

Youth entrepreneurship education and training for acceleration of social economic development in Tanzania

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Entrepreneurship has gained social, economic and political significance in recent years in Tanzania and is supported by almost all communities in the country, particularly youths. Despite such moral support, entrepreneurship skills and knowledge is yet to be efficiently and effectively entrenched in the system of youths' education and trainings. The objective of the study was to explore youths' entrepreneurship education and training for acceleration of social economic development in Tanzania. The survey involved data collection through library and field research which provided secondary and primary data respectively. Observation methods was also used together with interviews and structured questionnaires were employed together both qualitative and quantitative data. The study found out that there is narrow entrepreneurship knowledge and skills development coverage in our education system particularly in early schools; lack of coordination between our policies and human investment programs and low level of existing entrepreneurship contribution towards our country's socio-economic development. The existing education system does not offer entrepreneurship knowledge and skills which will enable youths in Tanzania improve their lives, satisfy their basic needs and eradicate poverty through generation of employment opportunities. It was noted that training of youths on entrepreneurship knowledge and skills alone will not completely wipe out the problem of unemployment in Tanzania unless the following are also done; Provide financial support to youths through soft loans as source of funds to startup businesses, government to reduce taxes to promote small scale and medium enterprises. Youths themselves to change mindset-aspiring for self-employment opportunities instead of white collar jobs and youths themselves to take action and join in SACCOS for easy government support. It was also revealed that lack of coordination between our policies, essentially, the entrepreneurship development policy with other government education and training policies the existing system programs do not provide effective approaches of introducing entrepreneurship knowledge and skill along with other subjects into teachers training colleges and mainstreaming it into to primary and secondary school curricular. The results have implications to policy and management. It is therefore recommended that ministry of education and culture reach out teacher training with entrepreneurship knowledge and skills. The subject be mainstreamed in all level of education, starting from pre-school to tertiary levels.