

Effect of Entrepreneurship Education on Growth of Enterprises owned by Entrepreneurs with Disabilities in Bungoma County, Kenya

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Abstract: *This paper addresses the effect of entrepreneurship education on growth of enterprises owned by entrepreneurs with disabilities (EWDs) in Bungoma County. Data was collected from Entrepreneurs with Disabilities (EWDs) using structured questions. The researcher sought to answer questions about the effect of acquisition of entrepreneurship education towards achieving growth. Key findings were that the majority of the EWDs are involved in retail trade. Most of them had started their own businesses using their own savings and had previously closed a business because it wasn't profitable. The results show that two thirds of the EWDs lacked entrepreneurship education and did not have any business skills training with the majority that received training saying that it was through apprenticeship. Two thirds of the EWDs claimed not to belong to any association thus starving their businesses of the benefits of these networks. A majority of the EWDs hoped to grow their businesses with most of them hoping to hire between 1 and 3 employees in the next 5 years. This paper will provide a realistic and important benchmark for EWDs research. It gives an excellent view of the environment and the mindsets of these entrepreneurs.*

Keywords: Entrepreneurs, Education, Growth, Disabilities

1. Introduction

This study is based on the premise that Entrepreneurs with disabilities (EWDs) comprise one of the largest minority groups worldwide and also in Kenya. For example fifty-four million Americans have disabilities representing 20% of the U.S. population (Bandyopadhyay, 2006; White House Office of the Press Secretary, 2011). Kenya National Survey for Persons with Disabilities (KNSPWD) 2011 findings indicates that 4.6% of Kenyans experience some form of disability and Western Province had the highest proportion of PWDs who experienced severe difficulties and problems with activity limitation (28%) and participation (27%), 16% of PWDs worked for pay, 33% worked on family business and 24% did not work. Of this, the largest proportion was physical impairment (1.6%) followed by visual impairment (1.4%). The survey also shows that the proportion of PWDs is larger among older people.

Entrepreneurship educations tend to have an impact in the growths of businesses by persons with disabilities. It is for this reason that this paper sought to find out the effect of entrepreneurship education on growth of Enterprises owned by Entrepreneurs with Disabilities in Webuye, Kimilili, Chwele, Kapsokwony, Cheptais, and Bungoma urban centres in Bungoma County.

2. Literature Review

2.1. The current legislations supporting persons with disabilities in Kenya

The Kenya Government and Kenya as a country is doing remarkably well in ensuring respect for human dignity through various processes and frameworks that are very upbeat on issues of respect of rights of various marginalized

populations including persons with disabilities, (Niko Fiti CSR Project). Kenya as a UN state party has already signed and ratified the United Nations Convention on the Rights of Persons with Disability (UNCRPD). UNCRPD is the latest UN instrument that aims to protect the rights and welfare of persons with disability.

Bringing this document into force is a clear indication that the Kenya Government does indeed respect the intense lobbying between Disabled Persons Organisations, NGOs in the disability sector as well as Civil Society Organisations to have a global instrument that unifies and identifies persons with disabilities as a common unified voice. The UNCRPD is a historic, global achievement especially for those among the 1 billion persons with disability in the world who face discrimination and lack adequate protection.

On 4th August, 2010 the people of Kenya voted in a new Constitution that contains a substantially improved Bill of Rights and represents a real change in the protection of the right to equality and non-discrimination in Kenya. These expressions of principle are given legal force in article 10 which includes equity, social justice, equality, non-discrimination and protection of the marginalized. The article significantly expands the list of protected grounds from that found in the previous Constitution prohibiting discrimination on an extensive list of specified grounds namely race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, religion, conscience, belief, culture, dress, language, birth or disability.

Article 54 specifically focuses on the rights of persons with disabilities providing a list of specific rights including the right to be treated with dignity and respect. The constitution also creates specific rights of access to educational institutions and to public places, transport and information.

The article confirms the duty of the State to ensure progressive implementation of the principle that persons with disabilities should occupy five percent of positions on appointed and elected bodies.

Disability, as defined in the Constitution 2010, Article 39, 'includes any physical, sensory, mental or other impairment, condition, or illness that – (a) has, or is perceived, by significant sectors of the community to have a substantial or long term adverse effect on a person's ability to carry out normal day-to-day activities; or (b) forms the basis of unfair discrimination'.

Also enacted is the Persons with Disabilities Act, 2003, which is a comprehensive law covering rights, rehabilitation and equal opportunities for persons with disabilities. The Act creates the National Council of Persons with Disabilities as a statutory organ to oversee the welfare of persons with disabilities. The Law also requires that both public and private sector employers reserve 5 per cent of jobs for persons with disabilities. The Act defines disability as 'a physical, sensory, mental or other impairment, including any visual, hearing, learning or physical incapability, which impacts on social, economic or environmental participation'.

2.2. Other Key Policies

1. Vision 2030, which provides a long-term development framework and initiatives aimed at sustaining rapid economic growth and tackling poverty. The plan follows soon after the implementation of the Economic Recovery Strategy (ERS), 2003-2007. Under Vision 2030, and Kenya hopes to become a globally competitive and prosperous nation with a high quality of life by 2030.
2. *The Draft National Disability Policy*, which Operationalize the Persons with Disabilities Act, 2003 by providing guidelines for the implementation of the Act.
3. *The Draft Special Needs Education Policy*, which provides a roadmap for the education of children with disabilities.
4. Free Primary Education, 2003, which is crucial to the attainment of universal primary education, removes all levies that previously prevented children especially those from poor economic backgrounds from accessing education. The scheme has been extended to special education and schools for children with disabilities, through the provision of additional funding to meet the needs of children with disabilities in schools.
5. The National Security Act, (Chapter 258, Laws of Kenya), mentions invalidity benefits for worker incapacitated before the established retirement age. National Social Security Fund Act, 1965 (No. 5 of 1997), amended 2001, contains a provision which states that physical and mental disabilities shall not be considered as leading to work incapacity.
6. The Workmen's Compensation Act, (Chapter 236, Laws of Kenya), recognizes disability where it has been acquired during and in the course of work.
7. The National Development Plan (2002- 2008), focused on strengthening vocational rehabilitation centers for people with mental and physical disabilities and

affirmative action in areas of employment, vocational training and education.

2.3. Entrepreneurship Education

Smith and Twomey (2002) assert that a low level of educational attainment is just one factor that influences the capacity of a person. It was realized that entrepreneurs with disabilities in most small-scale enterprises are people with elementary education, few with secondary or higher education. It's implied that management of these enterprises is often based on intuition, common sense, and personal values of the community and other parties involved. Modern entrepreneurship skills that include principles of management are rarely followed, (Wasike, 2010). Thus, entrepreneurs with disabilities usually deal differently with traditions, rationality, beliefs, time, achievement, and other values expected in today's modern enterprises (ibid, 2010). As such, their profitability and expansion are minimal. It is not surprising that the failure rate for starting a new business generally is 50 percent; this is enough to prevent many people from attempting it. Add to that the challenge of a disability, only the brave need apply (Tonn, 2008). For instance, Bruce McNeil, who has a mental disability was denied an SBA loan and the SBA loan committee said that McNeil's disability had nothing to do with its decision; rather the applicant's sales projections that were unrealistic due to lack of proper entrepreneurial skills, (Price, 1993). Thus EWDs need to be equipped with relevant entrepreneurship skills and enterprise development concepts for their business to realize growth potential.

3. Methodology

3.1. Target population and Sample size

The study was conducted in six major towns of Bungoma County i.e. Bungoma Municipality of Bungoma South District, Webuye town of Bungoma East and West Districts, Kimilili town of Kimilili- Bungoma district, Chwele town of Bungoma Central and Kapsokwony and Cheptais towns of Mount Elgon District. The targeted population consisted of 1800 entrepreneur with disabilities in total. Thirty EWDs were sampled from each town giving a sample size of 180 entrepreneurs which is 10% of the target population of 1800. (Bungoma County office Ministry of Labour, Social security and Services 2013)

3.2. Sampling Technique

Systematic sampling technique was used to select the respondents for the questionnaires who were Entrepreneurs with Disabilities. Systematic sampling is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point and a fixed, periodic interval.

Table 3.1: Number of registered EWDs per Sub County in Bungoma County

S/NO	Sub-County Names	Town of interest	Registered EWDs
1.	Bungoma South	Bungoma town	540
2.	Webuye-East and Webuye West	Webuye town	216
3.	Bungoma Central and West	Chwele market	288
4.	Bungoma-Kimilili/North	Kimilili town	180
5.	Kapsokwony	Kapsokwony town	360
6.	Cheptais	Cheptais town	216
TOTALS			1800

Source: Bungoma County Ministry of Labour, Social Security and Services 2013

4. Results and Discussions

4.1. General information of EWDs in Bungoma County

Majority of the EWDs encountered were male (83.4%), the underrepresentation of women may be attributed to the fact that often disabled women prefer to have home based enterprises as they shun away from the busy and often chaotic commercial centres. In fact one of the town leaders said that; “Women with disabilities are often sexually abused, harassed and stolen from because they are unable to defend themselves especially in busy centers. That is why many of them opt to run their businesses at home if they can afford to.” (WAFULA Bungoma Municipality)

That notwithstanding, it is believed that women entrepreneurs with disabilities are a diverse group whose social and economic needs have gone largely unnoticed by those committed to promoting either gender equity or disability equity. “A woman with disabilities is much more marginalized than a man with disabilities.” (WAFULA)

Similar to the findings of the Global Entrepreneurship Monitor (GEM) survey in Kenya, it is the 35-45 age brackets that the majority of the EWDs belonged to. Up to 60% of them were married and had between 1-5 children. An overwhelming majority headed the households in which they lived in, demystifying the belief that PWDs are often dependants of the families and communities they belong to. “I started this business because after my father passed on I did not want to consider myself as an orphan and disabled, I wanted to be different from other disabled people because some of them are on the streets begging and I don’t want to do that. I also have responsibilities at home which include looking after my children and wife. Now that I have a business it is also my responsibility to look after my younger siblings the youngest of who just completed KCSE last year.” (JOB a tailor). The findings were tabulated as shown in the table 4.1 below;

Table 4.1: General Information of EWDs in Bungoma County

S/NO	Demographics	NO	Percentage
1.	Male	100	83.4
2.	Female	20	16.6
Age			
1.	18 – 24	10	8
1.	25 – 34	37	31.1
2.	35 – 44	48	40.4
3.	45 – 54	20	16.3
4.	55 – 65	5	4.2
Marital status			
1.	Married	72	59.5
3.	Single	36	30.3
4.	Divorced/ widowed	12	10.2
Number of children			
1.	None	22	18
2.	1 – 3	37	30.9
3.	4 – 6	48	40
4.	7 – 9	11	9.3
5.	Above 10	2	1.8
Household head			
1.	Parents	31	25.5
2.	Spouse/other relatives	7	5.5
3.	Yourself	83	69
Education			
1.	None	18	15
2.	Primary and adult literacy	66	55.2
3.	Secondary (KCSE)	24	20
5.	Tertiary	10	8.2
6.	University	2	1.6

4.2 Entrepreneurship Education

In terms of education, one in every four respondents had no education, one third had completed primary school education, a quarter had finished form four (KCSE) education while only 1 in every 30 had completed university education. Government’s recent education initiatives such as Free Primary Education, Free Secondary Education and affirmative action for University entrance are set to change this picture in the near future. Suffice it to note that of the lower levels of education EWD statistics mimic that of the other entrepreneurs in Kenya according to GEM 2010 but at the higher levels of education EWD education statistics are not comparable. The findings were tabulated as shown in the table 4.2 below;

Table 4.2: EWDs Education Background

Education	Frequency	Percentage
None	45	25
Primary and adult literacy	60	33.3
Secondary (KCSE)	45	20
Tertiary/polytechnic	24	13.3
University	6	3.3

4.3. Entrepreneurship Education and Training

According to the Ministry of Labor, Social Security and Services (2000), PWDs were often of low priority in society. The Kenya National Survey on Persons with Disabilities (2011) showed that PWDs were vulnerable to extreme poverty conditions partly due to lack of education and specific skills, to quote some of the respondents: “I have

never received any form of education or business training. My parents said they could not afford to pay for my school. Yet my siblings who are not disabled all went to school.”(Wabomba Kimilili Market)

“I have never received any training. I just used to admire people in business, would watch them and learn how to do business, ‘simply like that” (Nakhumicha Chwele Market a cobbler)

From the above, it was not surprising that even among EWDs that were interviewed two thirds did not have any form of specific skills training on how to do business. Despite introduction of several programmes such as the Special Needs Education and FPE, PWDs lacked relevant skills due to inadequacy of specialized training staff, outdated and limited skills in vocational rehabilitation centers, inaccessible physical structures at schools and high costs of attending school resulting from expensive assistive devices (Disability Act, 2003). The Policy indicated that very few had been trained. A further look at the EWDs with specific skills training revealed that the majority of them (42%) received apprenticeship training. This kind of training came as no surprise since EWDs had limited business skills training and so would have to master the art of business by first working under supervision of more experienced entrepreneurs, who quite often were relatives and friends. Many of the EWDs who had attended vocational training acquired certificate and diploma qualifications as shown in **Figure 4.1** on modes of acquiring entrepreneurship Education.

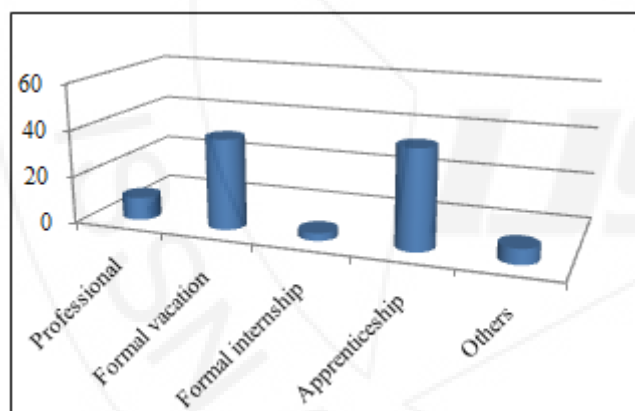


Figure 4.1: Modes of acquiring entrepreneurship Education and training

This study found that training benefited all EWDs as they appreciated the value of learning how to display products in the stalls, the skills of costing and managing business. While the Persons with Disabilities Act (2003) provided for a tax reduction to private employers who employed ten or more persons with disabilities, PWDs found it difficult to find employment because of lack of the required skills and discrimination by employers. Consequently, and as evident from the statistic above, training was important for EWDs. This study found that almost six out of every ten EWDs did not know where to get business education and training from despite operating businesses in town centres for some time. Many of the EWDs were not educated and thus attached little significance to approaching training institutions for business training. The associations in charge of the PWDs may not

have done enough to sensitize EWDs on the value of training and where they could get it. 4 in every 10 EWDs revealed that they could not afford to pay for training, hence accounting for the reluctance to even find out where training could be done. “The potential for PWDs to participate in entrepreneurship in this country is great because the President is supportive of PWDs but we need to go a step further. How do we bring on board people who have skills in entrepreneurship to be able to build the capacity of PWDs on how to manage their small scale business in order to sustain and experience growth potential in their business. In most cases someone tries and fails along the way just because they lack the skills to sustain the business. So there is need for skills building.

5. Conclusions

They further highlight that a lack of access to appropriate training and support was also a significant barrier to self-employment with a lack of management services available, information not produced in alternative formats, lack of transport / funding for transport to and from the advice centre, training provided on upper floors with no elevators available, and training not tailored to their individual needs listed as the difficulties most frequently encountered by people with disabilities when interacting with business support agencies. Notable among these were; inadequate entrepreneurship education for PWDs. A lot of the EWDs had not received business skills training. Further to this there was a lack of business development services, which put together, further exaggerates the plight of these businesses. There is little effort by government to provide training to EWDs and the business skills they have are accumulated through apprenticeship. There is effort to create support institutions for people with disabilities but these institutions have little support for self-employed PWDs.

6. Recommendations

Based on these findings, the researcher makes the following recommendations;

1. There is need for tailored entrepreneurship education and training.
2. The programmes for PWDs must fit their diverse needs as they too can not be looked at as a homogeneous group.
3. The different disabilities need to be catered for so that no disability category is under served.

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