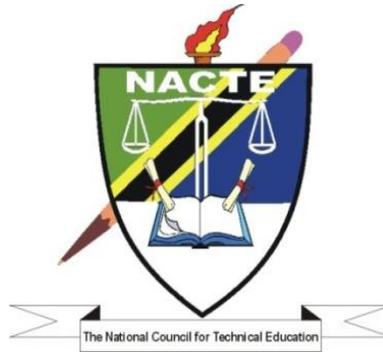


**The National Council for Technical Education**



**“Striving for world-class excellence in technical education and training”**

**IMPROVING THE LABOUR MARKET RESPONSIVENESS TO  
TECHNICAL TRAINING IN TANZANIA**

**Entrepreneurship Education to Stir up Employment Prospects  
to TVET Graduates in Tanzania**



## **ABSTRACT**

The key concepts and principles of entrepreneurship are explored. The tendency of entrepreneurship to be associated with economic development and well-being of society is explained. The historically rooted need for Entrepreneurship Education in Tanzanian Technical Institutions as a basis for job creation and a necessary vehicle to creativity for national development is explained. The learning outcomes and basic contents of Entrepreneurship Education are proposed. The responsibilities of various actors for spearheading Entrepreneurship Education are outlined as proposed by a joint Nuffic funded project titled: “Improving the Labour Market Responsiveness of Technical Education in Tanzania” in which two partners are involved namely the National Council for Technical Education (NACTE) - Tanzania; and Maastricht School of Management, the Netherlands. It is further explained that the project is focusing on the improvement of the supply and the quality of education and training in support of private sector development by improving the labour market responsiveness of technical education in Tanzania.

## 1.0 ENTREPRENEURSHIP EDUCATION: A JOB CREATION INITIATIVE

At the time of independence in the year 1961, Tanzania declared a war against three major adversaries hampering its economic and social development namely diseases, poverty and ignorance. Since then each subsequent 5-year development plans gave priority to fight these great enemies of the economy. In the education sector a great need was realised to link education with work in order to foster socio-economic development, the linkage which became the foundation stone of the philosophy of education in Tanzania: “Education for Self Reliance” (Nyerere, 1968). This philosophy entails that while pursuing education at any level the learner should be equipped with relevant work skills to enable the graduate to contribute meaningfully in society by doing legitimate work either as self-employed or employed worker.

The philosophy of “Education for Self Reliance” entailed developing curricula that would provide ‘skills for work’ at all levels of education. As a result, vocational education was introduced in primary and secondary education. However, as some literature had revealed, there was an over emphasis on early specialisation in various vocational trades which did not match with the demand for craftsmen at village level where most school graduates dwell; instead a multi-skill approach was recommended (ILO, 1982). At tertiary level however, except for general degree programmes, the rest were meant to produce graduates in a particular technical field. But these focussed mainly on the intended occupations and lacked flexibility where one failed to find a job related to one’s studies or specialism.

Despite the various development strategies sought by the government, Tanzania’s aspiration to help young people leaving the educational system at any level to proceed directly to meaningful economic activity has hardly been achieved. One scholar had once pointed out that “In recent years, there has been increased concern over the tragic waste of human potential, particularly for the youth. Most of the youth are either unemployed or underemployed (Semboja, 2007). The school and college leavers’ unemployment situation, which emerged partly in the course of education expansion policies, has persisted in being a pressing social problem. In a bid to address this problem the Government through its development vision 2025 is committed to brace itself to attain creativity, innovativeness and a high level of quality education in order to respond to development challenges and effectively compete regionally and internationally (URT, 1999). In concrete terms the vision requires Tanzania to:

- (i) Attain self reliance driven by the psychological liberation of the mindset and the people's sense of confidence in order to enable the effective determination and ownership of the development agenda with the primary objective of satisfying the basic needs of all the people -men, women and children.
- (ii) Be a nation whose people have a positive mindset and a culture which cherishes human development through hard work, professionalism, entrepreneurship, creativity, innovativeness and ingenuity and who have confidence in and high respect for all people irrespective of gender. The people must cultivate a community spirit; one which, however, is appropriately balanced with respect for individual initiative.
- (iii) Be a nation with high quality of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels.

Essentially, the vision requires Tanzania to take an entrepreneurial approach towards meeting its development challenges, starting with change of mind set. For instance, instead of tertiary institutions educating job seekers, they should educate job creators and promoters. Entrepreneurship is not only about having students who start their own businesses, it’s about

students who set their own goals in life, and figure out means to achieve them. Entrepreneurship is also about initiative and proactive attitude to solving problems that matter to society. Tertiary institutions should realise that if they want their students to be creative, innovative and entrepreneurial, they can't just have them memorize what the curriculum requires, and they can't just keep them in the classroom. It should be realised also that real innovation and creativity happens in interaction with real life.

## **2.0 UNFOLDING THE ENTREPRENEURSHIP EDUCATION FRONTIERS**

The Global Entrepreneurship Monitor (GEM, 2013) points out the tendency of entrepreneurship to be associated with economic development and well-being of society; and also that entrepreneurs are ambitious and spur innovation, speed up structural changes in the economy, introduce new competition and contribute to productivity, job creation and national competitiveness. It is further pointed out that entrepreneurship promotion requires going beyond viewing entrepreneurship as an occupation (self-employment; start-ups), but also focusing on entrepreneurial employee behaviour, sometimes referred to as 'intrapreneurship or corporate entrepreneurship'.

Furthermore, literature and scholars focus on the concept of 'social entrepreneurship'. This essentially relates to people starting and developing new initiatives where the value of the (local/regional) society is put before the value of the individuals leading these initiatives. It is therefore urged that policymakers and academics should support an environment and skills acquiring atmosphere conducive to promoting social entrepreneurship. This should be looked at as the rational choice for Tanzania where the government is forced to suspend employment as one of a budget cutting strategy thus causing unemployment to be a major concern. As reflected in the Tanzania's vision 2025, to foster development, Entrepreneurship Education is inevitable.

Having outlined the historically rooted need for EE in Technical Institutions, this treatise further ponders the basic concepts and key principles of Entrepreneurship Education (EE) and presents a guiding methodology for its institutionalisation in Technical Institutions in Tanzania. The methodology has two components: Establishment of occupational profiles (or qualification standards) for EE curricula; and identification of teachers / facilitators of EE. The treatise concludes by urging Technical institutions to mainstream EE in their respective curricula not only as a means of compliance with the NACTE academic quality standards but more importantly because EE helps both the learner and the institution to achieve their respective aspirations.

This treatise has made close reference to work done by two partners namely the National Council for Technical Education - Tanzania; and Maastricht School of Management, the Netherlands through a joint Nuffic funded project titled: "Improving the Labour Market Responsiveness of Technical Education in Tanzania". The project is focusing on the improvement of the supply and the quality of education and training in support of private sector development by improving the labour market responsiveness of technical education in Tanzania. The achievements of the objectives need to have an impact on the employability of graduates and on their competency to enter the private sector as entrepreneurial business starters and managers. As pilot, the project has been working with two training institutions falling under NACTE: College of Business Education (CBE), Dar-es-Salaam; and Zanzibar Institute for Tourism Development (ZIToD), Zanzibar.

### 3.0 EXPLORING KEY CONCEPTS AND PRINCIPLES OF ENTREPRENEURSHIP

#### 3.1 Who is an Entrepreneur?

Many scholars share the belief that the concept of entrepreneurship is better understood by recognising who an entrepreneur is and the related attributes /characteristics. In most definitions an entrepreneur is described as a person who plays the role of an initiator, manager and risk taker in a business venture (Manyaga, 1994). One scholar, for instance defines an entrepreneur as “One who assumes the financial risk of the initiation, operation, and management of a given business or undertaking” (Rosenberg: 1978, 153). In this definition the key words: creativity, management and risk taking are not restricted to economic ventures alone. These can be identified in other professions as well like teaching, agriculture and even politics (Marris and Somerset, 1971).

An entrepreneur has a complex personality which is clearly expressed in the following quotation: “Entrepreneurial behaviour may be characterised by risk-taking, a constant attempt to achieve better than before, a concern for excellence, attempts to accomplish new goals and do things different than what most others do, creativity, perseverance, hard work, faith in one’s own abilities, initiative and independence. Entrepreneurs create new opportunities for themselves and for others. They make things happen rather than waiting for things to happen” (Rao, et al,: 1990, 67-68). Achieving self-reliance through one’s own initiatives is one of the objects of entrepreneurship.

#### 3.2 What should Entrepreneurship Education (EE) focus on?

Two different key areas on Entrepreneurial Learning are focuses here:

- (i) Learning general entrepreneurial skills and attitudes: This involves developing and nurturing personal characteristics which are not always directly associated with the creation of a new enterprise; and
- (ii) Learning specific enterprise capabilities: This involves acquisition of skills related to how to create, manage and close down a business.

These focal areas are expected to lead to the realisation of the following outcomes of Entrepreneurship learning: personal and social emergence, contextual learning and negotiated enterprise (David Rae, 2005). The outcomes are further elaborated as follows:

- a) **Personal and social emergence:** the creation of the individual’s self perception as an entrepreneur, essentially believing that one’s person can turn an idea into reality.
- b) **Contextual learning:** The use of one’s knowledge and experience within an industry or community to recognize opportunities that ventures can be formed around.
- c) **Negotiated enterprise:** this is the process of engaging with other people to exchange labour, ideas, learned strategies or capital.

## **4.0 DEVELOPING ENTREPRENEURSHIP EDUCATION LEARNING OUTCOMES**

In a bid to determine inputs to the EE curricula it is important to first identify the objectives of such a venture. This may be done by considering two levels: individual / personal and societal levels.

- (a) At personal level EE should:
  - (i) Raise awareness on self-employment as a career option; the message thus is that a person can become an entrepreneur and self-employed, creating employment opportunities for others, instead of being an employee.
  - (ii) Provide an opportunity for promotion of personal qualities; that means promoting the development of personal qualities that are related to entrepreneurship behaviour such as creativity, risk-taking, leadership and responsibility.
  - (iii) Provide the requisite technical and business skills to successfully start a new business and run it in the longer term.
  
- (b) At societal level EE should:
  - (i) support private sector developments;
  - (ii) meet the needs of the target groups: learners, employers, specific target groups such as women, youth, rural inhabitants and disabled persons; and
  - (iii) enhance the entrepreneurial culture by improving the capacity of business services providers and the competitiveness of existing small businesses.

## **5.0 CONDITIONS FOR MAINSTREAMING ENTREPRENEURSHIP EDUCATION**

### **5.1 Observing the Regulatory Requirements**

NACTE would like its stakeholders to be aware of and observe the following:

- (i) Technical institutions are required to introduce EE in their curricula as a policy matter emanating from the development vision 2025. However EE is not meant to be a stand alone qualification. EE should therefore be seen as a necessary support to the existing and new qualifications, a cross cutting matter, an aid to generate self-employment or improve the proficiency of an employee or entrepreneur. This calls for technical institutions to mainstream EE into their curricula.
  
- (ii) In mainstreaming EE into their curricula Technical institutions should consider the competence level descriptors in the TVET Qualifications Framework for each NTA qualification; and Occupational Profiles / Qualification Standards of the training programme in which EE will be mainstreamed.

### **5.2 Incorporating key Entrepreneurship Learning Elements**

It is intended to introduce EE in programmes leading to Ordinary Diploma (NTA Levels 4, 5 and 6) and Bachelor Degree NTA Levels 7 and 8). Table 1 below summarises the proposed learning elements for EE.

**Table 1: Proposed Learning Elements for EE**

S/N	General Area of Competence	Learning Matter	
		Ordinary Diploma	Bachelor Degree
1.	<b>KNOWLEDGE</b>	Use of a wide range of field-specific practical and theoretical knowledge	<ul style="list-style-type: none"> <li>• Use broad theoretical and practical knowledge that is often specialized within a field</li> <li>• Show awareness of limits to knowledge base</li> </ul>
2.	<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Develop strategic approaches to tasks that arise in work or study by applying specialist knowledge and using expert sources of information</li> <li>• Evaluate outcomes in terms of strategic approach used.</li> <li>• Use skills either in simulated situations or setting up small enterprise</li> </ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Working with other</li> <li>• Develop self</li> <li>• ICT</li> <li>• Communication</li> <li>• Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategic and creative responses in researching solutions to well defined concrete and abstract problems</li> <li>• Demonstrate transfer of theoretical and practical knowledge in creating solutions to problems.</li> <li>• Use skills in setting up own enterprise</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Working with other</li> <li>• Develop self</li> <li>• ICT</li> <li>• Communication</li> <li>• Numeracy</li> </ul>
3.	<b>ENTREPRENEURIAL ATTRIBUTES</b>	<p><b>Use entrepreneurial characteristics to:</b></p> <ul style="list-style-type: none"> <li>• Prepare an idea for business start-up</li> <li>• Develop a business plan</li> <li>• Produce a marketing plan</li> <li>• Identify resources and financial requirements</li> </ul> <p><b>Use enterprise capabilities to:</b></p> <ul style="list-style-type: none"> <li>• Participate in and evaluate the stating, running, and closing down of imaginary mini project</li> <li>• Participate in a training firm project</li> </ul>	<p>Use entrepreneurial characteristics and enterprise capabilities to:</p> <ul style="list-style-type: none"> <li>• set-up and run an enterprise</li> </ul> <p><b>Entry requirement:</b></p> <ul style="list-style-type: none"> <li>• business plan or</li> <li>• owner of business</li> </ul>
4.	<b>COMPETENCE</b>	<p><b>Professional and Vocational</b></p> <p>Key skills on lower level:</p>	<p><b>Professional and Vocational</b></p> <ul style="list-style-type: none"> <li>• Formulate responses abstract and</li> </ul>

		<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Working with others</li> <li>• ICT</li> </ul> <p>Solve problems by integrating information from expert sources taking into account of relevant social and ethical issues.</p> <p>Explore environmental and health/safety issues.</p> <p><b>Communication and Social</b></p> <ul style="list-style-type: none"> <li>• Interpret and respond to detailed written and oral communication in unfamiliar situations</li> <li>• Use self-understanding to change behaviour.</li> <li>• Explore ethical, moral, social and cultural issues through the consideration of roles and responsibilities and the way in which enterprises operate in society.</li> </ul>	<p>concrete problems</p> <ul style="list-style-type: none"> <li>• Demonstrate experience of operational interaction with a field</li> <li>• Make judgments based on knowledge of relevant social and ethical issues.</li> <li>• Explore environmental and health/safety issues. Explore issues related to developments in Tanzania.</li> </ul> <p><b>Communication and Social</b></p> <ul style="list-style-type: none"> <li>• Convey ideas in a well structured and coherent way to peers, supervisors and clients using qualitative and quantities information.</li> <li>• Express a comprehensive, internalized personal world view reflecting engagement with others.</li> <li>• Explore ethical, moral, social and cultural issues through the consideration of roles and responsibilities and the way in which enterprises operate in society.</li> </ul>
5.	<b>PERSONAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Manage role under guidance in work or study context that are usually predictable and where there are many factors involved that cause change and where some factors are interrelated.</li> <li>• Make suggestions to improve outcome</li> <li>• Supervise routine work of others and take some responsibility for the training of others.</li> <li>• Demonstrate self direction in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage projects independently that require problem solving where there are many factors, some of which interact and lead to unpredictable change.</li> <li>• Show creativity in developing projects</li> <li>• Manage people and review performance of self and others</li> <li>• Evaluate own learning and identify learning needs necessary to undertake further learning.</li> </ul>

## 6.0 FACILITATION OF ENTREPRENEURSHIP EDUCATION

More often than not the question ‘who should teach Entrepreneurship Education’ has been surfacing as a challenge amongst institutions attempting to introduce Entrepreneurship Education in their curricula. Based on the minimum technical teacher’s qualification as per NACTE academic quality standards and experience elsewhere the specifications to guide the process of identifying facilitators of Entrepreneurship Education are hereby spelt out. Table 2 presents teacher’s specifications for facilitation of Entrepreneurship Education.

**Table 2: Teacher’s Specifications for Facilitation of Entrepreneurship Education**

<b>Desirable (Entry Level)</b>	<b>Work experience (Added Advantage)</b>
<ul style="list-style-type: none"><li>• Hold a qualification at least one level above the subject matter to be delivered</li><li>• Hold or be working towards a recognized teaching or training qualification in addition to a professional qualification</li><li>• Hold related qualifications in the subject area that are at least one level above the qualification being delivered</li><li>• Achieved demonstrable experience at one level above the basic skill being delivered.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrable experience of at least 2 years and knowledge of the subject area</li><li>• Work experience as a provider of business development services</li><li>• Preferably experience of running own business</li><li>• Teaching Business Studies</li><li>• Experience of career guidance</li><li>• Teaching Human Resources</li></ul>

In addition to the above listed minimum qualifications, technical teachers appointed to facilitate EE should undergo a training specially designed for the purpose. NACTE should be contacted on this matter for further guidance.

## 7.0 TRAVERSING BEYOND PROJECT DISSEMINATION

So far an attempt has been made to disseminate the ‘Entrepreneurship Education’ perspective of the results of the project “Improving the Labour Market Responsiveness of Technical Education in Tanzania” jointly managed by the National Council for Technical Education (NACTE) and Maastricht School of Management (MsM). The project has built capacity of the College of Business Education (CBE), Dar-es-Salaam on the development and delivery of entrepreneurial education modules which form part of their curricula. Eventually the experience will be rolled out to the rest of technical institutions (TIs) accredited by NACTE. It is important therefore to define the roles of the various actors in this meticulous ambition. Table 3 below stipulates the respective mandates of the key actors.

**Table 3: Mandates of key Actors for Institutionalisation of Entrepreneurship Education**

<b>Organisation</b>	<b>Responsibility</b>	<b>Timeframe</b>
NACTE	Disseminate information about Entrepreneurship Education in the media including the relevant websites.	December 2015
	Coordinate institutionalisation of Entrepreneurship Education in TIs including sanctioning the resulting curricula	Institutional Accreditation Cycle
CBE	Prepare a leaflet / brochure indicating what the college is able to offer to TIs in a bid to role out the experience so far gained.	January 2016
MsM	Prepare a leaflet / brochure indicating what the school is able to offer in terms of building capacity of technical teachers to facilitate Entrepreneurship Education and the requirements for the same.	February 2016
TIs	Governing / Advisory Boards to adopt Entrepreneurship Education as an urgent policy matter; draw an action plan to that effect; and submit to NACTE for approval.	March 2016
	In consultation with CBE and NACTE, mainstream Entrepreneurship Education in curricula and start to offer the same.	Institutional Accreditation Cycle

NACTE, in its regulatory capacity is optimistic to tell the TIs: **“It can be done, play your party”**.

## **8.0 TARGET GROUP FOR ENTREPRENEURSHIP EDUCATION**

The anticipated beneficiaries and providers of Entrepreneurship Education at national level are listed in Table 4 below.

**Table 4: List of beneficiaries and providers of EE across Tanzania**

<b>Beneficiaries</b>	<b>Providers</b>
<ul style="list-style-type: none"> <li>• NACTE</li> <li>• Small Industries Development Organisation (SIDO)</li> <li>• Ministry responsible for Trade and Industry</li> <li>• Ministry responsible for Education and Vocational Training</li> </ul>	<ul style="list-style-type: none"> <li>• Higher education providers delivering entrepreneurship programmes.</li> <li>• Young people and adults participating in Entrepreneurship Learning</li> <li>• Business Development Services (BDS) providers</li> <li>• Small and Medium Enterprises (SMEs)</li> </ul>

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- Ministry responsible for Youth Affairs
  - Tanzania Chamber of Commerce and Industry
  - Self employed people (especially in rural areas)
  - Career guidance officers
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