

What if all schools prepared young people to be entrepreneurs?

Research and Realities from Tanzania



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Entrepreneurship Education in Tanzania

2004 Economic Empowerment Policy

“the education curricula will be tailored to ensure skills development in line with the demands of competitive markets” (p. 15)

2007 Youth (15-35) Development Policy

entrepreneurship skills critical to youth strategy

2013 Entrepreneurship Curriculum (& Framework)

lays out competencies from pre-primary to tertiary and teacher training for the education system

The background is a faded, grayscale photograph of a school hallway. In the center, a woman, likely a teacher, is looking towards the camera. To the right, a young boy is seen from behind, carrying a large stack of books on his head. The hallway has a tiled floor and a door in the background.

**fundación
paraguaya**

Business Clubs in Tanzanian Schools

Implementation of Business Clubs

Component of the
entrepreneurship
curriculum

BC Content=22 weeks
(1-2 hours/week)

BC Practice=weekly,
time varies

Mentors training=
2 days (20 hours)

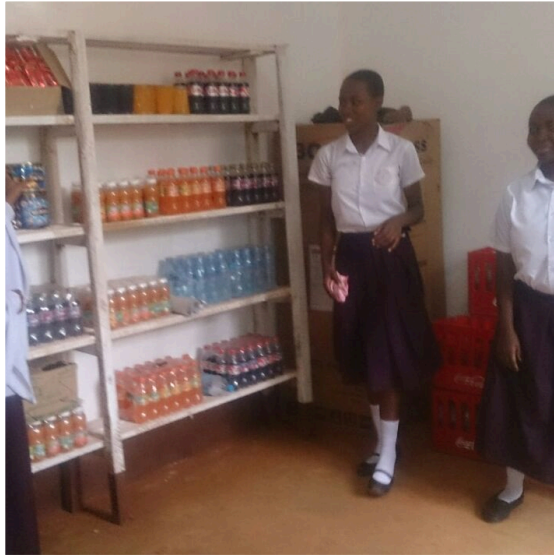


Skills Developed



Business Opportunities

Stores



Crafts



Agriculture



**Snacks/
bites**





Challenges of BC models

- Entrepreneurship mindset
 - *Mixing business INTO education*
- Experience vs. expertise
 - *Qualified mentors*
- Cooperative businesses
 - *Dynamics of big and small groups*

Longitudinal Research

Samples

Years	Quantitative	Qualitative
2012-2016	127 youth	60 youth
2016-2017	614 youth + 52 mentors	



Youth Employment Trends

National Data (NBS, 2014)

Of the 85% of youth in the labour force

- 88.5% work in informal sector (non-ag.) or private ag.
- 82.3% work in vulnerable employment

Secondary school completers make up the highest proportion of youth that are unemployed.

Is entrepreneurship a want or a need? (n=614)

35.5% of students have **experience** running a business.

75.2% of students have **exposure** to a household business.

	Who runs this business? (n=462)			
	Females (n=263)		Males (n=199)	
	#	%	#	%
Mother	136	51.7%	96	48.2%
Father	63	24.0%	44	22.1%
Sibling	46	17.5%	45	22.6%
Other family	36	13.7%	29	14.6%
Grandparent	21	8.0%	12	6.0%
Non-family	1	0.07%	1	0.5%



What is the benefit of starting entrepreneurship training while youth are in secondary school?

- **To help pay for schooling needs**

“I first bought my personal school supplies – like shoes, uniform, and exercise books.....When I went back to school I paid for the bus fare....” (youth)

- **To practice saving, borrowing, loaning**

By end of U-Learn program, nearly 67% were saving.

“Last year...I was the [Business Club] Finance Manager, so I learned when I was saving.” (Youth)



What is the benefit of starting entrepreneurship training while youth are in secondary school?

- **To build confidence**

“...before starting this business, we didn’t have the confidence to talk to the customer...at the end we mastered [it].” (youth)

- **To mentor innovation and incubation**

“...To me, the business club...helps us lead our students so that they can start their own business later.” (head teacher)



Do BCs meet the needs of both boy and girl students?

Before BCs

- **With prior businesses:** Boys (46.5%) Girls(27.7%)
- **Prior businesses are gendered:**
 - **Girls: cooking/selling snacks, selling vegetables**
 - **Boys: selling agricultural and other goods, poultry**

Inside BCs

Business Club activities are still gendered and follow the traditional lines of boy/girl businesses

Does entrepreneurship help youth increase their well-being?

- **Expanding employment opportunities & aspirations**

“Last year...I was the [Business Club] Finance Manager, so I learned when I was saving. That’s when I started to love [want] to be an accountant.” (youth)

- **Creating an investment or back-up plan**

- **Developing leadership and collaboration**

“In the group we had leaders. We had someone who took care of the money. We continued to collect and the money that we collected increased. We were helping each other, if someone was sick, we drew money from the group and assisted them...” (youth)

Are BCs the way to go forward?

Challenges and considerations

- **Not every teacher makes a good business mentor.**
 - *How do you find, train and monitor effectiveness of adult mentors?*
- **BC profits support under-resourced schools.**
 - *How do you ensure that BC profits go back to the students vs. being used to fund school deficits?*
- **Businesses will fail.**
 - *How do BCs prepare youth to manage failure?*