerequisites for its long-term sustainability.

Summarized, it has become evident that EE program and entrepreneurial activities can have life-changing results for refugees who have tremendous unused potential. Therefore, it is strongly recommended that this topic should be further researched because of its immense implications it could have on the individuals living in the camp and the society as a whole. Institutions are also encouraged to further develop a framework for the better design and implementation of an EE program for refugees.

## 6.2 Limitations

This thesis contributes to new insights into design of an EE program for refugees who live in the temporary camps. Therefore, the proposed conceptual framework might not be applicable for other traditional entrepreneurship training programs, or transferable to EE within an academic context. Further, the empirical findings can be viewed as guidelines, rather than a thorough study. The empirical data made it possible to develop a revised conceptual framework with emphasis on the

core of EE, contextualization, adaptation, involvement of refugees in the process to create local ownership and sustainability of the program in the long run. However, design of an EE for refugees has not been fully investigated, and the author sees it as an important aspect of the model to be implemented and tested in at least one camp in order to reinforce the empirical findings of this thesis. Moreover, lack of literature within EE for refugees in terms of literature review and lack of involvement of refugees in the process of the data collected has been considered as a limitation.

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## Appendix 1: Overview of literature search

<b>Keyword «String»</b>	<b>Search results</b>	<b>Abstracts Read</b>	<b>Articles Read</b>	<b>Articles Used</b>	<b>Selected Articles</b>	<b>Limitations</b>
Entrepreneurship education programs	19 757	20	16	6	(Garavan & O'Kinneide, 1994), (Briga, 1996), (Fairlie & Holleran, 2012), (Isaacs, Visser, Friedrich, & Brijlal, 2007), (Jesselyn & Mitchell, 2006), (Ladzani & van Vuuren, 2002)	English, relevant scholarly journals and articles
Refugees and entrepreneurship	1,132	13	7	3	(Juma, & Kagwanja, 2003), (Jansen, 2008), (Betts, Bloom, & Weaver, 2015)	English, relevant scholarly journals and articles
EE for small businesses	365	25	13	3	(Gibb, 1993), (Gibb, 1996), (Curran, & Stanworth, 1989)	English, relevant scholarly journals and articles
Embeddedness theory	14 707	15	8	4	(Jack, & Anderson, 2002), (Welter, 2011), (Hart & London, 2005), (Yousafzai, Saeed, & Muffatto, 2015)	

## Appendix 2: List of primary sources that led to the secondary sources

<b>Primary Sources</b>	<b>New Sources</b>
Jesselyn & Mitchell (2006)	Laukkannen (2000), Postigo & Tamborini (2002), Klandt (1993)
Fairlie & Holleran (2012)	Oosterbeek, et al. (2010), Karland & Valdivia (2011), Benus et al. (2008), Benus & Michaelides (2010), Birth (1979)
Garavan & O'Conneide (1994)	Colton (1990), Gibb (1993), Bannock (1981)
Ladzani & van Vuuren (2002)	Bechard and Toulouse (1998)
Briggs (2016a)	Acs et al. (2008), Amezcua et al. (2013), Langevang et al. (2012), Brundin et al. (2005)
David (2004)	Birch (1979), Gibb (1996)

# Appendix 3: Interview guides

## **Interview Guide 1: NSE & CSE**

Introduce yourself and the purpose of your study:

I am master student at NSE. The purpose of this interview is to collect information in order to be able to design a suitable entrepreneurship education program for refugees who live in refugee camps. In order to do so, it is important to see what factors are important while developing such a program so that the main focus group can benefit from it in the best possible way. Thank the interviewee for their participation and their time. I have prepared semi-structure questions for this interview. I might ask some extra questions while you talk in order to follow up the new leads.

1. Would you please introduce yourself?
2. Can you tell me about your relationship/experience with teaching entrepreneurship?
3. Based, on which criteria did you design the entrepreneurship program?
4. How did it work?
5. What are their lessons?
6. How were the results?
7. How has the program developed through years?
8. How do they measure the effects/impact of their program? What factors are important for them?
9. How do these schools assess the impacts of their programs?
10. What are their focus? High innovation or businesses for survival and self-employment?
11. Do they have a framework to evaluate the design of the programs?
12. Who is their target group?
13. What factors are important for them in order to make a match between the program and the focus group?
14. Would you recommend transferring your training program to a refugee camp without any adaptations?
15. How important is adapting the program to the culture of the respective focus group?
16. What factors should be taken into consideration while designing a program in entrepreneurship for refugees based on your experience?

### **Interview Guide 2: NRC**

1. Have you worked with a similar project previously? With similar I mean entrepreneurship program for refugees in camps?
2. What challenges have you experienced during your work with refugees? Is it the economy, level of education, attitude towards learning, motivation or other factors?
3. What do refugees living in camps need most? Is it education, job or innovation?
4. What type of resources do they have access to?
5. What can really help? Do you think entrepreneurship can help them?
6. How can entrepreneurship save them?
7. How do they live?
8. What about their social and cultural system?
9. How does that work?
10. Their level of education?
11. Do you think such program can be successful, based on your experience?
12. Is the goal of such programs survival or innovation?

### **Interview Guide 3: TechBridge Invest AS & Umnandi**

1. Can you tell about your experience with entrepreneurship training programs in Kenya/Africa?
2. Based on your experience, how does the system work in Kenya?
3. What are their biggest challenges?
4. How have your programs worked?
5. What have you learned?
6. Is there anything you can recommend?
7. Which factors are the most important ones while designing an entrepreneurship training program?

### **Interview Guide 4: Kakuma camp**

1. Would you please introduce yourself?
2. Would you please tell me about the Kakuma refugee camp and your collaboration with Engage?
3. Would you please tell me about the Entrepreneurship project in Kakuma?
4. How is the situation there in the sense of their level of education and cultural differences?
5. What about their attitude towards learning?
6. What are the biggest challenges in the camp now?
7. Are there any other factors that should be taken into account while designing the program?

## **Informed Consent Form for Participation in Interview**

This research project is designed to collect information about the important factors that should be taken into consideration while designing a suitable entrepreneurship training program for refugees who live under uncertain situations in refugee camps. There will be approximately 10 to 15 interviews with people from different backgrounds.

I am informed that my participation in this research project conducted by master student, Sonia Ahmadi from NTNUs School of Entrepreneurship is voluntary. I am also informed that I have the right to decline to answer questions or may withdraw and discontinue participating at any time. The interview will last approximately 30-45 minutes. The interviewer will make notes during the interview and an audio tape of the interview will be made. The interviews will be later transcribed and analyzed for the research paper. The information obtained during the interview and the identity of the interviewee will be treated confidentially.

I have read and understand the information provided to me before the interview and a copy of this consent form is given to me.

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Participant`s Signature

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Date & place

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Signature of the interviewer

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